

I.HISTORY OF AMERICAN JEWISH UNIVERSITY

Established in 1947, American Jewish University was the first institution of higher Jewish learning west of Chicago. Since its founding, the University has been housed in four different locations. The first campus was at Sinai Temple on Fourth and New Hampshire Streets. The second campus was located at 612 South Ardmore. The University then moved to 6525 Sunset Boulevard. In 1977, the University relocated to its present 28-acre location at 15600 Mulholland Drive in the Bel Air section of Los Angeles.

During its first 25 years, the University developed a Hebrew teachers' training school, a popular institute for adult education and, for a brief time, a school of the arts. It also offered several graduate level courses and laid the foundations for a significant Judaica library.

Within the last two decades, American Jewish University (AJU) has begun to emerge as a significant academic institution. This has been achieved by a two-pronged thrust: building the Familian and Whizin campuses to house major schools and residential facilities and engaging a faculty and staff with superior academic credentials and proven skills in administration. Until 1961, American Jewish University was accredited by the Middle States Association of Schools and Colleges through a relationship with the Jewish Theological Seminary in New York. In 1972, the University was granted separate accreditation by the Western Association of Schools and Colleges (WASC).

The University now has four degree-granting schools. The College of Arts and Sciences is an undergraduate liberal arts college whose unique core curriculum integrates the study of Jewish and other civilizations and offers majors in

Bioethics, Business, English, Jewish Studies, Journalism, Liberal Arts, Literature and Politics, Political Science, Psychology and U.S. Public Policy. Founded in 1982 as an outgrowth of the Lee Program in Jewish and Western Civilization, it continues to house the core curriculum of the College. The Lee Program was established in 1979 with a generous gift from the Norman and Sadie Lee Family Foundation.

In 1986, the Department of Education became the Fingerhut School of Education. The Fingerhut School offers a Master of Arts in Education Program, which prepares Jewish educators for teaching, administration, research and curriculum design. The school also supports the Educational Resource Center and maintains ties with two laboratory schools at Adat Ari El and Temple Beth Am. The Fingerhut School is also home to one of the nation's only master's degree programs in Behavioral Psychology, emphasizing work with autistic children and the diagnosis and treatment of child abuse.

The Lieber School of Graduate Studies was established in 1979. Students in the Lieber School may earn a Master of Business Administration degree that focuses on nonprofit management - one of only a handful of such degree programs on the West Coast.

In 1991, the Ziegler School of Rabbinic Studies was established, replacing the Graduate School of Judaica that had been organized 20 years earlier. The Ziegler School is the academic center for Conservative Judaism on the University's

campus. In this school, rabbinic students earn a Master of Hebrew Letters degree, while education students and those exploring a career in the rabbinate earn the graduate degree of a Bachelor of Literature in Hebrew Letters. In 1995, the Faculty and Board of Directors voted to extend the mission of the Ziegler School to

include the ordination of rabbis. Today, the Ziegler School has the distinction of being the first and only independent ordaining institution on the West Coast.

In 1992, the University established a College-in-Israel program that offers a freshman year abroad to college-age students in cooperation with the Young Judea Year Course in Jerusalem.

The recent additions of the Whizin Center of the Jewish Future, including its Institute on the Jewish Family and Synagogue 2000 project, and the Center for Policy Options have brought the University international attention. The Department of Continuing Education now offers adult learning opportunities to the thousands of students each year. These major achievements, along with Camp Ramah at the Zimmer Conference Grounds, the fine collections of the Ostrow Library, the cultural programs in our Gindi Auditorium, the art exhibits in the Platt Gallery and the growing Smalley Sculpture Garden provide, for a relatively small University, an impressive array of campus events and cultural activities.

II.MISSION OF THE AMERICAN JEWISH UNIVERSITY

American Jewish University is a national institution of higher Jewish and liberal education committed to developing the future lay and professional leadership of the Jewish community. We are dedicated to the pursuit of scholarship, to critical engagement with the ethical foundations of our tradition and to the enhancement of Jewish life through education and the arts.

The University's diverse programs in Judaica and the liberal arts explore the central issues that confront both Jews and the larger society. Our faculty members

are passionate advocates of their disciplines, role models to their students and intellectual resources to the entire community. Our undergraduate and graduate curricula, research interests, community outreach programs and campus culture create an atmosphere of academic openness and intellectual excellence in which learning flourishes and Jewish life is actively engaged.

American Jewish University seeks not only to cultivate minds, but to kindle the spirit and community of our students. We challenge them not only to pursue lives of learning, but to become leaders in shaping both Jewish destiny and the future of our country.

The University's specific purposes are:

- . To provide higher Jewish and liberal education in an environment that encourages the free and open expression of thought as well as excellence in teaching, study and research.
 1. To educate Jewish professionals as well as current and future lay leaders
 2. for the Jewish and general communities.
- .. To prepare students for responsible participation, positions of leadership in society and a life of service to the Jewish and general communities.
- .. To inculcate in students a sense of Jewish identity and to foster in them a commitment to the Jewish people and its traditions.
- .. To be a center for the interdisciplinary examination of major issues confronting contemporary Jewry.
- .. To promote and produce scholarly, pedagogic and popular publications.

- i. To be a center for the arts by providing opportunities for creativity, teaching, exhibition and performance.

III.ABOUT THIS HANDBOOK

A. THE PURPOSE OF THIS HANDBOOK The purpose of this Handbook is to set forth the organization, duties and privileges of the faculty of American Jewish University. It also details the role and rights of the faculty in promotion and tenure proceedings and in the governance of the academic program of the University.

B. THE PRINCIPLE OF SHARED GOVERNANCE

At American Jewish University, governance of academic and faculty matters is shared by administration and faculty. This Handbook reflects that principle of shared governance. It is placed in force and can be amended in accordance with the three-part system outlined below.

1. The Authority of the Academic Senate

a.

By-Laws of the Faculty Section V of this Handbook shall constitute the By-Laws of the Faculty. They are placed in force by a majority vote of the Academic Senate and may be amended by a two-thirds majority of its voting members.

b.

Academic Policies Academic policies and regulations, including those outlined in Section VIII of this Handbook, are the province of the Academic Senate. They are

approved and amended by a majority of its voting members. It is the

responsibility of all members of the faculty and administration to enforce academic policies and regulations approved by the Academic Senate.

1. Authority Shared by the Academic Senate and the Administration

2. Section VI of this Handbook concerns policies and procedures for faculty appointments, promotion and tenure. Section XI is a statement of professional ethics. Sections XII and XIII outline procedures relating to the dismissal of faculty. These are all placed in force and amended by the President of the University upon recommendation of the Chief Academic Officer (CAO). In formulating his or her position concerning the matters discussed in these sections, the CAO shall consider the opinions of the Committee on Academic Personnel (CAP) of the Academic Senate. In no instance shall the CAO recommend, nor shall the President adopt, a new policy or amend an existing policy that has not been approved by the CAP. However, the CAO may veto a policy viewed favorably by the CAP just as the President may choose a course other than that recommended by the CAO.

. The Authority of the Administration

All sections of this Handbook except for those delineated above are placed in force and amended by the President of the University in consultation with the relevant committees of the Board of Directors upon recommendation of the CAO.

The CAO shall consider the opinions of the CAP in formulating proposals to the President.

IV. ORGANIZATION OF THE ADMINISTRATION

American Jewish University is governed by lay and professional bodies as follows:

A. LAY GOVERNANCE

1. The Board Of Directors: The Board meets at least five times during the year. The Board consists of 45 elected members who serve one-year terms. New members of the Board are elected by the Board each year at its May or June meeting. A Board Director may be re-elected for a specified number of terms as indicated in the University by-laws. The Board approves annual budgets, reviews major policies and oversees the management of the University, subject to the provisions of the laws of the State of California. The Board has the power to create additional bodies, such as the Board of Regents.
 - a. The Executive Committee: The Executive Committee consists of all officers of the Board, including the Chairperson of the Board, who Chairs this committee; the three Executive Vice Chairpersons; all Vice Chairpersons; the University President; the Secretary; and the Treasurer. The Immediate Past Chairperson also serves on the Executive Committee. The Executive Committee (a) provides a sounding board and source of counsel for the President of the University, (b) acts on behalf of the Board of Directors on all day-to-day financial matters involving individual expenditures of not more than \$25,000 and (c) exercises the powers of the Board of

Directors in matters referred to it by the Board of Directors and all other matters that must be acted upon prior to the next regular Board meeting. Its actions are reported to and ratified by the Board as a whole.

b. Standing Board Committees The Board has four standing committees: 1) Budget and Finance; 2) Development; 3) Nominating; 4) Investment. The Chairperson of the Board may appoint other committees as deemed necessary.

. Academic Advisory Council The Council is an external committee of academic advisors to the President and Vice President for Academic Affairs. Its purpose is to insure the quality of the University's academic programs. It is appointed by the President in consultation with the Chair of the Board and the Vice President for Academic Affairs. It is staffed by the Vice President for Academic Affairs and its membership consists of distinguished academicians from outside the University who work in fields related to the University's mission and academic programs.

!. The Board of Regents: The Board of Regents is a long-term planning arm of the University that advises the Board of Directors. It considers projected needs of the American Jewish community, with special concern for West Coast Jewry, and specifically for Southern California. It consists of distinguished lay leaders from the Jewish community.

B. EXECUTIVE ADMINISTRATION

The President is chosen by and serves at the pleasure of the Board of Directors. In addition to the President, the officers of the University include the Vice President

for Academic Affairs, Vice President for Business Affairs and Administration, Vice President for Development, Vice President for Public Affairs and Community Outreach, and Vice President and Director of the Whizin Institute.

1. The Chief Executive Officer As Chief Executive Officer, the President has general oversight of University instruction and discipline, all salaried officers of the University, and all physical property of the University. He or she is required to keep the Board fully informed of all affairs and developments at the University. The President delegates responsibility to different staff members. The President's responsibilities also include the promotion of the University within the community, aiding the Board in raising funds for the University, and fostering communication between faculty, students and Board of Directors.

2. Under the President's direction, the faculty supervises and implements the curriculum. No faculty member is hired, promoted, given tenure, or discharged without the approval of the President. The President recommends candidates for appointment to senior administrative posts to the Board for approval and makes other administrative and faculty appointments. The President is also a member of the Academic Senate.

. Offices of the Central Administration

The following administrative officers report directly to the President.

- a. Chief Operations Officer (Vice President for Business Affairs and Administration)
- b.

Head of the Whizin Institute (Vice President and Director of the Whizin Institute)

c.

Public Affairs Officers (Vice President for Public Affairs and Community Outreach, and Director of Communications)

d.

Religious Head and Representative to the Conservative Movement (Rector)

e.

The Head of Continuing Education (Dean of Continuing Education)

C.

ACADEMIC ADMINISTRATION

. Chief Academic Officer (CAO) The Vice President for Academic Affairs is the Chief Academic Officer of the University. The CAO reports to the President of the University. The CAO is responsible for the University's academic and student affairs functions, the development of academic programs, and the oversight of faculty evaluation, promotion, and tenure.

1. Officers of the Academic Administration Each academic school or college has its own faculty Chair or Dean who works with the faculty of his or her respective academic unit, under the supervision of the Vice President of Academic Affairs. These are as follows:

1. Head, Fingerhut School of Education (Dean)
2. Head, Masters in Behavioral Psychology Programs (Chair)
3. Head, Master of Business Administration Programs (Director)
4. Head, College of Arts and Sciences (Dean)

5. Head, University Library (University Librarian)
6. Undergraduate Department Chairs: Bioethics, Business, Jewish Studies, Jewish and Western Civilization, Literature, Liberal Studies, Political Science, Psychology.

1. Ziegler School of Rabbinic Studies

2. Due to its theological character, the Ziegler School of Rabbinic Studies is an independent academic unit of the University reporting directly to the President of the University. Some faculty members shall be hired with primary responsibility to teach in the Ziegler School and shall report directly to the Dean of that school, who reports to the President of the University. All policies and procedures that apply to faculty of the University apply to faculty of the Ziegler School. In matters pertaining to the Ziegler School and its faculty, the role designated for the CAO in this handbook shall be filled by the Dean of the Ziegler School. The Dean of the Ziegler School is assisted by an Assistant Dean.

3. Student Affairs Officer

The following officer is charged with various student affairs functions and reports to the Vice President for Academic Affairs.

- a. The Dean of Admissions supervises admissions staff, recruitment for

all academic programs and, together with faculty, acceptance to matriculated status. The Dean of Admissions also supervises financial aid and staffs the Scholarship Subcommittee of the Board Committee on Academic Affairs.

b. The Dean of Students and Undergraduate Affairs supervises the Student Jewish Life Staff, psychological counseling staff, and career planning and placement personnel.

D. ADMINISTRATIVE GOVERNANCE

- . The President's Advisory Council The President's Advisory Council consists of representative officers of the administration and faculty who advise the President on matters of University policy and practice.

- . The Council of Deans The Council consists of heads of all academic schools, the University Librarian, the Dean of Students, the Dean of Admissions and the Registrar. The Council of Deans, under the leadership of the CAO, meets regularly to supervise implementation of academic policy.

- . The Student Affairs Management Council The Student Affairs Management Council consists of the Registrar, Dean of Admissions, Admissions staff and Director of Student Jewish Life. It is chaired by the Dean of Student and Undergraduate Affairs and charged with overseeing the student affairs program of the University.

V. ORGANIZATION OF THE FACULTY

As stated in the American Association of University Professors (AAUP) Joint Statement on Government of Colleges and Universities (1966), American Jewish University adheres to a policy of appropriately shared responsibility and authority in the decision-making processes within the institution. For the purposes of this document, "faculty" is defined as all persons who hold teaching appointments, both tenured and nontenured, unless otherwise stated. "Full-time faculty" are employed full time to engage in teaching, service and, if appropriate, research. "Ladder faculty" include all faculty who have been awarded tenure-track or tenured status. "Full-time ladder faculty" are those tenure-track or tenured faculty who are employed full time to engage in teaching, service and research. They hold no administrative ranks above that of department or program chair. Faculty members exercise their rights and duties in collegial governance 1) by participation in the Academic Senate and 2) by service on faculty and University committees. Faculty responsibilities fall into three main categories: teaching, research and service.

