

Lewis & Clark College Faculty Handbook

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1 Purpose of This Handbook

The Lewis & Clark College *Faculty Handbook* describes employment policies, benefits, privileges, and related operating procedures. The information is published here to provide a framework to faculty for understanding the standard practices of Lewis & Clark and for exercising their duties and obligations as faculty members.

While faculty should find the handbook useful as a guide to employment policies at the College, this document is not a contract of employment. The contract of employment is embodied in the individual faculty member's letter of employment.

This handbook describes policies and procedures in effect as of fall 2016. However, from time to time, policies and procedures may need to be modified or revised, or new policies developed, in a process consistent with the College's tradition of shared governance.

Some general employee and institutional policies may appear here in an abbreviated form. The complete text of those policies may be found at <https://www.lclark.edu/policies/>.

Each faculty member is responsible to become familiar with the contents of the handbook. This handbook supersedes all previous versions of Lewis & Clark faculty handbooks.

This document is also available online:
<http://www.lclark.edu/about/leadership/provost/handbook/>.

2 History of Lewis & Clark College and Governance of the College

2.1 History

Lewis & Clark's journey from pioneer vision to premier institution of higher education began in 1867, 60 miles south of present-day Portland. In that year, the Presbytery of Oregon secured a charter from the state legislature. The church partnered with the town of Albany to fund and build a two-story building on the town's College Square site, and a school was born.

Albany Collegiate Institute, as it was first known, educated women and men equally within a common curriculum that focused on the classics and traditional courses. The first class graduated in 1873.

In 1905 the trustees officially adopted the name Albany College, transferred ownership to the Synod of Oregon, and established the bachelor of arts degree.

For more information visit <http://www.lclark.edu/about/history/>

2.2 Mission of the College

The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through ongoing exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the College pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

The College carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. The College mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

Approved by the Board of Trustees May 16, 1997

2.3 The Educational Benefits of Diversity

Jane Monnig Atkinson, Interim President

Julio de Paula, Dean of the College of Arts & Sciences

Bob Klonoff, Dean of the Lewis & Clark Law School

Scott Fletcher, Dean of the Graduate School of Education and Counseling

Updated on August 10, 2009

At its best, liberal education empowers students intellectually to understand the complex geopolitical, socio-economic, ethical, and technological challenges confronting humanity at this juncture in history. Numerous studies grounded in the principles and methods of social psychology indicate that this intellectual transformation happens most effectively in a learning environment where personal interactions, both in the classroom and generally around campus, promote open discussion of new ideas and exposure to social environments previously unknown to students. These studies demonstrate that cognitive development is measurably and permanently enhanced in students who in the course of their daily lives have frequent and intense interactions with others whose backgrounds and whose worldviews are profoundly different from their own. This growing body of scholarly work also shows that all students in a diverse social environment engage more effectively in discussions about complex issues, becoming more adept at understanding multiple perspectives and more capable of critical thinking in ways that will enhance the quality of their lives and their success within their careers long after graduation.

Lewis & Clark College is an institution of liberal learning that aims to educate its students for successful and fulfilling lives in their chosen fields of endeavor. To honor this promise, the College gives its students the opportunity to engage actively and critically in dialog informed by those richly diverse cultural traditions that comprise our American Heritage. Therefore, the College explicitly acknowledges and affirms its conviction that diversity with respect to race, ethnicity, national origin, socio-economic background, religious orientation or spirituality, physical or sensory disability, gender, and sexual orientation on the Lewis & Clark campus provides an educational benefit for all students that can be realized only if students and education professionals from diverse backgrounds are present in significant numbers within our learning

community. In creating and sustaining such a community, we engage, to the extent possible, in practices that will ensure a high degree of diversity on our campus, simultaneously meeting the highest standards of academic excellence of which we are capable.

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Approved by the Board of Trustees, May 5, 2007

2.4 Organization of the College

Legally established under a self-perpetuating Board of Trustees, in whose hands the direction of the institution finally rests, Lewis & Clark College in practice adheres to age-old principles of shared governance. Through explicit delegations of authority and with mutual trust, the trustees, officers, faculties, and students of the College discharge their separate responsibilities and work together to ensure that its mission is upheld and its best possible future achieved.

2.4.1 Board of Trustees

The Board of Trustees of Lewis & Clark College oversees the creation of the educational, financial, and operating policies of the College and develops the financial and community support necessary to carry out those policies.

Trustees at Lewis & Clark come from many disciplines and areas throughout the United States and the world. They share a common commitment to the College and its place in the global higher education community.

2.4.2 Administrative Organization

The president of the College is the chief executive officer of the College and the official adviser to and executive agent of the Board of Trustees and its executive committee. As academic and administrative head of the College, the president exercises a general superintendence over the

affairs of the institution and prepares a written report to the Board of Trustees at the close of each fiscal year.

Assisting the president are the secretary of the College, the treasurer of the College, and one or more vice presidents. Currently there are four: the vice president and provost, the vice president and general counsel (who also serves as secretary of the College), the vice president for finance (who also serves as treasurer of the College), and the vice president for institutional advancement. In the president's absence the vice president and provost serves as administrative head of the College.

Each of the three schools of the College (the College of Arts and Sciences, the Graduate School of Education and Counseling, and the Law School) is headed by a dean who reports to the president. The deans are appointed by the president in consultation with the faculty of the relevant school and serve at the pleasure of the president.

The **Executive Council**, consisting of the president, the vice presidents, the three school deans, and other delegates appointed by the president is the principal mechanism for directing the work of the College. The council deliberates the overall institutional direction of the College and the integration and continuous improvement of its academic work. It establishes administrative policies and procedures and coordinates work of the institution's various standing and ad hoc operational committees. It evaluates the effectiveness of central services and determines their appropriate staffing. It reviews the separate budgets of the College and gives its approval to the consolidated operating plan and capital budget before it is submitted to the Board of Trustees.

The **Operations Council** is made up of managers and directors from common services as well as representatives from the three schools and is chaired by the provost. The council's charge is to serve as a point of communication and policy development on matters of concern to Lewis & Clark. The council reports to the Executive Council.

The **Information Technology Strategic Advisory Council** advises the chief technology officer and the Executive Council on strategic directions in the areas of information and instructional technologies. Its focus includes emergent issues with broad and strategic implications for faculty, staff, and students; development and continual adaptation of an IT strategic plan that aligns with the overall College goals and priorities; and the ongoing process of developing and updating IT policy. Chaired by the chief technology officer, the council includes representatives from the schools, the administrative offices, and the student bodies.

The **Administrative Assembly** is made up of all members of the administration and staff and meets periodically to ensure that all members of the staff are informed about the directions of the institution and the policies and procedures that guide it.

2.4.3 Faculty Governance

Under authority delegated by the Board of Trustees, each of the three faculties of the College, operating under approved bylaws, determines the curriculum for the degrees it offers, admits students to degree candidacy, and recommends students for receipt of the degrees for which they

have qualified. Each also conducts searches for new faculty, and evaluates their performance for promotion and tenure. Each faculty advises its dean on the development and use of resources, and on other matters of school business that are brought before it.

Faculty from the various schools serve on several standing institutional committees. These committees are noted in the bylaws for the College of Arts and Sciences, the Graduate School of Education and Counseling, and the Law School, and are listed in this handbook's appendices.

In addition, the president may establish ad hoc institutional committees, composed of faculty from all three schools, to address specific issues of institution-wide concern. A current list of those committees follows.

The **Human Subjects Research Committee** (Institutional Review Board) (See Section 4.2.5) reviews proposals for research by staff and students that involves human subjects. Committee approval for such research is required (by federal or state law) before such research can proceed.

The **Fringe Benefits Committee** reviews existing benefit programs and makes recommendations for the improvement, addition, or deletion of programs.

The **Institutional Biosafety Committee** (See Section 4.6) reviews all research involving recombinant DNA conducted at Lewis & Clark to assure safe handling in compliance with National Institutes of Health guidelines.

The **Committee on Honors and Prizes** ensures full faculty and student participation in the determination of the recipients of college-wide prizes and honorary degrees. It reviews all nominations for college-wide prizes and honorary degrees and makes its recommendations to the Committee on Academic Affairs of the Board of Trustees, which, in turn, makes its recommendations to the full board.

To be considered, nominees should have made distinguished contributions to society through scholarship or achievement in the arts and sciences, in the professions, in business, in politics, or in community service.

Nominations for honorary degrees may be submitted by trustees, faculty, and other members of the College community. Complete information should be furnished with a letter of nomination, including curriculum vitae or resume, qualifications, and reason for the nomination.

Honorary degrees are usually conferred at commencement but may be given on other special occasions.

The committee includes two faculty representatives each from the College of Arts and Sciences, the Graduate School of Education and Counseling, and the Law School, and a student from each, to be appointed by the president. It is chaired by the vice president and provost.

2.4.4 Student Participation in Governance

Students' participation in governance is broad and significant. Four students—two from the College of Arts and Sciences, and one each from the Graduate School of Education and Counseling and the Law School—are appointed by the board chair to sit on standing committees of the board except the committees on investments, nominations, and audit. Students also serve on many standing and ad hoc operational committees of the College at large, and participate extensively in the governance of their respective schools.

College of Arts and Sciences Student representatives serve as voting members on most administrative searches and routinely sit on search committees for faculty positions. Two student members are voting members of the Committee on the Curriculum and others serve with the Curriculum subcommittees on Course Proposals and International Studies. One student participates on the Committee on Admissions and Financial Aid and one on the Committee on the Library and Educational Technology. Nomination and/or appointment of student representatives to committees is overseen by the Associated Students of Lewis & Clark College (ASLC) and forwarded to the dean of the College of Arts and Sciences for final approval.

Graduate School of Education and Counseling Students in the Graduate School of Education and Counseling routinely serve on faculty search committees. Nomination of the representatives to search committees is overseen by the respective departments. All nominations are forwarded to the associate dean of the Graduate School of Education and Counseling for final approval.

Law School Two student representatives participate in and vote at meetings of the faculty except as provided in Article II, Sec. 4 of the Law School bylaws pertaining to executive sessions of meetings of the law faculty and except for promotion and tenure decisions as set forth in Article II, Sec. 7 of the bylaws and other Law School documents. Except for the Sabbatical and Leave Committee, two students serve as student representatives on the standing committees of the Law School.

2.5 Advisory Bodies

The College also enjoys the assistance of advisory bodies, of which there are currently two:

Graduate School of Education and Counseling: Educational Consortium The Educational Consortium serves as an advisory board to the education and education-related programs in the Graduate School of Education and Counseling. The consortium is made up of eight voting members representing Graduate School department chairs, students, school administrators, and teachers.

Law School: Board of Visitors The Board of Visitors consists of alumni and other members of the legal profession representing the several regions of the country. The members of the Board of Visitors are appointed through a process detailed in the board's bylaws. The Board of Visitors has the responsibility of advising the dean and faculty on Law School operations and planning. The chair of the Board of Visitors also serves as vice chair of the College Board of Trustees.

2.6 Accrediting Bodies

As a whole, Lewis & Clark College is accredited by the Northwest Commission on Colleges and Universities. The Law School is also accredited by the American Bar Association and is a member of the Association of American Law Schools. The education and counseling psychology programs in the Graduate School of Education and Counseling are approved and accredited by appropriate associations and agencies, including the National Council for Accreditation of Teacher Education, the National Association of School Psychologists, the Oregon Teacher Standards and Practices Commission, Oregon Board of Licensed Professional Counselors and Therapists, Council for Accreditation of Counseling & Related Educational Programs, and the Commission on Accreditation for Marriage & Family Therapy Education. In addition, the programs of some individual departments in the College of Arts and Sciences are reviewed separately, e.g., the chemistry department by the American Chemical Society.

3 Faculty Employment Policies and Procedures

3.1 Definition of Faculty

The faculty consists of those individuals appointed in writing to tenured, tenure-track, or special-status faculty contracts for any of the College's three schools as approved by the appropriate dean. In the College of Arts and Sciences, only tenured and tenure-track faculty have voting rights. In the Graduate School, all full-time faculty have voting rights, regardless of tenure status. In the Law School, the voting members of the faculty are the tenured faculty and other faculty hired pursuant to the 80-percent hiring rule (see Law School bylaws).

3.2 Academic Freedom and Responsibility

Alone among professions in modern society, the academic profession enjoys a set of personal freedoms claimed as fundamental to its full and proper exercise. These protections have evolved with the academy itself, deriving from the earliest days of universities in the European Middle Ages and developing into our day under the collective rubric of "academic freedom and tenure." The protections implied in this phrase are accorded to professors as rights, claims they make on their peers and institutions simply by virtue of the profession they share. Only the most serious circumstance or failing could lead to the forfeiture of these rights.

A profession that accords rights of this magnitude expects of its members corresponding duties of commensurate breadth and seriousness. Though separate and distinct from such rights, academic responsibilities are largely implied by them and are intended to protect, nurture, and advance the profession that requires them for its own best end. Accordingly, except as otherwise provided in this handbook, the faculty of Lewis & Clark College assert and accept, individually and collectively, the following principles of academic freedom and responsibility:

A. Institutions of higher learning exist to discover, advance, and disseminate knowledge for the common good. Unfettered academic freedom is essential to the free search for knowledge and its free exposition. Academic rank and tenure are conferred as a means of ensuring the economic security indispensable for academic freedom and to enable the institution to fulfill its obligations to its students and to society. Academic freedom applies to all who exercise teaching responsibilities, including nontenured, part-time, visiting, and temporary teaching staff. Faculty

reviews for promotion, tenure, compensation, leaves, academic support, reappointment, and other perquisites of employment shall be conducted in accordance with these principles of academic freedom.

Academic freedom carries with it duties correlative with rights, and does not preclude the adoption of minimum affirmative standards such as publication, teaching effectiveness, and institutional and community service requirements. Academic freedom and responsibility apply in the classroom, in scholarly research and publication, in institutional governance and operations, and in activities in the larger community.

B. In the classroom, academic freedom includes but is not limited to freedom of discussion and freedom to select course materials, content, methodology, and sequence within course objectives established in the official curriculum as approved by the applicable faculty. This freedom extends to controversial matters related to or connected with the course subject in the reasonable and good-faith judgment of the faculty member.

Faculty should, however, take care not to abuse this freedom. It is the mastery teachers have of their subjects and their own scholarship that entitles them to their classrooms and to freedom in the presentation of their subjects. It is improper for an instructor persistently to intrude material that has no relation to the subject, or to fail to present the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum. Faculty prepare each course with care, review its content regularly in light of growing knowledge in their discipline, and refine their teaching methods to suit the needs of the students they teach. They respond to the criticism and suggestions of their students and peers.

In the exercise of their freedom as teachers, faculty will establish and foster a climate of academic integrity. Students are entitled to an atmosphere conducive to learning and to nonarbitrary and nondiscriminatory treatment in all aspects of the teacher-student relationship. Professors may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society. Evaluation of students and the award of credit must be based on academic performance in the good-faith judgment of the faculty member and not on irrelevant matters.

As teachers, professors encourage the free pursuit of learning in their students. They hold respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit in the professor's good-faith judgment. They respect the confidential nature of the relationship between professor and student. They will not exploit, harass, or be responsible for discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them.

C. In research, publication, and other scholarly activities, academic freedom includes but is not limited to full freedom to select topics, methodologies, forums, format, approach, and content. Scholarly activities, however, should not interfere with other academic duties.

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

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debts and strive to be objective in their professional judgment of colleagues.

D. In matters of institutional governance and operations, academic freedom includes but is not limited to freedom to express such views and advocate such positions as the faculty member deems to be in the best interest of the Lewis & Clark community or its constituent parts. This freedom extends to institutional goals, policies, programs, processes, and structures.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. In criticizing policies or decisions, professors avail themselves of established processes and forums, and take care to argue their positions with reason and restraint, and to avoid personal attacks on colleagues.

Professors are available for normal duties during the academic year. They meet their classes on a regular basis throughout the year, make themselves available for academic advising and counseling, and hold final examinations as scheduled. They provide good-faith evaluations of student work, maintain records for all courses taught, provide letters of recommendation as appropriate, and submit final grades in a timely fashion. As good College citizens, they attend meetings of the department, division, and full faculty, and take part in faculty retreats. They honor their students by participating in convocations and commencements.

Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

E. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university and may not deliberately misrepresent their position in the academy or their authority to speak for the institution. As citizens engaged in a profession that depends upon freedom for its

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

F. Academic tenure ensures that professors may remain in their positions until retirement. While a normal retirement age may no longer be legally mandated, professors remain responsible for the health of their disciplines and the good of their institutions. They weigh their personal needs against those of the academy for regular renewal of talent and ideas. At the appropriate time they seek partial or full retirement, opening the way to a new generation of scholars who will assume the same rights and responsibilities they have enjoyed throughout their careers.

Approved by the Board of Trustees November 21, 1997

3.3 Academic Rank

3.3.1 Tenure-Track Appointments

There are three ranks to which faculty holding tenure or on tenure track may be appointed: assistant professor, associate professor, and professor. The procedures for the awarding of tenure and promotion are different in the three schools. The relevant documents on promotion and tenure are found below. Faculty on tenure track should hold the terminal degrees in their respective fields.

3.3.2 Special-Status Appointments

Instructor Teaching faculty without the terminal degree appropriate to their field normally hold the title of instructor. An instructor should have completed at least 18 semester hours (27 quarter hours) in the subject or field in which he or she is hired to teach and hold the master's degree. Appointments to this rank are for a stated term of service.

Lecturer This title is used for faculty with renewable term appointments in areas of the curriculum not staffed by tenure-track faculty. Lectureships are half time or more and may be renewed for as long as the staffing need exists. Persons may be initially appointed as senior lecturers based on their record of achievement or may advance to that position upon review and after five years of service. Persons holding these positions usually carry some administrative responsibilities in addition to teaching and often carry an additional descriptive designation such as "Director of Orchestra" or "Program Head of Photography."

3.3.3 Term Appointments/Contract Appointments

Faculty with Term This title (e.g., associate professor with term) refers to faculty appointed for multiyear (generally more than two years) half-time to full-time contracts with specified or indefinite term but not on tenure track. Qualifications are generally comparable to those for appointment at the corresponding tenure-track rank and compensation will be determined by the relevant dean. The rank to which term faculty are appointed will range from instructor to professor, as appropriate.

Faculty with Term (Graduate School of Education and Counseling) This title (e.g., associate professor with term) refers to faculty appointed for a specific length of time as stated in the contract, not to exceed three years. The person occupying this position may be reappointed based on program needs and a successful peer review process. The title “Faculty with Term” refers only to faculty whose positions are at least .5 FTE and are funded by the graduate school rather than external grants. The rank to which faculty with term are appointed will range from instructor to professor, as appropriate.

Visiting Faculty Visiting faculty generally occupy a full-time (or full-time for one-half year) position that is temporarily vacant. The title (e.g., visiting assistant professor) may also be used for a faculty member hired from another institution to hold a specifically funded temporary position. In the latter case, the visiting faculty member is assigned to a school over and above the number of tenured positions in the staffing plan of the school. Qualifications are generally comparable to those for appointment at the corresponding tenure-track rank and compensation will be determined by the relevant dean. Visiting faculty will be appointed at the appropriate rank from instructor through professor. Visiting appointments are not normally renewed beyond three years and in no case may be renewed beyond six years.

Adjunct Faculty An adjunct position is created to meet a specific need on a course-by-course basis. Appointments are for a specified period of one year or less, and may be renewed provided the College needs the adjunct’s services and performance meets the College’s standards. Adjunct appointments may be made at any appropriate rank.

Contract Faculty See the office of the dean of the Graduate School for a description of ranks for contract appointments.

3.3.4 Determination of Initial Rank

The dean of the College of Arts and Sciences determines the academic rank of a newly appointed faculty member in the College of Arts and Sciences.

The dean of the Graduate School, upon recommendation from the appropriate department chair, determines the academic rank of a newly appointed faculty member in the Graduate School.

The dean of the Law School, upon recommendation of the voting faculty, determines the academic rank of a newly appointed faculty member in the Law School.

3.4 Administrative Positions

3.4.1 Faculty Appointed to Administrative Positions

Faculty members appointed to any administrative position should receive a joint administrative/faculty contract. This contract defines the portion of the faculty member’s time to be devoted to the administrative position and the amount of time to be devoted to teaching, research, and institutional service. The individual retains tenure, rank, and departmental or program affiliation while holding the administrative position. When the faculty member leaves

the administrative post, he or she automatically returns to full-time faculty status in the department or program.

3.4.2 Non–Lewis & Clark Faculty Appointed as Administrators

Faculty members from other institutions who are appointed as administrators at Lewis & Clark may wish to retain their instructional faculty status and rank. Such individuals must be reviewed by the chair and tenured members of the department or program that corresponds most closely to the field in which the candidate holds the PhD, or its equivalent. In the Law School, the tenure and rank review shall be conducted by the tenured and tenure-track faculty. These reviewers may or may not recommend faculty status. If faculty status, rank, or departmental participation is recommended, the recommendation must also be approved by the appropriate dean. The letter of initial appointment to the administrator should include information on faculty status, rank, and departmental participation.

The following options exist for administrators seeking faculty status:

Faculty Status Department faculty may recommend tenure or tenure-track status. If tenure is recommended, the recommendation must go to the appropriate faculty committee on promotion and tenure and/or other pertinent body of the faculty in accordance with established practice.

Faculty Rank The department may not propose a faculty rank lower than the rank held by the individual at the previous institution. This restriction shall not apply at the Law School.

Faculty Departmental Participation On the recommendation of the department, or pertinent faculty body, the administrator may teach from time to time. The agreement to teach should also specify other duties such as advising student majors, participating in department meetings with or without vote, and sharing in the selection of department members.

3.5 Terms of Appointment

The terms and conditions of every initial appointment shall be stated in writing and available to the faculty member before he or she begins his or her duties. Any changes in the terms of the initial appointment must be stated in writing by the person with hiring authority and given to the faculty member.

