

**Guidelines for appointment, career development and promotion for  
Lecturers and Senior Lecturers  
College of Veterinary Medicine, Cornell University  
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## 1. Overview of the Positions

Lecturers and Senior Lecturers make significant contributions to the College of Veterinary Medicine's educational mission. The nature of these appointments varies widely by Department within the College. Lecturers and Senior Lecturers carry out faculty functions, in that they instruct students, may perform curricular administrative and/or service activities, and sometimes conduct research. They have Academic Freedom (as described in the Faculty Handbook) and may attend and vote in College and Department faculty meetings. Lecturers and Senior Lecturers are involved in College and University activities and committees so as to continue the advancement of programs in the best interests of the College of Veterinary Medicine faculty and community as a whole.

The Faculty Handbook <http://theuniversityfaculty.cornell.edu/handbook/toc.html> describes the positions of Senior Lecturer and Lecturer as follows:

“The responsibilities of the positions are primarily, if not entirely, in teaching; research responsibilities are not expected to be included. Persons holding the titles will not be granted tenure or be eligible for sabbatical leave.

The title senior lecturer implies significant professional qualifications. Appointments of senior lecturers are for periods of no more than five years and are renewable. The dean is responsible for determining appropriate qualifications for senior lecturers and lecturers; those qualifications may vary by subfield or department. Appointments of lecturers are for periods of not more than three years and are renewable. The university bylaws provide as follows: For those cases where senior lecturers or lecturers are employed to address long-term teaching needs, the terms of appointment shall be five and three years respectively; one-year appointments shall be reserved for one-year replacements and other short-term needs, and initial probationary appointments.

Lecturers and senior lecturers are not members of the University Faculty or of the Graduate Faculty. They are non-voting members of the college or school faculty, except as stated below, or unless given the right to vote by the particular faculty in circumstances defined by that faculty<sup>1</sup>. However, they participate fully in those decisions that are directly related to their roles within the college or school and within the department. The dean or director has the responsibility of identifying those issues that are related to their roles within the college or school, and the department chair has that responsibility within the department. The university bylaws specify that within the department, senior lecturers shall participate fully in hiring decisions of other senior lecturers and lecturers, and lecturers shall participate fully in hiring decisions of other lecturers. The bylaws further specify that, notwithstanding the above, in units where the number of lecturers and senior lecturers is comparable to the number of professorial faculty, the provost may determine the appropriate level of participation by lecturers and senior lecturers in curricular decisions. The provost's policy instituted specific periods of notice for non-renewal or termination of appointment for lecturers and senior lecturers.” (See Appendix V in this document.)

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<sup>1</sup> See Appendix II for the College of Veterinary Medicine Policy

## 2. Appointment to the Position of Lecturer or Senior Lecturer

### General Requirements

A candidate should hold a D.V.M. or Ph.D. or equivalent advanced degree.

In order to be appointed directly to Senior Lecturer the person should have experience comparable to the initial 6 years of service in a Lecturer title at the Cornell University, College of Veterinary Medicine.

A candidate must have educational and professional experiences, skills and credentials that meet the departmental needs in teaching, clinical service, research and academic service as stated in the job description.

A national search should be conducted to identify the best possible candidates for the position.

The search committee should include representatives from the tenure track faculty, Lecturers and Senior Lecturers within the Department and the College of Veterinary Medicine. This committee would follow search committee guidelines set by the Dean's office (Associate Dean for Academic Affairs) and Human Resources.

Once a suitable candidate has been identified, a departmental vote endorsing the candidate should be taken. Lecturers and Senior Lecturers would be included in the voting process within that department.

The initial terms of appointment for Lecturers are typically for three years, with the option for renewal for one or more three-year terms. The initial terms for Senior Lecturers are typically for five years, with the option for renewal indefinitely. Appointments are salaried and are generally supported by College or departmental funds.

### Letter of Appointment

The letter of appointment will clearly define the percent distribution of teaching, clinical service, research and academic service. In the interests of both the appointee and the university, the information conveyed (as prescribed in the policy on academic titles and appointments) in offering an academic appointment regardless of level should include:

- The formal appointment title, plus appropriate working title or field designator.
- The name of the direct supervisor and departmental affiliation.
- The starting date and the termination date of the appointment.
- The period of responsibility each year, for example whether nine months or twelve.
- The salary. If the salary for less than a full year is paid over a full year, the letter should mention the practice of prepayment and postpayment.
- Whether the appointment is terminal or renewable.

- A general statement of the responsibilities of the position with percent effort clearly defined for teaching, clinical service, research and academic service, since it is on fulfillment of these responsibilities that promotion and renewal will be based.
- Any special arrangements or agreements regarding such concerns as office space, administrative assistant support, computer, meeting travel, start-up or discretionary funds, academic leaves, provision of moving expenses, etc.

### 3. Career Development and Department and College Support

Persons holding the title of Lecturer or Senior Lecturer are entitled to certain faculty privileges that will enhance their capabilities to perform their jobs to the best of their abilities.

**Private office space:** Wherever possible, Lecturers and Senior Lecturers should have a private office space. Since Lecturers and Senior Lecturers are often counseling students, interns and/or residents they need a private place for confidential discussions. A private office should also improve the productivity of individuals in these positions.

**Start-up funds:** These funds are provided to help the Lecturer/Senior Lecturer get started in their role, for example to purchase software for a given course, hire students to assist in course management, or, if negotiated with the position, to support development of research projects. The amount of these funds would depend upon the commitment of the position, as outlined in the letter of appointment, and the needs of the individual and the department.

**Annual discretionary funds for professional development:** These are provided to cover the cost of items such as (but not limited to) a new computer approximately every 5 years and appropriate updated software, new textbooks, journals, travel to national meetings, when appropriate. With rapidly developing technology that can assist in teaching, computers are of utmost importance in performance of the functions of a lecturer. Availability of funds may vary and the award of funds would depend on needs of the individual and department.

**Continuing education:** In order to keep up with the latest research and information in their respective disciplines, persons holding the title of Lecturer and Senior Lecturer are encouraged to attend national meetings.

**Administrative assistant support:** An administrative assistant will be assigned to assist with general tasks including, but not limited to preparing course syllabi, copying notes, student evaluations of a course, and assisting with various other tasks.

**Mentorship:** Mentorship of Lecturers and Senior Lecturers is described in the College of Veterinary Medicine Mentoring Policy (Appendix I).