A. THE PURPOSE OF THE FACULTY

The purpose of the faculty of American Jewish University is to promote the University as a center of excellence in Jewish and liberal education. Specific areas of faculty interest in which it has significant but not exclusive responsibility include, but are not limited to, selection, promotion, retention or release of faculty members; granting of tenure; oversight of academic freedom

and professional ethics among colleagues; establishment of criteria-granting academic credit; curriculum development; setting graduation requirements; and confirming the granting of all academic and honorary degrees. The faculty also

determines the courses of study and arrangement of recitations, lectures and other exercises; the times and modes of examination; and the general method of instruction and discipline.

B. FACULTY OFFICERS

The full-time ladder faculty shall elect from among the tenured members of the faculty a Faculty Chair, who serves for a one-year term, and may be re-elected consecutively once. The Chair of the Faculty presides over Academic Senate meetings and acts as the faculty's official representative to the Administration.

She or he also is an ex-officio member of all standing committees of the Academic Senate.

- . Remuneration of Faculty Chair A level of remuneration commensurate with the responsibility shall be established by the administration for the Faculty Chair.

- l. Faculty Elections Elections for Faculty Chair takes place at the April meeting of the Academic Senate. Nominations for the position are made to the Immediate Past Chair, and are normally solicited at the March meeting.

C. ACADEMIC SENATE American Jewish University faculty and those duties for which it is responsible are governed by an Academic Senate, which includes representation from all of

those units of the University involved in the academic activities of the institution, under a three-tiered system of participation. The Academic Senate meets regularly, normally once a month during the academic year.

- . The academic tier consists of full-time ladder faculty, (as defined on page 12 above) who have full participation privileges;

- . The administrative tier, including all administrators who hold tenure-track positions, have full voice and voting privileges, but may not hold any faculty offices. If the President or Chief Academic Officer, or other academic program leader is not a ladder faculty member, he or she serves on the Academic Senate as an ex-officio, voting member. If the professional head of the library is not a ladder faculty member, he or she is also an ex-officio voting member of the Academic Senate. Tiers one and two may, by majority vote, extend voting privileges to other qualified members of the full-time University staff;

- . The general tier consists of full-time lecturers, part-time faculty teaching six or more credits in any semester, an elected undergraduate student representative and an elected graduate student representative. Ex-officio non-voting members are also part of this tier, including the Vice President for Administration and Business Affairs, the Dean of Students and the presidents of the undergraduate and graduate student associations. Members of this tier have speaking privileges and observer status. The Senate Chair may also offer observer status to other individuals at his or her discretion.

D. STANDING ACADEMIC SENATE COMMITTEES

There are several types of committees on which faculty sit. Full-time faculty are expected to sit on at least one standing committee of the Academic Senate other than

the Faculty Council, but not more than two (excluding service on non-Senate committees) except under extraordinary circumstances. Extraordinary University service, which should not be the norm for any faculty member, should be short-term.

The Standing Committees of the Academic Senate include:

- . Faculty Executive Committee (FEC) The Faculty Executive Committee (FEC) of the Academic Senate, which also acts as nominating committee for faculty offices, consists of the Faculty Chair, Vice-Chair and immediate past-Chair. The Chair, in consultation with FEC, sets the agenda for faculty meetings, appoints members to the standing committees each spring (except CAP), after gathering faculty preferences, and acts as a channel to the standing committees for issues under the faculty purview.

- . Faculty Council The Faculty Council consists of all full-time ladder faculty who are not also administrators. It is chaired by the Chair of the Faculty and meets periodically to discuss matters of concern to faculty. Its meetings are called by the Chair of the Faculty. The CAO shall be informed of the times of Faculty Council meetings. The agenda and minutes of council meetings are made public, except at such times as when the council votes to go into executive session.

- . Committee on Academic Affairs (CAA) This committee oversees all curricular and academic issues, such as advising the administration concerning long-term academic and hiring priorities, setting graduation requirements, dealing

with academic review issues and reviewing of new courses. It may also nominate candidates for honorary degrees to the President and deal with library and audio-visual issues. Its members include the professional head of the library. The Registrar is an ex-officio member of this committee.

- h. Faculty Resources Committee (FRC) This committee is charged with allocating faculty travel and research funds on the basis of the policy guidelines in the Faculty Handbook and established by the University budgetary process; advocating for faculty resources such as computers, clerical support and office equipment; and negotiating the salary faculty schedule with the administration. (See page 57 for policy guidelines.)
- i. Committee on Academic Personnel (CAP) This committee is charged with peer review and recommending to the administration candidates for tenure, promotion and appointment. Membership consists of three tenured faculty members, elected by the Academic Senate for a one-year term. The Chair of the CAP must be a full professor who is also tenured. Every effort should be made to ensure that there be at least one member from the Judaica and non-Judaica faculties and that both graduate and undergraduate faculty be represented. The CAP is charged with recommending candidates to the CAO for faculty search committees, advising the CAO concerning the academic rank of new adjunct or visiting professor appointments, advising the CAO concerning promotions to step three of a rank, appointing ad hoc committees to review candidates for promotion and tenure, and recommending to the CAO candidates for promotion and tenure.

E. JOINT ADMINISTRATIVE/FACULTY COMMITTEES

The committees that have administrative functions on which faculty sit may include but are not limited to:

- a.
Admissions Committee
- b.
The Budget Review Committee
- c.
The DCE Committee
- d.
Selection Committees for Academic Administrative Appointments
- e.
Human Subjects Research Committee
- f.
Committee on Academic Honesty
- g.

Ad Hoc Committees The faculty and/or administration may, from time to time, create ad hoc committees. The continuation of these committees should be reviewed yearly by the Faculty Executive Committee of the Academic Senate.

F. STEERING COMMITTEES OF SCHOOLS AND PROGRAMS

The faculty committees governing each school of the University are listed below. Under the leadership of the academic heads appointed by the CAO, and with the ultimate approval of the Academic Senate, these committees are charged with the day-to-day governance of the academic programs that they oversee. Major new programs or significant changes in continuing programs require approval of the Academic Senate. These include, but are not limited to, curriculum reform, introduction of new courses and development of new undergraduate majors or degree granting programs. Approval of the Academic Senate is contingent on prior approval by appropriate

department and school level committees. It also requires prior review and recommendation by the Senate Committee on Academic Affairs.

. The College of Arts and Sciences Steering Committee The College of Arts and

Sciences Steering Committee consists of the chairs of each department in the College and a student representative. The Chair of the College Steering Committee is the Dean of the College. The College of Arts and Sciences Steering Committee meets regularly as a long-range planning body and policy formation group for the College to coordinate undergraduate curriculum and deal with undergraduate issues as they arise.

! Faculty Committee of the Ziegler School The Committee of the Ziegler School

consists of the faculty of each department. The Chair of the Ziegler School Committee is the academic head of that school, currently the Dean of the Ziegler School. The Committee of the Ziegler School meets bi-monthly as a long-range planning

body and policy formation group for the Ziegler School to coordinate curriculum and to deal with issues as they arise.

. Faculty Committee of the Fingerhut School The Committee of the Fingerhut School

consists of the faculty teaching in the MAEd program. The Chair of the Committee of the Fingerhut School is the academic head of that school, currently the Dean of the Fingerhut School. The Committee of the Fingerhut School meets bi-monthly as a long-range planning body and policy formation group for the Fingerhut School to coordinate curriculum and deal with issues as they arise.

l. Master of Business Administration Committee The Master of Business Administration Committee consists of the faculty of the MBA program. The Chair of the Master of Business Administration Committee is the academic head of that program, currently the Director of the MBA program. The Master of Business Administration Committee meets bi-monthly as a long-range planning body and policy formation group for the MBA program to coordinate curriculum and deal with issues as they arise.

i. Faculty Committee on Graduate Jewish Studies The Committee on Graduate Jewish Studies consists of the faculty teaching in the Master of Arts in Jewish Studies program. The Chair of the Committee on Graduate Jewish Studies is the Chair of that program. The Committee on Graduate Jewish Studies meets as a long-range planning body and policy formation group to coordinate curriculum and to deal with issues as they arise.

VI. APPOINTMENTS, PROMOTION AND TENURE

A. DEFINITIONS

. "Tenure" in this Handbook refers to the standard University practice of making an appointment by contract to a position for an indefinite period, where continued employment is not dependent upon yearly reappointments. The policy of the American Association of University Professors on tenure, to which American Jewish University subscribes, is that such an appointment may be removed because of retirement, financial exigency or discontinuance of institutional program, or other adequate cause including, but not limited to, moral turpitude, anti-Semitism, racism or

gross professional incompetence. For further explanation, see Section XI of this Handbook.

- . The ranks "Instructor," "Assistant Professor," "Associate Professor," "Professor" and "Distinguished Professor" are the normal "tenure-track" positions at American Jewish University. Policies and procedures regarding them follow in subsequent sections.

- . Academic personnel appointed on a full-time basis are classified in either the tenure-track or full-time lecturer salary scales, even if they are appointed on a term contract. Those appointed on a part-time, short-term basis are classified on the part-time lecturer or adjunct professor scales.
 1. Any of the above ranks may be qualified by the term "Visiting," which
 2. indicates that the appointee normally has an appointment at another institution and is a sabbatical replacement, or fills another similar short-term need and is not considered eligible for promotion or tenure while on the Visiting Professor scale.

- . "Lecturer" at American Jewish University is a rank held by those members of the teaching staff who are not considered for eventual tenure, and whose function is primarily teaching and service.

- . "Clinical Faculty" are distinguished practitioners in Jewish education, not-for-profit service, the rabbinate, Jewish communal life, psychology and all

such areas as pertain to the University curriculum who serve as mentors to students in the practical application of theoretical concepts.

- i. "Visiting Scholars" and "Research Associates" are scholars unaffiliated or affiliated elsewhere who seek temporary association with the University. These designations are awarded on the recommendation of relevant faculty with the approval of the CAO. Such status carries with it library privileges and the right to claim affiliation with the University. No duties are required, nor is remuneration made available.

B. APPOINTMENTS

Appointment to the various faculties of American Jewish University is made by the President in collaboration with the faculty. The President makes faculty appointments upon recommendation of the CAO (Vice President for Academic

Affairs), who in turn consults other academic officers of the University, the Senate Committee on Academic Personnel, appropriate faculty bodies and, where applicable, current faculty members in related fields. Rank is determined upon recommendation by the CAP to the CAO and the CAO in turn to the President.

- . Part-Time Faculty In the case of part-time appointments to full-time faculty positions, the head of each academic unit shall discuss his or her departmental needs with the Chief Academic Officer. The academic department shall then choose the persons to fill such adjunct positions in consultation with the academic head of the school and, where

appropriate, with the Chief Academic Officer. Appointments to such positions shall require the approval of the department, the academic head of the school or program, and the Chief Academic Officer.

- h. Full-Time, Non-Tenure-Track Faculty Full-time, non-tenure-track appointments to the faculty require consultation with the CAP before the administration may make an appointment. Such positions are created in the ALecturer@ category circumstances detailed in Section D.1. below. Non-tenure-track contracts may occasionally be awarded at the ranks of assistant, associate or full professor to individuals qualified to hold those ranks at American Jewish University.

i. Full-time, Tenure-Track Faculty

In all cases involving tenure-track appointments, the Chief Academic Officer shall call upon the Senate Committee on Academic Personnel to recommend for his or her approval a search committee that shall conduct an open nationwide search to fill the position. No appointment to a tenure-track position shall be made without an open search conducted by an appropriate faculty committee appointed by the Chief Academic Officer upon recommendation of the Senate Committee on Academic Personnel. In making appointments, the Chief Academic Officer and the President shall implement and abide by policies of the Academic Senate and shall give careful consideration to its recommendations concerning appointment priorities in various fields and definitions of positions.

4. Appointment Procedures When the President authorizes funding for an appointment to the permanent faculty of the University, the Committee on Academic Affairs of the Academic Senate shall consult with relevant program, school or college faculties before submitting a job description to the CAO for approval. The CAO shall approve no job description that has not been approved by the CAA.

a. Search Committees. Once a job description is approved, the Committee on Academic Personnel shall recommend candidates to the CAO for nomination to a search committee. Where appropriate, the CAO may delegate certain responsibilities for the search to deans or program directors in whose program faculty shall teach. At least one member of the search committee must be a member of the CAP. All others must be permanent faculty who do not hold administrative appointments above the rank of department or program chair. The committee shall advertise the position, review résumés and invite candidates to campus for interviews. The committee shall then recommend a candidate or candidates to the CAO for appointment to the faculty.

b.

The Role of the CAO. The CAO shall conduct an independent review of the candidates to determine which shall be recommended to the President for appointment. The CAO shall recommend no candidate to the President who has not been recommended for appointment by a duly constituted search committee of permanent faculty members.

c.

The Role of the CAP. The CAO shall consult with the CAP to determine the rank to be offered to the successful candidate. At no time shall the CAO recommend a rank to the President higher than that approved by the CAP.

d.

The Role of the President. The President shall take the advice of the CAO and the CAP under consideration and make a final determination as to the appointment of a candidate to the permanent faculty. The President shall normally appoint someone to the faculty at the rank recommended by the CAP to the CAO. If, in the opinion of the President, the interests of fairness or the overriding needs of the University are served by appointing an individual to the faculty who has been denied by CAP or approving a rank higher than that recommended by the CAP to the CAO, the President may do so only by informing the Academic Senate in writing of her or his reasons for doing so. Final authority for all appointments and rank determinations rests with the President of the University.

C. TENURE TRACK (LADDER) FACULTY

Tenure At American Jewish University, the ranks of Instructor, Assistant

Professor, Associate Professor, Professor and Distinguished Professor are designated as tenure-track positions. No person may be appointed to such ranks without a full and open search process. In accordance with AAUP regulations, persons receiving tenure-track appointments shall have up to six years (fewer in certain cases detailed in Section 4 below) to apply for and receive tenure. Should they be denied tenure, they shall be notified of termination no less than one academic year prior to the termination of services.

