Hebrew Theological College
A member of the Touro College and University System

Hebrew Theological College is a partner with the Jewish United Fund in serving our community

FACULTY HANDBOOK
Effective January 1, 2017

updated 11/20/16
IMPORTANT NOTICE

Hebrew Theological College (HTC) values its faculty and its many contributions to HTC and the Touro College and University System (TCUS). We offer this handbook to provide general guidelines and information regarding faculty policies. This is not intended to be exhaustive or to address all the possible applications of, or exceptions to, the official policies and procedures of HTC. Some of the subjects described in this Handbook are covered in detail in official policy and procedure documents found online, the academic catalog and elsewhere. We encourage you to refer to these documents for specific information, since this Handbook only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the TCUS Office of Institutional Compliance. Please note that the terms of the full official policies are to be followed in the case of any inconsistency.

This Handbook is not written to confer any rights or privileges on faculty or impose any obligations on HTC. No individual or representative of HTC, except the President, has the authority to enter into any agreement or understanding to the contrary. This Handbook is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. The HTC administration will attempt to inform you of policy changes, but faculty are responsible for keeping current on all College policies, procedures and practices, so please check your assigned HTC email address for all such notices and for all HTC communication, as it is the official method of contact. Information may also be found through the TouroOne portal.

Except as noted in the paragraph below, no contract rights exist or are established in the employment setting by and between HTC and its faculty. To this end, you waive and HTC disclaims any contract or liability for promises, assurances, representations, warrantees, or other statements made in its employment postings or job offers, and it makes no promises, assurances, representations, guarantees, warrantees or other statements concerning employment at the College. Thus, you waive and HTC disclaims any liability in tort in connection with any of the foregoing. These disclaimers are, in effect, covenants not to sue binding on you, and are tacitly agreed to by you. As a condition of employment, you agree to waive your rights to a jury trial in any action or proceeding related to such employment or the separation thereof.

Employment at HTC requires an employee to consent to, and is consideration for and constitutes an employee’s knowing acceptance of, the binding Alternative Dispute Resolution (“ADR”) mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, employment or separation from HTC and/or this Handbook, which is not resolved through HTC’s internal mechanism shall be exclusively resolved through the Chicago Rabbinic Council Beth Din, the results of which shall hold the same force and effect as binding arbitration. An employee may decline the services of the Beth Din and opt for final and binding expedited arbitration conducted solely before the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the ADR shall be at a convenient office on a HTC campus where the employee is (or was last) affiliated. See “Binding Arbitration” provision for a more elaborate treatment.
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POLICY OF NON-DISCRIMINATION

Hebrew Theological College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, or disability/handicap in all its decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

DISSEMINATION OF POLICY

The Non-Discrimination policy shall be communicated to all persons affected by the policy and those agencies whose authority and responsibility may relate to its function. The College’s statement of commitment will be distributed by means of official publications.

MISSION OF HEBREW THEOLOGICAL COLLEGE

Mission Statement: Hebrew Theological College - Beis HaMidrash LaTorah is committed to the advancement of scholarship in accordance with the principles of Orthodox Judaism, providing academic programs to produce Torah Scholars, and to produce Torah-imbued college graduates and superior advanced graduate and professional programs for all qualified students who, upon graduation, will serve the Jewish community and humanity through their professional and personal vocations.

Core Values:

To Learn, To Teach, To Observe, and To Do

Hebrew Theological College is a Torah centered institution dedicated to:

➢ Promoting growth in Torah learning and scholarship.
➢ Fostering increased commitment and adherence to the principles of Orthodox Judaism.
➢ Incorporating the highest ideals of general academia and professional studies.
➢ Embracing a spectrum of Orthodox perspectives within our community.
➢ Service to the community and to its moral, social and cultural development.
➢ Instilling in our students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare.