The tenure status of each faculty member should be clearly stated in each contract. Appointment to any stated rank at Lewis & Clark does not carry with it the assumption that the position carries tenure or is tenure track.

3.5.1 Tenure-Track Appointment Terms

A faculty member hired on “tenure track” is on probationary appointment and becomes eligible for consideration for tenure only if he or she completes the probationary period designated in the letter of appointment or subsequently negotiated with the dean of the academic school and

approved by the appropriate dean. A tenure-track contract that is not renewed or extended automatically terminates upon the expiration of the stated period.

3.5.2 Appointments with Continuous Tenure

A faculty member granted tenure has a right to be reemployed for succeeding academic years until he or she resigns, retires, is discharged for cause, or is terminated or laid off as a result of a bona fide reduction in force for formal discontinuance of a program or department of instruction, as provided in Section 3.14.4.

3.5.3 Special-Status Appointment Terms

Instructional faculty hired in special-status positions will not be considered for tenure unless they are appointed to a tenure-track position through normal faculty search procedures. Special-status faculty may work full-time or part-time and are appointed for a specific period. Renewal is at the discretion of the College; special status appointments carry no guarantee of renewal.

Special appointments may be made without the usual search procedures but must be made in the spirit of equal employment opportunity. All special-status faculty are evaluated annually according to the standards of the school in which they teach.

3.6 Promotion, Tenure, and the Review Process: Policies and Procedures

Tenure is a continuous appointment without stated term that is conferred on a faculty member after review.

Tenure is a clear recognition that the candidate is a valued and productive member of the faculty as indicated by teaching effectiveness, scholarship, and service to the institution and profession. The decision reflects a comprehensive judgment about past performance and future potential based on a particular combination of strengths demonstrated by the candidate in relation to the needs of the respective school and the College. The College recognizes the importance of academic freedom and a sufficient degree of economic security, and the granting of tenure is therefore a commitment on the part of the College that the faculty member will be employed by the College, so far as its resources permit and, unless there is termination for adequate cause, until retirement or resignation.

The purpose of faculty reviews is to evaluate the faculty member's contribution to Lewis & Clark in the areas of teaching, scholarship or creative activity, and institutional service. Because of its commitment to its students, the College considers excellent teaching to be essential for reappointment, promotion, and tenure. In addition, the College expects excellent scholarship or creative activity, as appropriate to their discipline, of all faculty members both because of the inherent value of such work and because the College believes that such work enhances teaching and intellectual growth. Lewis & Clark also calls on its tenured faculty to provide service to the College, to their respective disciplines, and to the broader community, all of which contribute to the general welfare of the institution.

Although specific contributions in the categories of teaching, scholarship or creative activity, and institutional service may vary from one faculty member to another and although individual faculty members can demonstrate accomplishment in diverse ways, all faculty members are expected to show accomplishment in these areas. Specifically, the assessment of teaching should be based on such factors as peer and student evaluations, academic advising, the quality of course syllabi, and when appropriate, course development, contributions to the core curriculum, interdisciplinary teaching, overseas and other off-campus programs, student or faculty-student research, student-designed majors, and departmental honors projects. Scholarly work should be subject to peer review, e.g., articles in refereed professional journals, books published by presses employing peer review, book chapters, publications in non-refereed journals recognized by peers as of high quality, exhibits in juried shows, and performances for public audiences. Promotion and tenure should include an assessment of the faculty member's scholarly or creative accomplishments by external reviewers who have achieved recognition in the discipline of the faculty member being reviewed. Examples of institutional service are administrative responsibilities, College and community service, and activities in professional organizations.

Faculty review at Lewis & Clark shall be consistent with the principle of peer review as articulated in the American Association of University Professors' 1966 Joint Statement on Government of Colleges and Universities:

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and the president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

Approved by the Board of Trustees November 21, 1997

3.6.1 Use of Course/Instructor Evaluations

Faculty members teaching credit-bearing courses must allow students to fill out the course/instructor evaluations standard to each school as part of the College's system for gathering information pertinent to faculty evaluation. These evaluations become part of all reviews for contract renewals, promotion and tenure, and salary decisions. The dean of each academic school should work with faculty and students to develop appropriate forms and procedures for evaluation. All forms must be kept for 10 years or until summarized in an official review process.

3.6.2 Faculty Review File Retention and Access

All who are performing faculty reviews have access to the relevant review files. When a review is concluded, the review file, after removal of confidential letters and material (to which the reviewee does not have access), shall be returned to the reviewee. The confidential material shall be maintained in a separate file in the office of the appropriate dean. Note that review files are not the same as personnel files. The College maintains personnel records for employees and past employees to document employment related decisions and benefit choices and to comply with government record keeping requirements. <https://www.lclark.edu/live/profiles/3666-personnel-records-maintenance-policy>

3.6.3 Promotion and Tenure Reviews and Developmental Reviews: College of Arts and Sciences

I. PREAMBLE

The College of Arts and Sciences of Lewis & Clark deeply values teaching. Its faculty is a community of scholars and artists who care passionately about teaching and recognize teaching and scholarship or creative activity as mingled expressions of a single vocation. As representatives of the liberal arts and sciences, the faculty participate in and contribute to the broader academic discourse within and across disciplinary lines both inside and outside Lewis & Clark. That larger continuing conversation that the faculty engage in with their peers in turn informs teaching and learning at Lewis & Clark College.

II. TYPES AND SCHEDULES OF REVIEW

All faculty are reviewed biennially for the purpose of determining their salary. There are three additional types of faculty review: a) developmental reviews, b) tenure reviews and c) promotion reviews.

Whenever a chair undergoes a review, the appropriate associate dean appoints a tenured faculty member to fulfill the chair's role in the review process. That person is hereafter referred to as the "surrogate."

Developmental Reviews Before tenure, assistant professors are normally reviewed twice, once in their second year, and again in their fourth year. The purpose of these developmental reviews is to provide candidates with advice about whether they are making satisfactory progress toward meeting the CAS's standards for tenure. These reviews are conducted by a developmental review committee. At each developmental review, the committee also makes a recommendation to the dean about whether the faculty member's 3-year appointment should be renewed.

Tenure Reviews An assistant professor granted tenure will also be promoted to the rank of associate professor. Assistant professors normally undergo a tenure review in their sixth year at the College. However, at the time of their hire, individuals with experience as a faculty member or postdoctoral fellow at another institution may negotiate with the dean of the College for an earlier tenure review. This date is specified in their letter of appointment.

The probationary period specified in a faculty member's letter of appointment can be extended only if the dean of the College, after consulting the department chair (or surrogate) and the

associate deans, approves such a request by a faculty member. Such approval will be granted for a maximum of one year, and only when it is clearly in the interests both of the College and of the faculty member, for example, when a faculty member has taken a leave of absence for health or other personal reasons. The probationary period can be shortened only if the department chair (or surrogate) recommends that an earlier tenure review than that specified in the letter of appointment is clearly in the best interests of both the College and the faculty member, and such recommendation is endorsed by the dean of the College.

Faculty may be appointed at the rank of associate professor or professor without tenure. In such instances, the schedule for their tenure review and any developmental reviews will be specified in their letter of appointment, with the only exceptions being those noted above.

In rare instances, the College may appoint new faculty at the rank of associate professor or professor with tenure. In such cases, the authorization for the position must stipulate that an appointment may be made with tenure. Before being appointed with tenure, individuals must undergo a tenure review by the Committee on Promotion and Tenure (CPT). In consultation with the dean, the department, and the search committee, the candidate will submit a dossier for review by the CPT, which will recommend to the dean of the College whether the candidate meets the CAS's criteria for the granting of tenure and the appropriateness of the proposed rank. This review will be conducted according to the procedures described in Section 3.6.3.IV.

Promotion Reviews A promotion review is required for an associate professor to be promoted to the rank of professor. This review normally takes place in the sixth year of service at the rank of associate professor. However, the specific timing of this review is determined by negotiation with the dean of the College. The sequence of steps in this negotiation process is outlined below:

1. No more than three years after receiving tenure, a faculty member submits the following documents to the dean of the College:
 - A reflective statement containing a self-assessment of their performance as a teacher, scholar, and College citizen and a plan for their ongoing professional development in teaching, scholarship and/or creative activity, and service.
 - (optional) An assessment of the feasibility of the plan by a department chair, surrogate, or colleague invited into the process by the faculty member.
2. The faculty member meets with the dean of the College to discuss the faculty member's proposed plan. The goal of the discussion is to help the faculty member to prepare a robust portfolio that will form the basis for a case for promotion to professor.
3. The dean of the College writes a letter to the faculty member summarizing their discussion and offering specific advice about the plan that will prepare the faculty member to undergo a promotion review in their sixth year of service as an associate professor. The dean shall communicate with appropriate department chairs or program directors about issues in the plan that may affect the operation of a department or program.
4. While a faculty member may apply for promotion to the rank of professor after as few as four years as an associate professor, qualifying for this earlier consideration requires not only meeting the standards for promotion to the rank of professor, but also demonstrating a clear record of extraordinary performance as a teacher, national prominence in scholarly and/or creative activity, and an unusually strong record of service.

5. If the faculty member opts not to be reviewed for promotion to professor in their sixth year as an associate professor, the original plan should be updated periodically, preferably every five years after its first submission, using the same procedure as that described above.

Salary Reviews Each faculty member undergoes a biennial salary review. In years when the faculty member undergoes a developmental review, a tenure review, or a promotion review, the materials prepared for that review will substitute for the materials called for in a salary review (see Faculty Salary Policy). No faculty member will be formally reviewed more than once each academic year.

III. PROCEDURES FOR DEVELOPMENTAL REVIEWS

The developmental review committee is responsible for providing advice to a reviewee about whether they are making appropriate progress toward meeting the CAS's standards for tenure, and for recommending to the dean of the College whether a reviewee should receive an additional 3-year appointment. The sequence of steps in this evaluation is as follows:

1. The appropriate associate dean appoints a 3-person developmental review committee. The committee is chaired by the reviewee's department chair. After consulting the dean of the College, the chair, and the reviewee, the associate dean will appoint two additional tenured faculty to the committee, one from outside the reviewee's department but from within their division, and one from outside their division. The chair of the developmental review committee will consult with the other tenured members of the reviewee's department to bring the departmental perspective to the committee. Whenever possible and appropriate, the members of a reviewee's second developmental review committee will be the same as that of previous developmental review committee.
2. The reviewee prepares a file containing the following and submits it to the chair of the developmental review committee:
 - a) current curriculum vitae,
 - b) list of courses taught and a complete set of teaching evaluations,
 - c) materials that allow an evaluation of the reviewee's pedagogical approach, such as course syllabi, assignments, and exams,
 - d) statement of teaching philosophy, which includes responses to any issues revealed in teaching evaluations, new strategies implemented as a result of attendance at teaching workshops and/or mini-courses, and future plans,
 - e) narrative overview of the reviewee's scholarly and/or creative work and of their future plans, explaining the place of the work in the reviewee's discipline. The statement should be accessible to nonspecialists such as faculty members in other disciplines. The statement should also explain how the reviewee's ongoing work differs from that pursued for their dissertation.
 - f) statement of service contributions to the College and to the reviewee's profession,
 - g) copies of all publications, papers, abstracts, and performance and exhibit programs,
 - h) any other material that the reviewee deems relevant, such as (i) evaluations of teaching by peers, former students, or alumni; (ii) peer reviews of the reviewee's work; (iii) research grants and research proposals; (iv) work in progress; (v) letters from chairs of interdisciplinary programs in which the reviewee has participated.

3. The chair of the developmental review committee convenes a meeting of the committee to assess the materials in the file, to make a judgment about whether the faculty member under review is making satisfactory progress toward tenure, and to consider what advice to offer the reviewee. At each developmental review, the committee also makes a recommendation to the dean about whether the reviewee should be reappointed for another 3-year term. After reviewing the materials in the file, the committee may meet with the reviewee as part of the process. The developmental review committee then prepares a detailed written report for the associate dean, assessing the quality of the faculty member's teaching, scholarly and/or creative activity, and service, and outlining the rationale for its recommendation.
4. Before the report is submitted to the associate dean, the reviewee receives a copy. The reviewee has a week to acknowledge in writing that they have read the report and to correct any factual errors it may contain. Their response and the committee's report are then submitted to the associate dean. If the developmental review committee does not recommend reappointment, the reviewee shall be given 10 days to respond in writing to the dean of the College.
5. The dean of the College, in consultation with the associate dean, evaluates the review materials and the report of the developmental review committee. The dean of the College writes a letter to the reviewee providing his or her own assessment of the reviewee's progress and the decision whether to reappoint.

IV. PROCEDURES FOR TENURE REVIEWS

The president of the college is responsible for tenure decisions, and the decision is based on the recommendations of the dean of the college, the Committee on Promotion and Tenure, and the department of the tenure candidate. At each level, a recommendation is based on the candidate's accomplishments in teaching, scholarship, and/or creative activity, and on his/her service to the college and their profession. The sequence of steps in the evaluation is as follows:

1. The appropriate associate dean, in consultation with the department chair and the faculty member under review, solicits external reviews of the candidate's scholarly and/or creative activity. The reviewers are recognized experts in the candidate's discipline.
 - a) The identities of the reviewers and the contents of their letters are confidential with respect to the candidate, unless the College is compelled by legal action to breach confidentiality.
 - b) Normally, the tenure file will contain no fewer than four external reviews. For a candidate who engages in multi-disciplinary work, it may be appropriate to have more than four reviewers. When possible, there should be at least one external reviewer from peer or aspirant liberal arts colleges. Normally, external reviewers will be tenured faculty members at other institutions.
 - c) In the letter of solicitation for external reviewers, the associate dean will provide guidance for the external reviewers by explaining in detail the College's criteria for evaluating scholarship and creative work (see 3.6.3.V.B).
 - d) The following individuals should not normally be chosen to serve as reviewers: (i) the candidate's doctoral and postdoctoral mentors; (ii) individuals who have served as coauthors, collaborators, or co-investigators on scholarly or artistic projects; and (iii) individuals with whom the candidate has had an intimate personal relationship.
2. The candidate prepares a file containing the following:
 - a) current curriculum vitae,
 - b) list of all courses taught since hiring, their enrollments, and a complete set of teaching evaluations,

- c) materials that allow an evaluation of the candidate's pedagogical approach, such as course syllabi, assignments and exams,
- d) statement of teaching philosophy, which includes responses to any issues revealed in teaching evaluations, new strategies implemented as a result of attendance at teaching workshops and/or mini-courses, and future plans,
- e) description of advising activity,
- f) statement of scholarship and/or creative activity that provides an overview of the candidate's past scholarly and/or creative work, and of their future plans. The overview should also explain the place of the work in the candidate's discipline. The statement should be accessible to non-specialists such as faculty members in other disciplines, the dean, and the president. It should also explain how their ongoing work differs from that pursued for their dissertation.
- g) statement of service contributions to the College and to the candidate's profession,
- h) copies of all publications, papers, abstracts, and performance and exhibit programs, including the candidate's dissertation,
- i) other material that may be relevant to an assessment of teaching and scholarship and/or creative activity, such as (i) evaluations of teaching by peers, former students, or alumni; (ii) published reviews of the candidate's work; (iii) research grants and research proposals that have been peer-reviewed; (iv) works in progress; (v) letters from chairs of interdisciplinary programs in which the candidate has participated.

3. The department chair or surrogate convenes a meeting of the tenured members of the department who are on campus (i.e. not on leave) to assess the candidate's teaching, scholarship and/or creative activity, and service. The assessment is based on the candidate's review file and the external review letters. The department chair or surrogate writes a letter that will be submitted to the dean. The letter must include a summary of the departmental discussion and a specific recommendation about tenure.

- a) All tenured department members are asked to affirm, by their signature, that they have read the letter and that it accurately summarizes the departmental discussion. For this purpose, emeriti faculty are not considered to be tenured department members. If a tenured department member believes that the letter does not accurately summarize the department discussion, he or she must submit an individual letter. Any such letters become part of the candidate's file and are seen by the candidate, who is entitled to submit a response.
- b) The candidate has an opportunity to read the department letter and within one week must acknowledge in writing the receipt of the letter. This acknowledgement is also an opportunity for the candidate to correct any factual errors contained in the letter. This response becomes a part of the review file.

4. The associate dean prepares a full tenure review file that includes the following.

- a) the candidate's review file
- b) the department recommendation letter and any response from the candidate
- c) past developmental reviews of the candidate
- d) the external review letters

No other material, such as unsolicited letters from interested individuals, may be added to the file at this point.

5. The Committee on Promotion and Tenure (CPT) makes a tenure recommendation to the dean, based exclusively on the material in the tenure review file. The dean of the College is present, as a non-voting observer, for the deliberations of the CPT.

- a) The assessment of a candidate's scholarly and/or creative activity is based on work that has been published, submitted for publication, displayed, and/or performed at the time the file is submitted to the dean. However, a candidate may add relevant material to the file that becomes available after this date, including letters of acceptance from publishers, published critical reviews of exhibitions or performances, reviews of submitted articles, books, or grant proposals, and notifications of honors and awards.
 - b) At its discretion, the CPT may ask the department chair or surrogate to meet with the committee to answer clarifying questions. If the recommendation of the CPT differs from that of the department, the CPT letter will clearly explain the rationale for the differing recommendation, and a copy of this letter will be sent to the department chair or surrogate.
 - c) The candidate will receive a copy of the CPT letter to the dean at the same time as the dean.
6. The dean of the College makes a tenure recommendation to the President, based on the full tenure review file and the recommendation of the CPT.
- a) If the recommendation of the dean differs from the recommendation of the CPT, the dean will discuss with the CPT the rationale for the differing recommendation, and this discussion will occur prior to submitting the letter to the president.
 - b) The candidate and the members of the CPT will receive a copy of the dean's letter to the president.
 - c) If the dean recommends against tenure, the candidate has 10 days from the receipt of the dean's letter to submit a written request to the dean for a grievance procedure. Any grievance must be based on (a) discrimination, (b) specific violations of academic freedom, or (c) the failure of the review process to follow the stated procedures. The dean will refer the grievance to a committee composed of three recent past chairs of the CPT who are not directly involved in the case. The Grievance Committee will assess the merits of the grievance and submit a recommendation to the president, and will provide copies of their report to the dean and to the members of the CPT.

V. CPT ASSESSMENT OF TENURE FILES

In its assessment of a candidate's case for tenure, the CPT considers three areas: teaching, scholarship and/or creative work, and service. To receive a recommendation in favor of tenure, a candidate must demonstrate excellence in teaching, excellence in scholarly and/or creative activity, and a moderate amount of quality service to the College and the professional community. Excellence in both teaching and scholarship and/or creative activity is necessary for a recommendation in favor of tenure; a superlative performance in one area cannot substitute for lack of excellence in the other area.

A. Excellence in Teaching

The CPT assessment of a candidate's teaching is based on several types of material in the tenure review file.

- Student evaluations are the most important source of information, and the CPT considers both numerical scores on the standard questions and written comments.
- Course materials such as syllabi, assignments, and exams.
- The candidate's statement of teaching philosophy and practice.
- Peer evaluations of teaching.
- Other information concerning: (i) course development, (ii) contributions to the general education program, (iii) interdisciplinary teaching, (iv) participation in overseas and other off-

campus programs, (v) student-designed majors, (vi) collaborative research or creative projects with students, and (vii) departmental honors projects.

The CPT will use this material to answer the following questions about the candidate's teaching:

1. Is the classroom environment conducive to student learning and engagement?
 2. Is the candidate responsive to student concerns and needs?
 3. Is the candidate available outside of class time, in office hours or by appointment, for consultation with students?
 4. Does the course material reflect current knowledge and approaches in the discipline?
- Although classroom performance is the primary basis for the assessment of a candidate's teaching, there are a number of other questions concerning teaching beyond the classroom.
- a. What have been the candidate's contributions as a sponsor of independent study work, practica, senior thesis work, or independent research with students?
 - b. If the candidate led an overseas or off-campus program during the review period, did participation in the program affect the candidate's scholarship and/or creative activity, or service?
 - c. What have been the candidate's contributions as a major or pre-major academic advisor?
 - d. If the candidate engaged in non-departmental teaching, such as teaching interdisciplinary courses or in the general education program, what was the candidate's contribution?
 - e. If a candidate was hired with explicit responsibilities for program development, what was the candidate's contribution? Did this work affect the candidate's scholarship and/or creative activity, or service?

B. Excellence in Scholarship and/or Creative Activity

The CPT's assessment of a candidate's scholarship and/or creative activity is based on the following material in the tenure review file:

- The external review letters are the most important source of information about the candidate's scholarship and/or creative activity. The associate dean's letter soliciting review letters of scholarship and/or creative activity encourages reviewers to:
 - a. Assess the quality and significance of the candidate's work, and the importance of its contribution to the candidate's discipline
 - b. Compare the candidate's work to that of his or her cohort
 - c. Assess whether the candidate's work suggests a trajectory of continued accomplishment
 In addition, external reviewers are asked to:
 - d. Assess the quality and significance of the outlets (journal articles, monographs, conference proceedings, book chapters, exhibition or performance venues, etc.) in which the candidate's work has appeared
 - e. Describe the nature of the peer review process those outlets employ
 - f. Explain any disciplinary conventions that might differ from those in other fields.
- The candidate's statement of scholarship and/or creative activity
- Publications and presentations
 - a. Publications of work initiated before the candidate's time of hire are considered as part of their scholarly output, but publications of work initiated since a candidate's hire are an essential demonstration of their ability to balance this work with teaching and performing College service.