**Voting Rights:** In the College of Veterinary Medicine, Lecturers and Senior Lecturers are members of the faculty. As stated in the University Bylaws, "Lecturers and Senior Lecturers shall participate fully in those decisions that are directly related to their roles within the college or school and within the department." (Article XIV, Section 1, pg. 20, Bylaws of Cornell University, January 22, 2010. <http://www.cornell.edu/trustees/>)

Although Lecturers and Senior Lecturers are not members of the University Faculty or the Graduate Faculty, they are members of the College Faculty and may attend and participate fully in College Faculty meetings. With respect to voting rights, they are expected to use their

discretion and vote on issues related to their responsibilities. Questions of eligibility to vote on specific issues will be resolved by the Dean as presiding officer.

Departments should have designed and implemented similar guidelines in conducting their own affairs, as mandated by the College Faculty in June 1995 (see Appendix II, College Faculty Minutes June 15, 1995, page 3581).

**Committee membership:** Lecturers and Senior Lecturers are eligible to serve on elected and appointed committees of the College and University Faculty in any capacity that is directly related to the terms of their appointments (see Appendix II, College Faculty Minutes June 15, 1995, page 3581).

**Professional development leave:** To be able to gain new outlooks on teaching and to enhance certain job-related skills, Lecturers and Senior Lecturers are eligible to be granted paid leave to pursue professional development opportunities. These may include (but are not limited to) attending courses and wet laboratories to strengthen skills, or visiting another institution to learn a new teaching, clinical or research technique or to pursue professional collaborations.

Such leaves are approved at the discretion of the Department Chair and the Dean and are subject to available funding, the ongoing academic needs of the Department, and related considerations. The Department Chair may approve in writing two weeks or less of professional development leave. The Dean may approve, in writing, leaves of up to two months. If the Dean approves a leave in excess of two months but less than one year, the leave must be recorded in the university system (see Appendix III, New Draft of Resolution A (III.A of NTTF report of 8/4/05 -- Professional development opportunities) passed by the Faculty Senate on 9 March 2005 and Appendix IV, Human Resources, Policy 6.2.1 Leaves for Professors and Academic Staff (11/20/09).

**Other leaves:** “The University may allow academic staff, including Lecturers and Senior Lecturers, to take leave from appointed responsibilities under certain circumstances, including arrangements that support balance between family life and university responsibilities. Cornell policy promotes academic leave management, which is a collegial approach intended to foster, within appropriate limits, situations of mutual benefit to the academic employee and the university’s academic program.” (See Faculty Handbook, Chapter 3, section 3.3 for complete discussion of university policy on leaves of absence and professional development leaves for professors and academic staff).

**Compensation:** Lecturers and Senior Lecturers should receive appropriate and competitive compensation for the nature of the work that they perform and that will be commensurate with their academic credentials and experience. Cornell University, as an equal opportunity, affirmative-action employer, is committed to employing a highly qualified, diverse faculty that is compensated appropriately without bias.

#### **4. Guidelines for Excellence in Teaching, Clinical Service, Research and Academic Service to Assist in Annual Review, Contract Renewal, and Promotion**

The main component of the position of Lecturer or Senior Lecturer is teaching. However, clinical service, research and academic service may be expected or negotiated. Outlined below are some guidelines for Lecturers and Senior Lecturers for excellence in each of these responsibilities, with an emphasis on teaching. Suggestions on how to document efforts and contributions in order to be evaluated for promotion, contract renewal, etc. are given.

##### **I. Criteria for Teaching Excellence**

Teaching by Lecturers and Senior Lecturers is an integral part of a department's curriculum and should meet a very high standard, reflecting familiarity with changes in the discipline and taking advantage of developments in pedagogy and advances in instructional technology, where appropriate. A dossier should provide evidence that the candidate demonstrates characteristics of successful and effective teachers, including knowledge of the subject, good organizational skills, enthusiasm for teaching, respect for students, and delivery of materials relevant to the curriculum.

Excellence in teaching can be recognized by evaluating:

- Classroom teaching and teaching through clinical service.
- Specific contributions to the design, pedagogy, syllabi, and organization of specific courses.
- General contributions to pedagogy in the subject. This may be exhibited in helping to shape courses at Cornell, in the creation of teaching materials or teaching methodologies, or in helping to train, supervise, or mentor colleagues.

The dossier should include such materials as:

- ***The Teaching Statement***
  - This statement documents the quality and relevance of teaching activities including accomplishments, self-evaluation, steps taken to improve teaching, and plans for future teaching activities.
- ***Teaching Materials***
  - Materials developed by the candidate for different courses and teaching modalities reflecting the quality of effort.
- ***Teaching Evaluations***
  - Quantitative and qualitative evaluations by former and present veterinary students, and also undergraduate and graduate students, interns and residents when appropriate. These serve as indicators of teaching quality.
  - Qualitative input is provided in letters of evaluation from:

- Former and present students, interns and residents where appropriate.
  - Peers, within the Department and College of Veterinary Medicine, and external to the College when appropriate. Peer evaluation may include reports of visits to classes taught by the candidate and evaluation of teaching materials.
  - Supervisors or course leaders for team-taught courses.
- If classroom observations should occur they should be as unobtrusive as possible. Classroom observers should meet with the candidate prior to and following these classes for orientation to the candidate's classroom objectives and to discuss their observations. A written evaluation of the Lecturer's preparation for and handling of the class should be submitted for the individual's review file. In lieu of classroom observations, a department may allow alternative but equivalent documentation of the professional skills and activities to be evaluated.
- ***Teaching Awards***
  - Recognition for teaching excellence is evident in the receipt of or nomination for teaching awards.

- ***Documentation of Activities that Support the Overall Educational Program***

Faculty members support education in a broad context. Support activities should be described and documented, for example:

- Development of new courses and course materials.
  - Effective teaching in and improvement of long-standing courses.
  - Development and use of effective methods of evaluation of students.
  - Development and use of effective methods of evaluation of courses.
  - Participation in the planning, development and implementation of modifications in the academic program necessary to meet changing college, student and societal needs.
- ***Mentorship***

Mentorship and advising of students, interns and residents as individuals and groups is an important facet of the educational process. Successful mentoring and advising is reflected in the academic and professional success of past mentees and advisees (students, graduate students, and residents) or the success of student groups (clubs, organizations).

- ***Impact***

It is important that a Lecturer or Senior Lecturer's teaching efforts be recognized beyond Cornell. In general, teaching contributions of a successful faculty member would be viewed by his or her peers in the field as creative, original and of substantial impact.