1. Removal of Tenure A faculty member who has been granted tenure is

considered to hold his or her position as a matter of right. The University may not remove a tenured faculty member from his or her position, except for the following enumerated reasons and then only after a formal removal procedure:

1. Tenured faculty members may be removed from their positions in cases of moral turpitude, anti-Semitism, racism or gross professional incompetence. In such cases, the faculty member

has a right to a full hearing on the charges with full procedural guarantees as outlined in Section X of this handbook.

2. The University may terminate a tenured faculty member if the academic program, department, school or college in which the faculty member is serving has been abolished and if, despite every reasonable effort, in the opinion of the CAO, the faculty member cannot be shifted to another program or department. Should this occur, the faculty member shall be notified of termination no less than one academic year prior to the termination of services.

3. Under extraordinary circumstances, in case of a demonstrably bona fide financial exigency that threatens the University as a quality institute of higher learning, the University may terminate the employment of a tenured faculty member. In such cases, the University shall inform the Academic Senate of the existence of a financial exigency that has been confirmed by the Chair of the Board of Directors. The University must have previously terminated all full-time, non-tenured faculty members in the same program or department.

4. The University may terminate the employment of a tenured faculty member in case of a medically certified condition of a permanent physical or mental disability rendering the faculty member unable to perform his or her duties.

.. Criteria for appointment, promotion and tenure American Jewish University

believes in the ideal of the teacher-scholar. As such, considerations for tenure and promotion are based on intellectual leadership in the University. This includes excellence in teaching, scholarly and professional accomplishments, and service to the University and general academic community.

a.

Teaching. The candidate must have demonstrated excellence in teaching, as attested by students, colleagues and administration officials. "Excellence in teaching" includes knowledge of the subject, skill in teaching and concern for students' welfare and growth.

i. "Knowledge of the subject" encompasses the depth and currency of the candidate's mastery of the field, as well as his or her ability to identify and analyze significant issues and trends. ii. "Skill in teaching" includes, but is not limited to, the following: clarity and creativity in presenting the material; specificity in what is expected of students and why; preparations to insure accessibility of course materials for students; helpfulness and fairness in grading; attention to stimulating interest in the subject in students; demonstrated ability to transmit knowledge and skills to students; and respect for students and colleagues in the process of teaching. iii. "Concern for students' welfare and growth" is demonstrated through the maintenance of appropriate office hours, through effective student advisement, and attentive monitoring of student progress in class. In addition, service on thesis committees at American Jewish University or at other universities and student course evaluations are also considered.

b.

Academic accomplishments. American Jewish University expects ladder faculty members to be engaged in the scholarly discourse of their fields. The primary evidence of this is the quality of a candidate's record of research publication in his or her field or in related fields. The length and number of the candidate's scholarly publications, while representing a measurable guideline, are always less important than their quality and impact on their field. Without a rigid requirement that these publications be distributed evenly over time, it is expected that the faculty member demonstrate ongoing productivity over the years. The criteria for judging the quality of a candidate's portfolio include, but are not limited to, the originality of the contribution, its impact on the literature of the field, the significance of the subject matter and the consistency of contribution that a research program

sustains over time. Understanding that the publication requirement for tenure shall be construed in a manner appropriate to the faculty member=s particular field, a general guideline for sufficient publications is 3 significant peer-reviewed journal articles for promotion to Associate Professor, an academic book and continued peer recognized professional scholarship for promotion to Professor and two academic books for promotion to Distinguished Professor.

The publication requirement shall be construed in a manner appropriate to the faculty member's particular field. In addition to publications, the following are also considered as part of this criterion: presenting papers at scholarly conferences, review of scholarly works for publication, editing of scholarly proceedings and periodicals, and participation in

evaluating the qualification of candidates for promotion at other institutions.

Creative contributions to the individual=s field also come under this heading. This includes creative writing, artistic creativity, musical composition, curricular design, and presentations of scholarship, not necessarily original research, which have a significant impact on students of the field.

c. Service to the University, the Community and the Profession. Service to the University encompasses contributions to the University, the professorate and the community. This criterion includes, but is not limited to, required participation in the deliberations of the Academic Senate and participation in three committees per year, except in the first two years of service as an Assistant Professor (including Academic Senate committees and non-Senate committees). Service to the University also includes serving as an advisor to students, speaking for the University in public arenas, writing for the University's popular publications, participating on boards or committees of

the University's affiliates or of other Jewish or general communal agencies, serving as Professor-in-Residence at Camp Ramah during the summer or at University-sponsored weekends, and taking leadership roles in scholarly or professional organizations. The quality, as well as quantity of a candidate's participation in these areas, shall be considered.

4. Ranks.

There are five ranks in the full-time, tenure-track category. In considering promotion to the fourth step of any rank, the CAO shall seek the advise of the CAP.

a. Instructor.

i. The rank of Instructor shall be given to those otherwise qualified for the position of Assistant Professor who have yet to receive their earned doctorate (Ph.D.) or equivalent.

ii. Honorary doctorates are not considered the equivalent of a Ph.D. The JD and MD degrees shall be considered the equivalent of a Ph.D. in such appropriate fields as business or medical education, but not in fields in which legal training is not directly related to the subject being taught.

iii. An instructor is a person who has completed all requirements for the doctorate or other terminal degree except the dissertation or final project and has been appointed to the tenure-track. Individuals are normally appointed to the rank of Instructor for a maximum of two years since the expectation is that such individuals are working toward doctoral degrees or toward another

terminal degree appropriate to their field. Upon receipt of the doctorate, the instructor shall automatically advance to the rank of Assistant Professor. Failure to achieve the doctorate within the allotted time shall result in dismissal from the position.

iv.

The years spent as a full-time Instructor accrue toward the six-year limit by which a tenure decision must be made.

iv.

An Instructor is not eligible for tenure within that rank.

v.

Since the rank of Instructor may be held for only two years, the rank shall have only two steps granted annually.

b. Assistant Professor.

i. The Assistant Professor should be the holder of an earned doctoral degree at a recognized University (see above Section 4 a.ii) in her or his field and show promise of teaching excellence and scholarly productivity.

ii. Because the doctorate is an objective, easily measured standard, no formal committee need be convened to advance a full-time Instructor to the rank of Assistant Professor Step One once the Instructor has earned the doctorate or other appropriate terminal degree.

iii. Upon completion of the doctorate or other terminal degree, an Instructor may be appointed to Assistant Professor, Step 2, or a higher Assistant Professor step if a review of the instructor's experience and publications by the Committee on Academic Personnel and the Chief Academic Officer suggests that such advancement is warranted.

iv.

Assistant Professors shall normally be appointed for a two-year term that is renewable thereafter for two additional two-year terms at the discretion of the Chief Academic Officer in consultation with CAP. At the expiration of six years, either tenure must be granted or a terminal year contract shall be granted, after which the individual may no longer be employed as a full-time faculty member. An Assistant Professor may be considered and promoted to the rank of Associate Professor after four years of service as an Assistant Professor. The provisions of this paragraph do not apply to administrators on a tenure track who have yet to receive tenure.

v.

An Assistant Professor is not eligible for tenure within that rank.

vi. The rank of Assistant Professor shall be divided into seven annual steps. Assistant Professor step seven shall be reserved for individuals on a terminal one-year contract who have not been awarded tenure and awarded at the discretion of the CAO.

c. Associate Professor.

i. The Associate Professor should be the holder of an earned doctoral degree in her or his field from a recognized University (see above Section 4.a.ii) and show promise of teaching excellence and scholarship.

ii. An Associate Professor shall normally have served as an

Assistant Professor at American Jewish University or at another accredited institution of higher learning for a minimum of four years. Where appropriate, relevant field experience shall be taken into account in making appointments at this rank.

iii. Promotion to the rank of Associate Professor within American Jewish University normally carries tenure with it. Those having taught at other universities may apply for tenure in their second year of employment at American Jewish University. If granted, tenure shall take effect as of the beginning of the third year. Unless a non-tenure-track contract has been awarded at the time of initial appointment, a person may serve as an Associate or full Professor for no more than four years without receiving tenure.

iv.

If a candidate fails to achieve tenure, he or she shall be offered a one-year terminal contract, after which he or she may no longer be employed as a full-time faculty member.

v.

Normally, the Associate Professors shall begin at step one, but upon recommendation of the CAP and the CAO, on the basis of previous experience and qualifications, the University may appoint Associate Professors from outside the University to a higher step rank.

vi. The rank of Associate Professor shall be divided into seven annual steps. Normally, an Associate Professor shall apply for promotion to Professor in the sixth year as Associate Professor. In exceptional cases, application can be made in the fourth year.

Associate Professors step seven shall be the highest rank achievable by an Associate Professor who fails to achieve promotion to full Professor. This step is awarded at the discretion of the CAO.

d. Professor.

i. The rank of Professor is based entirely on meritorious performance of the duties listed above and may be granted to faculty who have fulfilled the requirements of Associate Professor, maintained and strengthened their teaching abilities, continued to serve the University and the community, and have had an impact on their field of study through their research, writing and activities within scholarly organizations.

ii. Tenure is normally considered for University faculty at the rank of Professor who have taught at American Jewish University for at least the previous two years and at an accredited institution of higher learning for at least six years. They may apply for tenure in their second year of employment at American Jewish University. If granted, tenure shall take effect as of the beginning of their third year. If the candidate fails to achieve tenure, he or she shall be offered a one-year terminal contract, after which he or she may no longer be employed as a full-time faculty member.

iii. The rank of Professor shall be divided into nine annual steps.

Normally Professors shall begin at step one, but the University may grant appointees from outside the University a higher step rank

based on previous experience and qualifications or recommendation of

the CAP and the CAO.

e. Distinguished Professor

i. In cases of unusual merit, a person may be appointed to the rank of Distinguished Professor. The Distinguished Professor title is reserved for individuals who have reached national and international preeminence in their field of scholarship.

ii. A person may be appointed a Distinguished Professor whether or not he or she has taught previously at American Jewish University. However, the individual must have earned the rank of Professor at American Jewish University or elsewhere.

5. Procedures for Appointment, Promotion and Tenure

a.

Search Committees

i.

When a position has been funded and defined by the administration, the Committee on Academic Personnel recommends to the CAO the composition of the faculty committee to conduct the search.

ii. The CAO appoints the search committee after consultation with CAP. Each search committee consists of three faculty members, including a representative of CAP, as well as the Dean of the school or program as an ex-officio (non-voting) member. It may also include a student representative.

iii. When it is anticipated that candidates for administrative appointments might seek retreat rights in an academic department, the Committee on Academic Personnel recommends to the CAO faculty to serve on the search committee.

iv.

Before each search committee begins its review of applications, the committee meets with the CAO to discuss the criteria for the faculty hire.

v.

As resumes come in, they are distributed to all search committee members as well as to the CAO.

vi. Before the search committee invites candidates for campus interviews, it will solicit the CAO's preferences. The Dean, acting as an ex-officio member of the search committee, also has an opportunity during the review process, to make his/her preferences known.

vii.

The search committee will strive to achieve consensus in its deliberations.

b.

Advancement within Rank (Steps)

A merit review of faculty teaching, service and publications by the CAO is required prior to advancement to step four of an academic rank. If advancement is not approved to step four of the associate and full

professor ranks, a candidate may resubmit for advancement after an

interval of not less than two years. The CAO shall consult with the CAP in conducting this review prior to making a recommendation to the President.

c. Advancement to the next rank or to a tenured appointment

i. In promotion cases (ranks or tenure), upon request by a faculty member for review, the CAP appoints an ad hoc committee chaired by a member of the CAP. At least two members shall be American Jewish University faculty. At least one member of the ad hoc review committee must be a scholar in the candidate's field of research. If a committee member is chosen from outside the University, the individual must be in the same field as the applicant. All members of the ad hoc committee must hold at least the rank to which the applicant aspires. The CAP may consider tenure and rank, or tenure and step requests simultaneously.

ii. The ad hoc committee's chair solicits extramural letters (up to three names recommended by the candidate and up to three others determined by the ad hoc committee). The ad hoc committee analyzes the case and makes a recommendation to the CAP. The CAP, who serves as a separate reviewing agency, makes a recommendation to the Vice President for Academic Affairs (CAO). Prior to the recommendation to the CAO, the candidate is shown the recommendation, including copies of outside letters (minus names and institutions of writers) and other materials, and is allowed to comment in writing. The

comments then become part of the dossier and the recommendations go forward.

iii.

The CAO receives the portfolio from the candidate (see section e.

below) and transfers it to the chair of the CAP. The CAO also receives recommendations from CAP and acts as a separate reviewing agency. The CAO writes a recommendation to the President and shows the recommendations to the candidate. The candidate may appeal this recommendation to the President of the University within 14 days. If the President determines that there were irregularities in the review process, she or he may ask the CAP or the CAO to reconsider their recommendations or appoint an ad hoc committee of the faculty to investigate and consider appropriate action. In all cases, the President holds the final decision-making authority.

d.

Time Line The CAP determines and makes public when promotions are considered during the academic year as listed below. Applicants are responsible for requesting review by the CAP.

i. September 15: The candidate indicates in writing to the Chair of CAP that he/she intends to apply for promotion and/or tenure during the new academic year. CAP then meets to appoint a committee to review the candidate's qualifications and make a recommendation. ii. October 15: The final date for the candidate for promotion and/or tenure to submit the materials listed in the Handbook. iii. November 1: The date by which the promotion committee appointed by CAP must choose referees and send out requests for letters of recommendation with the additional request that referees respond by January 15.

iv.

February 15: The committee reports its recommendations to CAP in writing.

v.

March 15: CAP sends the candidate a copy of the letter of evaluation and recommendation that it intends to send to the CAO.

vi. April 1: The candidate responds to the CAP letter, if he or she chooses to do so. The CAP letter and the candidate's response are forwarded to the CAO. vii. April 15: The CAO informs the candidate in writing of the decision.

e.

Candidate's Portfolio

Candidate's Portfolio for step and rank increases shall be similar, although the preparation for promotion in rank shall be more comprehensive. Each should include three copies of the following in the

case of a three-year merit review and eight copies for promotion in rank or tenure.

i. A detailed curriculum vita spelling out all publications and other scholarly activities in which the faculty member has engaged as well as professional and University service. Those activities conducted since the last advancement should be highlighted in a clear manner;

ii. A list of classes taught by year and semester;

iii. Student Evaluations by course;

iv.