- b. Peer-reviewed publications receive the largest weight in the CPT assessment. They include (i) articles that are published in peer-reviewed professional journals, and (ii) books published by presses that employ peer review.
- c. Other publications that receive smaller weights in the CPT assessment include (i) book chapters, (ii) articles in non-refereed journals that are recognized by peers as high-quality journals, (iii) book reviews.
- d. Presentations at conferences are useful to demonstrate the status of work in progress and, when such contributions are invited, to demonstrate a candidate's standing in their field.
- Creative activity, including (a) exhibits in juried shows and (b) performances for public audiences

The CPT will use this material to answer the following questions about the candidate's scholarship and/or creative activity:

1. What is the candidate's contribution to his or her discipline?
2. Has the candidate's scholarship and/or creative activity moved beyond the dissertation to demonstrate the candidate's ability to initiate new work at Lewis & Clark College?
3. In addition to completed and ongoing scholarly and/or creative work, is the candidate involved in other professional activities such as editorial service or review work that provides evidence that scholarly peers have high regard for the candidate's work?
4. Are there particular challenges that must be overcome in engaging in scholarly and/or creative activity in this field at a liberal arts institution such as Lewis & Clark College?
5. Has the candidate received grants or fellowships that require an assessment of the contribution of the candidate's work?
6. Is there a clear trajectory of accomplishment that demonstrates a strong likelihood of continuing into the future?

C. Institutional and Professional Service

The CPT's assessment of a candidate's service activity is based on the candidate's statement regarding institutional and professional service. The candidate lists his or her contributions, including active service on committees, review assignments for scholarly outlets such as journals and books, and organizing efforts for professional conferences. To meet the standard of a moderate amount of college service, the candidate will perform normal service in his or her department and take on one or two college committee assignments. For example, college service could include service on departmental committees, search committees, or work with student organizations. In evaluating service activity, the CPT will rely on the department letter to assess the quality of the candidate's contributions.

VI. PROCEDURES FOR PROMOTION REVIEWS

The president of the College is responsible for promotion decisions, and the decision is based on the recommendations of the dean of the college, the Committee on Promotion and Tenure, and the department of the promotion candidate. At each level, a recommendation is based on the candidate's accomplishments in scholarship and/or creative activity, teaching, and service to the college and the profession. The sequence of steps in the evaluation is as follows.

1. In consultation with the dean of the College, the candidate determines his or her readiness to be reviewed for promotion, and informs the appropriate associate dean of this decision.

2. The associate dean, in consultation with the department chair (or surrogate) and the faculty member under review, solicits external reviews of the candidate's scholarly and/or creative activity. The reviewers are recognized experts in the candidate's discipline.
 - a. The identities of the reviewers and the contents of their letters are confidential with respect to the candidate, unless the College is compelled by legal action to breach confidentiality.
 - b. Normally, the promotion file will contain no fewer than four external reviews. For a candidate who engages in multi-disciplinary work, it may be appropriate to have more than four reviewers. When possible, there should be at least one external reviewer from peer or aspirant liberal arts colleges. Normally, external reviewers will be full professors at other institutions.
 - c. In the letter of solicitation for external reviewers, the associate dean will provide guidance for the external reviewers by explaining in detail the College's criteria for evaluating scholarship and/or creative work (see section 3.6.3.V.B above).
 - d. The following individuals should not normally be chosen to serve as reviewers: (i) the candidate's doctoral and postdoctoral mentors, (ii) individuals who have served as coauthors, collaborators, or co-investigators on research or artistic projects, and (iii) individuals with whom the candidate has had an intimate personal relationship.
3. The candidate prepares a file containing the following material. In all cases, materials to be included should date from the time tenure was awarded.
 - a. current curriculum vitae,
 - b. list of all courses taught since tenure, their enrollments, and a complete set of teaching evaluations,
 - c. materials that allow an evaluation of the candidate's pedagogical approach, such as course syllabi, assignments and exams,
 - d. statement of teaching philosophy, which includes responses to any issues revealed in teaching evaluations, new strategies implemented as a result of attendance at teaching workshops and/or mini-courses, and future plans,
 - e. description of advising activity,
 - f. statement of scholarship and/or creative activity that provides an overview of the candidate's past scholarly and/or creative work and future plans, and explains the place of the work in the candidate's discipline. The statement should be accessible to non-specialists such as faculty members in other disciplines, the dean, and the president.
 - g. statement of service contributions to the College and the candidate's profession,
 - h. copies of all publications, papers, abstracts, and performance and exhibit programs,
 - i. other material that may be relevant to an assessment of teaching and scholarship and/or creative activity, such as (i) evaluations of teaching by peers, former students, or alumni, (ii) published reviews of the candidate's work, (iii) research grants and research proposals that have been peer-reviewed, (iv) works in progress, and (v) letters from chairs of interdisciplinary programs in which the candidate has participated.
4. The department chair (or surrogate) convenes a meeting of the tenured members of the department who are on campus (i.e. not on leave) to assess the candidate's teaching, scholarship and/or creative activity, and service since the time of tenure. The assessment is based on the candidate's review file and on the external review letters. The department chair or surrogate submits to the dean a letter that includes a summary of the departmental discussion and a specific recommendation about promotion.
 - a. All tenured department members are asked to affirm, by their signature, that they have read the letter and that it accurately summarizes the departmental discussion. For this purpose,

emeriti faculty are not considered to be tenured department members. If a tenured department member believes that the letter does not accurately summarize the department discussion, he or she must submit an individual letter. Any such letters become part of the candidate's file and are seen by the candidate, who is entitled to submit a response.

- b. The candidate has an opportunity to read the department letter and within one week will acknowledge in writing the receipt of the letter. This acknowledgement is also an opportunity for the candidate to correct any factual errors contained in the letter. This response becomes a part of the review file.
5. The associate dean prepares a full promotion review file that includes only the following. No other material, such as unsolicited letters from interested individuals, may be added to the file at this point.
 - a. The candidate's review file
 - b. The department recommendation letter and any response from the candidate
 - c. The CPT's tenure letter for the candidate
 - d. The external review letters
 - e. The dean's tenure letter for the candidate
 - f. The president's tenure letter for the candidate
 6. The Committee on Promotion and Tenure makes a promotion recommendation to the dean, based exclusively on the material in the promotion review file. The dean of the College is present, as a non-voting observer, for the deliberations of the CPT.
 - a. The assessment of a candidate's scholarly and/or creative activity is based on work that has been published, submitted for publication, displayed, and/or performed at the time the file is submitted to the dean. However, a candidate may add relevant material to the file that becomes available after this date, including letters of acceptance from publishers, published critical reviews of exhibitions or performances, reviews of submitted articles, books, or grant proposals, and notifications of honors and awards.
 - b. At its discretion, the CPT may ask the department chair or surrogate to meet with the committee to answer clarifying questions.
 - c. If the recommendation of the CPT differs from the recommendation of the department, the CPT letter will clearly explain the rationale for the differing recommendation, and a copy of this letter will be sent to the department chair or surrogate.
 - d. The candidate will receive a copy of the CPT letter to the dean at the same time as the dean.
 7. The dean of the College makes a promotion recommendation to the president, based on the full promotion review file and the recommendation of the CPT.
 - a. If the recommendation of the dean differs from the recommendation of the CPT, the dean will discuss with the CPT the rationale for the differing recommendation, and this discussion will occur prior to submitting the letter to the president.
 - b. The candidate and the members of the CPT will receive a copy of dean's letter to the president.
 - c. If the dean recommends against promotion, the candidate has 10 days from the receipt of the dean's letter to submit a written request to the dean for a grievance procedure. Any grievance must be based on (a) discrimination, (b) specific violations of academic freedom, or (c) the failure of the review process to follow the stated procedures. The dean will refer the grievance to a committee composed of three recent past chairs of the CPT who are not directly involved in the case. The Grievance Committee will assess the merits of the grievance and submit a recommendation to the president and will provide copies of their report to the dean and to the members of the CPT.

VII. CPT ASSESSMENT OF PROMOTION FILES

In its assessment of a candidate's case for promotion, the CPT considers the same three areas as it considers in tenure reviews: teaching, scholarship and/or creative work, and service. To receive a recommendation in favor of promotion, a candidate must demonstrate excellence in teaching, excellence in scholarly and/or creative activity, and a high level of service to the college and the professional community. Excellence in both teaching and scholarship and/or creative activity is necessary for a recommendation in favor of promotion; a superlative performance in one area cannot substitute for lack of excellence in the other area.

A. Excellence in Teaching

A candidate for promotion must demonstrate excellence in teaching during the post-tenure period. For details of how the CPT assesses excellence in teaching, refer to section 3.6.3.V.A.

B. Excellence in Scholarship and/or Creative Activity

A candidate for promotion must demonstrate continued scholarly and/or creative activity of recognized high quality. For details of how the CPT assesses excellence in scholarship and/or creative activity, refer to section 3.6.3.V.B.

C. Excellence in College and Professional Service

A candidate for promotion must demonstrate a more substantial contribution of service to the College and their professional community than that expected at the time of tenure. The CPT's assessment of a candidate's service activity is based on the candidate's statement regarding their institutional and professional service and on an assessment of the quality and quantity of the candidate's service contained in the departmental letter. The candidate lists his or her contributions, including service on College committees, leadership positions held on the committees or at the College and in their professional community, review assignments for scholarly outlets such as journals and books, and organizing efforts for professional conferences.

The CPT will use this material to answer the following questions about the candidate's College and professional service:

1. What contributions has the candidate made to his or her profession?
2. Has the candidate served as a member of one or more of the College's standing committees, task forces, steering committees or ad hoc committees?
3. Has the candidate demonstrated leadership in college and professional service?
4. Has the candidate led a department or interdisciplinary program?

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Amended by the Faculty December 2, 2007

Amended by the Faculty March 5, 2013

3.6.3.1 Review Policies and Procedures for Lecturers

1. Schedule

Initial appointment will be for one year, with a review at the end of that year. Subsequent appointments will be for two years, with reviews at the end of each two-year period. A person is eligible for the title of senior lecturer as a result of a favorable third review.

2. Procedure

The faculty member prepares a file consisting of all course evaluations for the review period, any other relevant materials relating to teaching, a cover letter describing the person's work in the area of contractual obligation beyond teaching, and evidence bearing on the person's professional work outside the College.

The file is presented to the relevant department chair or surrogate, who writes a letter of evaluation. A copy of the letter is shared with the faculty member, who may respond in writing if he or she wishes.

The file and the chair's letter are forwarded to the associate dean. The dean of the College makes a decision on renewal, level of employment, and salary.

If the faculty member is eligible for promotion to the rank of senior lecturer, the file and the chair's letter are forwarded to the dean of the College for his or her determination.

Criteria Lecturers are evaluated on the basis of their teaching and the other responsibilities outlined in their letter of appointment or subsequent modification of those responsibilities.

A standard of excellence in teaching is required for renewal of contract. A standard of excellence in administrative and other contractual obligations is required for renewal of contract.

Lecturers are expected to maintain an active professional life in their area of teaching competence.

Approved by the Academic Council June 1, 1999

3.6.3.2 Review Policies for Adjunct and Visiting Faculty

1. Schedule

All teaching at Lewis & Clark is subject to review. For visitors and adjuncts teaching at the College for the first time, that review should normally take place after the first term or year of teaching, whichever is latest. Administrators or other College employees who teach occasionally should follow this same cycle.

The procedure described below should be followed by those who want to be considered for future teaching at the College or who might like a future reference. For adjuncts or visitors who

elect to not participate in this review process, the department chair, program director or surrogate should complete the attached form or send the associate dean a brief letter (normally no more than 500 words) assessing the quality of the teaching, especially commenting on any problems. Please forward the form or letter to the associate dean, including the statistical summary sheet from the relevant course or courses.

In circumstances when a contract renewal is under consideration for the following year, this review may take place after only one semester of teaching at the college, and will inform the decision to rehire. In circumstances in which the instructor begins teaching at the college during the spring semester, however, a new contract will be issued only after the completion of the review process in May. (In such circumstances every effort will be made to release relevant evaluations as soon as possible.)

Reviews will take place after the first semester or year of teaching, and then after every two subsequent years in which any teaching takes place. So for instance, if a faculty member teaches one course every spring, they should expect a review after the first spring, and again two years later. At a minimum, however, intermittent visitors should expect to be reviewed every five calendar years.

2. Procedure

The faculty member prepares a file consisting of all course evaluations for the review period, the statistical summary sheet, a c.v., syllabi, and a brief cover letter (less than 500 words). This letter should also contain the faculty member's own evaluation of the course or courses taught at Lewis & Clark. Faculty members may also want to respond to and contextualize student comments in this letter. Such files should be completed within two weeks of the receipt of evaluations. (Please consult the chairs' or academic calendar for suggested dates for all the following steps.)

Those teaching in two programs (e.g. the CORE and a regular department) should report to both program chairs or directors, supplying relevant evaluations for each. Faculty members may choose to use the same letter for both purposes as long as it addresses both sets of courses.

The file is presented to the relevant department chair, program director or surrogate, who completes the attached form or writes a brief letter of evaluation (less than 500 words), to be completed within two weeks of receipt of the file. A copy of the form or letter is shared with the faculty member, who may respond in writing if he or she wishes. (The faculty member has a week for any such response.)

The entire file, along with the summary sheet from the evaluations (omitting the evaluations themselves), is initially sent to the associate dean's office. After review, it is forwarded to the office of the dean of the college, where it will remain on file. (Evaluations themselves should be retained by the faculty member, and should be available for future consultation if needed.) This file may be used to inform decisions about future teaching, and/or letters of reference when requested by the faculty member. Files should arrive at the associate dean's office as soon as is practicable, but no later than five weeks after the receipt of the evaluations.

In circumstances when the review is taking place during the spring term (as described above), the faculty member's letter may reflect on current teaching, as well as that of the preceding term. The chair's letter should include an assessment of the ongoing spring teaching as well. This assessment should be informed by a class visit and/or mid-semester student evaluations, at the discretion of the chair.

Approved by the Faculty Council March 8, 2007; Revised July 3, 2008

3.6.4 Faculty performance reviews: Graduate School of Education and Counseling

Preamble

The Graduate School of Education and Counseling at Lewis & Clark College is dedicated to serving the needs of professionals in a constantly changing society. The school provides educational opportunities grounded in the liberal arts and the specialized content and methods of professional practice. The Graduate School is a community that values teaching, scholarship, and service as related expressions of a single vocation. Reviews of performance, especially those concerned with promotion and tenure, require careful consideration of candidates' contributions to their students' knowledge and professional practice, to the profession in which they serve, and to the general good and mission of their program(s), school, and institution. While specific contributions and emphases may vary from one faculty member to another, and accomplishment might be presented in different ways, all faculty members are expected to demonstrate accomplishment in these areas. The assessment of these contributions shall include descriptions and evidence supplied by the candidates, faculty members in the professional program(s) in which the candidates serve, and others as specified in the document that follows.

I. General Overview: Purpose and types of review, areas of evaluation, and confidentiality requirements in the review of Graduate School faculty

- A. Purpose:** The purpose of faculty review is three-fold: (1) to evaluate a faculty member's contribution to the mission of the Graduate School of Education and Counseling, the College, their academic program, and the profession; (2) to guide and support the professional growth of faculty; and (3) to provide a sound basis for decisions related to promotion and tenure, annual salary reviews, work plans, sabbatical awards, and faculty research and travel support.
- B. Types of review:** The types of review and associated processes described here differ by faculty category, and within each category, depending on where a faculty member stands in the review cycle. The purpose, schedule, and process for each review are described below.
- C. Major areas of evaluation**
 - (1) Teaching:** Faculty are expected to demonstrate excellence in teaching. Excellent teachers are knowledgeable in their field, effectively communicate their knowledge to others, and use appropriate pedagogy that fosters students' intellectual growth. Excellent teachers are academically rigorous and demonstrate care for their students through their teaching and advising.
 - (2) Scholarship:** Faculty are expected to contribute to scholarship by the development, application, and dissemination of knowledge that improves professional practice. Such contributions include publication in their area of expertise and active involvement in their field.

(3) Professional and institutional service: Candidates must demonstrate evidence of consistent and valued contributions to the program, the Graduate School, and the broader community.

D. Confidentiality: Confidentiality of information regarding individuals must be a primary consideration in all stages of review. The contents of the review file, the deliberation of the committee, and the recommendations are to be held in strictest confidence.

II. Reviews for tenure-track assistant professors

A. Initial appointments

(1) Any appointment without tenure to a position in which tenure may be granted is a tenure-track appointment. The probationary period for tenure-track positions is normally six years unless otherwise stated in the letter of appointment. A faculty member may request an early review for promotion or tenure with the approval of the dean of the Graduate School. Assistant professors shall normally be given three-year appointments, with annual renewals of their appointment contingent on satisfactory performance.

(2) Hiring with tenure: In some instances, a potential new hire with tenure in his or her present position may request an expedited timeline for tenure review. In such cases, the search committee, dean, and department chair shall meet with the Graduate Faculty Promotion and Tenure Committee (GFPTC) to create a timeline for such review prior to the contract being issued. Typically, the timeline for review will fall into one of three general categories: (1) review prior to the employment start date; (2) review, and completion during the first year of employment; or (3) review after the first year of employment and completed before the beginning of the second year of employment. The department chair and GFPTC shall also determine the type of materials required to be equivalent to full review. In such cases, it shall be stated in the contract that awarding tenure will be contingent upon satisfactory tenure review. This policy regarding tenure review shall be shared with potential hires by the search committee.

(3) Promotion without tenure: In rare instances faculty may be appointed at the rank of associate professor or professor without tenure. In such instances, the schedule for review, including the promotion and tenure review, will be specified in the letter of appointment.

B. Types of review: There are three types of review for assistant professors: annual review; developmental review; and review for promotion to the rank of associate professor with tenure.

C. Annual Review

(1) Purpose: The purpose of the annual review is to provide formative assessment to assistant professors, directed at supporting progress toward successful review for promotion to associate professor with tenure.

(2) Schedule: Annual reviews occur in the first, second, fourth, and fifth years of service at the rank of assistant professor.

(3) Process: There are three steps in the process of annual review for assistant professors.

i. Annual self-evaluation: Assistant professors produce an annual self-evaluation (elements described in GSEC policy handbook).

ii. Chair evaluation: The department chair produces a written evaluation and forwards this to the assistant professor and the GFPTC peer review team. The

assistant professor may write a response, to be forwarded with the chair's evaluation.

- iii. **GFPTC peer review:** For this review, two GFPTC members will meet with the assistant professor at least twice during the course of the academic year and then produce a formative assessment of the faculty member's progress toward tenure. The faculty member will have an opportunity to respond in writing to the GFPTC peer review. The chair's evaluation, the GFPTC peer review, and the candidate's response(s) (if present) are forwarded to the Dean and included in the faculty member's personnel file, to be available in subsequent developmental and tenure reviews.

D. Developmental Review

- (1) **Purpose of developmental reviews:** The development review is a major review intended to provide assistant professors with an assessment of their progress toward promotion and tenure. The process is designed to meet the common goals of the faculty member, program, Graduate School, and College by identifying faculty strengths and suggesting areas for future development.
- (2) **Schedule for developmental reviews:** Developmental reviews of tenure-track faculty members will typically be conducted during the third year. The dean will inform the candidate of the scheduled developmental review during the academic year preceding the scheduled review. The schedule for review will be provided to the candidate by the dean no later than the end of the preceding academic year.
- (3) **Developmental review process:** The first level of review is conducted by the department chair; the GFPTC provides the second level; the dean provides the third.
 - i. The candidate shall prepare a review file in a manner similar to that specified for the promotion and tenure review [see sections II.E (3), (4), (5), and (6) for standards, criteria, and evidence], with the exception that external reviews will not be solicited. The review file, which includes the candidate's self-evaluation and GFPTC peer reviews (from the preceding two years), will be submitted to the department chair.
 - ii. The department chair then prepares a written report. The department chair has the option of soliciting additional information required to evaluate the candidate's performance in the areas of teaching, scholarship, and service. The department chair will inform the candidate of any formal requests for additional information.
 - iii. Before the report by the department chair is submitted to the GFPTC, the candidate shall have the opportunity to review the report. The candidate may submit within one week a written response to the GFPTC. The response will become part of the candidate's review materials.
 - iv. The department chair submits the review file, additional materials, and a report reviewing the candidate to the GFPTC through the dean.
 - v. Following its assessment and deliberation, the GFPTC submits to the dean the review file and its own report evaluating the candidate's performance. This report shall include an evaluation of the progress being made toward tenure and promotion, and a recommendation regarding extension of the contract. A copy of this report shall be forwarded to the candidate.
 - vi. The candidate may request an additional review and consultation with the GFPTC.

- vii. The dean shall review the faculty candidate's file and all evaluations and recommendations. The dean shall send to the candidate a letter reviewing the candidate's performance with appropriate recommendations.
- (4) The developmental review will result in a recommendation as to whether the faculty member under review should be given a new three-year appointment, thus extending the current appointment for three years beyond the year in which the review takes place. In cases where a candidate is not offered a new three-year appointment, the faculty member will normally be given a one-year terminal contract. The dean of the Graduate School, after consultation with the department chair, may approve a request by a faculty member to extend the probationary period by a maximum of one year, specifying a new schedule for review. Such approval will only be granted when it is clearly in the interest both of the Graduate School and of the faculty member, for example, when a faculty member has taken on a major short-term assignment or has taken a leave of absence for health or other personal reasons.

E. Review for promotion to associate professor with tenure

- (1) **Purpose:** This review serves to evaluate the faculty member's performance for the purpose of granting promotion to the rank of associate professor with tenure. The granting of tenure requires successful contributions in each of the following three areas:
 - i. **Teaching:** The candidate must demonstrate excellence in teaching. (See section 3 below.)
 - ii. **Scholarship:** The candidate must make significant contributions to scholarship through the development, application, or dissemination of knowledge that improves professional practice. (See section 4 below.)
 - iii. **Professional and Institutional Service:** The candidate must demonstrate evidence of consistent and valued contributions to the program, the Graduate School, professional associations, and the broader community. (See section 5 below.)
- (2) **Eligibility, timing, and schedule:** Faculty members hired in a tenure-track position will normally be reviewed for tenure during the sixth year of service. Credit may be given for previous employment and eligibility for tenure review may be negotiated in the letter of appointment. Faculty members awarded tenure shall meet the standards articulated in sections (3), (4), and (5) below. The faculty member will be notified by the dean regarding eligibility for review by the end of spring semester of the academic year preceding the scheduled review.
- (3) **Standards, criteria, and evidence concerning teaching**
 - i. **Standards for excellent teaching**
Excellent teachers inspire and challenge their students, communicate their knowledge of the field, use appropriate teaching methods, and foster students' intellectual growth.
 - ii. **Criteria for excellent teaching**
 - a. Carefully plans and teaches well-organized courses; clearly states goals, objectives, and standards of student performance; and uses appropriate course materials.
 - b. Maintains current knowledge of the field.
 - c. Seeks to improve teaching techniques and performance.
 - d. Provides accurate and timely academic advising.