Vision: Striving for Excellence: Building on its history as the preeminent Torah institution of higher learning in the Midwest, Hebrew Theological College will continue to provide rabbinic and lay leaders who are equipped through advanced Judaic and general education to meet the evolving needs of the Orthodox Jewish community as it confronts the emerging challenges of a multicultural world while fulfilling its eternal destiny as illuminated by Torah values.
**HTC Conceptual Framework:** Hebrew Theological College enhances the intellectual skills, cultural sensibilities and ethics of all of its students through the traditional methodology of religious study that has been the hallmark of the Jewish heritage of scholarship. Concurrently, Hebrew Theological College promotes the academic and spiritual aspirations of its students such that their lifestyles and professional careers will reflect Torah values.

**To Learn:** Hebrew Theological College values learning as a lifelong pursuit, and models and instills this value in its students. The faculty models scholarship and the pursuit of excellence, encouraging students to engage in learning as critical thinkers and effective communicators. Hebrew Theological College engages in continuous assessment of student learning outcomes.

**To Teach:** Hebrew Theological College prepares its students with the knowledge and skills to be effective agents of positive change. Furthermore, all students will act, either formally or informally, as teachers. It is axiomatic to Orthodox Jews, that instruction, be it textual or moral, spiritual or behavioral, is an integral part of their lives. The preparation received at Hebrew Theological College serves as the foundation for a life filled with teaching in one’s family, society, classroom or synagogue.

**To Observe:** Religious commitment is at the cornerstone of the Orthodox Jewish life. Through the lessons learned by example and in the classroom, Hebrew Theological College students enhance their appreciation for Jewish Heritage while increasing their own personal commitment to following the tenets of Jewish tradition.

**To Do:** Hebrew Theological College values action, not simply intention, as components of change and growth. Improving a society is accomplished with the individual actions of each one, and the actions of all individuals acting as one. The value of service is instilled in the students so that they see themselves as part of the greater good, with the potential of improving life for others.

The College operates within the framework of Halakhah, Jewish law, as prescribed in the Shulchan Aruch, the Code of Jewish law. The needs and goals of each student are met in an atmosphere conducive to learning and the free exchange of ideas. The faculty and administration of the College are dedicated to providing personal and career guidance and tutelage. The growth of the individual is further encouraged by a program of cultural, communal, social and recreational activities that allow for leadership training, creative expression and the development of lifelong friendships.

**History of Hebrew Theological College**

In 1919, the renowned Rabbi Ephraim Epstein and a cohort of leading rabbis convened a series of meetings to enhance Jewish education in Chicago. They founded the Beis HaMidrash LeRabanim. The school enrolled ten students. On October 15, 1921, the school’s leaders reorganized the institution as Hebrew Theological College - Beis HaMidrash LaTorah. It was then chartered by the State of Illinois as a degree granting institution of higher education.
The school constructed an impressive and large building on Chicago’s West Side. Shortly thereafter, HTC established the Teachers Institute for Women to provide women with opportunities for advanced Jewish studies and to prepare those seeking careers in Jewish education. In 1976, the women’s division was endowed and renamed the Anne M. Blitstein Teachers Institute for Women. Since the expansion of its curriculum, the women’s division has come to be known as the Blitstein Institute, Machon Torani L’Banot.

From 1922 until 1946, Hebrew Theological College was led by the esteemed Rabbi Saul Silber. Rabbi Silber spearheaded the Orthodox rabbinical school intended to meet the needs of the American Jewish community. His students engaged in the highest forms of rabbinical studies and were required to earn a baccalaureate degree before ordination.

The continuing growth of the College and the population shift made it necessary to relocate. In 1958, HTC built a new classroom and administration building in suburban Skokie. The Synagogue Building was completed shortly thereafter. The growth of the women’s division from a part-time evening program to a full-time all-day seminary/college program necessitated the acquisition of a second campus in 1994, including classrooms, computer labs, library facilities, faculty and administration offices as well as student residence facilities.