Evidence supporting the impact of teaching could include:

- Publications concerning teaching approaches or analysis.
- Contributions to textbooks.

- Textbooks.
- Invitations to speak at national and international meetings, other universities and institutions.

## **II. Criteria for Clinical Service Excellence**

Clinical faculty must possess outstanding clinical skills and be willing and able to apply them effectively. Evidence for eminence in clinical service includes:

- ***The Service Statement***

The statement should document the quality and relevance of the clinical service and will include accomplishments, self-evaluation, steps taken to improve service, and future plans.

- ***Publications***

Publication of clinical findings in peer-reviewed journals (case studies, test evaluations, treatment trials etc.) and/or textbooks.

- ***Performance in the Clinical Environment***

Quantitative and qualitative evaluations of clinical skills are useful indicators of service achievement and include:

- Evaluation of clinical skills by colleagues and peers (inside and outside of Cornell) as reported in letters.
- Evaluation of clinical performance by supervisors, peers, trainees, students and staff as reported by the hospital director to the chair.
- Evaluations of service by clients and/or referring veterinarians (if relevant).

- ***Impact***

It is important that a faculty member's clinical service efforts are recognized beyond Cornell. In general, the clinical contributions of a successful faculty member would be viewed by his or her peers in the field as creative, original, and of substantial impact.

Evidence supporting the impact of clinical service could include:

- Development and evaluation of methods that further the field of expertise.
- Implementation of a new service or procedure.
- Invitations to speak at national and international meetings, other universities and institutions.
- Contributions to textbooks.
- Contributions to outreach activities.
- Awards or other recognition of clinical service.

- ***Mentorship***

Effective mentorship of interns, residents, and junior clinical faculty is viewed as integral to academic clinical service. Evaluation of the success of clinical trainees under the guidance of the faculty member should be evaluated.

### III. Criteria for Research Excellence

Lecturers and Senior Lecturers are generally expected to teach either in the tutor room, classroom and/or on the clinic floor. If research is negotiated as a part of the effort distribution, the percent effort remaining for research generally limits the type of research to mainly clinical research (retrospective studies, drug trials, prospective clinical studies) and collaborative research. Lecturers and Senior Lecturers provide valuable contributions to a collaborative research program and are not expected to perform independent research endeavors.

Evidence for excellence in clinical and collaborative research includes:

- ***The Research Statement***

The statement should document the quality and significance of the research and will include accomplishments, self-evaluation, steps taken to improve research, and future plans.

- ***Publications***

When appropriate, there should be clear evidence of productivity by the publication of scientific articles documenting the faculty member's research activities. Authorships on papers should reflect the role played by the faculty member in the study. If the research conducted by a lecturer or senior lecturer is largely collaborative in nature, senior author papers would not be expected or required as an indication of success in research. When her or his role includes mentoring of interns, residents or graduate students and the position description includes research, the faculty member should engage in projects that educate these persons in scientific study design, data retrieval, data analysis and manuscript preparation, and place them as primary authors on publications.

While the number of publications in peer-reviewed journals appropriate to the research discipline is important, the quality of the publications, as judged by peer evaluation and metrics such as frequency of citation, should be considered as well.

Non-refereed publications including textbooks and book chapters can be part of the mix of publications and are often a sign of recognition of expertise in clinical service.

- ***Funding***

Specialty-track faculty can apply to obtain funding support for their research program through internal, college or university grants and can also seek funding from external funding agencies. Expectations in funding support are relative to research goals of the individual and the percentage of research effort as outlined in the appointment letter.

- ***Impact***

It is important that a faculty member's research efforts are recognized beyond Cornell. In general, the research contributions should be viewed by his or her peers in the field as creative and original. Evidence supporting the impact of research could also include, but

is not limited to, presentation of research findings at national and international veterinary and scientific meetings.

- ***Mentorship***

Mentorship is generally considered to be a part of the teaching responsibilities. However, successful research mentorship of veterinary students, interns, residents, graduate students, undergraduate students, and postdoctoral fellows is viewed as integral to an internship/residency and research program. In these cases, the success of former trainees should be evaluated.

#### **IV. Evaluation of Academic Service**

The quality and relevance of the academic service should be described, including the impact of activities, reports, or programs developed as a result of committee service. Participation in academic service includes:

- Serving on Departmental, College and University committees.
- Organizing journal clubs, work-in-progress, or seminar series.
- Participating in the design of veterinary foundation courses, new graduate or undergraduate programs.
- Contributing to the organization of scientific conferences, both locally, nationally, and internationally.
- Service to professional organizations.
- Service to student organizations.

## 5. Annual Reviews

- A review of each Lecturer's and Senior Lecturer's performance should occur annually. It is recommended that all individuals within the Lecturer/Senior Lecturer track undergo an annual self-assessment exercise in addition to, or in conjunction with, any evaluation process with their supervisor and/or department chair.
- Procedures should be standard within the Department and exist in written form, distributed to all Lecturers and Senior Lecturers upon hiring.
- The Lecturer/Senior Lecturer should provide a current curriculum vitae, together with a letter or report describing past performance and future career plans, to the Department Chair.
- The Department Chair, after reviewing the CV and report, should meet with the Lecturer/Senior Lecturer and provide input regarding the position and the performance of the individual and should give advice on future career endeavors.
- After meeting the Chair, the faculty member should be given timely written notification of the results of the performance evaluation.
- Any changes in effort distribution shall be noted and recorded in the documentation of the annual review.

## 6. Contract Renewal Guidelines

**Appointment Term:** The College recognizes the importance to the university of the quality and richness that Lecturers offer; this value to the university is recognized with *three-year appointments for Lecturers* and *five-year appointments for Senior Lecturers* (see section 1).

**Criteria:** Reappointment of Lecturers and Senior Lecturers depends on the quality of their performance in the position, the availability of funds and space, and the continuing needs of the sponsoring academic unit for the position. Recommendations about renewal of a Lecturer or Senior Lecturer's contract should be based on departmental resources, programmatic needs, and criteria related to teaching ability and contributions to pedagogy, and, when defined as part of the appointment, clinical service, research, and academic service. Recommendations about contract renewal must involve the collection and evaluation of data pertinent to the candidate's performance, as well as input from the candidate. A department's renewal policy should support the expectation that high performance will be rewarded.

**Guidelines and Procedures:** Any contract renewal will be conducted according to the guidelines and procedures in this document. A copy of these guidelines and the procedures for appealing a negative recommendation should be given to the faculty member. The review for reappointment is conducted by the Department Chair in consultation with the departmental faculty (see below).