- e. Actively involves students in the classroom learning experience.
 - f. Regularly assesses student performance and apprises students of the results.
 - g. Creates and maintains an atmosphere conducive to learning.
 - h. Contributes to the development of curriculum.
 - i. Provides assistance and supervision to students in field-based courses such as practica and internships.
 - j. Encourages students to participate in joint scholarship projects.
 - k. Maintains accessibility to students.
- iii. **Evidence of excellent teaching.** The following materials will be included in the review file:
- a. A syllabus for each course taught that includes goals, readings, explication of written assignments, and methods of student evaluation.
 - b. All student course evaluations obtained since the last promotion or since date of employment including those developed by the faculty member and a summary and interpretation of the evaluations.
 - c. A narrative explaining teaching accomplishments and goals.
 - d. A narrative describing advising responsibilities, and, where applicable, supervisory activities and accomplishments.
 - e. Evidence from peers, colleagues in the field, past students, and others as appropriate.
 - f. Other materials, such as letters, may also be included.

(4) Standards, criteria, and evidence concerning scholarship

- i. **Standards for scholarship:** Scholarship contributes to professional and disciplinary knowledge.
- ii. **Criteria for scholarship:** Significant contributions to scholarship may include: the following, with priority given to refereed work as well as some combination of lead- and co-authorship:
 - a. Peer-reviewed publications, which include (i) articles published in peer- reviewed professional journals, and (ii) book chapters, and (iii) books published by presses that employ peer review.
 - b. Invited chapters in edited volumes, articles in non-refereed journals that are recognized by peers as high-quality journals, articles in non-refereed regional journals, bulletins, or digital publications, and book reviews.
 - c. Refereed presentations accepted at professional conferences represent contributions to knowledge in the field and demonstrate the status of work in progress. Invited presentations are also evidence of a candidate's standing among peers. Solicited and evaluated consultations, competitively reviewed grants and contracts, presentations to professional colleagues and practitioners, and other professional engagements that apply knowledge to improve professional practice are likewise evidence of scholarly impact.
 - d. Creative works (literary, theatrical, or artistic) clearly related to the candidate's field of inquiry, scholarship and/or teaching.
 - e. Engaged scholarship constitutes work conducted in collaboration with communities or organizations outside the college, or institutional scholarship completed within the college, such that a faculty member's expertise and research are applied in a specific context to demonstrable effect. Evidence of engaged

scholarship must include a detailed description of the work, a clear connection to the faculty member's research agenda, and evidence of significant impact. The publication or dissemination of such reports, media coverage of these activities, and documents from community members that specify the candidate's contribution will be considered as measures of impact. Any of the following that have been prepared by the candidate or with the candidate's input are examples of evidence that may be submitted for the purpose of documenting engaged scholarship: technical or advisory reports; policy papers or recommendations; data gathered to evaluate a project's outcomes; proposals for organizational change or restructuring; and significant changes in educational practice or clinical treatment based on the candidate's work and participation.

- f. Grant submissions are considered evidence of engagement in the professional field. Successful grant applications are evidence of positive peer review and achievement.
- g. Scholarly work initiated since a candidate's hire is an essential demonstration of the candidate's ability to balance this work with teaching and performing service at all levels required for promotion and tenure. Publications of work initiated before the candidate's time of hire are considered as part of the candidate's scholarly output.

iii. Evidence of scholarship provided by candidate

Evidence of scholarly work provided by the candidate includes a narrative explaining past, current, and future work, highlighting major areas of interest, research, and particular challenges. In addition, evidence of scholarship provided by the candidate may include:

- a. Copies of books, chapters, and articles published or currently under review.
- b. Reviews of books or articles published.
- c. Presentations at professional conferences.
- d. Evidence of engaged scholarship
- e. Grant proposals written, with reviewers' comments. Information concerning grants awarded, denied, and pending.
- f. Professional communications and/or artifacts indicating the quality of the candidate's research program, publications, presentations, invited consultation and/or engaged scholarship.

iv. Contribution of external reviewers

External reviewers provide an outside, professional assessment of the candidate's scholarly work. (More on these letters in "Process of Review" for promotion to associate professor with tenure). External review letters are an important source of information about how the candidate's scholarship and/or creative activity is viewed by the larger field. The department chair's letter soliciting review letters of scholarship encourages reviewers to:

- a. Assess the quality and significance of the candidate's work, and the importance of its contribution to the candidate's discipline
- b. Compare the candidate's work to that of peers in the field at a similar point in their career
- c. Assess whether the candidate's work suggests a trajectory of continued accomplishment

- d. Assess the quality and significance of the outlets (journal articles, monographs, conference proceedings, book chapters, exhibition or performance venues, etc.) in which the candidate's work has appeared, including relevant information about the nature of the peer review process those outlets employ
 - e. Explain any disciplinary conventions that might differ from those in other fields.
- v. **Questions guiding the GFPTC's review of evidence of scholarship**
The GSPTC will use the materials provided by the candidate and the external reviewers to answer the following questions about the candidate's scholarship:
- a. What is the nature, extent, and quality of the candidate's contribution to the discipline?
 - b. How has the candidate's scholarship moved beyond the dissertation to demonstrate the ability to initiate new work?
 - c. In addition to completed and ongoing scholarly publication, how has the candidate been involved in other professional activities that provide evidence of the high regard professional peers have for the candidate's work?
 - d. What, if any, contextual or institutional challenges has the candidate faced in pursuing their program of research?
 - e. To what extent is there a clear trajectory of scholarly accomplishment that demonstrates a strong likelihood of continuing into the future?

(5) Standards, criteria, and evidence concerning professional and institutional service

- i. **Standards for service:** Faculty members are expected to contribute actively to their department, the Graduate School, the College, their professional associations, and the broader community.
- ii. **Criteria for service:** A candidate's service should include regular participation on at least one standing or ad hoc committee of the Graduate School or the College during each year of their appointment. It should include assuming responsibilities in support of the candidate's program and department as well as the Graduate School and the College. Participation in program development and accreditation processes is also expected.

In addition, candidates should participate in service related activities in their professional organizations and their community.

Service may include various forms of leadership, including making substantial and ongoing contributions to the operation and development of a program, department, the Graduate School, or College. Examples of this service include, but are not limited to, serving as program director, clinical coordinator, department chair, or related leadership role. Leadership may also include developing new programs or undertaking significant changes in an existing program.

Leadership is a distinct form of service and should be recognized as an essential and unique aspect of our professional work in the Graduate School, particularly when pretenure faculty undertake such work.

iii. Evidence of professional and institutional Service

- a. A narrative explaining the significance of one's service contributions to the department, the Graduate School, the College, professional associations, and the broader community. Wherever appropriate, the narrative shall include a description of the candidate's accomplishments related to assigned departmental responsibilities, developing and maintaining ties with professional associations, and curriculum or program development and leadership.
- b. Letters of testimony indicating the significance of the faculty review candidate's service contributions.
- c. Editorial and review responsibilities.

(6) Process of review for promotion to associate professor with tenure

- i. The candidate prepares a review file including: a self-evaluation letter, annual reviews by the department chair, GFPTC peer reviews, all reports from the developmental review, and supplemental materials addressing the three areas of review. [See Section (7) iii, below, on candidate responsibilities.]
- ii. A mutually agreed upon list of at least nine potential external reviewers will be generated by the candidate, the department chair, a GFPTC peer reviewer selected by the candidate, and the dean of the Graduate School. The department chair and GFPTC peer reviewer selected by the candidate, in consultation with the dean of the Graduate School, determine the short list of external reviewers who will be asked to review the candidate's materials.
- iii. The department chair and GFPTC peer reviewer selected by the candidate shall consult with the candidate regarding which materials to send to external reviewers. These materials may include samples of scholarly work, the candidate's curriculum vitae, and a statement from the faculty candidate. A cover letter from the department chair should describe the purpose of the review and the fact that the letter and its author will remain confidential. A sufficient number of reviewers should be contacted so that a minimum of four reviews are received.
- iv. The department chair and GFPTC peer reviewer selected by the candidate may obtain additional information from colleagues within and outside the College and from scholar-reviewers and others, as necessary, to evaluate teaching, scholarship, and service. The candidate will be informed regarding the areas in which information is being formally requested.
- v. The department chair reviews the candidate's file, including program and external letters, writes an independent report, and forwards these materials to the GFPTC through the office of the dean of the Graduate School. Before the report by the department chair is submitted to the GFPTC, the candidate shall have the opportunity to review the report. The candidate may offer corrections of any errors and may submit, within one week, a written response to the GFPTC, which will become part of the candidate's review materials.
- vi. Following their individual assessments and deliberations, the GFPTC makes a recommendation in writing and submits it to the dean. A copy of the GFPTC recommendation shall be sent simultaneously to the candidate. The candidate may

submit within one week a written response to the GFPTC. The response will become part of the candidate's review materials.

vii. The Graduate School dean makes a recommendation in writing to the president of the College. A copy of this recommendation shall be sent simultaneously to the candidate and to the GFPTC.

viii. Final decisions regarding matters of promotion or tenure rest with the president of the College.

(7) Responsibilities in the review process: The first level of review is conducted by the department chair; the GFPTC provides the second level; the dean provides third; the president of the College provides the fourth level of review and the final decision regarding promotion and tenure.

i. The dean shall:

- a.** Prepare the schedule for review.
- b.** Notify faculty members in writing of their eligibility for promotion and for tenure by the end of the spring semester of the academic year prior to the review.
- c.** Assure that the GFPTC is in place.
- d.** Consult with the candidate, department chair, and the GFPTC peer reviewer selected by the candidate in the process of generating a list of potential external reviewers who have expertise in the candidate's field. This list shall be of sufficient length to assure an adequate number of agreed-upon reviews and to protect the anonymity of the selected reviewers.
- e.** Reach consensus with the department chair and GFPTC peer reviewer selected by the candidate regarding the final selection of external reviewers from the list of potential reviewers.
- f.** Serve as a nonvoting member of the GFPTC.
- g.** Review the file and the report of the GFPTC and write an evaluation and recommendation, including rationale.
- h.** Submit the dean's and the GFPTC's written evaluations and recommendations, along with the candidate's review file, to the president of the College. If the dean's recommendation dissents from the GFPTC recommendation, he or she must present a written report and discuss the nature of the dissent and its rationale with the members of the GFPTC, prior to forwarding these materials to the president.
- i.** Notify the candidate of the GFPTC's and the dean's recommendations. The candidate shall have the opportunity to read and respond in writing to the department chair's report, the GFPTC report, and the dean's report. A candidate wishing to respond to a report must submit a response within one week from receiving a copy of the report. The response will become part of the review materials.

ii. The department chair shall:

- a.** Work collaboratively with the candidate, the GFPTC peer reviewer selected by the candidate, and the dean of the Graduate School, to generate the extensive list of potential external reviewers.
- b.** Consult with the candidate to decide which scholarly materials are to be sent out for review.

- c. In consultation with the GFPTC peer reviewer selected by the candidate and the dean of the Graduate School, select the external reviewers to be contacted. Personally contact reviewers from the approved list and send the materials selected for review to those reviewers who are willing to review the candidate's work. These letters and their authors shall be designated as confidential and are not to be seen by the candidate.
 - d. Reach consensus with the candidate and GFPTC peer reviewer selected by the candidate regarding the final selection of external reviewers from the list of potential reviewers.
 - e. With the GFPTC peer reviewer selected by the candidate, solicit additional information as deemed necessary to evaluate teaching, scholarship, and/or service.
 - f. Write a letter of recommendation for the granting of tenure or promotion based on specific evidence and provide a copy of this to the candidate.
 - g. Review and forward the file to the GFPTC through the office of the dean.
- iii. The candidate shall:**
- a. Prepare the review file. [See Standards, Criteria and Evidence for Teaching, II.E (3); Scholarship, II.E (4); and Service, II.E (5)].
 - b. Participate in generating a list of potential reviewers with the department chair, the GFPTC peer reviewer selected by the candidate, and the dean of the Graduate School.
 - c. In consultation with the department chair, the GFPTC peer reviewer selected by the candidate, and the dean, select which scholarly materials are to be sent out for external review. Materials may include a curriculum vitae and a personal statement, if desired.
 - d. Have the opportunity to review and provide a written response to the list of potential external reviewers.
 - e. Have the opportunity to read and respond in writing to the department chair's report, the GFPTC report, and the dean's report. In each case, the candidate must submit a response within one week from receiving a copy of the report. The response will become part of the review materials.
- iv. The Graduate Faculty Promotion and Tenure Committee shall:**
- a. Review the contents of the file, additional materials, and the chair's evaluation and make an individual assessment in keeping with the standards outlined in this document.
 - b. Solicit additional information regarding the candidate's performance, if desired. The candidate will be informed regarding areas in which information is being formally requested.
 - c. Meet as a committee to review each case, with the aim of reaching consensus whenever possible.
 - d. Formally record each member's vote.
 - e. Provide a written summary of evaluation for each area of review: teaching, scholarship, and service. The committee shall make a specific recommendation regarding promotion and tenure.
- v. The president shall:** Inform the candidate of his or her decision regarding promotion and tenure in writing.

(8) Appeals

- i. Eligibility:** The candidates may appeal to the dean of the Graduate School within two weeks of written notification of the president's decision. An appeal to the dean of the Graduate School of Education and Counseling is granted only on grounds of:
 - a.** Errors in procedures
 - b.** Discrimination
 - c.** Violation of academic freedom
 - d.** Failure to consider existing evidence adequately
 A decision cannot be overturned on appeal unless the candidate has sustained the burden of proof on one or more of these four grounds. If the dean finds that there are sufficient grounds for appeal, he or she appoints an appeals board and gives the board 30 days in which to make a recommendation.
- ii. Composition of the Appeals Board:** The Graduate School Appeals Board shall consist of the three previous chairs of the GFPTC who are not currently serving on the GFPTC. In the event that the faculty under review held this position, or that three previous GFPTC chairs are not available, the other members of the appeals committee shall, in consultation with the dean of the Graduate School, select other members for the Appeals Board.
- iii. Recommendation of Appeals Board:** The Appeals Board makes its recommendation directly to the president, who informs the applicant of his/her decision within 30 days. In all cases, the president's judgment shall be final.

III. Reviews for tenured associate professors

- A. Types of review:** There are four types of review for tenured associate professors: annual review; post-tenure review (first); post-tenure review (all subsequent at this rank); and review for promotion to the rank of professor.
- B. Annual review:** Associate professors produce an annual self-evaluation (elements described in GSEC policy handbook). Annual self-evaluations are reviewed by the department chair. No written response from department chair is required, except in the case of the post-tenure reviews described below. A meeting can be held or a written report can be completed at the request of the faculty member or at the discretion of the department chair.
- C. Post-tenure reviews** occur every three years for associate professors. The process for the first post-tenure review after being granted promotion and tenure differs from those that follow; in this review, both the department chair and the GFPTC provide written evaluations of the faculty member's performance. In subsequent reviews, department chairs produce a written evaluation of the associate professor's performance.
- D. First post-tenure review**
 - (1) Purpose:** The purpose of the first post-tenure review for associate professors is to provide feedback on the faculty member's professional growth and contribution to the mission of the Graduate School since being awarded tenure, and to provide feedback on progress toward promotion of full professor.
 - (2) Schedule:** The first post-tenure review occurs in the third year after a faculty member is granted promotion and tenure at the rank of associate professor.
 - (3) Process:** The first post-tenure review for associate professors includes a comprehensive self-evaluation, chair evaluation, and GFPTC review.

- i. Comprehensive self-evaluation document:** The candidate prepares a comprehensive self-evaluation with supporting documentation, using the elements contained in the annual self-evaluation, expanded to address the three-year period under review (elements described in GSEC policy handbook).
- ii. Chair evaluation:** The department chair produces a written evaluation and forwards this to the associate professor and the GFPTC. The associate professor may prepare a written response, to be forwarded with the chair's evaluation.
- iii. GFPTC evaluation:** The GFPTC will produce a written evaluation that addresses the three-year period under review. The candidate will have an opportunity to prepare a written response to the GFPTC review. The chair's letter, GFPTC review letter, and the candidate's response(s) (if present) are forwarded to the dean of the Graduate School and included in the faculty member's personnel file, to be available in subsequent reviews.

E. Subsequent post-tenure reviews

- (1) Purpose:** The purpose of post-tenure reviews for associate professors is to provide feedback on the faculty member's professional growth and contribution to the mission of the Graduate School.
- (2) Schedule:** Post-tenure reviews occur every third year after a faculty member is granted promotion and tenure at the rank of associate professor.
- (3) Process:** Post-tenure reviews for associate professors (after the first) include a comprehensive self-evaluation and chair evaluation.
 - i. Comprehensive self-evaluation document:** The candidate prepares a comprehensive self-evaluation with supporting documentation, using the elements contained in the annual self-evaluation, expanded to address the three-year period under review (elements described in GSEC policy handbook).
 - ii. Chair evaluation:** the department chair produces a written evaluation and forwards this to the associate professor and the dean of the Graduate School. The associate professor may prepare a written response, to be forwarded with the chair's evaluation. The chair's letter and the candidate's response (if present) are included in the faculty member's personnel file, to be available in subsequent reviews.

F. Reviews for promotion to the rank of professor

- (1) Purpose:** This review serves to evaluate the faculty member's performance for the purpose of promotion to the rank of professor. The granting of promotion requires successful contributions in each of the following three areas:
 - i. Teaching:** The candidate must demonstrate excellence in teaching. [See section II.E (3) above.]
 - ii. Scholarship:** The candidate must make significant contributions to scholarship through the development, application, or dissemination of knowledge that improves professional practice. [See section II.E (4) above.]
 - iii. Professional and institutional service:** The candidate must demonstrate evidence of consistent and valued contributions to the program, the Graduate School, professional associations, and the broader community. [See section II.E (5) above.]
 To be promoted to professor, candidates must demonstrate continued excellence in teaching, significant scholarship, and a record of professional and institutional service consistent with expectations associated with the rank of professor.

- (2) **Schedule:** Faculty members shall normally be eligible for review for promotion after six years at the associate professor rank. A request for an accelerated or delayed review must be approved by the dean prior to the submission of the review file.
- (3) **Standards for promotion:** To be promoted to professor, candidates must demonstrate continued excellence in teaching and significant scholarship, and a record of professional and institutional service consistent with expectations associated with the rank of professor. [See section II.E (3) on teaching, II.E (4) on scholarship, and II.E (5) on professional and institutional service.]
- (4) **Process:** See section II.E (6).
- (5) **Responsibilities:** See section II.E (7).
- (6) **Appeals:** See section II.E (8).

IV. Reviews for tenured professors

- A. **Types of review:** There are two types of review for professors: annual review and post-tenure review.
- B. **Annual review:** Professors produce an annual self-evaluation (elements described in GSEC policy handbook). Annual self-evaluations are reviewed by the department chair. No written response from department chair is required, except in the case of the post-tenure reviews described below. A meeting can be held or a written report can be completed at the request of the faculty member or at the discretion of the department chair.
- C. **Post-tenure reviews**
 - (1) **Purpose:** The purpose of post-tenure reviews for professors is to provide feedback on the faculty member's professional growth and contribution to the mission of the Graduate School.
 - (2) **Schedule:** Post-tenure reviews occur every six years after a faculty member is promoted to the rank of professor.
 - (3) **Process:** Post-tenure reviews for professors include a comprehensive self-evaluation, chair evaluation, and dean evaluation.
 - i. **Comprehensive self-evaluation document:** The faculty member prepares a comprehensive self-evaluation, with supporting documentation, using the elements contained in the annual self-evaluation, expanded to address the six-year period under review (elements described in GSEC policy handbook).
 - ii. **Chair evaluation:** The department chair produces a written evaluation and forwards this to the professor and the dean. The professor may write a response, to be forwarded with the chair's evaluation.
 - iii. **Dean evaluation:** The dean of the Graduate School produces a written evaluation based on the materials submitted by the faculty member and department chair. This evaluation is given to the faculty member, who may offer a written response. The evaluation letters and faculty response(s) (if present) are included in the faculty member's personnel file, to be available in subsequent reviews.

V. Reviews for faculty with term (.5 FTE and above)

- A. **Types of review:** There are two types of review for faculty with term: annual review and three-year comprehensive review.

- B. Annual review:** Faculty with term prepare an annual self-evaluation (elements described in GSEC policy handbook). Annual self-evaluations are reviewed by the department chair. No written response from department chair is required, except in the case of the three-year comprehensive reviews described below. A meeting can be held or a written report can be completed at the request of the faculty member or at the discretion of the department chair.
- C. Three-year comprehensive review process:** Three-year comprehensive reviews for faculty with term include a comprehensive self-evaluation and chair evaluation.
- (1) Comprehensive self-evaluation document:** The faculty member prepares a comprehensive self-evaluation with supporting documentation, using the elements contained in the annual self-evaluation, expanded to address the three-year period under review (elements described in GSEC policy handbook).
- (2) Chair evaluation:** The department chair produces a written evaluation and forwards this to the faculty member and dean of the Graduate School. The faculty member may write a response, to be forwarded with the chair's evaluation. The chair's letter and the candidate's response (if present) are included in the faculty member's personnel file, to be available in subsequent reviews.

VI. REVISION OF DOCUMENT

The policies for faculty review, promotion, and tenure should be reviewed at least every five years. The dean, in consultation with the GFPTC, shall review the policies and determine if revisions are necessary. Proposed revisions will be subject to the approval of the Graduate School faculty and the president of the college and/or board of trustees, as appropriate.