Copies of -publications (chronological), including authored books, monographs, chapters and articles, as well as edited work;

v.

A brief analysis of the publication record and scholarly accomplishments since the last review, with an intellectual autobiography reflecting where the candidate's career has been and where it is headed;

vi. A list of five possible outside reviewers in the cases of promotion in rank or tenure review and full promotions; except for the rank of

Distinguished Professor, which requires a list of 10 possible outsider reviewers;

vii. A list of how the candidate offered service to the University, by year, and an analysis of the quality of teaching and service to the University;

viii. A cover letter requesting consideration for step increase or promotion in rank or granting of tenure.

D. LECTURERS

1. Lecturer Responsibilities

2. Lecturers are those whose primary responsibility is teaching and service.

They may be employed on a part-time or full-time basis. They are not expected to engage in research publication and activity to the same degree as those on the tenure-track faculty, and consequently their teaching load, if hired on a full-time basis, is generally greater than that of the full-time, tenure-track academic personnel. Such positions may, for instance, be created for faculty teaching service courses, such as mathematics or computer science. They may also be created for faculty whose main contribution to the academic world is creative in an artistic literary medium or those whose professional experience in law, medicine, business, language instruction or other field is directly relevant to their work at the University. These faculty members are to be chosen and promoted based on their teaching and other contributions to University life rather than their publications.

Ranks

There are four ranks within this scale:

a.

Lecturer Appointment to full-time Lecturer status requires the recommendation of the Senate Committee on Academic Personnel. Lecturers shall have appropriate professional training and academic degrees where relevant. Lecturers are hired on a yearly basis and may be rehired. They shall receive the same salary and benefits as an Assistant Professor in the tenure-track. Lecturers are eligible for salary increases, as are tenure-track faculty. Lecturers are not eligible for the protection of the tenure system.

b.

Senior Lecturer Lecturers who have served at least six years at the University on a full-time basis are eligible to apply for promotion to the rank of Senior Lecturer. Such promotions are made only upon recommendation of the Senate Committee on Academic Personnel to the CAO and by the CAO in turn to the President. Candidates for Senior Lecturer shall also be required to procure outside referees. Senior Lecturers shall be paid on the same scale as Associate Professors. They may be granted renewable contracts, and they shall be eligible for salary increases, as are Associate Professors. Senior Lecturers are not protected by the tenure system.

c.

University Lecturer Senior Lecturers who have served at least six years at the University on a full-time basis are eligible to apply for promotion to the rank of university lecturer. Such promotions are made only upon recommendation

of the Senate committee on Academic Personnel to the CAO and by the CAO in turn to the President. Candidates for University Lecturer shall also not be require to procure outside referees. University Lecturers shall be paid on the same scale as Full Professors. They may be granted multiyear renewable contracts, and they shall be eligible for salary increases, as are increases, as are Senior Lecturers. University Lecturers are not protected by the tenure system.

d. Distinguished Lecturer In case of exceptional service to the University or to a field of service relevant to the University's mission, individuals may be appointed Distinguished Lecturers. Distinguished Lecturers shall be paid according to the Professorial and Distinguished Professorial pay scale. Upon recommendation of the CAO and with the approval of the President and, where necessary, the Board of Directors, a Distinguished Lecturer may be granted permanency of employment. The CAO shall seek the advice of the CAP in formulating this recommendation. Criteria for granting permanent employment status are not the same as those of the regular tenure-track faculty, but based on exceptional service to the University or to the University mission.

3. Review of Lecturers

The procedure for promotion to Senior Lecturer and Distinguished Lecturer shall be the same as that of promotion from rank to rank in the tenure track, except that teaching and service shall be given primary weight and scholarship only secondary weight. The same review procedures used for ladder faculty are used for Lecturers except that emphasis shall be placed on teaching and service rather than research in deciding the disposition of applications for appointment and advancement. The appointment of part-time Lecturers requires the approval of the chair of the department and the CAO, but does not require the approval of the CAP.

E. TERMINATION OF NON-TENURED, FULL-TIME FACULTY

All non-tenured, full-time faculty, including Professors and Lecturers of any rank who are on term contracts that are subject to non-renewal, with the position to be filled by someone else, shall receive timely notice of non-reappointment. Every effort shall be made to notify faculty that the appointment expires (a) at least three months prior to termination if they are in their first academic year of service (b) six months prior to termination in their second year of service, and (c) at least 12 months before the expiration of an appointment after two or more years of service. Faculty in these Categories shall be advised upon request of the reasons for their termination. If the faculty member so requests, these reasons shall be confirmed in writing. Grievances concerning termination shall follow procedures set forth in Section XIII of the Handbook.

F. ADJUNCT FACULTY The Adjunct Professor scale is intended for those having a part-time, but long-term, relationship with American Jewish University. Adjunct Professor ranks differ from the Lecturer ranks in that the former are restricted to: (1) those who have a doctoral or other terminal degree in their field; and (2) those who have a record of scholarly achievement (or promise thereof) or publicly recognized eminence in their field; and (3) those whose appointment has been reviewed by the appropriate faculty or CAP. A full search is not required for these appointments. Adjunct faculty are not eligible for protection of the tenure system.

1. Ranks There are three ranks within the scale:

- a. Adjunct Assistant Professor.
- b. Adjunct Associate Professor.
- c.

Adjunct Professor.

- . Advancement Advancement is dependent upon the same three criteria used in judging appointments and promotions in the tenure-track scale, i.e., teaching, scholarly publications and University service. In the Adjunct Professor scale, however, the part-time nature of the person's employment at the University is taken into account, particularly with regard to the University service expected.
- .. Appointment In all cases, the appointment is reviewed by the appropriate faculty and the CAP. Adjunct status shall be granted to faculty employed on a part-time basis only.
- i. Review of Adjuncts The same review procedures used for tenure-track faculty are used for adjunct faculty, except that the criteria appropriate to those adjunct faculty shall be invoked in deciding the disposition of applications for appointment and advancement.

G. VISITING FACULTY

Those who have a tenure-track rank at another University and are invited to teach at American Jewish University on a full-time basis for a limited period of time, generally not to exceed three years, shall be assigned a rank on the Visiting Professor scale commensurate to their rank at their own universities. Those on this scale must: 1) possess a doctoral or other terminal degree in their field; and 2) have a record of scholarly achievement, or promise thereof, or publicly recognized eminence in their field; and 3) have been reviewed by the appropriate faculty and the CAP. A full search is not required for these appointments. They shall not be

eligible for promotion or tenure on the Visiting Professor scale. Salary increases shall be confined to approved cost-of-living increases only.

1. There are three ranks within this scale:

a.

Visiting Assistant Professor.

b.

Visiting Associate Professor.

c.

Visiting Professor.

2. Persons hired as full-time American Jewish University faculty after a full and open search who were previously employed at another University or in a clinical field may be granted visiting status for up to three years upon recommendation of the committee on academic personnel and approval of the Chief Academic Officer. Except in the aforementioned case, no visiting faculty may remain at the University after their third year unless hired as the result of a full and open search.

H. ADMINISTRATORS WITH FACULTY APPOINTMENTS

Pertaining to members of the academic administration who hold ladder faculty appointments, if the administrator was originally appointed as a tenure-track faculty member and received tenure after which he or she became an administrator, the administrator retains the tenure rights should he or she leave the administration.

- . Newly appointed members of the academic administration who have the appropriate academic credentials (Ph.D. or equivalent) may apply for adjunct faculty status at the time of their original administrative appointment. Such status may be granted only with the approval of the relevant academic department and of the Senate Committee on Academic Personnel. Such assignments do not carry with them any tenure-track rights; administrators with such adjunct teaching assignments have no automatic rights to their adjunct positions should they leave the administration.
- .'. Newly appointed academic administrators who qualify may also apply for retreat rights as a tenured or tenure-track member of the faculty when the process leading to their selection includes a full and open search with appropriate faculty involvement. An administrator with retreat rights may return to a position on the faculty should his or her administrative appointment be terminated either by personal choice or herself or by the administration.

Retreat rights are granted only to those candidates with appropriate qualifications for the academic rank they seek to attain who have been recommended for that appointment by the CAP to the CAO and by the CAO to the President. Such retreat rights shall be granted only in such fields that fit into the University's academic needs. Normally, the CAP shall seek a recommendation from a department or (in a case where there is no department) other relevant faculty either inside or outside the University before recommending retreat rights to the CAO. Administrators with retreat rights

must progress along the tenure ladder at the normal rate and shall be afforded neither special privilege nor excessive burden during the review process.

4. Qualified administrators, who are not granted tenure or tenure-track status, may apply for appointment on the lecturer or adjunct professorial rank (adjunct assistant, associate or full professor) according to normal procedures for those appointments.

I. ENDOWED CHAIRS AND PROFESSORSHIPS

The President of the University, at her/his discretion, may appoint members of the faculty to positions funded by University endowment funds. These can include named chairs, professorships and lectureships. The named position currently carries with it no additional remuneration other than the status afforded by the named positions.

J. ACADEMIC FREEDOM AND INSTITUTIONAL INTEGRITY

Freedom in teaching, research and other scholarly activities is an essential aspect of any academic institution and the unalterable foundation of any faculty's obligation towards inquiry and truth. American Jewish University

subscribes to the statement of the American Association of University Professors regarding academic freedom (Appendix A) and to Standards IA and IB ("Integrity in Pursuit of Truth" and "Integrity in Respect for Persons") of the Western Association of Schools and Colleges (Appendix B).

VII.DUTIES, RESPONSIBILITIES AND CONDITIONS OF WORK

A. TEACHING LOAD

- . Teaching load is continually re-examined with the aim of providing conditions of work most conducive to effective teaching and creative scholarship. Detailed information concerning salaries and teaching load is available from the Vice President for Academic Affairs.
- .'. The teaching load for an academic year at American Jewish University is the following. At the discretion of the CAO, full-time faculty may be released from teaching responsibilities to perform administrative or other duties in service to the University. One credit hour is defined as 50 minutes of teaching per week for a 15-week semester or the equivalent.

Full-time Lecturers - 21 credit hours Full-time Senior Lecturers

- 21 credit hours Full-time University Lecturers - 21 credit

hours Full-time Distinguished Lecturers - 15 credit hours

Instructors:

^{1st} year - 12 credit hours ^{2nd} year - 15 credit hours

Assistant Professors: Step 1 - 12 credit hours Step 2 - 15 credit hours

Step 3 and onwards - 18 credit hours

Associate Professors - 18 credit hours Full Professors - 15 credit hours

Distinguished Professors - 12 credit hours

B. SERVICE TO THE UNIVERSITY

Full-time faculty members are expected to serve on at least three faculty committees (including those of the Academic Senate) and participate in such other activities as are required for the growth and development of the University, with the exception of Assistant Professors, who shall be required to serve on not more than one faculty committee during their first two years at that rank.

C. OFFICE HOURS

Instructors are expected to make known to students the hours of their availability for consultation. All faculty members are expected to publicly designate publicly when they are regularly available to students for consultation. The length of office hours is based on this formula: a minimum of one hour per week for each three credit hours of instruction.

D. ATTENDANCE

1. Faculty normally teach on a nine-month academic calendar, although some academic programs run through the summer.
 1. All full-time faculty members shall be available for necessary meetings to
 2. the University for a period of one week prior to the date of registration and two weeks after final examinations. Full-time faculty members are expected to make themselves available for teaching and service during the academic year, including the aforementioned periods before instruction begins and after final exams. They may reserve the

equivalent of one day per week for other professional commitments.

Faculty members are expected to make themselves available for necessary meetings during University business hours when given sufficient notice.

2. All full-time faculty are expected to attend regular meetings of the Academic Senate and those committees on which they have agreed to serve. They are also expected to attend faculty and staff retreats as scheduled.
3. If it becomes necessary for faculty to miss a class, the class must be made up at a time mutually agreeable between the faculty member and students.

E. CEREMONIES

Members of the full-time faculty are expected to be present at all University academic functions, such as commencement, as well as those University convocations where their presence is explicitly requested. They are expected to participate in all academic processions with appropriate attire. Caps and gowns are available through the appropriate office for loan to faculty members for commencement and for other convocations where required.

F. OUTSIDE EMPLOYMENT

Full-time faculty appointments at American Jewish University are made with the understanding that faculty members shall give their full time to their University responsibilities. Outside professional consultation and speaking engagements of up to one day per week are regarded by the University as enhancements to its reputation. However, members of the faculty may make outside commitments only with prior written approval of the CAO. Commitments, once approved, are subject to annual

review. Faculty who teach outside the University without approval of the CAO shall be considered in breach of contract. Termination proceedings may be instituted by the University in such cases in accordance with Section XII of this handbook.

VIII.ACADEMIC REGULATIONS AND INSTRUCTIONAL POLICIES

A. ACADEMIC BULLETIN

1. Faculty members are expected to know and to abide by the faculty academic regulations in the Bulletin. These rules are established by the Academic Senate and are designed to assure equal and consistent treatment of students; violations of them may be helpful to one student, but unfair to others. The regulations are also designed to protect individual instructors from unnecessary extra work and from time-consuming decisions addressing the special requests of individual students.

2. Instructors are expected to read the current Academic Bulletin, especially the section on "Student Information," for important and detailed policies regarding grading, course enrollment, degree requirements and the like. That entire Bulletin is hereby made a part of this Faculty Handbook. What appears below are a few supplementary provisions addressed specifically to faculty.

B. UNIVERSITY CALENDAR AND SCHEDULE OF CLASSES

Most schools of American Jewish University are in session from late August to approximately the middle of May. Some programs run during the summer. The academic year is divided into two semesters of 15 weeks each, plus one week for final examinations at the end of each semester. There are also several Summer sessions that run from the end of the Spring term in May until mid-August. Copies of the annual calendar are available in the Registrar's Office. It is also printed in the

Bulletin and in the Schedule of Classes for each year. Changes in the Schedule of Classes can only be made with the approval of the CAO. See the Registrar's office for a schedule change form if needed.