The Lecturer/Senior Lecturer should prepare a renewal dossier consisting of:

1. An updated curriculum vitae.
2. A narrative statement from the candidate describing past and proposed contributions to teaching in the department, along with a statement of her/his instructional goals, methodology, and a self assessment of how courses are going. The narrative may also include input regarding other aspects of the job description as appropriate including research, clinical service and academic service.
3. Teaching portfolio and other supportive materials the candidate sees fit, especially in accordance with the letter of appointment and percent distribution.
4. The Department may opt to include letters of evaluation from individuals within the Department or College.

Given that Lecturers and Senior Lecturers in different departments have varying sets of responsibilities, it is not possible to establish, at the College level, detailed criteria for reappointment that would be applicable to all units. Thus, the person should be evaluated based on the letter of appointment and percentage distribution of efforts. Guidelines for excellence in teaching, clinical service, research and academic service have been outlined elsewhere in this document.

Contract renewal should be based on the demonstration of continued high performance first and foremost in teaching, in the performance of clinical service and its relationship to teaching if appropriate, as well as research and academic service, as described in this document.

Lecturers must be reviewed for contract renewal in time to render a departmental recommendation one semester before the end of their first three-year contract. Senior Lecturers and Lecturers with more than three years of service should be reviewed for contract renewal in time to render a decision two semesters before the end of their contract.

Lecturers with sufficient experience (usually in their fifth year of service) may be reviewed for promotion to Senior Lecturer (see the college guidelines for promotion from the rank of Lecturer to Senior Lecturer in Section 7). A review for promotion may also serve as the review for contract renewal if the timing is appropriate.

In order to meet these deadlines, it is recommended that a Lecturer should gather materials for the review and give them to the Department Chair by twelve months before the end of her or his appointment in order to ensure adequate time for review. For a Senior Lecturer, or a Lecturer with more than three years of service, materials should be given to the Chair at least eighteen months before the end of her or his appointment.

Departments should notify Lecturers and Senior Lecturers in the year preceding the review for contract renewal that such a review will take place (see timetable, below). Departments should provide the candidate with a copy of the guidelines and procedures for contract renewal in effect at that time, as well as departmental policies and procedures that further specify the requirements for effective performance in the position.

The candidate's dossier for renewal will be reviewed by the department, with a vote taken regarding the decision to renew by tenured faculty (for Senior Lecturer renewals) or by tenured faculty and Senior Lecturers (for Lecturer renewals). The decision for renewal is granted by the Department Chair with the approval of the Dean. Although the dossier should be made available to all voting faculty members of the department, in some large departments it may be more appropriate for an Advisory Committee to review and report to the voting faculty on the dossier (see "Role of the Department Chair" in Section 7). Implementation of this modified process should be established as policy by the departmental faculty.

**Timeline:** Candidates for renewal should receive timely notification of the results of performance evaluation reviews and renewal recommendations and decisions.

Written notice of a decision whether or not to renew the appointment must be given to the faculty member by the Department Chair; this should be done as early as possible. A minimum of three months' notice is required for those with less than 2 years of service, excluding summers. A one-semester notice of termination must be provided to Lecturers and Senior Lecturers who have had at least two but not more than three years of continuous service, and a two-semester notice must be provided to those with more than three years of continuous service. These requirements are applicable regardless of the full- or part-time status of the Lecturer or Senior Lecturer.

<b>Time in Position</b>	<b>Notice Required</b>	<b>Initiate Performance Review</b>
< 2 years	3 months	6 months before renewal date
2 – 3 years	1 semester	1 year before renewal date
> 3 years	2 semesters	18 months before renewal date

**Notification of a Positive Contract Renewal Review:** If the departmental recommendation is positive, the Chair should meet with the candidate to convey the recommendation and to discuss the candidate’s teaching goals, approach, and performance, and how courses she or he teaches relate to the department’s overall curriculum. The candidate should be given clear guidance, as a result of this review, as to whether he or she is performing at the level expected and meeting the department’s continuing needs. If there are areas in which improvement is desired, these areas and the evidence that will demonstrate a successful effort to improve must be clearly indicated in writing.

The Chair must give the candidate a letter summarizing the evaluation of her or his performance and noting any concerns or conditions for future employment. A copy of this letter and a statement from the Department Chair summarizing the Department’s renewal of the contract and its final recommendation must accompany the reappointment form to the Office of the Dean, where it is to be reviewed for final decision.

**Notification of a Negative Contract Renewal Review:** In the case of a negative review and a recommendation not to reappoint, the candidate must be notified in writing of the Department’s decision and the reasons supporting it, subject to the constraints necessary to preserve confidentiality. The individual must be given official notice as stated above.

**Informing the Candidate of the Appeals Process:** The notice must inform the candidate of her or his right to appeal the decision and the procedures for exercising that appeal (See Section 8). The Department should delay its notification of the Dean for up to three weeks, pending the decision of the candidate whether to appeal, and if the decision is appealed, notification of the Dean shall await the outcome of that appeal. The appeals process, unless it results in a decision to renew the candidate’s contract, shall not extend the period of employment beyond the period specified in the notice.

**Dean’s Negative Decision:** If the Dean plans to override a Chair’s positive recommendation for renewal, he or she must submit the dossier for review by the College Committee for Review of Lecturer Faculty Appointments and Promotions before making a final decision. The Committee will provide a written evaluation to the Dean.

## 7. Promotion to Senior Lecturer

### General Requirements for Promotion to the Position of Senior Lecturer

A sustained record of outstanding performance in teaching, clinical or academic service, and research, with consideration to relative amounts of each responsibility corresponding to the candidate's letter of appointment, is required.

Two full terms as a Lecturer (total of six years) or in the case of new employment, comparable rank and duration during previous employment are required.