Approved by the Faculty October 28, 2003
Amended by the Faculty February 22, 2005
Amended by the Faculty January 22, 2008
Amended by the Faculty March 30, 2010
Amended by the Faculty April 26, 2016

3.6.5 Appointment Policy and Procedure and Promotion and Tenure Reviews: Lewis & Clark Law School

A. Appointment Policy and Procedure

I. GENERAL PRINCIPLES

The objectives of Lewis & Clark Law School can be achieved only by the enlistment and retention of a distinguished faculty. Prospective faculty members should be, or should show promise of becoming, effective teachers, sound and creative scholars, and dedicated participants in the varied activities of legal education and the legal profession. A faculty member should possess a high degree of personal and intellectual integrity, and he or she should be dedicated to the search for truth in a climate of intellectual independence. It is expected that those who receive academic appointment shall have concern for both the intellectual and ethical growth of students.

II. INITIAL APPOINTMENT

A. Appointment to a tenure-track faculty position requires an 80-percent vote of the voting faculty, and student representatives to the faculty, present and voting either in person or by electronic means at a regularly scheduled or duly noticed special meeting of the faculty; approval of the dean of the law school (the “dean”); and approval of the president of Lewis & Clark College (the “president”). Candidates for tenure-track faculty positions must have completed their professional or academic training as evidenced by a juris doctor or equivalent degree in law, or a doctorate in a related academic discipline. Ordinarily, candidates for appointment to the rank of assistant professor will be expected to have a record of successful teaching or practice in addition to their academic qualifications. Candidates for appointment to the rank of associate professor should have a record of substantial success as a teacher, scholar, practitioner, or judge. Ordinarily, candidates for appointment to the rank of professor must have demonstrated outstanding success as a teacher and as a scholar.

B. Appointment to a faculty position that is neither a tenure track nor a clinical or LAW faculty position requires approval of the dean. Candidates for appointment to the rank of instructor should have completed their professional training as evidenced by the juris doctor or equivalent degree in law, or a doctorate in a related academic discipline, and should demonstrate the promise of success in teaching and research. Appointment to the rank of adjunct professor requires a record of substantial success or promise as a practitioner, judge, or scholar. The rank of professor emeritus is reserved for those faculty members whose previous contributions to the legal profession, either as a teacher and scholar, or as a practitioner or judge, are truly outstanding. The title of professor emeritus may also represent an honorary title given to retiring faculty members of distinction. In such cases, the designation of a retiring faculty member as professor emeritus requires the approval of the dean, the president, and the Board of Trustees of Lewis & Clark College.

Amended by the Law Faculty, February 5, 2013

III. FACULTY CONTRACTS

The terms and conditions of every appointment shall be stated in an initial letter of appointment and thereafter in an annual contract or salary agreement between Lewis & Clark College, Lewis & Clark Law School, and the faculty member. Tenure-track appointments stated to be “without tenure” shall continue into the succeeding academic year unless: 1) the faculty member is notified in writing, prior to December 1, that his or her appointment will terminate at the end of the current academic year; 2) the faculty member has been previously notified in writing that his or her appointment will terminate at the end of the current academic year; or 3) the faculty member is terminated in accordance with Section 3.14 of this handbook. Appointments “with tenure” or “tenure in position” may only be terminated in accordance with Section 3.14 of this handbook with the additional considerations set forth in the tenure document of the Law School in the appendix. Non-tenure-track appointments shall only continue into a succeeding academic year if the faculty member is so notified by the dean.

B. Promotion and Tenure Reviews

I. TENURE

A. Tenure is the continuing right of a faculty member to hold his or her position without discriminatory reduction in salary, and not to suffer loss of such position except for the reasons

and in the manner provided for in these principles. Teaching effectiveness, scholarship, professional activity and effective collegial involvement in the governance of the Law School are all part of the obligations and responsibilities of full-time faculty members and will be important considerations in the tenure decision. Under these principles, the granting of tenure is a very serious matter. It should be a specific act and the decision should be made only after careful consideration of all relevant factors.

B. To receive tenure, a faculty member must demonstrate excellence in teaching, scholarship, and service as provided below:

1. To receive tenure, a faculty member must demonstrate that he or she is an excellent teacher. Teaching includes classroom teaching and teaching activities outside of the classroom, such as the supervision of student papers and student advising. The evaluation of a candidate's teaching shall be based upon peer review, student evaluations, and such other factors as the candidate or other faculty members deem appropriate to bring to the attention of the Promotion and Tenure Committee or the faculty.
2. To receive tenure, a faculty member must demonstrate excellence in scholarship. It is expected that a candidate will, prior to receiving tenure, produce scholarship of sufficient quality and quantity as to demonstrate that he or she has the requisite ability and commitment to remain a productive scholar throughout his or her academic life. While there are no fixed rules on the quantity or type of scholarship necessary to meet this standard, it ordinarily is expected that prior to receiving tenure, the candidate will have published, or have had accepted for publication, the equivalent of at least two articles in established law journals. The evaluation of a candidate's scholarship shall be based upon a review by peers within the Law School. In addition, the Promotion and Tenure Committee shall arrange to have the candidate's scholarship evaluated by external reviewers selected in accordance with the procedures set forth in Section III below.
3. To receive tenure, a faculty member must demonstrate a commitment to service to the Law School, the community at large, and the profession. It is expected that each faculty member's contributions in this area will necessarily differ and will reflect his or her special interests and talents.

C. A "tenure in position" faculty appointment with the potential ranks and privileges of assistant professor, associate professor, and professor shall be available to the director of the Lewis & Clark Clinic, the legal writing director, and such other positions as may be defined by the dean and the faculty. A faculty member initially hired at the instructor level may transfer to the "tenure in position" professorial ranks only upon an affirmative vote of 80 percent of the faculty in accordance with Article 1 of the Bylaws of Lewis & Clark Law School. A faculty member hired pursuant to a "tenure in position" appointment shall be subject to the same promotion and tenure standards and procedures applicable to other tenure-track faculty members except for the following considerations:

- If the dean and the faculty member so agree, the tenure consideration may be postponed beyond the time period specified in paragraph D below.
- The evaluation of the faculty member's teaching shall include teaching activities appropriate to the position and the requisite administrative functions of the position.
- The evaluation of the faculty member's scholarship shall be in the context of the position.

- A faculty member tenured in position shall be accorded the same rights and privileges as other tenured faculty members except that they shall be subject to the following additional criteria of cause for termination of tenure.
- In the case of a faculty member tenured in position as the legal writing director, cause shall include the termination or substantial modification of the Lewis & Clark Legal Writing Program or the refusal of the faculty member to fulfill his or her responsibilities as the legal writing director. In the case of a faculty member tenured in position as the director of the Lewis & Clark Legal Clinic, cause shall include the termination or substantial modification of the Lewis & Clark Legal Clinic or the refusal of the faculty member to fulfill his or her responsibilities as director of the clinic. In the event the dean and the faculty authorize additional tenure-in-position appointments, cause shall include the failure of the faculty member to carry out the responsibilities of the position or the termination or substantial modification of the program underlying the position.

D. The annual contract or salary agreement of each faculty member shall state whether the appointment is “with tenure” (including “tenure in position”), “without tenure,” or “not on tenure track.” A faculty member appointed to the rank of assistant professor under an initial appointment specified to be without tenure shall be considered for tenure during his or her fifth year of full-time service to the Law School, or in the option of the Promotion and Tenure Committee, during his or her sixth year. A faculty member appointed to the rank of associate professor or professor under an initial appointment specified to be without tenure shall be considered for tenure during his or her fourth year of full-time service to the Law School or at the option of the Promotion and Tenure Committee during his or her fifth year. A faculty member may be considered for tenure at an earlier time than specified in these principles only if specified in the faculty member’s initial letter of appointment or when approved in writing by the dean and the Promotion and Tenure Committee. Except as provided in paragraphs C and E of this section, a tenure decision may not be postponed beyond the time periods specified above.

E. Any formal leave of absence granted to a faculty member for reasons of illness, disability, pregnancy, childbirth, parental, or other family needs shall at the option of the faculty member be excluded from the candidate’s tenure review period. Other approved leaves may extend the tenure review period only with the prior written approval of the dean.

If tenure is denied, or if the faculty member elects not to be considered for tenure within the time periods specified in paragraph D above, the dean shall notify the faculty member that his or her appointment will terminate at the end of the succeeding academic year.

II. PROMOTION

A. Promotion to the rank of associate professor requires a record of excellence in teaching and a demonstration of scholarly ability. Teaching will be evaluated by both peer review and student evaluations. Scholarship will be evaluated by peer review. While there may be varying ways of fulfilling the scholarship requirement, it is ordinarily expected that a faculty member will have published, or have had accepted for publication, the equivalent of at least one article in an established law journal before his or her promotion to associate professor.

B. Promotion to the rank of professor requires a continuing record of excellence in teaching as evaluated by peers and student evaluations. Promotion to the rank of professor also requires

outstanding success as a scholar as evidenced by scholarly pursuits beyond those required for associate professors and in addition to those required for tenure. Ordinarily it is expected that a candidate for promotion to the rank of professor will have published, or have accepted for publication, the equivalent of at least one article in an established law journal in addition to the articles required for tenure. Candidates for promotion to the rank of professor must also demonstrate a continuing commitment to service to the Law School, the community at large, and the legal profession.

C. Unless otherwise specified in the initial letter of appointment, a faculty member appointed as an assistant professor shall ordinarily be considered for promotion to associate professor during his or her third year of full-time service to the Law School. Unless otherwise specified in the initial letter of appointment, a faculty member shall be considered for promotion to professor after serving as an associate professor for at least three years. While a faculty member may upon rare occasions receive an initial appointment as a professor without tenure, in no event shall a faculty member initially hired as an assistant or associate professor be promoted to professor before he or she receives tenure. A faculty member may not be promoted and tenured in the same academic year.

III. PROCEDURE FOR PROMOTION AND TENURE

A. The dean shall appoint a Promotion and Tenure Committee in each academic year in which a faculty member is eligible for consideration for promotion or tenure. It shall be the role of the committee to communicate with any faculty members eligible for promotion or tenure and to obtain from them a promotion or tenure file containing the evidence necessary to support a decision for promotion or tenure. The candidate's file shall include a current curriculum vitae, relevant teaching evaluations, scholarly works, and any other information considered relevant by the candidate. The committee shall be responsible for summarizing student evaluations of teaching effectiveness and for arranging peer review of teaching effectiveness and of scholarship. For tenure considerations, the committee shall arrange to have the candidate's work reviewed by at least two external reviewers selected after consultation with the dean, the candidate, and other faculty members, if any, expert in the candidate's field of interest. The candidate may solicit additional internal or external evaluations beyond those requested by the committee.

B. The contents of the candidate's promotion or tenure file including any written evaluations by internal or external reviewers shall be open to the candidate unless the candidate agrees in writing that any particular evaluation shall be confidential. The candidate shall be entitled to respond to any evaluations of teaching, scholarship, or service. The committee shall communicate the results of the reviews of teaching and scholarship along with the candidate's responses, if any, to the faculty.

C. The voting members of the faculty of the Law School who are superior in academic rank to the person under consideration (or, in tenure cases, tenured members of the faculty) shall decide by majority vote of those present and voting whether to recommend the candidate's promotion or tenure to the dean. In making this decision, the faculty members shall take into consideration the qualifications for promotion and tenure set forth in these principles, the information contained in the candidate's promotion or tenure file, the information presented by the Promotion and Tenure Committee, and any other relevant information presented by the candidate or other members of the faculty. The faculty recommendation shall be forwarded to the dean, together with the reasons for, and the results of, the vote.

- (i). With regard to candidates appointed to the faculty up to and including the 2009-2010 academic year: The tenured or tenure-track members of the faculty of the Law School who are superior in academic rank to the person under consideration (or, in tenure cases, tenured members of the faculty) shall decide by majority vote of those present and voting whether to recommend the candidate's promotion or tenure to the dean.
 - (ii). With regard to candidates appointed to the faculty after the 2009-2010 academic year: The voting members of the faculty of the Law School who are superior in academic rank to the person under consideration (or, in tenure cases, tenured members of the faculty and members of the faculty with indefinite contracts) shall decide by majority vote of those present and voting whether to recommend the candidate's promotion or tenure to the dean.
 - (iii). In making this decision, the faculty members shall take into consideration the qualifications for promotion and tenure set forth in these principles, the information contained in the candidate's promotion or tenure file, the information presented by the Promotion and Tenure Committee, and any other relevant information presented by the candidate or other members of the faculty. The faculty recommendation shall be forwarded to the dean, together with the reasons for, and the results of, the vote.
- D. The dean shall forward the faculty recommendation for promotion or tenure, with reasons, along with his or her evaluation of the recommendation, and if different, with his or her own recommendation to the president, who shall make the final decision.

If tenure or promotion is granted, the president shall notify the dean and the candidate in writing. A positive promotion or tenure decision shall be effective as of the beginning of the academic year following the positive decision. If tenure or promotion is denied, the president shall notify the candidate and the dean in writing and in the case of a negative tenure decision, the dean shall notify the faculty member that his or her appointment will terminate at the end of the succeeding academic year.

Amended by the Law Faculty, February 5, 2013

3.6.6 Appointment Policy and Procedure and Promotion and Indefinite Contract Reviews for Clinical and LAW Faculty: Lewis & Clark Law School.

A. General Principles

1. New Clinical and LAW faculty hires will be subject to an 80% vote of the full faculty.
2. Successful candidates will have:
 - a. Full voting rights, commensurate with rank.
 - b. Full access to, and responsibility for, attending faculty meetings, and participating on committees; and
 - c. Academic titles as appropriate per appointment and promotion:
 - (1) Assistant Clinical Professor, Associate Clinical Professor, or Clinical Professor; or
 - (2) Assistant Professor of Legal Analysis and Writing, Associate Professor of Legal Analysis and Writing, or Professor of Legal Analysis and Writing.

B. Hiring Process

1. When a clinic or LAW vacancy or vacancies occur, the dean shall appoint a Clinical and LAW Faculty Appointments Committee. The Committee will consist of an equal number of

skills faculty and tenured or tenure-track faculty, as well as two students. The committee will conduct a national search, which will be completed, where feasible, during the academic year, and will provide an opportunity for all faculty members to interview candidates.

2. A clinic or LAW vacancy shall be filled, whenever possible, using the process described in section 3.6.6.B.1. When this is not possible, the dean, in consultation with the director of the LAW program or relevant clinic, may hire a visitor.
3. A visitor who thereafter wishes to be considered for a permanent appointment must participate in the subsequent national search process.

Amended by the Law Faculty, February 5, 2013

C. Review and Promotion

1. LAW and Clinical faculty members will be evaluated using the process outlined in Section D below.
2. Clinical faculty members will be evaluated on the requirements of their contracts, which include:
 - a. Teaching,
 - b. Service, and
 - c. Practice.
3. Scholarship by clinicians will be supported as appropriate, but is not required or expected.
4. LAW faculty members will be evaluated on the requirements of their contracts, which will include:
 - a. Teaching,
 - b. Service, and
 - c. Scholarship.

D. Evaluation Process - Clinical and LAW Faculty Review Process

Every year, the Dean shall appoint a Skills Faculty Promotion and Review Committee. The Skills Faculty Promotion and Review Committee will be responsible for overseeing the review and promotion process for clinical and LAW faculty during the year in question. All members shall be of sufficient seniority to be eligible to vote on the promotion of all clinical or LAW faculty under review.

1. Year One
 - a. Procedure - the clinic or LAW director assesses performance and makes a recommendation to the Dean whether to continue employment. In the event the person under review does not have a director, the Chair of the Skills Faculty Promotion and Review Committee (in consultation with faculty and administrators who work with the person) assesses performance and makes a recommendation to the Dean whether to continue employment. The Dean reports his decision to the faculty.
 - b. Substance - a determination that the person has successfully performed the duties of the position as judged according to the Evaluation Standards set forth in the Contract. There is no presumption of renewal and no presumption of non-renewal.
 - c. Successful completion of this review process results in a two-year contract for the faculty member.
2. Year Three

- a. Procedure - The committee assembles a review file with information relevant to the person's performance of the contract responsibilities. This file or a summary of it is made available to the faculty, who may communicate their views or relevant information to the review committee. The committee assesses the performance of the person according to the contract responsibilities and presents the file to the full faculty. The voting faculty who are superior in academic rank to the person under consideration shall decide by majority vote of those present and voting whether to award a promotion.
 - b. Substance – a determination that the person is successfully performing the duties of the position as judged according to the Evaluation Standards.
 - c. Successful completion of this review process results in a (second) two-year contract for the faculty member and promotion to associate professor.
3. Year Five
- a. Procedure - The committee assembles a review file with information relevant to the person's performance of the contract responsibilities. This information should include peer assessment from those outside the Law School familiar with the person's work. This file or a summary of it is made available to the full faculty, who may communicate their views or relevant information to the review committee. The committee assesses the performance of the person according to the contract responsibilities and presents the file to the full faculty. The voting faculty who either have tenure or an indefinite contract shall decide by majority vote of those present and voting whether to award an indefinite contract.
 - b. Substance - a determination that the Law School will be well served by appointing this person to an indefinite appointment in light of the person's performance of the duties of the position as judged according to the Evaluation Standards set forth in the Contract.
 - c. Successful completion of this review process results in an indefinite contract and full voting rights, with the exception of voting on promotion and tenure of tenured and tenure-track faculty currently teaching at Lewis & Clark who have not completed the promotion and tenure process as of Fall semester 2009.
 - d. If the candidate is not successful, the Dean shall notify the faculty member that his or her appointment will terminate at the end of the succeeding academic year.
4. Year Seven
- A Clinical or LAW faculty member who has taught at the Law School for seven years will be reviewed under the same procedures as the three-year review process described in Section D3. Successful completion of this review process results in a promotion to full professor.
5. Timing of the review
- a. If the Dean and the faculty member so agree, the promotion consideration may be postponed for an additional year beyond the time period specified.
 - b. Any leave of absence granted to a faculty member for reasons of illness, disability, pregnancy, childbirth, parental, or other family needs may at the option of the faculty member be excluded from the candidate's review period. Other approved leaves may extend the review period only with the prior written approval of the Dean.

Approved by the Faculty November 17, 2009

*Approved by the Board of Trustees May 7, 2010
Amended by the Law Faculty, November 9, 2010*

3.6.7 POSITION OF LIBRARY DIRECTOR

A. The position of Director of the Law Library (“Library Director”) is a unique faculty position, distinct from that of tenure-track, LAW and clinical faculty. The Library Director shall be appointed as a member of the faculty with tenure-in-position as Director of the Law Library. The Library Director will have the academic titles as appropriate per appointment and promotion, of Library Director and Assistant Professor, Library Director and Associate Professor, and Library Director and Professor.

B. The Library Director is a faculty member appointed to an administrative position, and shall receive a joint administrative/faculty contract which will set out the Library Director’s rights, duties, and responsibilities. In addition to the academic title, the Library Director may also hold the title of Associate Dean, at the dean’s discretion.

C. Appointment to the tenure-in-position track as Library Director requires an 80-percent vote of the voting members of the faculty and student representatives to the faculty, present and voting at a regularly scheduled or duly noticed special meeting of the faculty; approval of the dean of the Law School; and approval of the president of Lewis & Clark College.

D. A person hired as Library Director pursuant to a tenure-in-position appointment shall:

- (i) have full voting rights, commensurate with rank,
- (ii) have full access to, and responsibility for attending faculty meetings and participating on committees; and
- (iii) be subject to the same promotion and tenure standards and procedures applicable to other tenure-track faculty members except for the following considerations:
 - The responsibilities of the Library Director are primarily concerned with the management of the library, and not with teaching. Therefore, the teaching responsibilities of the Library Director will be such as are appropriate to the position, and will be evaluated and taken into account only to that extent.
 - The Library Director is not required to produce scholarship as a prerequisite to promotion or tenure, but any scholarship by the Library Director will be supported as appropriate.
 - The Library Director will be evaluated on the requirements of the position and the evaluation standards set out in his or her contract.

E. The Library Director shall be accorded the same rights and privileges as other tenured faculty members, except that the Library Director is not eligible for sabbaticals. Section 3.11.3 is therefore inapplicable to this position.

*Approved by Faculty April 19, 2011
Approved by President August 11, 2011*

3.7 Review of Faculty Teaching in Two or More Lewis & Clark Schools, Departments, or Programs

The review of faculty members teaching in two or more schools, programs, or departments should be conducted as follows:

- Faculty members teaching in an undergraduate department, a graduate department, or the Law School, and in any institutional programs that are not located in one of the schools, are reviewed according to the procedures of the school to which they were appointed. The appropriate collegiate dean or associate dean is responsible for gathering and including in the faculty member's file information pertaining to his or her activities in the institutional program.
- Faculty members with joint appointments or institutional appointments should be provided with an explanation of review procedures in the initial appointment letter.
- Faculty members with appointments in one school, but who occasionally teach in another school, are reviewed according to the procedures of the school to which they were appointed. The appropriate collegiate dean or associate dean is responsible for gathering information about the faculty member's activities in another school and for including that information in the review file.

3.8 Review of Faculty Holding Joint Faculty/Administrative Appointments

A faculty member who holds a joint faculty/administrative appointment and who continues to teach may be reviewed both as a faculty member and as an administrator. The individual remains subject to the promotion/tenure review criteria and to salary adjustment review and procedures of the school to which he or she is appointed. The individual is also subject to review as an administrator according to procedures that exist in the relevant administrative area. Any administrative salary increase is independent of any faculty salary increase.

3.9 Faculty Compensation and Workload Policies

3.9.1 General

The Lewis & Clark College salary policy for faculty is designed to recognize and reward meritorious performance. It is predicated on the assumption that most Lewis & Clark faculty perform meritoriously and will be so rewarded. It also recognizes that while faculty may emphasize different aspects of their professional lives at different moments in their careers, a sustained commitment to teaching is at the heart of the College's mission.