C. ACADEMIC CREDIT AND STUDENT STATUS

An academic hour is 50 minutes. In calculating student credit, each academic hour of instruction per week per semester is the equivalent of one credit. A full-time, undergraduate student is one who carries a minimum of 12 credits, and a full-time, graduate student is one who carries a minimum of eight credits. Part-time for undergraduate students is six units; part-time for graduate students is four units.

D. COURSE ENROLLMENT AND ATTENDANCE

- . No student may be regarded as enrolled in a course unless her or his name appears on the course list prepared by the Registrar. The instructor in charge of a course is requested to report the name of any student attending class whose name does not appear on the course list to the Registrar.

1. Students are expected to attend all scheduled meetings of every class for which they are registered. Judgments concerning the regulations regarding the weight of student attendance in class are left to the discretion of the instructor. If a student is to receive a failing mark by reason of excessive absences, the instructor must have a record of such absences. Faculty members are responsible for notifying students of these requirements. In order to meet retention goals and financial aid

regulations, faculty must notify the Registrar if a student has missed three classes consecutively.

E. COURSE WORK

- . All instructors are expected to conduct class instruction on a collegiate or graduate level and to demand work and standards of students that conform to the requirements of an academic institution.

- !. In order to facilitate the work of the students, course instructors are required to prepare course syllabi, notify the library at least six to eight weeks in advance of the semester's beginning of the books required for the course and request those books to be put on reserve. For books that the students are expected to purchase on their own, textbook ordering instructions and requisition forms shall be provided each semester to instructors who are listed in the Schedule of Classes. Those instructors hired or designated after the publication of the Schedule of Classes must contact the Bookstore Office directly to place textbook orders (see Section X F.). Instructors are expected to distribute a written syllabus on the first day of class, indicating the plan for the course, exams, assignments, the grounds for grading and office hours. This information is to be submitted to the office of the CAO by the end of the second week of each semester.

F. EXAMINATIONS

- . Periodic examinations are an important instructional aid. Mid-term examinations are left to the discretion of the individual instructor.

- . It is the prerogative of the instructor to determine whether a final examination and/or a term paper shall be required in any given course. If an in-class final exam is given, however, it must be a written exam, given at the date and hour assigned for the course on the Schedule of Classes. Individual exceptions to this time arrangement must be made with the Registrar. When an instructor wishes to use an oral examination in place of a written one, she or he must gain the approval of the academic head of the program. The faculty secretary reproduces the examination submitted by the instructor.

- . Students may be excused from final examinations and granted a make-up exam only after a written request has been submitted and approved by the instructor and the academic head of the student's program. In addition, no extra class meetings, outside the normal class schedule, may be scheduled for examinations or other purposes (other than voluntary review) during the last five days of classes in any semester. Final examinations are scheduled for two hours per class.

- . Faculty may not change the date of a final exam, except by agreement with all students in the class and with the approval of the academic head of the program. Midterm and final exams may not be given during the last five days of class, except with agreement of the academic head of the program.

G. LATE PAPERS

No papers or other assignments may be accepted after the last day of regularly scheduled classes as listed in the Schedule of Classes, except in the case of incompletes approved according to Section H below. Faculty may set earlier deadlines of their own, but may not extend this deadline. Final grade changes based on late work shall not be accepted.

H. INCOMPLETES

A student who fails to complete all required examinations and papers by the end of the semester shall receive a grade of F. The student may petition for a grade of "I" (incomplete) in a course when unusual circumstances make it impossible to fulfill the requirements on time and he/she is doing passing work in the course.

The student must submit a Multiple Petition form with the signatures of the instructor, advisors and academic program head to the Registrar no later than the last day of class of a given semester. An Incomplete must be removed by completion of the required work within 30 days of the end of the semester in which the course was taken. If the Incomplete is not removed within this time frame, the grade of F shall be recorded.

I. DISPUTED GRADES

Students who dispute grades should discuss the matter first with the faculty member. Failing resolution, the student may submit a written explanation of her or his case to the Senate Committee on Academic Affairs. The CAO serves as the final court of appeals and may only overturn a decision of the Committee on Academic

Affairs for procedural reasons. If such a decision is overturned, a new committee of faculty shall be appointed to make a final determination of the grade.

J. WITHDRAWAL FROM COURSES

Students may drop any course without penalty within the first two weeks of class.

From the end of the second week through the eighth week of class, courses may be dropped only with the approval of both the instructor and the appropriate academic dean. Withdrawals are not normally permitted after the eighth week. Students who wish to withdraw from a course after this time must secure the permission of the instructor and the academic head of the student's program.

K. GRADES

Instructors are required to submit grades to the Registrar at the close of each semester, but no later than 10 days after the end of the semester. The grading system is described in detail in the Academic Bulletin.

L. PETITIONS

Petitions for students are accommodated through the "Multiple Petition Form." Students have the responsibility for obtaining the signature of their instructor, advisor and the academic head of their program before turning in the form to the Registrar. The opinions of these signatories carry great weight. The granting of a petition depends upon the existence of compelling circumstances and should be viewed

as a distinct privilege, not an expected right. Timely turnaround for these petitions should not exceed 48 hours.

M. CHANGES IN COURSE OFFERINGS, NEW COURSES Suggestions for changes in course offerings and the introduction of new courses are welcome. Instructors are to discuss such matters with the academic head of the program in which the course is to be offered. All curricular changes must be brought first to departmental, program and school level committees, then to the Senate Committee on Academic Affairs and ultimately to the Academic Senate, which votes on the approval of new courses.

IX. FACULTY PRIVILEGES AND BENEFITS

Faculty privileges and benefits are reviewed and revised periodically by the administration. Changes shall be distributed, as they are instituted, by the Office of Academic Affairs. The following benefits are available to Faculty as of September 1998.

A. HEALTH PLAN All full-time faculty members are eligible for participation in the health plan to which the University subscribes. The University contributes that share of the cost that covers the expense of the faculty member's participation. The faculty member contributes the cost of the coverage for his or her family members through a payroll deduction. Some co-payments are required. Employees can elect to choose their own insurance coverage, in which case the University's medical contribution is reimbursed to the employee. Eligibility begins the beginning of the second full month of employment at the University. Complete details concerning the University Health Plan are available in the University Employee Handbook or in the Personnel Office.

B. DENTAL PLAN All full-time faculty members are eligible for participation in the University dental plan. Employees may choose from selected dental providers. The University provides faculty members with a dental plan is and family members can be covered by paying a premium which varies according to the number of family members covered. Eligibility begins at the commencement of employment at the

University. Complete details concerning the University dental plan are available in the University Employee Handbook or in the Personnel Office.

C. CAFETERIA PLAN

All full-time faculty members are eligible to participate in pre-tax deductions for expenses relating to child care, medical co-payments and out-of-pocket medical expenses. Enrollment requests made between July 1 and December 31 are effective on January 1, and enrollment requests made between January 1 and June 30 are effective on July 1. Normally, changes cannot be made in participation in the program within the year of enrollment. Complete details concerning the University cafeteria plan are available in the University Employee Handbook or in the Personnel Office.

D. PENSION PLAN

Full-time faculty members are eligible for participation in the retirement and pension plan sponsored by the University and the Rabbinical Assembly or TIAACREF. Full-time administrators are also eligible for this retirement and pension plan. The cost of the plan is shared by the University with the participating faculty member. The employee must be employed two semesters before participation can begin.

Employees may choose to contribute at higher levels. Further details are available in the University Employee Handbook or in the Personnel Office.

E. MOVING EXPENSES

In the case of a newly appointed faculty member who must relocate a distance of at least 40 miles to assume his or her duties at American Jewish University, the cost of travel, plus the cost of packing and freight, not to exceed the amount of pension to be paid in the first year of employment, shall be paid by the University upon the presentation of receipts and invoices if the faculty member chooses such reimbursement in lieu of pension payment.

F. TUITION REMUNERATION

All full-time faculty are eligible for one full-time tuition exemption per annum for themselves or their dependents. Benefits begin one year after the employee's hire and are not retroactive. Should the employee leave the University, the benefit would cease at the end of the semester during which the employee left. Dependents are defined as a spouse or child who has been claimed on the employee's most recent year's Federal tax return. A copy of the first two pages of the 1040/1040A or a copy of the 1040EZ must be submitted to the Office of Financial Aid for verification before the beginning of the semester for which the dependent shall enroll. The employee's adjusted gross income on these tax forms need not be identified. Employees must continue to verify their dependent's eligibility each year they wish to receive the benefit.

The student may be officially admitted into an undergraduate or graduate degree seeking program at the Los Angeles campus of American Jewish University. Courses on a non-matriculated basis are eligible for this benefit as are continuing education

courses. The student is required to pay all fees set by the University other than tuition. For complete information on the Tuition Exemption Policy, please contact the Office of Financial Aid.

All faculty and the immediate family of full-time faculty may take Department of Continuing Education classes for the price of the registration fee only, with the exception of classes designated for limited enrollment. Faculty must pay full price for limited enrollment classes.

G. VACATION AND SICK LEAVE

- . Faculty vacations coincide with the summer, when there are no teaching or service obligations, as defined in Section IV.E.2 of this Handbook.
- /. Full-time faculty are eligible to accrue sick leave, as described in the Employee Handbook is maintained by the Personnel Department.

H. ROLAND FUND FOR PROFESSIONAL TRAVEL AND RESEARCH

1. Participation In Learned Societies And Scholarly Conferences. American Jewish University encourages its full-time ladder faculty members to participate in the various learned societies associated with the different disciplines. A limited sum of money is available annually to cover the cost of participation in conferences, travel and meals when a faculty member has been invited to present a paper. The deadline for

applications is November 1 of each academic year. There is a second cycle of applications for travel grants, with an April 15 deadline, if funds remain available. Requests for such travel funds should be directed to the Senate Committee on Faculty Resources at the beginning of the academic year so that the money can be allotted fairly. Specific information regarding application criteria is available from the committee chair

2. Research Fund Guidelines

The Resource Committee will consider the funding of expenses for professional development which enables faculty to enhance their capability for present or future research or to support current research and publications. While there is no per-faculty grant for these expenses, generally speaking the committee will seek to distribute the funds as equitably as possible in response to specific requests. The following are examples of expenses that fall within that rubric:

- a) Publication costs (photographs, translations, graphs, editing support, preparation of manuscript, copyright costs, publisher's fees, mailing costs, special materials.)
- b) Travel and professionally-related expenses related to professional research. Relevant travel includes, for example, travel to special collections, interviews, lectures, special project-related meetings, archaeological sites, etc.
- c) Materials that support research-related activities (scholarly books, CD-Roms, software, etc. etc.)
- d) Research Assistants

I. UNIVERSITY SECRETARIAL SERVICES

- . Secretarial support is available to all full-time faculty members in the preparation of materials for course work, committee work, grant presentations and publications.

- .. A faculty member appointed by the CAO shall set priorities for the work to be done and supervise faculty clerical personnel.

J. LEAVES OF ABSENCE

1. Sabbatical Leave

a.

Sabbatical leave is a privilege accorded qualified full-time, tenure-track faculty for intellectual growth through studies, research and creative activities. The sabbatical shall be granted with the understanding that the recipient shall return to resume her or his services at the University for at least one academic year immediately following the leave.

b.

Written application for sabbatical leave, with a statement of purpose, plan and duration of the leave, should be submitted to the Vice President for Academic Affairs. The Vice President's recommendations shall be channeled to the President of the University.

c.

A faculty member who has served the University for six or more consecutive years and has attained the rank of Assistant Professor or above is eligible to apply for sabbatical leave. Additional sabbaticals may be granted after each six-year period of service.

d.

In general, leave shall be granted to not more than two full-time faculty members in a given year, and no more than one in any semester, with the order of selection normally determined by seniority and need.

e.

Depending on the duration of the sabbatical, the faculty member

shall receive monetary compensation on a scale ranging from full pay

for one semester to one-half annual pay for two semesters.

f.

Administrators who are ladder faculty are not eligible for sabbatical leave. They are eligible for administrative leave of up to two months beyond the normal month's vacation. Such leave is granted at the discretion of the President, who may, in very rare circumstances, grant more than a two-month leave.

g.

Rank and title are not affected by sabbatical leaves. The sabbatical year is counted in the six-year limit for rank advances.

h.

The University shall continue to contribute its share of the Faculty

Health Plan in the case of a faculty member who is on sabbatical leave.

i. The University's contribution to the Faculty Pension Plan during the year of the faculty member's sabbatical leave shall be the same as it contributed during the previous year.

j. A faculty member is expected to submit to her or his program head and

to the CAO a report of her or his activities and accomplishments within

one month after her or his return from sabbatical leave.

2. Leave of Absence Without Pay

Leave without pay for medical or personal reasons or military leave may be arranged with the recommendation of the Vice President for Academic Affairs and the approval of the President. Faculty may request a leave of absence by submitting a written request to the CAO. During all leaves other than sabbatical, the continuation of the fringe benefit contributions by the University shall be suspended. This time is counted as part of the six years maximum before advancement.

K. RETIREMENT

- . While normal retirement age is 65, the University does not specify a mandatory retirement age. The retiring faculty member must notify the CAO and the Personnel Coordinator of his or her intention to retire in writing no later than 60 days before the expected retirement date. The CAO shall advise the individual to contact the Personnel Director to complete any retirement documents.

- !. Further details regarding faculty retirement are provided in the University's Employee Handbook, which is available in the Personnel Office. Employment after retirement shall occur only as the result of a clear institutional need. If such a need has been determined by the CAO, it shall be offered on a semester-by-semester basis.

- }. The title Emeritus is awarded at the decision of the President upon the recommendation of the CAO.

X. UNIVERSITY SERVICES

A. PARKING All full-time faculty receive a University parking permit for the University staff parking lot on the second level of the administration building. Part-time faculty may park in the visitor's parking lot located on the third level of the administration building. Questions about parking should be directed to the Facilities department.

B. LUNCH/DINNER PASSES Lunch and dinner passes are available for purchase to all University staff. They are sold individually and in discounted books of 10 and may be obtained directly from the Accounting office. Lunch and dinner passes for University guests that are to be charged to departmental accounts can be obtained only through the faculty member's department or academic program.

C. OFFICE FURNITURE AND SUPPLIES Office furniture and special purchases should be ordered through the faculty member's department or academic program. General office supplies are available from the Mail Room. They must be signed out and shall be charged to the faculty member's department.