### Promotion Procedure

The process for promotion to Senior Lecturer will be as follows:

1. Recommendation for promotion will be reviewed by the Department Chair in consultation with departmental faculty. If the department establishes an Advisory Committee, these individuals should be familiar with the candidate's teaching and other responsibilities. Strict confidentiality with respect to the dossier and the deliberations thereon must be maintained by everyone involved in any review and at all stages of the review. In its report, the Advisory Committee should note any appearance of problematic instruction or interaction with students or colleagues, as well as strengths to be encouraged, and make a recommendation regarding promotion.
2. The material listed below (together with the report of the Departmental Advisory Committee, if one is in place) should be available for review by the departmental faculty members eligible to vote on the recommendation of the committee.
3. A vote of the Department's tenured faculty members and Senior Lecturers will occur. This vote shall be advisory to the Chair.
4. The Chair's decision whether to recommend promotion, renewal without promotion or termination shall be conveyed to the candidate allowing time for the candidate to appeal a negative recommendation, as specified below (section 8).
5. The Chair's recommendation shall then be presented to the Dean.
6. The dossier is transmitted to the College Committee for Review of Lecturer Faculty Appointments and Promotions, which serves in an advisory capacity to the Dean. The Dean reviews the input from this committee as well as the department before making a final decision.
7. If the initial review does not result in promotion, the department must conduct a second formal review within a five-year-period, if requested by the candidate.

## **Promotion Dossier**

The complete dossier is to include:

- A cover letter from the Chair of the department.
- The candidate's statement including experiences and accomplishments in teaching, clinical service, academic service, and research along with future career goals.
- A current curriculum vitae.
- A teaching portfolio including but not limited to course syllabi, reading lists, handouts, assignments, graded exams and grade sheets (with identifying information removed).
- Teaching and course evaluations (to be provided by the Department Chair).
- When appropriate, letters of evaluation from current and former interns, residents and graduate students.
- A minimum of three, but preferably more letters of evaluation (not letters of support) solicited by the Chair in accordance with the lecturer's percent effort in the three areas (teaching, clinical service, and research). These letters should be from colleagues in a similar field that are able to assess the quality of the applicant's work with some internal (within the Department and College) and more external (outside of Cornell University) evaluations included, as appropriate to the position.
- The Departmental vote.
- Any other materials the candidate deems necessary.

## **Role of the Department Chair**

The Chair is responsible for:

- Meeting with the candidate; assembling the dossier.
- Teaching evaluations from former and current students and/or departmental teaching evaluations that have been collected during the candidate's employment, and a summary of these.
- Reappointment letters and any reviews assessing the candidate's performance.
- Letters of evaluation from prominent teachers (not letters of support). The candidate may suggest names of qualified reviewers, in which case those individuals should be identified in the dossier as having been nominated by the candidate.
- If deemed appropriate, establishing the Departmental Advisory Committee consisting of Senior Lecturers and tenured faculty members from the Department and/or College (minimum of three members including at least one Senior Lecturer), to review the dossier and make recommendations to the Department.
- Obtaining the department faculty vote.
- Forwarding the recommendation for or against the candidate's promotion to the Dean.

## 8. Termination, Grievances and Appeals

### **Non-renewal or Early Termination of Term Appointments**

Lecturers and Senior Lecturers must be given a minimum of three months notice for those with less than two years of service (excluding summers). One semester notice is required for those having completed at least two years of service. Two semesters notice are required for those having completed three or more years of service. The general provisions relevant to this issue can be downloaded at the following link: <http://hr.cornell.edu/policies/academic/> (see Appendix V, Letter from Office of Provost to Academic Deans – Notice Requirements for Early Termination, Non-Renewal or Reduction in Effort/Salary for Non-Tenured/Tenure Track Academic Staff (3/24/09)).

### **Reduction of Effort/Salary**

The notice requirements for the reduction in effort, and a corresponding reduction in salary are in most cases less extensive than those that pertain to the non-renewal or early termination of such appointments. Two months of notice is required if the planned reduction in effort/salary does not affect benefit status. In cases in which such reduction will result in the loss of benefits for such individuals, the notice provisions for early termination or non-renewal described above should be observed. If funding, budget or other uncertainties create the possibility, but not certainty, of a reduction in effort/salary, the individual should be notified of the uncertainty, and this notification serves as sufficient notice to satisfy the notice requirements for a reduction in effort/salary (Appendix V).

### **Phased Retirement**

Lecturers and Senior Lecturers are entitled to participate in a phased retirement program, if they so choose and meet the requirements. The program is for staff currently receiving Cornell benefits, including academic staff, and became available on March 1, 2009. The eligibility requirements are: at least age 55, or greater; at least ten completed years of service or greater; currently working at least 30 hours per week (equivalent exempt effort) or greater to qualify. Those working less than 30 hours per week are already part-time and do not qualify for the program.

More details can be found at: [http://www.hr.cornell.edu/benefits/retirement/phased\\_staff.html](http://www.hr.cornell.edu/benefits/retirement/phased_staff.html)

### **Grievance Procedures**

The College Academic Grievance Procedures provide the means whereby any member of the faculty or academic professional staff of the College who believes him or herself to be aggrieved can obtain consideration for redress of his or her grievance. Grievable matters include, but are not limited to the following: reward (salary or other benefits); academic freedom; work assignment; working conditions; discrimination; sexual harassment; and the existence of, adequacy of, and adherence to equitable grievance procedures. The General Committee of the

Faculty is the College grievance committee and the grievance procedures are described in detail in a document that can be viewed on the College website

<http://web.vet.cornell.edu/college/rmss/policies.cfm> or obtained from the Dean's Office.

Chapter 5 of the Faculty Handbook describes expectations for College-Level Grievance Procedures and provides a link to the relevant part of the University Policy website. College grievance procedures are not applicable to complaints with respect to appointment, reappointment and promotion, which are dealt with by a special process described elsewhere in this document. The procedures that should be followed, at the University level, when academic misconduct is thought to have occurred are described in Chapter 5 Academic Policies and Responsibilities of the Cornell Faculty Handbook pp. 73-76 (Appendix VI).

A grievant may also wish to consult the University Ombudsman. The ombudsman "hears complaints from any source within the university community or directed against anyone in the university exercising authority and attempts to assist in obtaining a resolution of the problem. To the extent permitted by law and consistent with other university policies, confidentiality and anonymity will be provided to any grievant who requests such protection. When appropriate, the office investigates and reports findings and conclusions without restriction other than to protect the rights of individuals. The office does not exercise powers of decision but may accept the role of arbitrator when requested to do so by parties to a dispute. Their web address is <http://ombudsman.cornell.edu/>." See Cornell Faculty Handbook, Chapter 7, Services and Facilities.

### **Appealing a Negative Recommendation on Contract Renewal or Promotion**

Any Lecturer or Senior Lecturer who is reviewed for and not recommended for reappointment or promotion by a department may appeal that decision for cause at the departmental and college levels. The candidate shall be informed of this right and the procedures for exercising it when she or he is first notified of a negative recommendation. The candidate may decline to pursue the appeals procedure at any stage. However, the appeals procedure described herein must be followed sequentially. Waiver of any stage of the appeals procedure shall cause the candidate's right to proceed further to be forfeited.