Each faculty member is reviewed in the areas of teaching, scholarship or creative work, and professional service not in a formulaic way but for the strength of that individual's contributions to the College and to his or her own professional growth. Salary increases are based on meritorious performance. Pretenure reviews, tenure and promotion reviews, and the periodic reviews of tenured faculty are taken into account in assessing performance. Successful tenure and promotion reviews normally result in special merit raises.

During the budgeting process, a pool of funds is normally reserved in each school for faculty salary increases. The precise amount is determined as part of the annual budget process. The size

of the pool is conditioned by available resources and the claims of other institutional and school needs, but appropriate faculty compensation is always a priority at Lewis & Clark College. The dean of each school is responsible for determining faculty salaries. In determining faculty salaries, the dean of each school is also responsible for reserving the funds needed to attract and retain superior faculty and for making appropriate equity adjustments based on merit.

Evaluations of performance for purposes of salary increases are conducted according to procedures specific to each school.

3.9.2 Faculty Salary Policy

A. College of Arts and Sciences

Every third year each faculty member submits to the department chair or surrogate a review file consisting of a current curriculum vitae, answers to the Professional Activities Questionnaire, student evaluations for all courses taught, copies of publications or papers, and other materials referred to in the Professional Activities Questionnaire. In the event that the chair is the subject of the review, the associate dean shall appoint a tenured faculty member to fulfill the chair's role in the review process. After reviewing these materials, the department chair or surrogate shall write a letter to the dean assessing the faculty member's performance in the areas of teaching, scholarship or creative activity, and institutional service. A copy of the chair's letter shall also be given to the faculty member under review, who shall have a week to add a response to the file.

Faculty have the option of submitting their files in the second year after a review.

After reviewing the files, possibly in consultation with department chairs (or surrogates) and the associate dean, and taking into account the most recent salary reviews, the dean of the College shall make recommendations to the president regarding salary. Thereafter, the dean shall inform the faculty member of the decision, including a written rationale for the decision.

The dean of the College shall review the performance of the associate dean, including relevant teaching and scholarly activities, by following the procedures for review of members of the administrative staff.

Each year, prior to review, the dean of the College shall provide the faculty with the current distribution of faculty salaries.

Salary increases are awarded at one of five levels with the exact percentages for each level to be determined annually by the dean of the College. According to Section 3.6.3, scholarship and teaching are the primary categories in all reviews. Excellent teaching, excellent scholarly or creative activity, and quality service are expected of all faculty members in all reviews.

However, even superlative performance in scholarly, creative, or service activities will not be a substitute for excellent teaching in any review. Therefore, a faculty member who is evaluated as clearly surpassing the expected standards of performance in teaching, scholarly or creative activities, and institutional service will be awarded the highest percentage salary increase. Those faculty members not meeting the expected standards of performance in all three areas will be awarded the lowest percentage salary increase. Those meeting standards of performance in all

three areas will be awarded the intermediate percentage salary increase. Increases at other percentage levels will be awarded in cases where some elements of the portfolio are stronger or weaker than other elements.

In extraordinary circumstances the dean of the College may award special merit raises for truly outstanding performance or, contrariwise, in the event of clearly unmeritorious

Approved by the CAS Faculty May 31, 1991

Amended by the Faculty November 2, 1993

Amended by the Faculty March 12, 2006

Amended by the Faculty November 5, 2008

Amended by the Faculty November 17, 2009

Amended by the Faculty April 1, 2014

B. Graduate School of Education and Counseling

1. Compensation shall be based on service for the regular academic year, which for the Graduate School consists of two (2) semesters of fifteen (15) weeks. With the approval of department chairs and the dean, faculty members may substitute an equivalent load of summer teaching, advising, and program development for the fall or spring semester. Faculty members are expected to participate in commencement exercises and activities.

2. The salary of each member of the graduate faculty shall be determined annually by the dean with the approval of the president.

3. Additional assignments beyond the normal two-semester contractual arrangement shall be effected by individual written agreements.

C. Law School

1. Compensation shall be based upon service for the regular academic year, which for the Law School consists of two (2) semesters of scheduled class time, together with examination and grading periods. It is also expected that faculty members will attend the graduation ceremony.

Amended by the Law Faculty, February 5, 2013

2. The salary of each member of the Law School faculty shall be determined annually by the dean with the approval of the president.

3. Additional assignments beyond the normal two-semester contractual arrangement shall be effected by individual written agreements.

3.9.3 Compensation for Joint Faculty/Administration Personnel

A faculty member holding an administrative position remains on the roster of permanent faculty in the department and is counted as one full-time faculty member in the department. His or her nine-month, full-time salary rate and benefits continue to be counted in the salary base of the department.

3.9.4 Compensated External Activities

Lewis & Clark faculty devote their time to teaching, scholarship, and professional service. Because of their expertise in various areas, they are from time to time invited to participate in externally compensated professional activities.

In order that such external activities are consistent with the College's needs, the College has determined that Lewis & Clark faculty may devote the equivalent of no more than one day per week during the academic year to compensated activities outside the College over and above their normal responsibilities in the areas of teaching, scholarship, and institutional service. Such activities should contribute to the professional development of the faculty member and should not conflict with Lewis & Clark responsibilities.

Faculty are required to provide a written description of the activity to be compensated, the employer, the duration of the activity, and the approximate number of hours per week to be devoted to the project.

Review and approval of such external faculty activity shall be the responsibility of the dean of the relevant school.

3.9.5 Additional Lewis & Clark Compensation

With the exception of administrative stipends, externally funded projects, and activities performed in the summer, Lewis & Clark faculty members normally may not receive more than 100 percent of their annual salary for activities within the College including teaching additional courses and committee work. Exceptions may be made by the appropriate school dean where compelling programmatic needs exist. Such exceptions require the prior approval of the appropriate dean. Written appeals for exceptions to this policy must be submitted in advance to the appropriate dean.

3.10 Benefit Package

The Lewis & Clark benefit programs are available on the Human Resources web site. Please visit: http://www.lclark.edu/offices/human_resources/employee_resources/benefits/.

3.11 Sabbatical Leave and Other Absences

3.11.1 General

The College provides for the following types of leaves: short-term, academic (including sabbatical and professional), family, military, and jury and court appearances. For more information, please visit http://www.lclark.edu/offices/human_resources/employee_resources/benefits/time_off/.

For other than short-term and sabbatical leaves, the faculty member should submit a written request to the appropriate dean as early as possible. The request should include: the reasons for the request; the dates and type of the proposed leave; and a proposal for the level of workload and/or salary, if applicable.

The precise terms of an approved leave of absence will be given to the faculty member in writing prior to the commencement of the leave. Approved leaves of one year or less will not defer an individual's regular salary increases, interrupt the review schedule, or extend the probationary period, except when mutually agreed upon by the faculty member and the dean.

When a faculty member is on a leave with at least a half-time appointment, both the College and the individual shall continue contributions toward that individual's TIAA retirement program. Benefits in the form of insurance coverage for medical, dental, life, and disability may be covered in accordance with College policies, provider contracts, and applicable state and federal law.

3.11.2 Short-Term Leaves

A short-term leave is a leave of a few days that is arranged informally, with the approval of the dean or designee, within the faculty member's department, program, or school. The absent faculty member's classes and office hours must be covered by colleagues or rescheduled.

3.11.3 Academic Leaves (Sabbatical and Professional)

As a component of the College's faculty professional development program, academic leaves are designed to enrich teaching and support the curriculum. The academic leave program has two components: sabbatical leaves and professional leaves.

The purpose of sabbatical leaves is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, or other creative work in a field that is related to the faculty member's major scholastic interest.

Professional leaves have the additional purpose of providing, in appropriate circumstances, opportunity for projects of indirect benefit to the institution or for public or private service outside the institution. Professional leaves may be without pay when they carry no institutional duties or for pro rata pay when they carry a reduced workload.

Professional leaves must be negotiated on a case-by-case basis with the dean of the school to which the faculty member is appointed.

A. College of Arts and Sciences

Purpose

A sabbatical leave is offered by Lewis & Clark College to its faculty for the purpose of research, writing, or other creative scholarly activity contributing to the professional development of the recipient as a teacher and a scholar.

Eligibility

Only tenure-track or tenured members of the faculty and senior lecturers are eligible for sabbatical leaves.

Eligibility for sabbatical leaves is determined by the number of years or semesters of full-time service. A semester of full-time service is any semester in which the faculty member 1) teaches what is considered a normal full-time load minus possible course releases for College administrative duties (e.g., department chair, program director, or associate dean); 2) leads a College overseas or off-campus program; or 3) is on a sabbatical, family, or medical leave.

Nontenured Tenure-Track Faculty Junior faculty may apply for a one-semester sabbatical leave at full salary to be taken in the pretenure period, normally in the fourth year of full-time service.

Tenured Faculty Full-time tenured faculty with 12 semesters of full-time service since the last sabbatical are eligible for a one-semester sabbatical at full salary or a two-semester sabbatical at two-thirds normal annual salary. There is one exception to the 12-semester interval between sabbaticals. Faculty who took a junior sabbatical are eligible in the eighth year of full-time service.

Conditions

A faculty member must agree to return to Lewis & Clark College for a minimum of one year of full-time teaching following a sabbatical leave. If a faculty member does not return for the minimum one-year period, the faculty member must repay all salary paid to the faculty member by the College during the sabbatical leave. Both the recipient and the College shall continue to make their regular contributions to the retirement program during the period of sabbatical leave, such contributions to be based upon the sabbatical-leave salary. Time spent on sabbatical leave shall be counted as time in rank for purposes of promotion and tenure.

Application

A complete and detailed description of the objectives of the sabbatical and the methods to be used in accomplishing those objectives is required. Applicants must include a statement as to how the sabbatical relates to prior experience and future professional activity. If the applicant has had a previous sabbatical at Lewis & Clark, a copy of the report of the most recent sabbatical must accompany the application. Appropriate outside sources of funds for projects of the type proposed should be identified. If application has been made for outside funding, the applicant may submit a copy of the funding request. The application should be signed by the chair of the department to indicate his or her approval.

Basis of Approval

Applications are submitted to the associate dean for consideration by the Faculty Council by November 1 of each year. The Faculty Council evaluates each application and ranks those it believes worthy of funding in priority order.

The scholarly merit of the project is the primary basis of approval. Factors that will also be considered include 1) the relationship between the sabbatical and the continuing professional development of the applicant and 2) the likelihood of achieving the goals of the sabbatical.

The priority ranking of worthy applications and the rationale for those rankings are considered by the Faculty Council for approval. The number of sabbatical leaves that can be granted will depend on three variables: 1) the total cost of the leaves being sought, 2) the ability of the department to function adequately in the applicant's absence, and 3) the total number of regular faculty members away from the campus in one academic year. In weighing this last variable, the Faculty Council will consider overseas teaching assignments and other leaves of absence as well as the sabbatical applications.

In the case of one-semester sabbaticals, the home department will be expected to cover the absence without the expenditure of adjunct funding. In the case of full-year sabbaticals, the Faculty Council will review the matter of replacement on a case-by-case basis on programmatic grounds. In the context of a five-course annual teaching load, a one-semester sabbatical is considered to be the equivalent of two courses.

Other Remuneration

The faculty member is encouraged to seek outside grants to provide additional financial support for the sabbatical. If a faculty member proposes to work for a salary during all or part of the sabbatical, this plan must be specified in the application and approved by the Faculty Council. Since the purpose of the sabbatical is scholarly work, such employment will not normally be approved.

Reports of Results

A written report to the Faculty Council and the department chair is required the first semester back on campus. If appropriate, arrangements should be made to present the results of a sabbatical leave to the campus at large through a seminar or faculty colloquium.

Recommended by the Academic Council November 1, 1993

Approved by the President November 2, 1993

Amended by the Faculty February 5, 2003

Amended by the Faculty Council April 20, 2007

B. Graduate School of Education and Counseling

Eligibility

Only tenure-track, tenured, or term members of the faculty are eligible for sabbatical leaves.

Tenure-Track Faculty In the third year of full-time service, junior faculty may apply for a one-semester sabbatical at full salary to be taken in the fourth year of full-time service, based upon a positive developmental review.

Tenured or Term Faculty Full-time tenured or term faculty with 12 semesters of full-time teaching since the previous sabbatical are eligible for a one-semester sabbatical at full salary or a

two-semester sabbatical at two-thirds normal annual salary. An exception to the 12-semester interval between sabbaticals will be made in the case of faculty who took the junior sabbatical and were subsequently awarded tenure. In this case, the faculty member shall be eligible in the eighth year of service (i.e., after one year of service as a tenured faculty member provided that the tenure process took the usual seven years).

Conditions

A faculty member must agree to return to Lewis & Clark College for a minimum of one year of full-time teaching following a sabbatical leave. If a faculty member does not return for the minimum one-year period, the faculty member must repay all salary paid to the faculty member by the Graduate School during the sabbatical leave.

Both the recipient and the College shall continue to make their regular contributions to the retirement program during the period of sabbatical leave, such contributions to be based upon the sabbatical-leave salary. Time spent on sabbatical leave shall be counted as time in rank for purposes of promotion and tenure.

Application

A complete and detailed description of the objectives of the sabbatical and the methods to be used in accomplishing those objectives is required. Applicants must include a statement as to how the sabbatical relates to prior experience and future professional activity. If the applicant has had a previous sabbatical at Lewis & Clark, a copy of the report of the most recent sabbatical must accompany the application. Appropriate outside sources of funds for projects of the type proposed should be identified. If application has been made for outside funding, the applicant may submit a copy of the funding request. The application should be signed by the associate dean to indicate approval.

Basis of Approval

Applications are submitted to the Personnel Committee of the Graduate School, through the associate dean's office, by February 15 of each year prior to the academic year for which the sabbatical is requested. The Personnel Committee evaluates each application and ranks those it believes worthy of funding in priority order.

The scholarly merit of the project is the primary basis of approval. Factors that will also be considered include 1) the relationship between the sabbatical and the continuing professional development of the applicant and 2) the likelihood of achieving the goals of the sabbatical.

The priority ranking of worthy applications and the rationale for those rankings are considered by the Personnel Committee for approval. The number of sabbatical leaves that can be granted will depend on three variables: 1) the total cost of the leaves being sought, 2) the ability of the department to function adequately in the applicant's absence, and 3) the total number of regular faculty members away from the campus in one academic year. In weighing this last variable, the Personnel Committee will consider overseas or on-site teaching assignments and other leaves of absence as well as the sabbatical applications.

The Personnel Committee will review the matter of replacement cost on a case-by-case basis on departmental grounds. In the context of a five-course annual teaching load, a one-semester sabbatical is considered to be the equivalent of two courses.

Other Remuneration

The faculty member is encouraged to seek outside grants to provide additional financial support for the sabbatical. If a faculty member proposes to work for a salary during all or part of the sabbatical, this plan must be specified in the application and approved by the Personnel Committee. Since the purpose of the sabbatical is scholarly work, such employment will not normally be approved.

Reports of Results

A written report to the Personnel Committee, associate dean, and dean is required the first semester back on campus. If appropriate, arrangements should be made to present the results of a sabbatical leave to the campus at large through a seminar or faculty colloquium.

C. Law School

The sabbatical leave program is a component of the faculty professional development program and is designed to enrich teaching and research and to support the Law School curriculum. A sabbatical leave is for research, study, writing, or other academic or professional work contributing to the professional refreshment and effectiveness of the recipient as a scholar and teacher. It is an opportunity for development of the faculty member's abilities for the benefit of both the school and the faculty member.

All tenured or tenure-track faculty members are eligible to apply for sabbatical leave after six years of full-time service as a tenured or tenure-track faculty member at the Law School. Upon completion of any sabbatical leave, a faculty member again becomes eligible for a sabbatical leave after another six years of full-time service. In the rare event that a faculty member postpones an approved sabbatical leave upon the written request of the Law School, the faculty member shall again become eligible for a sabbatical after five years of full-time service following the completion of the sabbatical leave. Compensation for faculty on sabbatical leave shall be at the following rates: full salary for a half year; 60 percent of salary for a full year. While on a sabbatical leave, a faculty member is entitled to all benefits then offered to faculty. Benefits (other than pension contributions) that are tied to salary shall be calculated on the basis of the full salary of the faculty member; pension contributions shall be calculated on the basis of the faculty member's sabbatical leave salary. Time spent on sabbatical leave shall be counted as time in rank for purposes of promotion and tenure.

Faculty members who desire a sabbatical leave must submit an application to the Law School Sabbatical and Leave Committee by November 1 of each year. The application shall include a complete and detailed description of the objectives of the sabbatical and the methods to be used in accomplishing those objectives. The application should include a statement as to how the sabbatical relates to prior experience and future professional activity of the faculty member. The application should also discuss possible outside sources of funds for projects of the type

proposed. If application has been made for outside funding, the applicant shall submit a copy of the funding request.

The committee shall evaluate each sabbatical application and when necessary place those it believes worthy of funding in a priority ranking. The worthiness of the project shall be the primary basis of approval and of priority ranking. In making its determination, the committee shall consider the following factors: 1) the relationship between the sabbatical and the continuing professional development of the applicant, 2) the likelihood of achieving the goals of the sabbatical, and 3) outside funding, if obtained.

The dean shall determine the number of sabbatical leaves that can be granted. The number will depend on three variables: 1) the total cost of the leaves being sought, 2) the ability of the Law School to function adequately in the applicants' absence, and 3) the total number of full-time faculty members away from the Law School campus in one academic year. In weighing this last variable, the dean may consider competing teaching assignments and other leaves of absence as well as the sabbatical applications.

Faculty members are encouraged to seek outside grants to provide additional financial support for sabbaticals. If a faculty member plans to work for a salary during all or part of the sabbatical, this plan must be specified in the application and approved by the dean.

A faculty member must agree to return to the Law School for a minimum of one year following a sabbatical leave. If a faculty member does not return for the minimum one-year period, the faculty member must repay all salary paid to the faculty member by the Law School during the sabbatical leave.

Upon returning from a sabbatical leave, the faculty member must submit a written report to the dean. If appropriate, the faculty member should arrange to present the results of a sabbatical leave to the law faculty or the Law School community through a seminar or faculty colloquium.

3.11.4 Special Leaves

Leaves for any other purpose are special leaves. These leaves are specially requested and have limited terms, which are negotiated. Decisions on requests for special leaves are based on the needs of the College and the individual. Approved special leaves are normally without pay and without benefits, except that continued coverage under the group health and dental program may be available for up to 18 months at the individual's expense.

3.12 Code of Ethics

<http://www.lclark.edu/live/profiles/3652-code-of-ethics-policy>

3.13 Grievance Procedure

Each of the schools of Lewis & Clark College shall elect three tenured or tenure-track faculty members to serve on the grievance panel for a period of three years with staggered terms.

Faculty members with grievances unrelated to reappointment, promotion, tenure, salary, or matters for which an appeal process is included in the policy or procedure shall raise their grievance with their dean. If discussion does not lead to an acceptable resolution, the faculty member should request of the president that a grievance committee be formed. The president shall choose a member from each of the three schools out of the grievance panel to serve as the grievance committee.

The faculty member shall submit to the committee a written petition setting forth in detail the nature of the grievance and against whom the grievance is directed. The petition should contain any factual or other data that the faculty member deems pertinent to the case, including evidence, if any, of improper discrimination.

Submission of a petition will not automatically entail investigation or detailed consideration thereof; the Grievance Committee will decide whether or not the facts merit a detailed investigation. If so, it will proceed to investigate and take evidence as necessary. After its investigation, the committee may seek to bring about a settlement of the issue satisfactory to the parties. If in the opinion of the committee such a settlement is not possible or is not appropriate, the committee will report its findings to the faculty member and to the president.

3.14 Termination and Nonrenewal of Faculty Appointments

3.14.1 Nonrenewal of Tenure-Track Faculty During the Probationary Period

A faculty member on a tenure-track appointment is hired for a probationary period, normally no longer than six years, and is given a series of term appointments.

Tenure-track faculty share the academic freedom and responsibilities common to all other members of the voting faculty. During the probationary period, a tenure-track faculty member cannot be dismissed before the end of the term appointment except for cause or for financial exigency as provided in Section 3.14.4, below.

During the probationary period of tenure-track faculty, the College may decide prior to the year of tenure consideration not to renew the appointment. A decision not to reappoint does not necessarily reflect adversely on the faculty member, but may be a reflection of programmatic or other College needs. When the decision is made not to renew, the tenure-track faculty member shall be informed in writing.

Notice of Nonrenewal of Tenure-Track Faculty

Absent termination for cause or for financial exigency, a faculty member is entitled during the probationary period to timely notice that he or she will not be reappointed with a term contract. Similarly, the faculty member is entitled to timely notice of intention not to recommend reappointment with tenure. The faculty member will be informed in writing according to this schedule:

First Academic Year of Service Not later than March 1 if the appointment expires at the end of that academic year. If an appointment expires at a time other than at commencement, then notice must be given at least three months prior to termination.

Second Academic Year of Service Not later than December 15 if the appointment expires at the end of the year. If the appointment expires during an academic year, notice must be given at least six months prior to termination.

After Two or More Years of Service At least 12 months before the expiration of an appointment.

3.14.2 Nonrenewal of Special-Status Contracts, Term Appointments, and Contract Appointments

Faculty with special-status contracts, term appointments, and contract appointments have the academic freedom and responsibilities that all other members of the faculty have. They cannot be dismissed before the end of a term appointment except for cause or for financial exigency as provided in Section 3.14.4, below.

Contracts and letters of appointment for special-status faculty should state the date of the conclusion of the term of appointment and should inform the faculty member that there is no expectation for renewal of the contract or continuation of employment. Special-status faculty may have their contracts renewed at the discretion of the College, but they do not become eligible for tenure or tenure review.