D. COMPUTER FACILITIES The Computer Center provides access to computers, printers and a variety of computer software programs. The Computer Center is staffed by students on a part-time basis; at other times, inquiries should be directed to the Librarian.

Access to the Computer Center is available on a walk-in basis during office hours. Faculty may use the Computer Center after office hours if a key is available from the Library or prior arrangements have been made with the Librarian. The

University also makes every effort to provide adequate computer equipment for faculty office use as well.

E. EQUIPMENT, CLASSROOMS, ETC.

Requests for audio-visual equipment or classroom equipment must be submitted in writing to the Facilities administrative assistant 24 hours in advance. Complaints concerning classrooms and repair requests should be directed to the Facilities Director through the submission of a Repair/Service request form.

F. BOOKSTORE

Textbook ordering instructions and requisition forms shall be provided each semester to faculty members listed in the Schedule of Classes. Those faculty members hired or designated to teach classes after the publication of the Schedule of Classes must contact the Bookstore directly to place textbook orders.

All textbook orders must be submitted on the forms provided by the Bookstore. The completed forms shall be due back to the Bookstore approximately three weeks after they are distributed.

Faculty members in need of desk copies must order them directly from the publisher. A copy of Books in Print is available in the Library and contains publishers' addresses and phone numbers. Faculty members wishing to prepare readers for their courses of material previously published elsewhere may do so through the Bookstore. Through an arrangement with ASUCLA, the Bookstore shall make arrangements for necessary copyright waivers. Please contact the Bookstore for additional information regarding preparation of readers.

XI. STATEMENT OF PROFESSIONAL ETHICS

A. STATEMENT OF INTENT American Jewish University insists on moral conduct in

the relationships among the various components of the University community. Its moral norms are defined by an integration of classical Jewish moral rules and ideals with contemporary American laws and moral sensitivities. Since morality is a function of both letter and spirit, some of the Jewish sources informing the rules below are included in Appendix C of this Handbook. While the University seeks to embody Jewish ethics, it respects the religious freedom of its faculty and students.

The University wants its faculty to aspire to be models of sensitive, moral conduct and integrity in addition to their high academic standards of scholarship, teaching and community service. Such moral sensitivity must be manifest in the faculty member's relations with other faculty and administrative officials, and it must include academic probity and respect for others, as detailed, in part, below.

B. RELIGIOUS FREEDOM

The University's commitment to religious freedom includes its intent to make every reasonable effort to enable members of the University community to live in accordance with their religious convictions while not keeping others from doing the same. In pursuit of this goal, the University shall guarantee freedom of religious expression, but that does not include the right to proselytize or to defame other groups. The University encourages its faculty to be sensitive to

how academic requirements and University programs affect the community's ability

to practice their Jewish or other religious commitments. In the case of programs preparing students for professional service to the Jewish community, such as the rabbinate, the University reserves the right to require students and faculty to adhere to religious practices relevant to the profession.

C. GENERAL RESPONSIBILITIES OF FACULTY

Faculty at American Jewish University value the profession of teaching and research and recognize that they hold special relationships with the institution, their peers and colleagues. Those relationships require a standard of behavior unique to the academic environment. The 1987 statement of the American Association of University Professors reflects American Jewish University's policy with regard to professional ethics. It includes the following:

1. As a Teacher

- a.
Professors should encourage the free pursuit of learning in students.
- b.
Teachers should hold before students the best scholarly standards of their discipline.
- c.
Teachers should make every responsible effort to foster honest academic conduct and to assure that the evaluation of students' work reflects its true merit.
- d.
Teachers must respect the confidential nature of the relationship between professor and student.
- e.
Teachers must avoid any exploitation of students for private advantage and acknowledge significant assistance from them in their publications and teaching.
- f.
Teachers should protect students' academic freedom.
- g.
Teachers should seek to use gender-neutral language in their instruction and writing.

2. As a Scholar Guided by a deep conviction of the worth and dignity of the advancement of knowledge, faculty recognize the special responsibilities they face.

a.

Faculty's primary responsibility to their subject is to seek and state the truth.

b.

To this end, faculty must devote their energies to developing and improving their scholarly competence.

c.

Faculty individually and collectively must accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge.

d.

Faculty must practice intellectual honesty.

e.

Freedom of inquiry, while a cardinal academic value, is not the only value of the academy and must be weighed against other legitimate moral values and goals, as, for example, privacy.

3. As a Colleague The professor has obligations that derive from common membership in the community of scholars.

a.

Faculty must respect and defend free inquiry by associates in their field.

b.

In exchange of criticism and ideas, faculty must show due respect for the opinions of others.

c.

Faculty must acknowledge the contributions others have made to their academic work and strive to be objective in professional judgment of colleagues.

d.

Faculty must accept their share of faculty responsibilities for the governance of their institution.

e.

The private lives of colleagues must be respected as private.

4. As a Member of the Institution

a. Faculty must act above all as effective teachers and scholars.

b.

Faculty must observe the stated regulations of the institution provided they do not contravene academic freedom.

c.

The syllabus of a course must embody a reasonable effort to teach the course as described in the University catalogue and/or Schedule of Classes. Within that limit, it is the prerogative of the instructor to

establish the requirements of a class, and it is a matter of academic freedom that that prerogative be respected by colleagues and administrators.

d. When faculty members decide to leave the University, they must recognize the effect of that decision upon the program of the institution and give due notice of their intentions.

5. As a Member of the General Community

a. The professor has the rights and obligations of any citizen.

b. Faculty must measure the urgency of communal obligations in light of responsibilities to their subjects, students, profession and institution.

c. When speaking or acting as a private citizens, faculty must avoid creating the impression that they are speaking or acting for the University, unless specifically authorized to do so.

d.

As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

D.

ACADEMIC ETHICS

1. Student Honor Code

a.

The Honor Code at American Jewish University is an integral part of the educational process. It is signed by individual students before they are allowed to register. A copy shall be provided to each faculty member. It makes possible an atmosphere conducive to the development of the total person through learning experiences.

b.

The code emphasizes the dignity of each individual in pursuing self-improvement and developing full personal potential. It requires independent intellectual effort, and does not tolerate dishonesty, cheating or plagiarism in any form. Under the honor system, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. If intentional acts of dishonorable conduct occur, the code defines infractions. A Student-Faculty Committee on Student Conduct and Integrity is responsible for hearing cases and recommending sanctions to the Dean of Students and the Vice President for Academic Affairs.

2. Faculty Integrity and Unacceptable Faculty Conduct

The University seeks to provide and sustain an environment conducive to sharing, extending and critically examining knowledge and values and to furthering the search for wisdom. Effective performance of these central functions requires that faculty members be free within their respective field of competence to pursue and teach the truth in accord with appropriate states of scholarly inquiry. The principles listed below are to help assure high standards of teaching and scholarship and to advance the mission of the University as an institution of higher learning. Unacceptable conduct on the part of a faculty member includes:

a.

In teaching,

i. arbitrary denial of access to instruction; ii. significant intrusion of material unrelated to the course; iii. failure to adhere, without legitimate reason, to the rules of the faculty in the conduct of courses, to meet class, to keep office hours or to hold examinations as scheduled;

iv.

evaluation according to methods or criteria that do not fairly or adequately reflect student achievement or do not follow professionally accepted standards of assessment;

v.

undue and unexcused delay in evaluating student work;

vi. discrimination against a student (see Section IX, F.); vii. participating in or deliberately abetting disruption, interference or intimidation in the classroom;

b.

In conducting scholarship, violations of the canons of intellectual

honesty, such as intentional misappropriation of the writings, research, and

findings of others or misrepresentation of the findings of one's own research;

c.

In service to the University

i. intentional disruption of functions or activities sponsored or authorized by the University; ii. incitement of others to disobey University rules when such incitement constitutes a clear and present danger that violence or abuse against persons or property shall occur; iii. unauthorized use of the University resources or facilities for personal, commercial or political purposes;

d.

In relation to colleagues,

i. making evaluations of the professional competence of faculty members by criteria not directly reflective of professional performance; ii. discrimination against faculty (see Section IX, F.); iii. breach of established rules governing confidentiality in personnel procedures;

e.

In service to the community

i. intentional representation of a personal view as a statement of position of the University; ii. commission of a criminal act that has led to conviction in a court of law and that clearly demonstrates unfitness to continue as a member of the faculty.

E.

SEXUAL HARASSMENT

The University is committed to maintaining a community in which students, faculty and administrative staff can work together in an atmosphere free of all forms of intimidation, exploitation and harassment. Sexual harassment is a clear violation of

University policy. The definition of sexual harassment can vary with particular circumstances. It may include the use of one's authority and power to coerce another individual into sexual relations or to punish the other for her or his refusal. Also included are unwelcome or offensive sexual advances, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact.

Such behavior may offend the recipient, cause discomfort or humiliation, or interfere with work or learning. Coercive behavior, including suggestions that academic or employment rewards or reprisals shall follow the granting or refusing of sexual favors, constitutes intolerable misconduct. A single incident of this kind is sufficient grounds for investigation and may result in discipline. (For procedures to redress sexual harassment and other concerns see Section XIII.)

F. DISCRIMINATION

Excellence and diversity of the faculty and the student body are important parts of the University's educational tenets. The University has historically pursued a policy of nondiscrimination in all its operations.

It is illegal and against University policy to discriminate against students, staff or faculty on political grounds or for reasons of race, religion, sex, sexual orientation, handicap, ethnic or national origin, ancestry, marital status, medical condition, status as a Vietnam-era veteran or disabled veteran or within the limits imposed by law because of age or citizenry, or for other arbitrary or personal reasons. It is, however, legal and within University policy to consider religious criteria for employment when they are clearly relevant to the job to be performed. Various criteria of this sort are considered in appointing administrators to head programs preparing rabbis, Jewish educators or Jewish communal servants and in

making other appointments where the modeling of Jewish behavior is a reasonable and relevant part of the job description.

This nondiscrimination policy covers admission, access and participation in University activities. All personnel matters, such as compensation, benefits transfers, layoffs, tuition assistance and other programs as well as application for University employment, are also covered by this policy.

G. CONFLICT OF INTEREST

Faculty members should not engage in any activity that places them in a conflict of interest between their official University activities and any other interest or obligation. A conflict of interest is presumed to exist in cases where a faculty member is a blood relation, a spouse or a relation by marriage (such as an in-law) of an individual and in a position where his or her judgment may be affected by this relationship. When such relations exist, faculty members are expected to refrain or resign from participation in search committees, grievance procedures, dismissal proceedings or other official University functions that require the exercise of impartial judgment.

H. CONFIDENTIALITY AND STUDENT RECORDS

1. Assumption of Trust

When a student enters the University and submits the required personal data for academic and personal records, there is an implicit and justifiable assumption of trust placed in the University as custodian of these data. A

similar relationship should be maintained relative to subsequent data generated during the student's enrollment, academic performance, activities, personal interviews, advisement and any disciplinary proceedings.

In its relations with students, the University intends to preserve the confidential character of the communications and records. Legislation exists that defines the rights of students with respect to their student records, both in terms of privacy and grievance procedures. Faculty members shall be held legally accountable for familiarity with and proper

implementation of the following guidelines.

2. Family Education Rights and Privacy Act The Family Education Rights and Privacy

Act of 1974, better known as the Buckley Amendment or FERPA, and California Education Code 67100FF provide generally, that

a.

The campus must offer students access to records directly related to the student and the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under FERPA does not include any right to challenge the appropriateness of a grade as determined by the instructor, and

b.

An educational institution shall not release educational records to non-school employees or to school employees for other than educational purposes without consent of the student unless required by law or permitted by FERPA. The campus is authorized under FERPA to release "Directory Information" concerning students. Such information includes the student's name, address, telephone, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational institution attended by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests should not be released.

Faculty members may therefore not look into student records without a

compelling academic reason, and they may not share any of the information therein without the student's permission. The complete text of FERPA is available in the office of the Dean of Students.

3. Faculty Responsibilities Faculty members' responsibilities under the law are two-

fold. First, the faculty must respect the privacy rights of student by not disclosing personally identifiable information other than directory information about a student without the student's specific written consent, which must be signed and dated. This information must include:

- a.
the records or information to be disclosed
- b.
the purpose of the disclosure
- c.
the person, class of persons or organization to whom the disclosure shall be made
- d.

a statement indicating that the information should be used only for the purpose for which the disclosure was made.

For example, the policy would prohibit use of data from student records in letters of reference without the student's written request for the letter of reference. Records of such a request should be maintained for one academic year.

Another application of this policy requires that if grades are posted, they must be disclosed in a manner which makes the grades known only to the student receiving the grade. Specifically, faculty members should not post grades using student names or social security numbers. In addition, exams left with a departmental secretary should be placed in individually

sealed envelopes.

Second, faculty must honor a student's right of access to University files regarding that student, except for letters of recommendation. It is not necessary to grant immediate access upon demand by a student, but such access must be granted within 24 days of the request. In the event of a request, the faculty member should immediately contact the Registrar for assistance.

4. Relationships with Parents The University recognizes the legitimate interest of parents and guardians to consult with professional staff about the academic and personal wellbeing of their sons and daughters. This consultation shall be carried out consistent with the basic policy on student records, except that records of students 18 years of age and over shall not be released without

- a.
- the signed release of the student, or
- b.

a notarized statement that the student is listed as a dependent on the most previous year's income tax return or a copy of that section of the tax return in which the student is listed as a dependent.

This section is not intended to be fully explanatory of student rights under FERPA or California law. These rights and policies are explained in detail in the Student Records policy. (This policy is presently being developed and shall be included in the catalogue.) If explanation or assistance is needed, faculty members should contact the Registrar.

I. POLICY OF THE ACADEMIC SENATE ON DIVERSITY

I. POLICY OF THE ACADEMIC SENATE ON DIVERSITY

The Western Association of Schools and Colleges has adopted the following policy on diversity, which American Jewish University endorses.

American Jewish University selects students, faculty, administration and staff according to institutionally developed and published policies of nondiscrimination and equal opportunity regarding the physically limited and learning disabled, racial and religious minorities, the academically disadvantaged, and veterans.