In 1959, HTC established the School of Liberal Arts and Sciences to further promote the goal of encouraging each student to pursue general knowledge while providing the best Judaic Studies program possible. By the late-1980s HTC made a concerted commitment to establish a full range of course offerings leading to a Bachelor of Arts degree in Judaic Studies for both men and women at their respective campuses. In addition to the Hebrew Teacher Certification, the Department of Education developed a program leading to State of Illinois Certification (now licensure) in either Elementary or Special Education. Options for additional majors were introduced gradually during the 1990s. Today the additional majors offered are Accounting, Business, Education, English, Health Sciences, Psychology, and Speech and Communication Disorders. The Kanter School of Liberal Arts and Sciences offers a variety of courses preparing students for graduate and professional studies in allied health sciences and other professional career programs. In Fall 2005, the baccalaureate degree was renamed the Bachelor of Arts Degree.

In 2015, Hebrew Theological joined Touro College and University System, providing additional options for students. Hebrew Theological College is a beneficiary of the Jewish Federation of Metropolitan Chicago and accredited by the Higher Learning Commission.

**History of Touro College and University System**

The Touro College and University System is a Jewish-sponsored independent institution of higher learning and professional education. The College was established to further the Jewish heritage and to serve the larger American community.

Touro College was chartered by the New York State Board of Education in June 1970 and opened a year later. The College grew from an initial class of 35 students to an international university system of approximately 19,000 students worldwide today. The mission of
perpetuating and strengthening Jewish heritage, while at the same time providing the highest quality educational opportunities to society as a whole, continues to inform all of Touro’s endeavors. In addition, Touro is one of the largest providers of graduate education in the medical and health sciences fields in the United States. Today, Touro enjoys the strong leadership of Chancellor, Rabbi Doniel Lander, and President and CEO, Dr. Alan Kadish, in furthering Touro’s historic mission.

Touro’s schools serve a variety of communities, providing diverse, innovative and engaging programs in a range of fields—from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The distinctive educational experience offered through Touro’s diverse programs are in keeping with the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, compassionate concern for society and respect for applied knowledge and discovery.

It is this commitment to the Jewish intellectual tradition that is at the foundation of Touro’s many outstanding achievements by faculty and students throughout our system. At the same time, the Touro College experience consists of more than classroom instruction; Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured in many ways.

DIVISIONS OF HEBREW THEOLOGICAL COLLEGE

Hebrew Theological College offers a variety of programs and courses of instruction to foster the individual student’s intellectual and spiritual growth and development, while providing broad training in the liberal arts and sciences. All education at Hebrew Theological College takes place through the three divisions of the institutions: the Beis Midrash (for men), the Blitstein Institute for Women, and the Extension Division.

**Beis Midrash:** The primary focus of the Beis Midrash is the traditional liberal arts program combined with intensive study of the Talmud and its commentaries. This latter part of the Beis Midrash provides men with a firm foundation in the skills of classic learning, enabling them to independently study original texts in Hebrew and Aramaic and develop a lifelong method and direction of learning and character development. The Beis Midrash prepares students for advanced Talmud study and Jewish communal or rabbinic service, while developing analytic skills and research methods valuable for advanced study in non-Judaic fields. Completion of three years of Beis Midrash-level Talmud study is a prerequisite for admission into the Semicha Program in preparation for Rabbinic ordination. Bais Midrash students are degree seeking students, enrolling in the Bressler School of Advanced Hebrew Studies and the Kanter School of Liberal Arts and Sciences

**Blitstein Institute for Women:** The Blitstein Institute affords women the opportunity to engage in advanced learning of Jewish culture, heritage, law, and literature. The goal of this division is to provide women with knowledge and appreciation of the Jewish tradition, the skills to further advanced study in original classic texts and commentaries, and to deepen philosophical insight and commitment to Torah while developing analytic skills and research methods valuable for advanced study. Blitstein offers degrees in Accounting, Business, Education, English, Health
Sciences, Judaic Studies, Psychology, and Speech and Communication Disorders.