3.14.3 Resignation and Retirement

A. Resignation

Early notification of intended resignation is important for the continuity of academic programs and is a matter of fairness to colleagues and students. Faculty members contemplating resigning should discuss this possibility with their dean as early as possible, preferably one year in advance. They should also schedule an appointment with the Office of Human Resources to discuss financial and other matters associated with resignation.

A faculty member should not resign in order to accept other employment as of the end of the academic year later than May 15, or 30 days after receiving notification of the terms of continued employment the following year, whichever date occurs last. Except by agreement with their dean, faculty members should not leave their positions during an academic year for which they hold an appointment.

B. Retirement

The College has no mandatory retirement age. Faculty choose when to retire. Their choices should be based on their own circumstances, taking into account the interests of their students, their colleagues, and their institution, in the best tradition of faculty responsibility. Ordinarily retirement should occur at the end of the academic year. Faculty should notify the administration of their decision to retire as far in advance as possible. They should also schedule an

appointment with the Office of Human Resources to discuss financial and other matters associated with retirement.

The College should help retired faculty members remain a part of the academic community and facilitate timely retirement by providing, where possible, such amenities as a mail address; online Internet access; library, athletic, and campus events privileges; institutional publications; access to other facilities; and participation in faculty meetings, convocations, and commencement exercises. The honorary rank of emeritus or emerita professor is conferred by the College's Board of Trustees at the recommendation of the appropriate dean.

In order to have a transition period between full-time teaching and retirement, some faculty may opt for a reduction in workload as they approach retirement. The duration and workload of such a transitional phase should be determined by mutual agreement between the faculty member and the College, and should be based on the needs of the individual and the requirements of the educational program. Under such an agreement, the following conditions shall apply: 1) the individual shall receive pro-rata pay according to the individual's workload; 2) the individual shall have full status (including normal salary advancement); 3) both the College and the individual shall continue contributions toward that individual's TIAA-CREF retirement program, provided the individual holds at least a half-time appointment; 4) if the faculty member elects, both the College and the individual shall contribute toward coverage under a group health and dental plan for which that individual is eligible in accordance with College policies and provider contracts; and 5) the individual shall remain eligible for all other benefits in accordance with College policies and provider contracts. If the faculty member is tenured, there shall be no loss of the protections of due process and the other entitlements that accrue with tenure.

The College's medical insurance program also includes plans to supplement Medicare that are available to eligible retirees after they reach age 65. Specific eligibility guidelines are available from the Office of Human Resources. Individuals retiring before attaining eligibility for Medicare coverage are generally eligible for a temporary extension of health coverage at group rates under COBRA. Further information is available from the Office of Human Resources.

3.14.4 Termination of Employment by the Institution

A. Termination of Nontenured Faculty Member

Any nontenured faculty member may be dismissed with or without cause at the end of the term of his or her appointment. Tenure-track faculty will receive notice in accordance with the notice requirements set forth in this handbook (Section 3.14.1).

B. Termination of Tenured Faculty Member Due to Discontinuance of Program or Department or for Financial Exigency

Termination of Employment Due to Discontinuance of Program or Department Termination of an appointment with tenure, or of a probationary term or contract, or special appointment before the end of the specified term, may occur as a result of bona fide formal discontinuance of a program or department of instruction. Before the College issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the institution will make every reasonable effort to place the faculty

member concerned in another suitable position in the College. If no suitable position is available within the institution, the faculty member's appointment may then be terminated. A faculty member terminated under this section will be permitted after receiving notice of termination, to remain in the employ of the College for one academic year (nine months) or to receive the equivalent in severance pay.

Termination of Employment for Financial Exigency A faculty member may be dismissed for reasons of financial exigency. Termination of a faculty appointment because of financial exigency shall be demonstrably bona fide. Before the administration issues notice to a faculty member of its intention to terminate an appointment because of financial exigency, the institution will take due account of considerations related to tenure and seniority within the constraints of programmatic need.

C. Termination of Tenured Faculty Member for Cause

A tenured faculty member, or a nontenured or a non-tenure-track faculty member whose term of appointment has not yet expired, may be dismissed for cause, but such dismissal shall be carried out only after the faculty member has received notice that his or her conduct is unacceptable and only after the procedures set forth in Section D, below, are followed. Cause for dismissal shall be as follows:

1. Seriously inadequate performance on the part of a faculty member in the discharge of his or her professional duties.
2. Physical or mental incapacity, provided the same renders the faculty member unfit to teach or to engage in scholarship; and further provided that reasonable accommodation without undue hardship to the College of Arts and Sciences, Law School, or Graduate School shall first be attempted.
3. Repeated or egregious dishonesty.
4. Repeated or egregious violation of criminal laws.
5. Repeated or egregious violation of duly adopted policies of the College or the school in which the faculty member is employed.

D. Dismissal Procedures

1. Informal Consultation When reasons arise to question the fitness of a College faculty member who has tenure or whose term appointment has not expired, the dean of the school in which the faculty member is appointed shall discuss the matter with the faculty member in personal conference.

2. Preliminary Inquiry If the matter is not resolved, the dean may request that an Advisory Committee be formed. The committee shall consist of six faculty members, two from each of the College's three schools selected by their respective dean. Any member of the Advisory Committee may be deemed ineligible at the member's own initiative. The faculty member under consideration by the Advisory Committee may also request that a proposed member or members of the Advisory Committee be deemed ineligible because of potential bias or interest. The Council of Deans shall rule on such requests. A statement with reasonable particularity of the grounds proposed for the dismissal shall be formulated by the dean of the relevant school and provided to the faculty member and to the Advisory Committee. This committee will be charged

with determining whether formal proceedings to consider the faculty member's dismissal will be instituted. If the Advisory Committee, by majority vote, recommends such formal proceedings, action will be commenced under the procedures outlined below. The decision of the Advisory Committee shall be communicated by the dean to the president, together with any additional materials relevant to the case.

3. *Formal Proceedings* Formal proceedings to dismiss a faculty member for cause shall be commenced by a letter addressed to the faculty member by the president, informing the faculty member of the grounds proposed for dismissal and the timing and location of a hearing. The hearing will be initiated not less than 30 days after receipt of said letter, by a Hearing Committee at which the faculty member may present a case in his or her defense if he or she so desires. Any written reply by the faculty member must be submitted to the Hearing Committee not less than one week before the date set for the hearing. The voting members of the Hearing Committee shall consist of five tenured faculty members selected as follows: all three members of the Hearing Committee panel (see Section 4 below) from the school in which the faculty member is appointed and one member from each of the other two schools selected by the president from the members of the Hearing Committee panel representing the other two schools. Members of the Hearing Committee may not have served on the earlier Advisory Committee. Any member of the Hearing Committee may be deemed ineligible at the member's own initiative. The faculty member under consideration by the Hearing Committee may also request that a proposed member or members of the Hearing Committee be deemed ineligible because of potential bias or interest. The president shall rule on such requests. In the event that a proposed member of the Hearing Committee is deemed ineligible, the president shall appoint another tenured faculty member from the school in which the ineligible faculty member holds her or his appointment. In the unusual circumstance where eligible faculty members cannot be identified in the challenged faculty member's school, the president may appoint panel members from the other schools to constitute the Hearing Committee. The hearing shall commence no later than 60 days after receipt by the faculty member of the letter giving notice of formal proceedings. At its first meeting, the Hearing Committee shall elect a chair from among its members.

4. *Hearing Committee Panel* The deans of the three schools shall each select three tenured full professors to staggered three-year terms on a panel that will serve as the source of Hearing Committee members if and when needed. If a vacancy occurs on this panel, the vacancy shall be filled by the dean. If one of the panel members is the faculty member facing dismissal, the dean shall select a replacement for that member of the panel for that particular case.

5. *Consideration by Hearing Committee* The Hearing Committee will proceed in private pursuant to fair procedures, but it shall not be necessary to follow formal rules of court procedure. A full record of the committee's proceedings shall be maintained, including audiotapes of oral presentations. The dean and/or legal counsel or other representative designated by the dean will present the case for termination. The faculty member shall be entitled to appear before the Hearing Committee, and may be assisted by a faculty colleague or by legal counsel employed at the faculty member's expense. If written briefs would be helpful, the Hearing Committee may request them. In the hearing of charges of incompetence, the committee may seek testimony of reputable teachers and scholars from other institutions.

The Hearing Committee shall reach its judgment by majority vote, on the basis of clear and convincing evidence in the hearing record. The committee may proceed to a judgment promptly, without having the record of the hearing transcribed, when it feels that a just conclusion can be reached by this means; or it may await the availability of a transcript if its judgment would be aided thereby. It shall make explicit findings with respect to each of the grounds of removal presented.

Except for informational announcements covering the time of the hearing and similar matters, there shall be no public statements about the case by or on behalf of either the faculty member or the College until the proceedings have been completed. At the conclusion of its deliberations, the Hearing Committee shall transmit copies of its judgment to the president and to the faculty member. The president may either sustain the judgment of the Hearing Committee, or return it to the Hearing Committee and the faculty member with specific objections. If returned, the Hearing Committee shall then reconsider, taking into account the stated objections and receiving new evidence if necessary, after which it shall return its judgment to the president and to the faculty member.

6. Consideration by President and Board of Trustees If both the Hearing Committee and the president conclude that there are not sufficient grounds for termination, the charges shall be dismissed. In all other cases the president shall transmit to the Board of Trustees the final judgment of the Hearing Committee, the record of the proceedings, and the separate recommendation of the president, if any. The Board of Trustees shall communicate its decision to the parties.

E. Continuation of Duties and Pay During Formal Proceedings

Suspension of Faculty Member Suspension of the faculty member by the president during the proceedings shall occur only if the president is satisfied that there is reasonable concern that immediate harm to the faculty member or others is threatened by the faculty member's continuance. Any suspension shall be with pay.

F. Continuation of Duties and Pay Following Formal Proceedings

Compensation for Terminated Faculty Member Except in cases of egregious misconduct, a tenured faculty member, or a faculty member on unexpired term appointment, who is dismissed shall receive his or her current salary for not more than one year from the date of notification of dismissal whether or not the faculty member is continued in his or her duties. The faculty member shall be continued in his or her duties for that period unless the welfare of the faculty member or that of the institution requires that the faculty member be granted a leave of absence.

Approved by the Board of Trustees November 21, 1997

4 Administrative Policies

4.1 Provisions for Teaching

Current information on all matters of academic regulations, admission requirements, the granting of credit, auditing classes, honors policies, and the like is published annually in the catalogs of

the three schools and/or is available from the office of the school's registrar. The faculty, under their respective bylaws, are responsible for establishing, reviewing, and modifying academic regulations. Each school has its own registrar, responsible for implementing the regulations of the respective school.

Faculty Resources

College of Arts and Sciences

<http://college.lclark.edu/administration/facultyresources.php>

Graduate School of Education and Counseling

<http://graduate.lclark.edu/faculty/resources/>

Law School

https://law.lclark.edu/departments/law_faculty_resources/

4.1.1 Faculty Responsibilities to Students

See Section 3.2, Academic Freedom and Responsibility.

4.1.2 Grading Systems and Academic Regulations

School-specific grading systems and academic regulations are described in the schools' respective catalogs. Further information is available in the office of each school's registrar.

College of Arts and Sciences

http://college.lclark.edu/offices/registrar/information_for_faculty.php

Graduate School of Education and Counseling

<http://graduate.lclark.edu/offices/registrar/>

Law School

<http://law.lclark.edu/academics/>

4.1.3 Academic Integrity

College of Arts and Sciences

For a full description of the Academic Integrity Policy, consult the office of the dean of students or http://college.lclark.edu/student_life/-our-departments-/student-rights-responsibilities/student-code-of-conduct/college-policies/

Graduate School of Education and Counseling

Please see the office of the dean to obtain a copy of the Academic Integrity Policy of the Graduate School.

Law School

Please refer to the Law School Honor Code, published in *What's What*.
http://law.lclark.edu/academics/whats_what/

4.1.4 Family Education Rights and Privacy Act (FERPA)

For more information, see Lewis & Clark's FERPA policy at
http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/general/ferpa/

4.1.5 Student Support Services

https://www.lclark.edu/offices/student_support_services/

4.1.6 College of Arts and Sciences Academic Advising

https://www.lclark.edu/offices/student_support_services/

4.1.7 Responsible Use of Technology Resources Policy Statement

The College provides the campus community with technology resources for the purposes of teaching, learning, scholarly research, and administrative tasks. Available resources include, but are not limited to, software, hardware (including telephones, computers, and media equipment) either owned or leased by the College, and the expertise of staff in Information Technology and other institutional offices. The following policy applies both to users of College equipment and to owners of personal equipment that is connected to the data or telecommunications infrastructure of the College. For additional information visit:

<https://www.lclark.edu/live/profiles/3669-responsible-use-of-technology-resources-policy/>

4.1.8 Use of Copyrighted Material

Please refer to Fair Use Analysis for Faculty and the Frequently Asked Questions.

<http://library.lclark.edu/reserves/fairuse.htm>

http://www.lclark.edu/information_technology/policies/faq_copyright/

W.M. Keck Interactive Learning Center The Interactive Learning Center provides audio, video, and computer resources for the study of foreign languages and English as a second language. Lab resources include current Macs, foreign language satellite dish television programming, digital multimedia creation tools, digital projection (DVD, VHS, and computer), and language applications supporting English, Chinese, French, German, Japanese, Russian, and Spanish.

Faculty may reserve the lab for class presentations. Foreign language audio and video can also be accessed remotely for use outside the lab, including off campus.

The center, which is staffed by student workers and a full-time manager, is located in Room 211 of the James F. Miller Center for the Humanities. For more information, please contact the manager at extension 7419 or see www.lclark.edu/~ilc.

4.1.9 Use of Interns and Instructional or Lab Assistants

A faculty member's use of interns or instructional or lab assistants to provide part of the instruction in a course requires approval from the dean and from the department chair. Interns and assistants must always be regularly supervised by the faculty member assigned to teach the course and must be evaluated through established procedures.

4.1.10 Animal Care and Use in Research and Teaching Policy

Lewis & Clark College is committed to conducting quality animal research in an ethical and responsible manner to further science and to improve the health of society. When animals are used for research or instructional purposes – conducted at or sponsored by Lewis & Clark – their acquisition, care, use, and disposal must be in compliance with all applicable provisions of the Animal Welfare Act, and other federal, state, and local statutes and regulations relating to animals. Please visit: <https://www.lclark.edu/live/profiles/5752-animal-care-and-use-in-research-and-teaching> and http://college.lclark.edu/offices/sponsored_research/internal_resources/iacuc.php

4.1.11 Overseas and Off-Campus Programs

Lewis & Clark offers an extensive program of overseas and off-campus study opportunities. Please visit http://college.lclark.edu/programs/overseas_and_off-campus/.

A faculty member who wishes to lead an already established College of Arts and Sciences overseas or off-campus program or design a new program should first discuss the proposal with the director of overseas and off-campus programs. A formal proposal is then submitted to the director after receiving approval from the department chair, program director, and/or the associate dean. The proposal is then reviewed by the International Studies Coordinating Committee, and input gathered from students and other faculty familiar with the applicant. Final approval of the proposal is granted by the dean of the College of Arts and Sciences in consultation with the chair of the International Studies Coordinating Committee. In principle, any faculty member in the institution is eligible to lead an overseas or off-campus program.

4.2 Provisions for Scholarly Work

College of Arts and Sciences

<http://college.lclark.edu/administration/scholarlysupport/>

Graduate School of Education and Counseling

http://graduate.lclark.edu/faculty/resources/teaching_and_scholarship/

Law School

https://law.lclark.edu/departments/law_faculty_resources/

4.2.1 Outside Funding Sources

The College encourages faculty members to seek grants appropriate to the institutional mission and goals and to their own individual professional development. The director of corporate and foundation relations, the sponsored research officer, and the appropriate dean will assist faculty members in developing ideas for grants and in locating possible funding sources.

Information about grant proposal guidelines and procedures is available from the director of corporate and foundation relations or from the dean's office.

4.2.2 Principal Investigator Eligibility

When Lewis & Clark submits proposals to external sponsors and accepts awards for sponsored projects, the institution assumes significant financial and legal obligations. Sponsors fund projects based in part on the professional expertise of the Principal Investigators or approved Project Director (hereinafter referred to simply as "PI") submitting proposals; however, the formal award is made to, and the obligations are assumed by, Lewis & Clark. Under the general oversight and authority of Lewis & Clark, the title of PI identifies the individual responsible for the conduct of the project. This responsibility includes the intellectual conduct of the project, technical compliance, completion of programmatic work, fiscal stewardship of sponsor funds, and compliance with administrative requirements of the project. For these reasons PIs must have a reasonable prospect of long-term employment at Lewis & Clark.

The following Statement of Principal Investigator Eligibility provides institutional requirements for individuals who may serve as a PI on an externally sponsored project at Lewis & Clark. Exceptions to this policy may only be made with the prior approval of the appropriate Dean. PI eligibility status must be met at the time of the grant application, unless specifically permitted by the published guidelines of the funding mechanism, or the application is accompanied by a letter from the appropriate Dean specifying that the applicant will be PI eligible at the time of the award.

Any full-time faculty member or staff member who holds one of the following positions may be identified as a PI for sponsored activities:

- Tenured or tenure-track faculty member
- Librarian holding faculty status
- Staff member

Any individual who holds one of the following positions may be identified as a project correspondent for sponsored activities if one of the individuals listed above is named as PI on the project:

- Renewable Term Appointment faculty member
- Adjunct faculty member
- Emeritus faculty member
- Visiting faculty member
- Scholar in Residence
- Staff member

In some cases, a sponsoring agency may have restrictions on who may serve as a PI on a particular project or program that are more stringent than the policy of Lewis & Clark. As warranted, the deans will review circumstances on a case by case basis and ensure that restrictions are followed and allow exceptions as appropriate.

Individuals allowed to serve as PI on sponsored activities are required to comply with Lewis & Clark's business practices, policies and procedures.

4.2.3 Faculty Research Grants from Lewis & Clark Funds

Faculty research grants are made available in the respective schools as budgetary resources permit. Procedures and guidelines are available from the respective deans' offices.

4.2.4 Support for Faculty Travel

Limited support for faculty travel is offered by the College for professional activity, curriculum development, and other travel on behalf of the institution. Current provisions may be obtained from the appropriate dean's office.

4.2.5 Committee on Human Subjects Research (for Federal Purposes: Institutional Review Board)

The Human Subjects Research Committee (Institutional Review Board for federal purposes), is a specially constituted review body established or designated to protect the welfare of human subjects recruited to participate in biomedical or behavioral research. Please refer to: <https://www.lclark.edu/live/profiles/3646-committee-on-human-subjects-research-for-federal> and http://www.lclark.edu/committees/human_subjects_research/

4.2.6 Institutional Biosafety Committee

The Lewis & Clark Institutional Biosafety Committee (IBC) shall oversee research involving recombinant DNA performed at Lewis & Clark in order to protect the health and safety of employees and the public regarding such research. Members shall be appointed by the dean of the College of Arts and Sciences. At least two members from the public shall be appointed as prescribed by federal guidelines. A majority of members of the IBC shall constitute a quorum. Appointments shall be for a term of three years. Once a committee member completes his or her term, or resigns from the committee, a replacement will be recommended to the dean of the College of Arts and Sciences. Additional information may be obtained at: <https://www.lclark.edu/live/profiles/3668-research-involving-recombinant-dna-policy> and https://college.lclark.edu/offices/sponsored_research/internal_resources/ibc.php

Approved by the Executive Council, December 4, 2013. Revised November 16, 2015

4.2.7 Time and Effort Reporting

<https://www.lclark.edu/live/profiles/3673-time-and-effort-reporting-policy>

4.2.8 Research Integrity Policy

Lewis & Clark College is committed to maintaining high standards of integrity in research and scholarship, whether funded or not.

Misconduct in research is an ever-present possibility in the academic world. Several federal agencies have considered this issue. Some, including the Department of Health and Human Services (HHS), require that institutions have a written policy to be eligible for research funding. While there is less than total unanimity on what constitutes misconduct in research, the categories of fabrication, falsification, plagiarism, and “other serious deviations” that appear in the annual HHS questionnaire are sufficient to cover the full range.

If an allegation of possible research misconduct is received by an official of the College, the dean will conduct an informal inquiry. (In the College of Arts and Sciences, the inquiry will be initiated by the associate dean.) The allegations and the results of the inquiry will be submitted in writing to the dean of the appropriate school. The dean shall determine whether a formal investigation is warranted. If an investigation is deemed necessary, the dean shall form a panel of three (chaired by the associate dean in the CAS). The panel must complete its work within 120 days unless there are unusual and extenuating circumstances, and will submit its conclusions in writing to the dean. The dean will review the case, and on the merits of the findings, recommend appropriate action to the president of the College. The person against whom the allegations were lodged shall receive copies of the written reports of the inquiry and investigation and shall have the right to appeal the decision to the president. Following any appeal, the president’s decision is final.

In all cases regarding possible misconduct of researchers holding federal, state, or private grants, the College will follow the guidelines issued by the respective agencies or foundations and will submit written notification, etc., as required.

The College will furnish copies of this policy to each member of the staff who receives a research grant and will publish the policy in its faculty handbook. Students involved in research will also receive a copy. Faculty or staff who direct research projects will be responsible for monitoring and assuring the integrity of the research conducted under their direction and will set high standards in this regard.

The College encourages anyone who observes research misconduct to come forward with his or her concerns. In the initial phases of inquiry, the responsible official will maintain confidentiality of an individual who comes forward with allegations. Once a formal investigation is conducted, however, such confidentiality may not be guaranteed. The institution will seek to protect the complainant against retribution but is also committed to due process and fairness toward the accused.

The document “Framework for Institutional Policies and Procedures to Deal with Misconduct in Research,” prepared by the Association of American Medical Colleges (March 1989), will be used as a guide in these matters.