#### ***Grounds for Appealing a Negative Review***

- Faulty or improper conduct of the review resulting in the recommendation not to reappoint or promote, including consideration of irrelevant factors.
- Discrimination.
- A decision so inconsistent with the evidence that it must be deemed arbitrary or capricious.

#### ***Steps in the Appeal Process***

1. Within three weeks of receiving the Chair's notice of the recommendation not to renew or promote and the statement of reasons, the candidate may appeal in writing to the Chair for reconsideration of that recommendation. The candidate may address any issue he or she deems appropriate and may present new material for consideration.
2. Within two weeks of receiving the appeal, the Department Chair shall consult the voting members of the departmental faculty, including Senior Lecturers, Principal Research Scientists, Senior Research Associates, Senior Extension Associates and tenured faculty

members. The faculty will be charged with evaluating the appeal and making a subsequent recommendation within three weeks.

3. Within one week of receiving faculty input, the Chair shall notify the candidate in writing of a final decision. A copy of the Chair's letter to the candidate shall be sent to the Office of the Dean, along with a letter summarizing the department review and its final decision.
4. If, following an appeal, the Chair's recommendation remains negative, the candidate may, within one week of receiving the Chair's letter, appeal to the Dean of the College. The Dean will consult the College Committee for Review of Lecturer Faculty Appointments and Promotions. The Dean will review the input of the Committee and may review and base his or her decision on the entirety of the candidate's record or any part thereof deemed appropriate.
5. Within three weeks of receipt of this appeal, the Dean's decision shall be rendered to the candidate in writing and shall be final with no further appeal. A copy of the Dean's letter to the candidate shall be sent to the Department Chair and the voting members of the department faculty.

## APPENDICES

- I. College of Veterinary Medicine Mentoring Policy (10/18/07)
- II. Lecturer and Senior Lecturer Participation in College and Department Affairs
- III. New Draft of Resolution A (III.A of NTTF report of 8/4/05)  
Professional development opportunities
- IV. Human Resources, Policy 6.2.1  
Leaves for Professors and Academic Staff (11/20/09)
- V. Letter from Office of Provost to Academic Deans  
Notice Requirements for Early Termination, Non-Renewal or Reduction in  
Effort/Salary for Non-Tenured/Tenure Track Academic Staff (3/24/09)
- VI. Excerpt from the Cornell University's 2010 Faculty Handbook  
Chapter 5. Academic Policies and Responsibilities.

## APPENDIX I

### CSFW Recommendations for Mentoring of College Faculty<sup>2</sup>

WHEREAS a number of concerns about mentoring of faculty emerged from the survey on *The College Climate and Faculty Career Satisfaction* that was administered to all faculty members in the College by the Committee on the Status of Faculty Women (CSFW) in 2006, the CSFW has developed a proposal for mentoring of faculty. As part of this process, the Committee met with the Department Chairs and Baker Institute Director on April 2, 2007 to discuss departmental mentoring of faculty. After additional input from the Chairs, the General Committee, the Affirmative Action Committee, individual departments and faculty members, the CSFW makes the following recommendations. The goal of these recommendations is to improve mentorship and career development of College faculty members.

#### MOTION

That the College of Veterinary Medicine establish a mentoring program as described below.

#### **Supervisor/Chair**

All faculty members should have mentorship from their designated **supervisor**, who is usually their **department chair**<sup>3</sup>. This mentoring is connected to evaluation of the faculty member for promotion and compensation and is an essential part of career development for all faculty members. Where appropriate, the department chair may identify another individual to act as supervisor for certain non-tenure track faculty members. The designated person will then serve in an evaluative capacity for the faculty member and also provide mentorship. It is expected that all faculty members meet at least annually with their supervisor/chair.

#### **Mentor**

In addition, all faculty members are expected to have a faculty **mentor** who is not required to serve in an evaluative role. This individual may come from the faculty member's own department, from another department in the college or, if appropriate, from another college or university. The mentor will serve as a consultant and sounding board, and would encourage and facilitate career development. This individual will be chosen by the faculty member in consultation with the supervisor/chair. The identity of the mentor will be known to the supervisor/chair and the faculty member may be encouraged to meet with the mentor by the supervisor/chair. The mentor will not be required to provide evaluations of the faculty member for promotion or compensation matters, but they may do so if they wish (e.g. as part of the

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<sup>2</sup> Those with the following titles are included: Professor, Associate Professor, Assistant Professor, Senior Lecturer, Lecturer, Instructor, Principal Research Scientist, Research Scientist, Senior Research Associate, Research Associate, Senior Extension Associate, Extension Associate. Any future titles of a similar nature will also be included. However, Postdoctoral Associates and Fellows are not included, because they are still in training.

<sup>3</sup> In the case of faculty at the Baker Institute the primary supervisor is the Director. In mentoring of the faculty member, the Director works together with the chair of the academic department with which the faculty member is affiliated. Throughout the document, where 'chair' is written, read 'director and chair' for Baker Institute faculty.

evaluation for tenure of a faculty member in their department). The mentor may be changed, in consultation with the supervisor/chair, as the needs of the faculty member change.

### **Evaluation**

The impact of this program will be evaluated 2 years after its implementation. A questionnaire will be administered to all faculty members. The format will be similar to that of the questionnaire on college climate that was administered in 2006 and responders will be anonymous. A separate questionnaire will be administered to chairs and other supervisors. As deemed appropriate, discussions of progress will occur in meetings with the dean, the dean's representative, the chairs, and/or the other supervisors. Open meetings will be held with the non-evaluative mentors and/or the mentees, in order to obtain additional feedback on mentoring. Written and verbal input will be used to recommend revisions and improvements to the mentoring program.

*(End of Motion)*

*18th. October, 2007*

*This motion was unanimously approved by the College faculty at their November, 2007 meeting.*

## APPENDIX II

### **Lecturer and Senior Lecturer Participation in College and Department Affairs**

*The following motion was approved by the faculty of the College of Veterinary Medicine on June 13, 1995 (see College of Veterinary Medicine Faculty Meeting Minutes pp. 3581-3583):*

“Whereas the Board of Trustees has directed that Lecturers and Senior lecturers will participate fully in the affairs of the College and its Departments and have voting rights on issues directly related to their responsibilities.