**JSOL - Jewish Studies Online:** Jewish Studies Online (JSOL) offers internet-based college courses in Bible, Hebrew, Jewish History, Jewish Law, Math, Philosophy, and Psychology.

**Extension Division:** Hebrew Theological College offers both credit and non-credit courses to the community at large through the Extension Division. Courses in Judaic and liberal arts and sciences are offered to Extension Division (non-degree seeking) students after degree-seeking students have been accommodated. Students pursuing a degree elsewhere or seeking to study for self-enrichment are welcome to apply to the Extension Division of Hebrew Theological College. Accommodation of non-degree students will be contingent on space in the classroom and evidence of academic readiness for the requested course. Extension Division students are obligated to abide by the rules of student conduct as specified in the HTC Student Handbook.

All degree seeking students of HTC and all non-degree seeking students enrolled in more than 8 semester hours are required to enroll at HTC in at least one course of Advanced Hebrew Studies or Talmud during every regular semester (Fall and Spring terms).

**PROGRAMS OF STUDY**

The Department of Talmud and Rabbinics offers coursework to students enrolled in the Beis Midrash. In addition, the Bressler School of Advanced Hebrew Studies and the Kanter School of Liberal Arts and Sciences provide specialized coursework in their respective disciplines for students enrolled in the Beis Midrash, Blitstein Institute, or Extension Division.

**Department of Talmud and Rabbinics:** The Department of Talmud and Rabbinics provides the major of every Beis Midrash student and offers a wide range of courses and topics along with a variety of approaches to meet the needs and abilities of the individual student. The study of Talmud develops highly critical and creative minds, enriched by ethical, philosophical, and legal dialectics and discourses that have shaped Jewish thought, culture and religious practice throughout the ages.

**Max Bressler School of Advanced Hebrew Studies:** The Max Bressler School of Advanced Hebrew Studies provides all undergraduates with a core curriculum encompassing a broad base of knowledge in Bible, Hebrew Language and Literature, Jewish History, Law and Philosophy, while developing analytic and linguistic skills to foster further study in original sources. The School offers advanced study for students choosing to major in Bible, Interdisciplinary Judaic Studies and Jewish History. All students seeking a Bachelor of Arts must complete an Advanced Hebrew Studies Core by completing coursework within the Max Bressler School of Advanced Hebrew Studies. The Bressler School in conjunction with the Department of Education provides a program for Judaic Studies Certification for Secondary Education, which is an option to students who aspire to careers in Jewish education.

**William and Lillian Kanter School of Liberal Arts and Sciences:** The William and Lillian Kanter School of Liberal Arts and Sciences provides the core curriculum required of all students seeking the Bachelor of Arts, the purpose of which is to broaden cultural perspectives, develop
an intellectual and aesthetic appreciation for the arts and sciences, and an understanding of the ideas, history, and values that shape and guide the culture and society in which they live. Moreover, the Kanter School of Liberal Arts and Sciences along with Max Bressler School of Advanced Hebrew Studies jointly strive to develop the undergraduate students’ communication and analytic skills, research methods, and creativity to enhance their lives and promote their further learning. Experiences provided through the Kanter School of Liberal Arts and Sciences allow students to explore various career options while preparing them for admission to graduate and professional programs of study. The Kanter School of Liberal Arts and Sciences offers additional majors through the Departments of Business and Accounting, Education, English, Health Sciences, Psychology and Speech and Communication Disorders.

**ORGANIZATION OF COLLEGE**

The Board of Trustees of Hebrew Theological College is charged by the By-Laws with safeguarding the academic integrity and financial stability of the College. The Board of Governors assumes direct responsibility for appointing the senior leadership whose duties and areas of jurisdiction are delineated in the By-Laws of the College.

**President:** The President of Hebrew Theological College is the most senior executive of Hebrew Theological College and supervises and administers operations of the organization.