4.2.9 Responsible Conduct of Research

<https://www.lclark.edu/live/profiles/3686-responsible-conduct-of-research-policy-and>

4.2.10 Financial Conflict of Interest for Externally Funded Research Policy

<http://www.lclark.edu/live/profiles/3659-financial-conflict-of-interest-for-externally>

4.2.11 Intellectual Property Rights

<https://www.lclark.edu/live/profiles/3662-intellectual-property-policy/>

4.3 Institutional Policies

http://www.lclark.edu/offices/human_resources/employee_resources/policies/

4.3.1 Legal Matters: Authority to Enter into Legal Commitments (Contracts) and Access to the Services of the College Attorney

The vice president, secretary, and general counsel (“general counsel”) of the College manages the legal affairs of the College. Faculty members who believe they need legal assistance in carrying out their professional duties should inform the appropriate dean, who will then decide whether to refer the faculty member to the general counsel. All contractual arrangements of the College should be routed through the appropriate dean, who will decide whether to involve the general counsel. The general counsel will be responsible for deciding whether to engage outside counsel.

5 General Information

5.1 Inclement Weather - School Closure

http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/general/school_closure/

5.2 Offices and Services

5.2.1 Archives and Special Collections

The Lewis & Clark College archives was established to collect, describe, preserve, make accessible to the public, and exhibit permanent records created or received by College departments and offices. The Archives and Special Collections also acquires records of private origin that complement those of the College. The Archives and Special Collections collect in various areas, focusing on materials that support faculty and student research, curriculum, and scholarly work.

Holdings are open to faculty, staff, students, and the public for research. Reference assistance is available for help in determining and retrieving materials appropriate for specific research projects. Holdings include institutional records (organized by originating department or office), publications issued by the College, photographs, visual and sound recordings, manuscript collections, rare books, maps, and archival ephemera.

For information, contact the College archivist at extension 7279 or archives@lclark.edu, or contact Special Collections at extension 7254. <http://library.lclark.edu/specialcollections/>.

5.2.2 Bookstores and Book Ordering Policy for CAS/GSEC Faculty

The main bookstore serves the undergraduate and graduate campuses from its location in Templeton Student Center. An array of goods, including traditional collegiate emblematic apparel, insignia gifts, and office supplies is also available.

To submit your textbook adoptions, please visit our [Faculty Requisitions](#) Site now.

Check out the [Faculty Center Network](#) to research titles, browse subject areas for new titles, and look up contact information for a variety of publishers.

Requisition Dates

The Lewis & Clark Bookstore requests that all faculty submit their textbook orders by the following dates for each corresponding semester:

Fall - March 15 (CAS) or April 20 (GSEC)

Spring - October 15 (both CAS & GSEC)

Summer Sessions - February 15 (both CAS & GSEC)

The Higher Education Opportunity Act (HEOA) requires that colleges have book lists available at the time of course registration in order for students to have access to the true cost of taking a particular course. HEOA states that book lists must be made available within reason. If you were recently hired or have not received your review copy of a text from the publisher, please let the bookstore know as soon as possible.

Law School Bookstore The primary function of the Law School bookstore is to provide textbooks and course-related materials. In addition, a selection of sundries, office materials, personal supplies, and insignia apparel is available.

During the academic year, the Law School bookstore is open 10 a.m. to 5:30 p.m., Monday through Thursday, and 11 a.m. to 2 p.m. on Friday. Hours are extended at the beginning of each term. For summer hours and more information, call extension 6722 or go to <http://law.lclark.edu/bookstore/>.

5.2.3 Campus Safety

http://www.lclark.edu/about/campus_safety/overview/

5.2.4 Career Development

College of Arts and Sciences

http://college.lclark.edu/student_life/career_development/

Graduate School of Education and Counseling

http://graduate.lclark.edu/career_and_licensing/

Law School

http://law.lclark.edu/offices/career_services/

5.2.5 College Outdoors

College Outdoors provides the Lewis & Clark College community with access to the spectacular outdoor environments of the Pacific Northwest through a variety of activities including cross-country skiing, backpacking, whitewater sports, sea kayaking, and hiking. For more information, call extension 7116 or see http://www.lclark.edu/programs/college_outdoors/.

5.2.6 Copy Center – Paw Print

Lewis & Clark Copy Center serves the Fir Acres and South Campuses from its location on the main floor of John R. Howard Hall, Monday through Friday, 8 a.m. to 5 p.m. Pickup and delivery service is provided from drop locations in the Miller Center for the Humanities at 10 a.m. and 4 p.m., Templeton Campus Center 10 a.m. and 4 p.m., and Rogers Hall at 10 a.m. and 4 p.m. weekdays. Electronic job submission is available on the center's website <http://lccopyit/dsf/>. Convenience copiers are also located strategically across campus. For further information, call extension 7768 or see https://www.lclark.edu/offices/print_center/.

The Law School operates its own duplicating center, located in the Legal Research Center.

5.2.7 Counseling Service

Counseling Service staff offer a broad-based service designed to facilitate student learning and growth as well as to provide interventions for those with psychological or emotional problems. Services are available to undergraduate, graduate, and law students. Appointments can be made by calling extension 7160.

The Counseling Service is located on the ground level of Templeton Campus Center. Licensed mental health professionals and doctoral psychological trainees staff the service, which is generally open from 8:30 a.m. to noon and 1-4:30 p.m., Monday through Friday. Limited psychiatry services are also available. Counseling is generally brief (1-10 sessions). Students needing longer-term treatment are provided referrals to off-campus providers. Counseling sessions are free, while there are modest fees for psychiatry services. In case of an after-hours emergency, members of the campus community may call Campus Safety at extension 7777. Alternatively, community members who are concerned about a student after-hours may call the Lewis & Clark Crisis Counseling Service at 503-265-7804 to speak with a mental health professional.

Counseling sessions are strictly confidential. No information about a student's identity or reason for using the Counseling Service is shared with any party without the express permission of the student. There are rare exceptions to this rule of confidentiality, such as when a person's life is in

danger. Counseling staff review these exceptions with each student prior to the first counseling appointment.

Counseling staff also provide clinical consultation to faculty and staff who are concerned about students. Staff present outreach workshops and program consultation on a time-available basis.

For more information see www.lclark.edu/offices/counseling_service.

5.2.8 Diversity and Inclusion

At Lewis & Clark, we believe that people learn best, and flourish the most, when they encounter perspectives, people, backgrounds, and experiences other than their own. Diversity creates the best educational environment, and inclusion speaks to our highest ideals.

Across all three schools that make up our institution, you will find:

- lively exchanges animating classes and symposia focused on a wide range of diversity and inclusion issues;
- students, faculty, and staff continuing and deepening those discussions in casual and formal settings around campus;
- events and speakers that bring the latest thinking and fresh perspectives to our community;
- students actively engaged in exploring their identities through clubs, organizations, and civic engagement;
- a commitment to an inclusive, engaged community that is welcoming to all.

For more information go to: <http://www.lclark.edu/about/diversity/>

5.2.9 Facilities Services

Facilities Services is located at the southeast corner of Fir Acres Campus. This department is responsible for painting, carpentry, locksmith services, heating, ventilation, air conditioning, plumbing, electrical and mechanical systems, maintenance of fire and life safety devices associated with buildings and grounds, grounds maintenance, housekeeping, vehicle maintenance, events preparation, large package and bulk item delivery, redistribution of furnishings, and construction management. The offices of Occupational Health and Safety and Transportation and Parking are also within Facilities Services. For problems, concerns, or initiatives related to any of these functions, please call extension 7845 weekdays 7:30 a.m. to 5 p.m., or see <http://www.lclark.edu/offices/facilities/>. For emergency situations arising at other times, call Campus Safety at extension 7777. Campus Safety will contact the appropriate responder.

5.2.10 Food Service (Bon Appétit)

Under contract with the College, Bon Appétit food service manages the student food service and a number of campus eateries including the Law School's Homestead Café, the South Campus café, Maggie's, the Trail Room, and the Dovecote. Bon Appétit's catering services are available both to departments for college business and to individual community members on a private basis. The College's contract with Bon Appétit requires that all on-campus food service be

catered by Bon Appétit. For further information call the Bon Appétit office in Templeton Campus Center at extension 7888 or visit <http://lewisandclark.cafebonappetit.com/>.

5.2.11 Human Resources

The Office of Human Resources serves all faculty and staff. Please call extension 6235 with questions about benefits, employment records, institutional policies, and training or educational opportunities. Faculty requesting medical, parental, pregnancy, personal, or other leaves should contact their dean and Human Resources as early as possible. Human Resources sponsors or coordinates a variety of seminars and events each year in management training, financial planning, retirement planning (TIAA-CREF), and health and wellness. For details see http://www.lclark.edu/offices/human_resources/.

5.2.12 Identification Card

http://www.lclark.edu/about/campus_safety/other_services/id_cards/

5.2.13 Inclusion and Multicultural Engagement

Inclusion and Multicultural Engagement leads Student Life's commitment to a diverse and equity-oriented community. We engage students, faculty, staff, and community partners to promote an inclusive campus climate; we provide academic, social, and programmatic support to students from underrepresented communities; we deepen a vision of global citizenship through the intercultural exchange of ideas and traditions. Building and sustaining a truly inclusive community is the work of all of us. At Lewis & Clark, we are here to support in this endeavor. For more information please visit: https://college.lclark.edu/student_life/multicultural_affairs/

5.2.14 Information Technology

The mission of Information Technology (IT) is to support and enhance the values of a liberal arts with the seamless integration of technology into operations, instruction, and other endeavors through collaboration and partnerships with all enterprises of the College and its community. For more information, please visit http://www.lclark.edu/information_technology/.

5.2.15 International Students and Scholars

The Lewis & Clark community welcomes and supports international students. International students play an important and integral role at Lewis & Clark. Their opinions challenge the assumptions and beliefs expressed by U.S. students and faculty members in the classroom. Their lifestyles bring cultural diversity and new ways of doing things to campus life. Their presence provides opportunities for the community to look beyond its borders. For more information, please visit http://www.lclark.edu/offices/international/visiting_scholars/

5.2.16 Mail Services

Lewis & Clark Mail Services handles all incoming mail for the Undergraduate College and the Graduate School. Mail Services also processes the outgoing mail for the entire institution,

including the Law School. The mail room is located on the main level of Templeton Campus Center. For other details on mailing services available to the campus community, see http://www.lclark.edu/offices/mail_services/ or call extension 7867.

5.2.17 Office of Case Management within Wellness Services

The Office of Case Management within Wellness Services serves the Lewis & Clark College community and individual students by providing referrals, problem-solving, consultation, campus office navigation, and advocacy for those who are experiencing difficulty or distress. Our office specializes in helping students make connections to other campus services as well as to health care on- and off-campus. Common areas of concern that we see in our office include issues involving both mental and physical health, substance use, eating disorders, learning differences and financial obstacles. The office is staffed by a licensed mental health professional, so students are afforded the same confidentiality that they receive in the Student Health Service or Counseling Service. The office is located within the Health Promotion suite in lower Odell. The office is open between the hours of 8:30-5 Monday-Friday. Students may schedule an appointment by calling the office at 503-768-7173.

Faculty members are able to receive confidential consultation about a student of concern by calling the office. If a faculty member is concerned about a member of the community and wants to make a report to the Welfare Intervention Network, that can also be done through the Office of Case Management or by making an online report at: http://www.lclark.edu/about/leadership/provost/welfare_intervention/

5.2.18 Office of Financial Aid

http://www.lclark.edu/offices/financial_aid/

5.2.19 Ombuds Office

The Ombuds Office is a confidential and informal place where you voluntarily can do just that, whether you are faculty, student, staff, or parent. When you talk to the Ombuds about a situation, you're not putting the College on notice, and the ombuds isn't authorized to conduct investigations. But you will get ideas about the options you might try for your particular situation.

In providing ombuds services, we don't take sides in a situation. The ombudsperson you work with is committed to supporting fair process and open communication, and advocates for that rather than the specific people involved.

As you may not have tried a service such as this before, it's natural that you might feel a little nervous before you call to set up an appointment. Call us anyway, and give yourself the chance to collaborate on something you just haven't been able to work through effectively on your own. For more information see: <http://www.lclark.edu/offices/ombuds/>

5.2.20 Public Affairs and Communications

http://www.lclark.edu/offices/public_affairs_and_communications/

5.2.21 Registrar

Each of the three schools has its own registrar's office. Requests for information and questions about issues of academic regulations and policies, student records, curriculum, etc., should be addressed to the respective offices of the registrar, academic dean, or department chair (and Office of Academic Advising in the CAS). Each school publishes an annual catalog with relevant curriculum and policy information.

College of Arts and Sciences registrar's office see <http://college.lclark.edu/offices/registrar/>.

Graduate School see <http://graduate.lclark.edu/offices/registrar/>.

Law School see <http://law.lclark.edu/offices/registrar/>.

5.2.22 Religious and Spiritual Life

The Office of Religious and Spiritual Life at Lewis & Clark College is designed to support all religious life programs that take place on campus, and has its roots in the Presbyterian heritage of the college. Recognizing the religious and spiritual diversity of the Lewis & Clark community, the Religious and Spiritual Life staff seeks to facilitate moral and spiritual dialogue and growth in a context of mutual support.

Students help plan and lead many activities, including regular worship services, special forums and lectures, small-group studies, spiritual renewal retreats, and volunteer community service projects. An [Interfaith Council](#) encourages dialogue and cooperation among organized faith groups, and a Spiritual Life Advisory Council provides religious and spiritual life programming and policy recommendations. For further information, please contact the chapel office by phone or request information by emailing the office at chapel@lclark.edu.

http://www.lclark.edu/offices/spiritual_life/.

5.2.23 Student Activities

http://college.lclark.edu/student_life/activities/

5.2.24 Student and Departmental Account Services

The Office of Student and Departmental Account Services is the billing and collection point for Lewis & Clark student accounts. They also perform services not directly related to students.

More information is available at http://www.lclark.edu/offices/account_services/

5.2.25 Student Health Service

The Student Health Service provides a variety of health services to all Lewis & Clark undergraduate, graduate, and law students. Services include evaluation and treatment for illness and/or injury; physical examinations (athletic, well women, and travel physicals); women's health care including birth control counseling and supplies; travel medicine consultations and vaccinations; laboratory testing and testing for sexually transmitted infections; routine vaccinations and allergy injections; and referrals to off-campus medical providers and specialists.

There is no cost for students to meet with a provider. There are fees for medication, medical supplies, laboratory testing, and certain medical procedures.

The Health Service does not provide medical services to faculty and staff, with the following exceptions: Health information and free blood pressure checks are available. Flu vaccinations are available to all students, faculty and staff for a fee during flu season. The Student Health Service is located on the lower level of Templeton Campus Center. Hours of operation are generally from 8 a.m. to noon and 1-4 p.m., Monday through Friday, during fall and spring semesters. The office is closed from 11 a.m. to noon on the first and third Tuesdays of each month for staff meetings. After hours when the Health Service is closed, students who need medical consultation should contact the nursing consultation service at 1-800-607-5501.

For more information call extension 7165 or www.lclark.edu/offices/student_health_services.

5.2.26 Transportation and Parking

The Lewis & Clark College transportation and parking policy is dedicated to the orderly movement of vehicles, persons, goods, and services on campus. Quick and easy access for all emergency vehicles to campus facilities is of the highest priority. Campus transportation and parking regulations can be viewed on the Transportation and Parking website, http://www.lclark.edu/offices/transportation_and_parking/.

5.3 Campus Facilities

5.3.1 Reserving Campus Facilities

To reserve venues on campus (or view a listing of scheduled events in campus venues), visit the College's virtual Event Management Software (VEMS) database online at <https://calendar.lclark.edu/VirtualEMS/> (accessible from on-campus computers only). For information about planning events, the College's event management policies, and details about College venues, visit the Conferences and Events web site: http://www.lclark.edu/offices/conferences_and_events/ or contact the Office of Conferences and Events at events@lclark.edu, ext. 7235.

5.3.2 Libraries

Located at the heart of the undergraduate campus, Lewis & Clark's [Watzek Library](#) is an ideal setting for research, study and collaboration. Serving undergraduate and graduate students, Watzek provides rich collections of print and electronic resources and friendly librarians to help students with their research projects. The [Boley Law Library](#) serves the Law School and is a center of legal information for the region.

Aubrey R. Watzek Library
<http://library.lclark.edu/>

The [Aubrey R. Watzek Library](#) serves the College of Arts and Sciences and the Graduate School of Education and Counseling. It is located at the heart of the undergraduate campus and offers computer labs and attractive spaces for quiet study and group work. During the school year, the library is open 24 hours a day on weekdays and additional hours on weekends. The library houses a collection of over 320,000 print volumes and provides access to thousands of electronic books and journals as well as other digital resources. The library shares an online catalog with the [Paul L. Boley Law Library](#). It is a member of the Orbis Cascade Alliance, a consortium of nearly 40 academic libraries in the Pacific Northwest.

Library Services for Faculty and Staff

<http://library.lclark.edu/facultyservices>

Watzek Library offers a number of core services for faculty and staff including: course reserves, a copyright information page, borrowing from the Summit network, and interlibrary loan. Faculty play a significant role in selecting materials for Watzek Library. A librarian serves as liaison to each academic department or program for book orders, library instruction, and any other information needs related to instruction or research.

Watzek Library also offers research consultations for students and a course-integrated program of information-literacy instruction. [Special Collections and Archives](#), the [Visual Resources Center](#), and [Digital Initiatives](#) provide specialized research resources and opportunities for collaborations between faculty, librarians and students.

Borrowing Policies for Circulating Materials

<http://library.lclark.edu/lib/circ.htm>

Course Reserves and Copyright Law

<http://library.lclark.edu/reserves/profinfo.htm>

Items, including personal materials and library materials, may be placed on reserve at the circulation desk. Please note the following policies and procedures:

- All photocopied materials placed on reserve either must have copyright permission or must comply with the Fair Use Doctrine (further information available at the circulation desk or see Appendix 9 at <http://www.lclark.edu/org/handbook/appendix9.html>. The library cannot photocopy any materials to be placed on reserve for faculty.
- Standard reserve forms, available at the circulation desk and on the library's website, should be filled out as completely as possible.
- Please locate and bring to the circulation desk any library materials, as well as personal copies or files, to be placed on reserve.
- Readings to be used during the first week of class should be turned in two weeks before the semester begins. After the beginning of the semester, it may take up to three days to process incoming reserves.

Reciprocal Agreements

Reciprocal borrowing agreements allow Lewis & Clark faculty to easily access resources from many libraries in the region. Faculty may request items through Summit, the Orbis-Cascade Alliance catalog, when the materials are not available at Lewis & Clark. These materials are

normally delivered to Lewis & Clark within two business days. Faculty also enjoy on-site borrowing privileges at all Orbis-Cascade and NAPCU libraries. For information on these library consortia, see <http://library.lclark.edu/lib/consortia.htm>.

Interlibrary Loans

Interlibrary Loan (ILL) services are available to all College faculty. The ILL department requests books, journals, photocopies, and other materials through nationwide library networks.

Forms for requesting interlibrary loans are available on the library's website. WorldCat and some other online databases include automatic links to interlibrary loan for books and articles selected by faculty and students from these resources.

Faculty may call extension 7280, e-mail ill@lclark.edu, or visit the Interlibrary Loan department with questions about services or particular materials for curricular or research needs.

Materials Selection

Faculty play a significant role in selecting materials for Watzek Library. A librarian serves as liaison to each academic department or program for book orders, library instruction, and any other information needs related to instruction or research.

For additional information about resources at Watzek Library, see <http://library.lclark.edu> or contact the reference desk at extension 7285. For information on library hours, call extension 7274. For information on the circulation of library materials, contact the circulation desk at extension 7270, or the circulation supervisor at extension 7273.

Paul L. Boley Law Library

The Paul L. Boley Law Library is the repository of legal information and related materials and services for the Law School. Though not required to serve public needs, the library promotes the dissemination of information in all areas of law-related study to those who seek it. The library has the following priorities:

- To serve the research and study needs of the faculty, staff, and students of the Law School.
- To serve the research and study needs of the faculty, staff, and students of the College of Arts and Sciences, the Graduate School, and other area law schools.
- To serve the research and information needs of the bar and the legal community.
- To serve the research and information needs of any person who seeks information on the law.

The Boley Library provides use of its facilities, materials, and services to the general public during nonpeak hours as specified by the associate dean of the library. The library sets aside regular hours during times of peak usage for exclusive use by students, faculty, and staff of Lewis & Clark College, and by members of the legal community.

For detailed information on the services and facilities of Paul L. Boley Law Library, see <http://law.lclark.edu/library/> or call extension 6676.

5.3.3 Pamplin Sports Center and Zehntbauer Swimming Pavilion

The College's gymnasium, track, playing fields, pools and weight room are principally for use in classes, varsity athletics, club sports and intramurals. When not in use for these purposes, they are available to members of the Lewis & Clark community. An identification card is necessary for admission. Cards for immediate family members of faculty are available for a fee at the main office on the lower level of Pamplin Sports Center. Lockers in Pamplin Sports Center are available to faculty and staff through the physical education and athletics department.

http://www.lcpioneers.com/about/sportsfacilities/sports_facilities

5.3.4 Templeton Campus Center

Templeton Campus Center is the central gathering place of the College and is home to many of the areas serving the campus community. It includes the Trail Room and Fields Dining Room (Bon Appétit Food Service), the College Bookstore, Mail Room, College of Arts and Sciences Registrar, Student and Departmental Account Services, Financial Aid, International Students and Scholars, Health Service, Counseling Service, College Outdoors, Campus Events, Student Leadership and Service, Campus Living, Inclusion and Multicultural Engagement, and Student Activities. Templeton houses many offices for student clubs and organizations.

Templeton Campus Center also offers conference rooms and meeting spaces that can accommodate groups ranging in size from 8 to 300 in a variety of settings. The Trail Room features a stage, lights, and sound system for live performances including concerts, theatrical performances, spoken word, open mic nights, and lectures. Members of the campus community are invited to reserve these spaces free of charge for events sponsored by the College. For events not related to the College or its mission, space may be available for a rental fee. Contact Campus Events at events@lclark.edu or extension 7235 with inquiries regarding space availability and use.