American Jewish University demonstrates its commitment to the increasingly significant educational role played by diverse ethnic, social, economic and gender backgrounds among the constituencies it serves by making positive efforts to foster such diversity, such as:

- . Efforts to reconsider the constituencies that the University intends to serve and the nature of education goals appropriate to a changing society.
- .) Efforts to change attitudes, practices and expectations so that a greater range of people shall feel genuinely included and respected.
- .) Efforts to adapt curricula so that the histories and contributions of various groups are more fully explored.
 1. Efforts to improve teaching techniques and academic support services to
 2. meet a larger spectrum of student learning styles, aspirations and levels of preparation.

- i. Efforts to give voice within the institutional decision-making to newly arrived members.
- i. Efforts to expand scholarly work to embrace emerging fields such as women's studies as well as new research directions in established disciplines dealing with gender.
- i. Efforts to conduct more systematic assessments of achievements and challenges as institutions begin to be more diverse.

XII. PROCEDURE FOR DISMISSAL OF A FACULTY MEMBER

A. DISMISSAL FOR ADEQUATE CAUSE

Dismissal for adequate cause is an action taken in response to the unsatisfactory behavior and performance of a tenured or untenured faculty member in her or his professional capacity, referring to such matters as unethical conduct (refer to Section XI), incompetence, failure to perform reasonable assignments, or neglect of duty. Termination in these instances shall take place in accordance with University grievance procedures.

B. DISMISSAL DUE TO PROGRAM DISCONTINUANCE

Tenured faculty may be laid off in the event of formal discontinuance of programs.

- . The recommendation to discontinue formally a series of classes or program shall be made after due consultation with appropriate faculty. These discussions shall be only for the purpose of enhancing the educational mission of the University.

- l. Before sending termination notices to tenured faculty because of the formal discontinuance of a program or unit of instruction, the institution shall make every effort to place the faculty concerned in other suitable academic positions as determined by the CAO.
- l. If suitable possibilities are not available, provision shall be made for severance salary equitably adjusted to the faculty member=s length of service.

C. DISMISSAL DUE TO FINANCIAL EXIGENCY Tenured faculty may be laid off as a result of a condition of financial exigency declared by the Chair of the Board of Directors.

- . A faculty body, designated by the Chair of the Academic Senate, shall be apprized that a condition of financial exigency exists or is imminent and shall be given the opportunity to offer advice in the subsequent allocation and reallocation of funds.
- l. If a condition of financial exigency is established by the Chair of the Board of Directors, the University has an obligation to make a bona fide effort to provide opportunities for movement into other suitable academic positions within the University for those tenured faculty affected if, in the judgment of the CAO, they are qualified for the positions that are open.

XIII. GRIEVANCE PROCEDURES

A. GRIEVANCE PROCEDURES RELATING TO DISMISSAL OF FACULTY

Each member of the faculty shall have the right to a hearing and appeal for redress of grievance concerning the termination of his or her employment through established

channels. In general, it is preferable that problems be solved within the University at the level at which they arose, and persons or agencies outside the University should not be asked to rule on such difficulties until University channels are exhausted.

1. Initiation of a Grievance

a.

When reason arises to question the fitness of a colleague or University faculty member who has tenure or whose term appointment has not expired; or when a faculty member believes that proper procedure was not followed in the denial of his or her tenure or promotion; or when the CAO believes proper procedure was not followed in a tenure or promotion proceeding, the CAO should ordinarily discuss the matter with the faculty member in personal conference. The matter may be terminated by mutual consent at this point.

b.

If a settlement cannot be reached informally, the grievant may submit to the CAO a formal written grievance that shall include a statement that informal efforts were made to settle the dispute. It

must be filed within 45 days after the grievant has become aware of

the action that is being grieved.

c. The CAO, in consultation with the Chair of the Academic Senate, shall

convene an ad hoc committee of tenured professors, not previously involved in the case, and charge this committee with the function of rendering confidential advice to the CAO. It should informally inquire into the situation, to effect an adjustment if possible and, if none is effected, to determine whether formal proceedings should be instituted to review the dismissal. Formal proceedings should be instituted by the University only if there is clear evidence of irregularities in the procedure according to which the decision is made. If the committee

recommends that such proceedings should be instituted, or if the President of the institution, even after considering a recommendation of the committee favorable to the faculty member, expresses his or her conviction that a proceeding should be undertaken, or if the faculty member so requests, action should be commenced under the procedure which follows. Except where there is disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the CAO and the faculty committee; if there is a disagreement, the CAO or his or her representative should formulate the statement.

2. Commencement of Formal Proceedings

The formal proceedings should commence with a communication addressed to the faculty member by the CAO, informing the faculty member of the statement

formulated. If it has been requested by the University or the faculty member, a hearing to determine whether employment of the faculty member should be terminated on the grounds stated shall be conducted by a faculty committee at a specified time and place. In setting the date of the hearing, sufficient time should be allowed the faculty member to prepare his or her defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that shall be accorded him or her. The faculty member should state in reply whether she or he wishes a hearing and, if so, should answer the statements in the CAO's letter in writing, not less than one week before the date set for the hearing.

1. Suspension of the Faculty Member

2. Suspension of the faculty member during the proceedings involving her or him is justified only if immediate harm to the faculty member or others is threatened by his or her continuance. Unless legal consideration forbids, any such suspension should be with pay.

1. Hearing Committee

2. The committee of faculty members to conduct the hearing should be appointed by the CAO in consultation with the Chair of the Academic Senate from among tenured professors not involved in the original review of the case. They may include qualified faculty from other institutions. The choice of the hearing committee members should be based on their objectivity and competence and the regard in which they are held in the academic community. The committee should elect its own chairperson.

. The Hearing

The committee should proceed by considering the statement of grounds for dismissal already formulated and the faculty member's response written before the time of the hearing. The committee should conduct a hearing to consider the case on the basis of the obtainable information and decide whether the faculty member should be removed. The committee, in consultation with the CAO and the faculty member, should exercise its judgment as to whether the hearing should be public or private. If any facts are in dispute, the testimony of the witnesses and other evidence concerning the matter set forth in the CAO's letter to the faculty member should be received.

The CAO should have the option of attending during the hearing. The CAO may designate an appropriate representative to assist in developing the case. However, the committee should determine the order of proof, conduct the questioning of witnesses, and, if necessary, secure the presentation of evidence important to the case.

The faculty member should have the option of assistance by counsel, whose function should be similar to that of the representative chosen by the CAO. The faculty member should have the additional procedural rights set forth in the Recommended Institutional Regulations on Academic Freedom and Tenure of the AAUP, and should have the aid of the committee, when needed, in securing the attendance of the witnesses. The faculty member or his or her counsel and the representative of the University designated by the CAO should have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member should have the opportunity to be confronted by all witnesses

adverse to her or him. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as his or her statements, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it. All the evidence should be duly recorded. It is not necessary to follow formal rules of court procedures.

The committee should reach its decision in conference, on the basis of the hearing. Before doing so, it should give opportunity to the faculty member or his or her counsel and the representative designated by the CAO to argue orally before it. A written statement may be provided to the committee by both sides. In such a case,

the committee may proceed to decision promptly without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means. Otherwise, it may await the availability of a transcript of the hearing if its decision would be aided thereby. All decisions shall be by majority vote; a minority opinion may also be put in writing. The committee should make explicit findings with respect to each of the grounds of removal presented. The CAO and the faculty member should be notified of the decision, in writing, and should be given a copy of the record of the hearing. Publicity concerning the committee's decision may be properly withheld until consideration has been given to the case by the governing body of the institution. Any release to the public should be made through the President's Office.

6. Consideration by President

The CAO should transmit to the President the full report of the hearing committee, stating its action with his or her recommendation as to how to proceed. The President may choose to review the case, in which case the review should be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the committee and the faculty member or their representatives. The decision of the hearing committee should either be sustained or the proceedings be returned to the committee with objections specified. In such a case, the committee should reconsider, taking account of the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in the same manner as before. Only after study of the committee's reconsideration should the President make a final decision.

1. Appeal

2. Either side in the case has the right to appeal to the President of the University, but it is understood that the President shall reverse the decision of the hearing committee on procedural grounds only when he or she has good reason to believe that there has been a serious procedural or substantive error in the committee's decision. The hearing committee shall then be asked to reconsider its decision. After such reconsideration, it shall resubmit its report to President for review and final determination.

Publicity

The CAO and the faculty member should be notified of the decision, in writing, and should be given a copy of the record of the hearing. Publicity concerning the committee's decision may be properly withheld until consideration has been given to the case by the governing body of the institution. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers should be avoided as far as possible until the proceedings have been completed. Announcement of the final decision should include a statement of the hearing committee's original action, if this has not previously been made known.

B. GRIEVANCE PROCEDURES FOR SEXUAL HARASSMENT AND OTHER CONCERNS Anyone

subjected to offensive sexual or other behavior is encouraged to pursue the matter through the grievance procedure listed below.

1. Informal Procedures

- a.

Discussion With Supervisors. Supervisors have the general responsibility for maintaining a proper working environment, and may have authority to impose discipline as appropriate. All employees should feel free to discuss harassment problems, sexual or otherwise, directly with their immediate supervisors or with the next level supervisors, including department chairs and deans in the case of faculty and academic staff. Similarly, students may wish to consult directly with the supervisor of the person accused of harassment or with any other individual in a position to resolve or help resolve the matter. Discussion at this level may lead to resolution of the matter without further procedures. If not, the complainant may choose to pursue further discussions with University officials or to file a formal, written complaint.

b.

Discussion with University Officials. Students, staff and faculty should feel free to make complaints to proper University officials concerning allegations of sexual or other harassment. Complaint should be

made within 45 days after the accuser becomes aware of the harassment.

The following are specifically authorized to receive complaints and respond to questions regarding sexual or other harassment: Dean of Students, from students Director, Personnel, from staff Vice President for Academic Affairs, from faculty.

If the complainant requests that the complaint be held in confidence at this point, the University official shall endeavor to keep the complaint confidential and advice shall be provided by the person consulted. However, when a complaint against faculty or staff is involved, the person consulted for advice must make an assessment as to the severity of the complaint and is required to notify the Vice President for Academic Affairs, when in the judgment of the person consulted, this level of attention is warranted.

It is against University policy to discriminate or retaliate against any person who has filed a complaint concerning sexual or other harassment or has

testified, assisted or participated in any manner in an investigation, proceeding or a hearing concerning sexual harassment.

2. Formal Procedures For Faculty, Staff and Students

a. Written Complaint. No formal investigation or action on a specific complaint shall be taken against the person accused unless the complainant consents to sign a written complaint that, among other particulars, identifies the complainant with the allegation. The person accused shall be notified that a written complaint has been filed and informed of the nature of the complaint.

b. Complaints Against Faculty. A formal complaint is referred to the Vice President for Academic Affairs, who investigates the complaint. If appropriate grounds for the complaint are apparent, he or she shall appoint a three-person committee, including a member of the Committee on Academic Personnel, and persons of both sexes, who shall conduct an inquiry into the matter. The resource person on campus is the Dean of Students. If the individual making the complaint is a staff member, then one staff member shall be appointed to the three-person select committee. The committee may consult informally and confidentially with members of the University community likely to have information relevant to the investigation, e.g., the supervisor of the person against whom the complaints are made, her or his colleagues or fellow students of the person making the complaint.

The committee shall determine whether, in its view, sufficient grounds exist to proceed with a formal hearing and shall convey its recommendations to the CAO within 30 days. If the CAO believes there is adequate cause, she or he shall convey a copy

of the written complaint and a written notice of the University's intent to initiate a hearing to the faculty member by certified mail.

If in the judgment of the CAO, immediate harm to the faculty member or others is threatened by her or his continuance, the faculty member may be suspended from her or his duties, without loss of pay and usual faculty

privileges until the process has been completed and final disposition has been made by the President. The CAO shall ask the Committee on Academic Personnel to hear the charges. Normal procedures shall then be followed for use in grievance cases as specified in Section XIII of this handbook.

c.

Complaints Against Students. A formal complaint is referred to the Dean of Students, who shall investigate the complaint. If the Dean so decides, the complaint shall be referred to the Committee on Student Conduct and Integrity. Any student who commits acts of sexual or other harassment manifested by acts or behaviors prohibited by the Student Conduct Code shall be subject to student disciplinary action.

d.

Complaints Against Staff. Complaints against staff shall follow policies outlined in the Employee Handbook.

3. Sanctions

Sexual and other harassment is considered a serious violation and may lead to termination or dismissal. Other sanctions may include, as appropriate: Oral reprimand Suspension with pay Written reprimand Suspension without pay Probation Termination of employment

Records of this event shall be housed with the CAO for faculty and Student Affairs staff and the Personnel office for all other staff.

XIV. LIBRARY

The library collection of the University, which now numbers well over 110,000 volumes, 15,000 pamphlets, an extensive microfilm collection, and a special archives collection on contemporary Jewish history, is at the disposal of faculty members. Thirty-five percent of the current collection is in Hebrew. The library staff is available to aid members of the faculty in their research and related activities. The library is also responsible for the Computer Center and provides access to a number of electronic and Internet resources.

Faculty may check out up to 50 books for one semester term. Books are renewable for up to two additional semesters. They may be placed on reserve for classes. Faculty must submit requests in writing to the library staff at least one month before the beginning of the semester.

Faculty members of American Jewish University are entitled to borrowing privileges at several of the major University libraries in the Los Angeles Area. Interlibrary loans from collections all over the country are serviced by the library staff.

All faculty members are invited to recommend acquisitions to the University Librarian in the areas of their specialty.

APPENDIX A

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS ACADEMIC FREEDOM

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher* or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. It carries with it duties correlative with rights.

- a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b) The teacher is entitled to freedom in the classroom in discussing his or her subject, but he or she should be careful not to introduce into his or her teaching controversial matter that has no relation to his or her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- c) The college or University teacher is a citizen, a member of a learned profession and an officer of an educational institution. When she or he speaks or writes as a citizen, she or he should be free from institutional censorship or

discipline, but his or her special position in the community imposes special obligations. As a person of learning and an educational officer, she or he should remember that the public may judge his or her profession and his or her institution by his or her utterances. Hence, she or he should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that she or he is not an institutional spokesperson.