**Chief Executive Officer:** The Chief Executive Officer is responsible for the daily operations and is a crucial executive decision maker for Hebrew Theological College. He presides at all meetings of the members of the corporation and may act as the representative of Hebrew Theological College as delegated by the Board of Trustees.

**Rosh HaYeshiva:** The Rosh HaYeshiva is the ultimate authority in any issue of Halakhah (Jewish Law) within the institution. The Rosh HaYeshiva also chairs the Department of Talmud and Rabbinics.

**Vice President for Administration:** The Vice President for Administration is responsible for the College’s finances and budgets and supervises fundraising and development activities as well as management of the physical plant.

**Chief Academic Officer:** The Chief Academic Officer (“CAO”) is responsible for creating and sustaining an environment of academic and professional excellence for students and faculty in a collaborative working environment. The CAO is responsible for the overall administration, coordination and development of instructional policies, programs, staff and resources in connection with all aspects of the undergraduate academic program. The CAO also ensures that the academic program conforms with all accreditation, State and Federal criteria, and oversees academic budget and specific administrative functions including developing and implementing the academic budget, course scheduling, faculty credentialing, and working with faculty on curriculum requirements. The CAO works collaboratively with faculty leadership in recruiting, hiring and evaluating faculty and staff. Currently, the CAO also functions as the Chief Academic Integrity Officer.
**Dean of Advanced Hebrew Studies and Liberal Arts and Sciences (Beis Midrash):** The Dean of Advanced Hebrew Studies and Liberal Arts and Sciences for the Beis Midrash supervises academic offerings for Beis Midrash students through the Max Bressler School of Advanced Hebrew Studies and the William and Lillian Kanter School of Liberal Arts and Sciences. The Dean serves as an advisor for students enrolled in the Beis Midrash.

**Mashgiach Ruchani (Beis Midrash):** The Mashgiach Ruchani serves as the religious and personal advisor to the students of the Beis Midrash. He shares responsibility for attendance and discipline issues as well as student activities.

**Dean of Advanced Hebrew Studies and Liberal Arts and Sciences (Blitstein Institute):** The Dean of the Blitstein Institute has oversight for the operations of that Division and supervises academic offerings for women through the Max Bressler School of Advanced Hebrew Studies and the William and Lillian Kanter School of Liberal Arts and Sciences. The Dean, assisted by the Menahel Ruchani of Blitstein Institute and the Assistant Dean, plans and implements programs for student recruitment and guidance, and serves as a primary advisor for all students enrolled in the Blitstein Institute Division. The Dean along with the Menahel Ruchani and the Assistant Dean enforces academic and personal conduct policies at the Blitstein Institute.

**Menahel Ruchani (Blitstein Institute):** The Menahel Ruchani position is the primary spiritual advisor to faculty and students of the Blitstein Institute, with responsibilities to assist in the oversight of the Judaic Studies curriculum and evaluation of instruction. He shares responsibility for planning and implementing student recruitment and guidance. The Menahel Ruchani shares responsibility for attendance and discipline issues as well as student activities. He is the final decisor on all religious, Halakhic and moral issues impacting the learning and living environment of the Blitstein Institute.

**Assistant Deans:** The Assistant Deans share in the planning and operation of that Division, with primary responsibilities to assist in the oversight of Student Services and Strategic Planning and Development. They shares responsibility for planning curricular programming and student advisement.

*Information about Hebrew Theological College can be found on the school’s website at www.htc.edu.*

**Hiring Procedures and Policy**

**Definition of Full-time, Part-time and Adjunct Employment Status:** Hebrew Theological College recognizes three types of faculty employment: full-time, part-time, and adjunct. Full-time and part-time faculty receive an annual contract based on such factors as the number of courses to be taught over the term of the contract, required availability to students (for guidance, advisement and mentoring), and availability as an academic resource to the institution. Adjunct faculty serve on semester contracts, and are retained to teach specific courses.