“Be it resolved that all lecturers and senior lecturers be invited to attend and fully participate in the meeting of the veterinary Faculty. With respect to voting rights, they are expected to use their discretion and vote on issues related to their responsibilities. Questions of eligibility to vote on specific issues will be resolved by the Dean as presiding officer.

“Be it further resolved that such lecturers and senior lecturers be eligible to serve on elected and appointed committees of the Faculty in any capacity which is directly related to the terms of their appointments.

“Any differences or difficulties in interpretation arising from this legislation will be resolved by the Dean and/or the General Committee.

“Be it further resolved that the various Departments Divisions of this College design and follow similar legislation on their own affairs.”

## APPENDIX III

### New draft of Resolution A (III.A of NTTF report of 8/4/05)

Passed by faculty senate 9 March 2005

#### A. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

*Whereas* non-tenure-track faculty (NTT faculty) are continuing long-term employees of the University who support the central missions of the institution in teaching, research, and outreach; and

*Whereas* the University has a positive interest in the professional and intellectual growth of all faculty; and

*Whereas* equity across college, school, and other administrative boundaries recommends similar treatment of faculty in similar titles,

*Be it resolved* that the Senate calls on the Provost and officers of schools, colleges, and administrative units employing NTT faculty to create professional development opportunities for these faculty where they do not exist, in the form of paid and unpaid leaves and individual research and travel accounts corresponding as closely as possible to the following descriptions.

1. Professional Development leaves. Senior lecturers, senior research associates, and senior extension associates should become eligible to apply for paid Professional Development (PD) leaves at regular intervals.
  - i. Eligibility. Senior lecturers, senior research associates, and senior extension associates should become eligible to apply for PD leaves after their first reappointment after six years of full-time service. Part-time service should be prorated for progress toward eligibility. Interruptions in service, unless spent in a comparable PD or study leave or Prestigious Fellowship leave, should not interrupt progress toward eligibility. After a first PD leave, senior lecturers, senior research associates, and senior extension associates should become eligible for another after seven years of full-time service.
  - ii. Duration. Under this proposed policy a PD leave will normally be for a full semester (or in the case of 12-month employees, six months) at full pay and benefits. In exceptional circumstances it may comprise two semesters or 12 months at half pay.
  - iii. Proposals. Applicants for PD leaves will present proposals for projects allowing for concentrated thinking on or investigation of substantive topics of interest related to the their professional or intellectual commitments. Proposed PD projects need not be related directly to improvements in pedagogy or extension/augmentation of research skills, but they should promise (and deliver) a yield of contributions to the applicant's discipline or department that would not otherwise have been possible.
  - iv. Application. Applicants will submit proposals together with the endorsement of the chairs of their departments to their school or college deans or other officers of their employing units, or to their designees.
2. Leaves without pay.
  - i. Unpaid leaves of absence should be available to senior lecturers, senior research

- associates, and senior extension associates after six years of service (and, by negotiation with the department chair or head of administrative unit, before that time).
- ii. Leaves may be for one or two semesters with assurance of reemployment in the same position upon return.
  - iii. Under these conditions, unpaid leaves of absence should be granted upon suitable application. University contributions to retirement, medical, and Cornell Children's Tuition Scholarship plans of those taking leave should be continued at the level obtaining immediately prior to the leave.
  - iv. A senior lecturer, senior research associate, or senior extension associate should not be unduly penalized with respect to salary increases by taking an unpaid leave for which she or he is eligible.
  - v. Those in these titles who win any of the prestigious awards which make tenure-track faculty eligible for unpaid leaves with continuing benefits from Cornell should be eligible for unpaid leaves with the same continuing benefits as tenure-track faculty receive.
3. Research and travel support. Continuing NTT faculty in some schools and colleges are already provided with annually replenished individual research accounts and with funding for attendance at and travel to professional conferences. Where these opportunities do not exist, we believe they should be established
  4. Funding and implementation of these proposals. The University should work with the several colleges, schools, and employing administrative units to identify funds available and to seek them where they do not exist. Colleges and schools should keep NTT faculty informed of the availability of such PD opportunities as develop.
  5. Adoption of any part of this PD proposal should not diminish travel and research funding already made available to NTT faculty as members of a college school, or department. The granting of a PD leave to a NTT faculty member should not impair his or her eligibility for such travel and research funding as is available to other NTT faculty members in his or her college, school, or department.

## APPENDIX IV

### Policy 6.2.1

#### Leaves for Professors and Academic Staff

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##### APPENDIX B, CONTINUED

- In the university database's "position management" system, an academic with a position in a unit or other unit may leave that position temporarily to serve in an administrative capacity outside the unit; as a placeholder in the position management system, "administrative leave" from the position may be indicated (particularly to enable appropriate analyses when a tenured professor's position is involved)

##### **Imposed Leave**

An Imposed Leave is a leave by administrative action. For more information on Imposed Leaves, please consult Article XVI, Section 10, of the [Cornell University Bylaws](#), and the [Dismissal and Suspension](#) policy for faculty members.

##### **With or Without (Cornell) Salary**

Other Leaves" must be indicated as "with Salary" or "without Salary," referring to salary paid through Cornell Payroll. Even if a professor or academic staff member on Other Leave is receiving income, the source of income may be external, such as a fellowship paid to the academic directly from a foundation, in which case the leave category would be "Other Leaves without Salary."

A salary supplement paid when an academic is otherwise on "Other Leave without Salary" does not change the category to "with Salary." Honoraria, subsistence allowances, and expense reimbursements do not constitute "Cornell salary" for the purpose of this leave categorization (even though Cornell may be required to treat these payments as taxable).

##### **Leaves of Up to Two Months**

The department chair (or equivalent in other academic units) may approve in writing two weeks or less of leave. The dean (or equivalent in other academic units) may approve in writing two months or less of leave. In both cases, the record of approval is retained in the approving administrative office, and it is not necessary to record the leave in university systems via the HR Online Transaction unless salary is affected; however, if the leave is for medical or family-related reasons, procedures in the Short-term Medical Leave and the Family and Medical Leave Act sections of this policy prevail.

##### **Leaves from Two Months through One Year**

Deans or other executives may approve Other Leaves of one year or less. Any leave in excess of two months, whether or not it affects salary, must be recorded in university systems by filing an HR Online Transaction, with

supporting documentation (including approval letter to the individual with specific dates and conditions of the leave).

#### Other Leaves or Leave Combinations that Exceed One Year

Other Leaves that exceed one year and leave combinations that exceed one year require approval of the provost through the Academic Personnel Policy) Office.