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

APPENDIX B. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

STANDARD 1.A INTEGRITY IN PURSUIT OF TRUTH

An institution of higher education is, by definition, dedicated to the search for truth and its dissemination. As a consequence, faculty, students, administrators, trustees, and staff are committed to and supported in the free pursuit of knowledge and the expression of ideas.

Academic freedom does not require neutrality. Institutions may endorse particular religious or philosophical beliefs, or specific social principles. Nonetheless, the protection of the freedom for faculty and students to examine all pertinent data, to question assumptions, be guided by the evidence of scholarly research, and to teach and study the substance of a given field is crucial to the integrity of an educational institution.

Although a college or University must be managed well and remain solvent, it is not primarily a business nor an industry. Established to serve society, a college or University is not a political institution; it is not a religion or church. Those within an educational institution have, as a first concern, knowledge, evidence, and truth. This concern should not be undermined by particular judgments of institutional benefactors, of public or social pressure groups, or of religious or political groups.

There is no norm of greater value for educational institutions than academic freedom. Political, social, religious, or philosophical beliefs may inform the curriculum, but must not restrict scholarly research, teaching, and discussion.*

1.A.1. The institution has a widely disseminated, written statement of commitment to academic freedom.

1.A.2. Trustees and administrators protect faculty and students from harassment in their exercise of academic freedom.

1.A.3. The faculty protects the academic freedom of its members. Faculty distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively.

1.A.4. Students are encouraged to sift, to question and to become involved as learners.

1.A.5. Institutions which strive to instill specific beliefs or world views or to impose codes of conduct on faculty, staff, and students, give prior notice of

such policies. Such policies state the conditions clearly, ensure these conditions are consistent with academic freedom and have in place due process procedures whereby faculty and students are protected in their quest for truth.

* Standard 1.A is not intended to deny the right of religious institutions to select students and faculty on the basis of adherence to religious beliefs. Nonetheless, faculty and students are free to follow any argument, any point of inquiry, wherever it may lead. Those in the academy must be free to share their convictions and responsible conclusions with their colleagues and students, in their teaching and in their writing, without fear of reprisal.

STANDARD 1.B INTEGRITY IN RESPECT FOR PERSONS

Through its policies and practices, the institution encourages individual autonomy and fosters educational diversity. Adequate provision is made to ensure academic honesty and to protect basic due process and privacy rights for students, faculty, and staff.

1.B.1. Sufficient resources are provided to address the academic needs of accepted students.

1.B.2. The institution provides students and faculty with clear expectations concerning the principles of academic honesty and the sanctions for violations.

1.B.3. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity.

1.B.4. The institution provides a clear statement of institutional policies, requirements, and expectations to current and prospective employees.

1.B.5. The institution provides written policies on due process and grievance procedures to faculty, staff, and students.

1.B.6. The institution selects students, faculty, administration, and staff according to institutionally developed and published nondiscrimination, equal opportunity, and affirmative action policies.

1.B.7. Adequate provision is made for the confidentiality and privacy of students and employee records.

1.B.8. The institution establishes policies covering human subjects in research.

Appendix C

SELECTED JEWISH SOURCES ON THE PROFESSIONAL RESPONSIBILITY OF EDUCATORS AND EDUCATIONAL INSTITUTIONS

The Importance of Education

David said: "O Lord, many groups of righteous people shall be admitted into Your presence. Which one of them is most beloved before You?" God answered:

"The teachers of the youth, who perform their work in sincerity and with joy, shall sit at My right hand [a paraphrase of Psalm 16:11]."

Pesikta, Buber, p. 180a

He who teaches his neighbor's
child deserves to sit in the
Heavenly Academy. Babylonian
Talmud, Bava Metzia 85

He who teaches his neighbor's child is as if he had created him.

Babylonian Talmud, Sanhedrin 19a

Honor for One's Teachers

As a person is commanded to honor and revere his father, so he is obligated to honor and revere his teacher. Indeed, he must honor and revere his teacher even more than his father, for his father brings him into this world, while his teacher who teaches him wisdom brings him to the World to Come. Thus, if he saw a lost object belonging to his father and another belonging to his teacher, he must return his teacher's before he returns his father's. If both his father and his teacher are carrying a load, he assists his teacher first and afterwards his father. If his father and his teacher are taken into captivity, he redeems his teacher first and afterwards he redeems his father [assuming that he does not have money to redeem them both simultaneously]. But if his father was himself a scholar, he redeems his

father first, and similarly, if his father was a scholar, even if he was not as much of a scholar as his teacher, he returns his father's lost object first and then returns the lost object belonging to his teacher. There is no honor due a human being greater than that due a teacher, and there is no reverence due a human being greater than that due a teacher, [for] the Sages say, the reverence due your teacher is like the reverence due God. Therefore, whoever disputes his teacher is like one disputing God...and whoever quarrels with his teacher is like one quarreling with God...and whoever gets angry with his teacher is like one getting angry with God... and whoever denounces his teacher is like one denouncing God...

Maimonides, Mishneh Torah, Laws of Study 5:1

Teachers Must Know Their Subject We read: "May my discourse come down as the rain, my speech distill as the dew" (Deuteronomy 32:2). If a teacher is incompetent, his words seem to his pupils as harsh as driving rain. If he is competent, his teaching is distilled gently as the dew.

Babylonian Talmud, Ta'anit 7

Rabbi Judah taught: Study with great care, for to err in teaching may be considered a deliberate sin. Mishnah, Ethics of the Fathers 4:16

Rabbi Nehorai taught: ... Only with colleagues can your studies be fortified. Do not rely on your own understanding. Mishnah, Ethics of the Fathers 4:18

Teachers Must Convey Information in Both Breadth and Depth

Rabbi Dimi said: "A teacher who teaches less than his fellow instructors should be dismissed. The other teachers shall become more diligent both out of fear of dismissal and out of gratitude [of having their efforts acknowledged].

If a teacher is to be appointed, preference should be given to the one who teaches thoroughly, not to the one who teaches much material superficially, for an error once learned is hard to unlearn.@

Babylonian Talmud, Bava Batra 21a

The Age of the Instructor

Rabbi Yose bar Yehudah, of K'far Bavli, taught: When a person learns from the young, to what may he be compared? To one who eats unripe grapes and drinks from the vat. When a person learns from the old, to what may he be compared? To one who eats ripe grapes and drinks wine that is aged.

[In contrast,] Rabbi [Yehudah, the President of the Sanhedrin], taught: do not look at the flask but at its contents. You can find a new flask with old wine and an old flask which does not hold even new wine.

Mishnah, Ethics of the Fathers 4:26-27

The Moral Character of the Instructor and the Student

Rabbi Hanina ben Dosa taught: When a person's good deeds exceed his wisdom, his wisdom shall be enduring; but when a person's wisdom exceeds his good deeds, his wisdom shall not be enduring.

Mishnah, Ethics of the Fathers 3:12 (see also 3:22)

"For the lips of the priest should keep knowledge, and they should seek instruction from his mouth, for he is the messenger of the Lord of hosts" (Malachai 2:7). Similarly, if the teacher is like a messenger of the Lord, seek instruction [Torah] from his mouth; if he is not, then do not seek Torah from him.

Babylonian Talmud, Mo'ed Katan 17a

We teach Torah only to a student who is morally fit and pleasant in his ways, or to a student who knows nothing [and therefore may be such a person and/or may become one with learning]. But if the student goes in ways which are not good, we bring him back to the good path and lead him to the right way, and then we check him and [if he has corrected his ways] we bring him in to the school and teach him. The Sages said: Anyone who teaches a student who is not morally fit is as if he is throwing a stone to Mercury [i.e., contributing to idolatry]... Similarly, a teacher who does not live a morally good life, even if he knows a great deal and the entire people need him [to teach what he knows because nobody else can], we do not learn from him until he returns to a morally good way of life...

Maimonides, Mishneh Torah, Laws of Study 4:1

Appropriate Numbers in a Classroom

Rava said: The maximum number of elementary pupils that should be placed under one teacher is twenty-five; if there are fifty, an additional teacher must be provided; if there are forty, a senior student should be engaged to assist the master.

Babylonian Talmud, Bava Batra 21a

Methods of Teaching and Studying

Educate a youth according to his own way. Proverbs 22:6

A teacher should always express himself to his pupil in concise terms.

Babylonian Talmud, Pesahim 3b

The teacher must keep on repeating the lesson until the pupil has learned it.

Babylonian Talmud, Eruvin 54b

[Conversely,] If a student learns Torah and does not go over it again and again, he is like a man who sows without reaping.

Babylonian Talmud, Sanhedrin 99a

[Similarly,] one who repeats his lesson a hundred times is not like him who repeats it a hundred and one times.

Babylonian Talmud, Haggigah 9b

[Study aloud:] Rabbi Eliezer had a student who learned in a low voice. After three years he forgot what he had learned....Samuel said to Rabbi Judah: "Keen-witted one, open your mouth and read the Scriptures, open your mouth and learn the Talmud, that your studies may be retained..."

Babylonian Talmud, Eruvin 54a

[Mnemonic devices, including creative ones, were used extensively both for memory and for religious instruction; e.g., the extended lesson recorded in the Talmud to teach children the Hebrew alphabet, only a part of which shall be reproduced here:]

It is related that children now come into the House of Study who recite things the like of which was not even said in the days of Joshua, son of Nun. Aleph and Bet are the initials of two words meaning, "Gain understanding"; Gimmel and Daled, "Be benevolent to

the poor." Why is the foot of Gimmel turned towards Daled? Because it is the way of the benevolent to run after the poor. Why is the foot of Daled turned towards Gimmel? To indicate that the poor person reaches out to his helper. Why is the face of Daled turned away from Gimmel? To teach that charity should be performed in secret so as not to shame the recipient. Hay and Vav...

Babylonian Talmud, Shabbat 104a

How do we teach? The teacher sits at the head [of the classroom] and the students surround him like a crown so that all of them shall be able to see and hear him. The teacher should not sit on a chair and the students on the ground, but rather either everyone must be on the ground or everyone on chairs....

If a teacher teaches something and the students do not understand it, the teacher must not get angry and rage at them but rather repeat the matter even several times until they understand the matter in its depth. Similarly, a student should not say, "I understand" when he does not understand; instead, he must ask again, even several times over....

...Two should not pose questions simultaneously, and students should not ask the teacher about another matter but only about the issue they are discussing so that the teacher is not embarrassed...

Students should not ask or answer questions while standing [because most people can think better while seated]...

Maimonides, Mishneh Torah, Laws of Study 4:2, 4, 6, 7

Proper Demeanor for a Teacher and Student

Hillel said: A shy person [who does not ask questions and participate in class discussion] cannot learn, and an ill-tempered [overbearing, nasty] person cannot teach.

Mishnah, Ethics of the Fathers 2:6

Rabbi Yohanon ben Zakkai received the tradition from Hillel and Shammai. This was a favorite teaching of his: If you have studied much Torah, take no special credit for it, for you were created for this very purpose.

Mishnah, Ethics of the Fathers 2:7 Rabbi Yishmael taught: Be compliant with your seniors, be affable with your juniors, and greet every person in a cheerful manner.

Mishnah, Ethics of the Fathers 3:16

Rabbi Elazar ben Shamua taught: The dignity of your student should be as precious to you as your own. The dignity of your colleague should be as precious to you as your

reverence for your teacher. The reverence for your teacher should be as great as your reverence for God.

Mishnah, Ethics of the Fathers 4:15

There are seven characteristics which typify the clod and seven the wise person: The wise person does not speak in the presence of one who is wiser than he;

He does not interrupt his friend's words;

He does not reply in haste; He asks what is relevant and answers to the point; He replies to questions in orderly sequence; Of what he does not know, he says, "I do not know"; He admits to the truth. The opposite of these typify the clod.

Mishnah, Ethics of the Fathers 5:9

One who learns from his colleague one chapter, or one law, or one verse, or one expression, or even one letter, is obliged to pay him honor. This we learn from David, King of Israel, who learned nothing from Ahitofel but only conversed with him, yet called him his master, his guide, his dear friend, as it is written, "But it is you, my equal, my guide, my dear friend" (Psalm 55:14). It follows then that if King David, who learned nothing from Ahitofel but only conversed with him, called him his master, his guide, and his dear friend, one who learns from his colleagues one chapter, one law, one verse, one expression, or even one letter surely is obliged to pay him honor.

Mishnah, Ethics of the Fathers 6:3

Learning [Torah] is acquired through forty-eight virtues: By study; by attentiveness; by orderly speech; by an understanding heart; by a perceptive heart; by awe; by reverence; by humility; by joy; by ministering to the sages; by engaging

in give and take with colleagues; by acute discussion with students; by calmness in study; by study of Scripture and Mishnah; by a minimum of business; by a minimum of sleep; by a minimum of small talk; by a minimum of worldly pleasure; by a minimum of frivolity; by a minimum of worldly pursuits; by patience; by a generous heart; by trust in the sages; by acceptance of suffering; by knowing one's place; by contentment with one's lot; by guarding one's speech; by taking no personal credit; by being beloved; by loving God; by loving all creatures; by loving charitable deeds; by loving rectitude; by loving reproof; by shunning honor; by not boasting of one's learning; by not delighting in rendering legal decisions; by sharing the burden [of rendering legal decisions] with someone else; by influencing one's fellow to virtue; by setting him on the path of truth; by setting him on the path of peace; by concentrating on one's studies; by asking and answering questions; by absorbing knowledge and contributing to it; by studying in order to teach and to perform God's commandments; by sharpening the wisdom of one's teacher; by being precise in transmitting what one has learned; by quoting one's source of knowledge. From this verse we learn that one who cites his source of knowledge brings redemption to the world, for it is written, "And Esther spoke to the king, in the name of Mordecai" (Esther 2:22).

Mishnah, Ethics of the Fathers 6:6

Understanding Students There are four types of students:

One who is quick to understand but quick to forget -- his gain is canceled by his loss.

One who understands with difficulty but forgets with difficulty -- his loss is canceled by his gain.

One who is quick to understand and forgets with difficulty -- this is a wise person.

One who understands with difficulty and is quick to forget --this one has bad fortune.

Mishnah, Ethics of the Fathers 5:14