**Screening Process:** All candidates are screened before they are considered for employment. Screening may include speaking with references. The College employs a procedure which is
used to confirm the information supplied by the applicant and determine whether the applicant has a criminal record. HTC does not consider an applicant’s current employment or homeless status when making employment decisions.

**Accuracy:** HTC relies upon the accuracy of information contained in employment applications and other data presented throughout the hiring process and employment to make employment decisions. Any misrepresentations, falsifications, or material omissions of any information or other data may result in exclusion from further consideration for employment or separation of employment if the person has been hired.

**Applicant’s Required Consent:** In accordance with the Fair Credit Reporting Act, any applicant being considered for employment must consent in writing on the designated form to a criminal background check to be performed by the College. Failure to consent to this background check will render the applicant ineligible to be considered for employment.

**Criminal Convictions:** In accordance with the Illinois “Job Opportunities for Qualified Applicants Act” (House Bill 5701), the College will not deny employment to, or take adverse employment action against a person who has previously been convicted of one or more criminal offenses in this state or in any other jurisdiction, whose conviction(s) preceded his/her employment or application for employment with the College, except where permitted or mandated by law.

When applicable to determining whether an offer of employment will be made or continued employment is appropriate, the College will weigh the following factors concerning an applicant’s or employee’s previous criminal conviction(s):

- The specific duties and responsibilities necessarily related to the employment sought or held by the person;
- The bearing, if any, the criminal offense(s) for which the person was previously convicted will have on his/her fitness or ability to perform one or more such duties or responsibilities;
- The time which has elapsed since the occurrence of the criminal offense(s);
- The age of the person at the time of the criminal offense(s);
- The seriousness of the offense(s);
- Any information produced by the person, or produced on his/her behalf, in regard to his/her rehabilitation and good conduct; and
- The legitimate interest of the College in protecting property, and the safety and welfare of specific individuals or the general public.

At the request of any person previously convicted of one or more criminal offenses who has been denied employment by the College, or against whom adverse employment action was taken, the College shall provide, within 30 days of such request, a written statement setting forth the reasons for such denial.

Applicants for full-time and part-time faculty positions are recommended by appropriate Deans or Department Heads and are hired in consultation with the Chief Academic Officer. Part-time and adjunct faculty may be retained by the decision of the appropriate Dean and CAO, subject to budgetary and enrollment restrictions.
FACULTY CREDENTIALS AND REQUIREMENTS

Hebrew Theological College is committed to upholding the highest standards for its faculty. In most instances, HTC faculty teaching at the bachelor’s level hold graduate degrees in their fields of instruction. In exceptional cases, faculty who hold a graduate degree in a field outside of their discipline of instruction possess 18 graduate credit hours in the course discipline. However, on few occasions HTC may appoint faculty members without these credentials to teach undergraduate courses. In these instances, HTC has developed criteria to determine “tested experience” for those minimally credentialed faculty members. In all cases, particular standards and fulfillment of these criteria are left to the discretion of the department chairs and deans, with the final approval of the Chief Academic Officer.

I. Professional Certification: HTC acknowledges that in certain fields of professional instruction completion of a comprehensive set of examinations renders an instructor competent to teach the subject. For example, accountants who have completed necessary undergraduate coursework and passed CPA exams are sufficiently qualified to teach in the accounting field.

II. Foundational Knowledge: In a variety of instances, instructors who hold terminal and graduate degrees also possess foundational knowledge to teach courses below the 300 level in fields related to their advanced degree. For example, an instructor who holds a graduate-level degree in the Humanities may teach 100 and 200 level Composition courses since that instructor was satisfactorily tested in written expression and held to a higher standard in writing and composition. Such an individual would therefore not be required to demonstrate 18 graduate credits accrued in departments of English. Similarly, an instructor who holds an advanced degree in natural science may be qualified to teach 100/200-level courses in field of science directly connected with an instructor’s exact discipline. For instance, an instructor who holds a PhD in Molecular Biology is assumed to possess foundational knowledge in Chemistry and may teach a 100/200-level course in this field. Likewise, an instructor with an MBA in Finance is presumed to possess the knowledge and skills necessary to teach 100/200-level courses in the field of Mathematics.