## APPENDIX V

Date: March 24,2009

To: Academic Deans

From: John Siliciano, Vice Provost  
Mary George Opperman, Vice President for Human Resources

Re: Notice Requirements for Early Termination, Non-Renewal or Reduction in Effort/Salary for Non-Tenured/Tenure Track Academic Staff

We are writing to remind deans of the university's notice requirements regarding various personnel decisions relating to non-tenured/tenure track academic staff. We ask that you distribute this information to the relevant department chairs, directors and college administrators to assist them in their budget planning process. It is also important to note that the time periods set out below constitute the minimum acceptable notice requirements. More notice is generally preferable, and units should therefore strive to notify affected individuals as early as possible.

### I. NON-RENEWAL OR EARLY TERMINATION OF TERM APPOINTMENTS

There are minimum notice requirements for the non-renewal or early termination of appointments for academic staff holding renewable appointments. These requirements vary depending on academic title and length of service. The general provisions relevant to this issue may be found at the following link: [http://www.ohr.comell.edu/poh/cies/academic/academicApptTemisSections/AcademicApp termination.pdf](http://www.ohr.comell.edu/poh/cies/academic/academicApptTemisSections/AcademicApp%20termination.pdf)

*A. Academic staff other than lecturers and senior lecturers.* A minimum of three months notice is required for nonrenewal or early termination of appointments. For each year of service in the position beyond three years, an additional month is added to this minimum, up to a six month maximum.

*B. Lecturers and senior lecturers.* A minimum of three months of notice is required for those with less than two years of service (excluding summers). One semester notice is required for those having completed at least two years of service. Two semesters notice are required for those having completed three or more years of service.

*C. Funding, budget or other uncertainties.* If funding, budget or other uncertainties create the possibility, but not certainty, of early termination or nonrenewal of a position, the individual should be notified of the uncertainty, and this notification serves as sufficient notice to satisfy the above requirements. Such notice should be in writing to the individual and specifically note that it is serving as notice of non-renewal or early termination, should such actions be necessary. It is not adequate, for example, simply to issue a blanket notification to all academic staff that funding, budget or budget uncertainties may cause some non-renewals or early terminations of staff positions.

*D. Exceptions.* In some situations no notice is required. These include (1) an appointment clearly communicated as being non-renewable (i.e., a terminal appointment, although notice would be required for early termination of the appointment); (2) the termination of the grant or contract that is the sole source of salary for the staff member and for which the staff member is the principal investigator; (3) situations in which the staff member is not paid through Cornell; (4) cases in which the staff member is dismissed for cause.

## APPENDIX VI

### Excerpt from Cornell University's 2010 Faculty Handbook

<http://theuniversityfaculty.cornell.edu/handbook/toc.html>

#### Chapter 5. ACADEMIC POLICIES AND RESPONSIBILITIES

Some of the regulations, guidelines and codes in this section are applicable to the entire university community, but are of primary importance to the faculty. The faculty are responsible for enforcing or complying with the various policies and procedures established by the University Faculty in order to carry out their academic and professional responsibilities. The following statement on academic freedom and responsibility was adopted by the University Faculty on May 11, 1960:

Principles of Academic Freedom and Responsibility Academic Freedom for the Faculty of Cornell University means:

Freedom: of expression in the classroom on matters relevant to the subject and the purpose of the course and of choice of methods in classroom teaching; from direction and restraint in scholarship, research, and creative expression and in the discussion and publication of the results thereof; to speak and write as a citizen without institutional censorship or discipline;

and

Responsibility: to perform faithfully the duties of the position; to observe the special obligations of a member of a learned profession and an officer of an educational institution to seek and respect the truth; to make it clear that utterances made on one's own responsibility are not those of an institutional spokesman.

Academic freedom is valued very highly at Cornell, and the University Faculty defends it tenaciously; nevertheless, the same University Faculty is disinclined to see the concept abused. Academic freedom does not imply immunity from prosecution for illegal acts of wrongdoing, nor does it provide license for faculty members to do whatever they choose.

Many departments, particularly in the contract units, have commitments to provide services to the people of New York State or to perform studies in areas judged important to the general welfare. Other departments have commitments to maintain broad research programs in certain areas. All departments have obligations to provide advising and balanced programs of instruction for students. Performing the duties of one's position faithfully entails bearing a suitable share in these departmental responsibilities. The initial expectations held of faculty members are usually made clear in the letter of appointment. As time goes on, the faculty member consults with the department chairperson about shifts that may be needed or desired in these duties. It is understood that normally the determination of the precise assignments should not be entirely unilateral but rather by agreement. In case such agreement cannot be reached, the chairperson has the responsibility to exercise his or her authority and decide the matter. If the decision is perceived as unfair, the faculty member can resort to the college-level academic grievance procedures described in this section.

The principles of academic freedom assure wide discretion to the faculty member in determining the thrust of research and scholarship, provided the work continues to fulfill departmental obligation. The presumption is always of self-direction and freedom accompanied by responsibility.

### **Academic Misconduct**

The procedures that should be followed when academic misconduct is thought to have occurred are described in detail in Chapter 5 of the Faculty Handbook (pp. 73-76).

### **College-Level Grievance Procedures**

The university sets minimum standards that are intended to provide appropriate means by which individuals holding academic appointments at Cornell who believe themselves to be aggrieved can obtain consideration and, possibly, redress of their grievance. These minimum standards, available on the University Policy website at:

[http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/humanresources/upload/vol6\\_2\\_10.pdf](http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/humanresources/upload/vol6_2_10.pdf) have been implemented to assist the colleges of the university in establishing their specific grievance procedures.

Each college is responsible for establishing grievance procedures that must be published and distributed to all individuals covered by them. Although specific procedures may vary from college to college due to the particular circumstances of each, they must be consistent in their recognition of the interests and responsibilities of the individual, the college, and the university. A formal grievance procedure may be invoked to seek redress of decisions made and/or actions taken at the unit, college, and/or university level that the academic employee may consider intolerable to the effective execution of his or her responsibilities. Grievable actions may apply to a number of separate or related components of those responsibilities including, but not limited to: reward; academic freedom; work assignment; working conditions; legally prohibited discrimination involving, but not limited to such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, age, or disability; and the existence of, adequacy of, and adherence to equitable grievance procedures.

Anyone contemplating the initiation of an academic grievance can receive information and counseling from the Office of the University Faculty, the office of the dean of the school or college, or the Office of the University Ombudsman.