III. Active Research: If the instructor demonstrates active research in a specific area, an instructor may teach in a discipline that is outside the purview of either the instructor’s graduate degree or 18 graduate credit hours in another field. To do this, an instructor must possess 9 graduate credit hours in the course of study and submit evidence of peer-review scholarship in recognized journals and academic presses or conference papers delivered in acknowledged academic meetings that relate to the academic discipline.

IV. Expertise in Non-Graduate Based Fields: HTC recognizes that an instructor can be considered an expert in a field that does not necessarily expect advanced academic training. For example, an artist may be sufficiently competent to instruct undergraduates even if she or he does not hold a graduate degree in the field. In such instances, a prospective instructor must possess five years of work experience (in some cases, less with supervision by an appropriately credentialed mentor) and submit two letters of recommendation from expert members of the field.
V. Rabbinical Ordination: HTC is very proud of its rabbinical community and its commitment to scholarship, particularly in the field of Jewish texts. Accordingly, HTC considers recognized rabbinical ordination which requires significant study beyond that required of most college graduates as sufficient qualification to serve as instructors of courses that are based in Jewish texts and analysis. This includes Bible, Jewish Law, Jewish Philosophy and Talmud. This does not include Jewish History, a discipline and scholarly method that is beyond the standard rabbinical school curriculum.

FACULTY ORIENTATION
Department Chairs are required to provide a detailed orientation upon hiring faculty to ensure that new instructors are familiar with the expectations and culture of HTC. Faculty are required to meet with the Menahel Ruchani, Dean, and Department Chair in order to be acclimated to the culture and expectations of Hebrew Theological College. Each will provide an orientation, much of it based on information in the Faculty Handbook, to ensure faculty are well-informed and prepared to succeed at HTC. New faculty and chairs are required to meet with the Menahel Ruchani in advance of the beginning of the semester. The Menahel Ruchani provides ongoing spiritual advising and guidance.

FACULTY AND COURSE EVALUATION
Deans and Departmental Chairs of Hebrew Theological College develop cooperative working relationships with the instructors. New faculty are observed at least once during the semester to provide oversight and support by the Dean, Department Chair, or their designated observer and provide feedback using the Faculty Evaluation Form.

At least once a year, the appropriate Departmental Chair or Dean meets with each faculty member to discuss teaching effectiveness and professional development. The focus of these evaluations is to provide faculty with feedback to enhance learning and to identify areas in which faculty may further contribute to the mission of the College. During these meetings, discussion usually includes classroom observation and student feedback, review of syllabi and other materials, and peer reviews. Documentation of these meetings will be maintained in the instructor’s personnel file. In the event that a faculty member feels that an evaluation is inaccurate or incomplete, he or she may appeal to the Faculty Relations Committee of the HTC Academic Senate, and/or may include a statement to be maintained in the personnel file with the evaluation.

HTC requires that every course section is evaluated by students. In 2017, HTC began utilizing Campus Lab to generate the student surveys and provide quantitative and qualitative results for HTC’s Outcomes and Assessment Committee to review with the Deans Office and present on an annual basis. The data are discussed by HTC’s academic leadership and is used for strategic planning, curricular assessments and for faculty hiring.
CONTRACTS AND TERMS OF EMPLOYMENT

Faculty contracts state employment terms and responsibilities. Such contracts require the faculty member’s signature to activate the appointment. In all cases, faculty members are governed by the rules and expectations of professional behavior specified in this handbook – whether or not these are restated in the individual contracts. Faculty are required to read through the Faculty Handbook in its entirety and be familiar with its contents. Faculty should also be familiar with the content of the Student Handbook.

INTELLECTUAL PROPERTY

Purpose: Hebrew Theological College recognizes that inventions may be made and copyrightable works may be created in the course of research supported by facilities, equipment or funds of or administered by HTC. HTC desires that such inventions and works be brought into use for the public benefit at the earliest possible time. HTC understands that this objective may be best accomplished through the patenting of such inventions and the licensing of such inventions and works consistent with the public interest. HTC also desires to foster the creation and publication of scholarly works by authors at HTC. This policy seeks to reconcile these interests on behalf of the public, HTC and the inventors and authors.

Policy/Procedure: All Inventions as defined in the Procedure section below, subparagraph 5.1, are owned by HTC. The copyright in Scholarly Works and Individual Works (as those terms are defined in the Procedure section, subparagraph 5.2) will be owned by the Author. All other copyrightable works that are Commercial Works (as defined in the Procedure section, subparagraph 5.2) are owned by HTC.

Absent a written agreement between the Inventor and Hebrew Theological College to the contrary, net cash proceeds from licensing transactions, after HTC recovers all costs and fees, will be paid as per section 5.6, which is, generally speaking, thirty-three and one-third percent (33.33%) to the inventors or authors as a group, thirty-three and one-third percent (33.33%) to the program to which they are affiliated with and thirty-three and one-third percent (33.33%) to HTC, up to five million ($5,000,000.00). Thereafter the proceeds shall be paid as per section 5.6, which is, generally speaking, thirty-three and one-third percent (33.33%) to the inventors or authors as a group, sixty percent (60%) to HTC, and the remainder, six and sixty-seven percent (6.67%), to the program to which the inventor is affiliated.

Any equity or other class of securities derived from a license transaction will be held by HTC and managed by HTC’s Office of Institutional Compliance (“OIC”) or its designee. Such equity or other class of securities will be liquidated as soon as reasonably practicable, with cash proceeds distributed as described above.

Scope: This policy applies to all members of the HTC community, including faculty members, administrative staff, and students.

Definitions: Inventions: inventions, discoveries and improvements, whether patentable or not, that are conceived, reduced to practice, or generated by employees or students of HTC or by
others, using the facilities, equipment or funds of or administered by HTC.

Inventor: an individual who is or could reasonably be determined to be an inventor under applicable Federal patent law of an Invention that is claimed or described in a patent or patent application and/or an individual who has substantially contributed to the conception, design or development of an Invention that is not claimed in a patent or patent application.

Author: an individual determined to be an author or joint author of a Scholarly Work, Individual Work, or Commercial Work under applicable Federal copyright law.

Scholarly Work: copyrightable works that are submitted and accepted for scholarly publication, such as a journal article or a text book

Individual Work: copyrightable works that are created outside of the scope of employment or relationship with HTC and without using the facilities, equipment or funds of or administered by HTC, such as a novel or a painting.

Commercial Work: all copyrightable works that (a) are neither Scholarly Works nor Individual Works and (b) are created by employees or students of HTC or others using the facilities, equipment or funds of or administered by HTC.

**Procedures:** Ownership of Inventions: All Inventions are hereby assigned by the Inventors to, and are the sole property of, HTC. Inventions, discoveries and improvements may be, for example, data, tangible materials and know how.

Ownership of Works: HTC acknowledges Scholarly Work, will be owned by the Author. HTC further acknowledges that Individual Work will be owned by the Author. All Commercial Works are hereby assigned by the Authors to, and are the sole property of, HTC. Where applicable, Commercial Works are treated as works for hire under Federal copyright law. Examples of Commercial Works would include: the text of an invention disclosure written by an Author to be used in a patent application, courseware, databases, and the source code and documentation for a new computer software program created by an Author.

5.3 Exceptions.

HTC reserves a perpetual, worldwide, royalty-free, fully assignable, non-exclusive, and irrevocable right for itself and other profit and non-profit institutions it designates to use all Inventions, Scholarly Works, and Commercial Works for academic and research purposes. With respect to Inventions, Scholarly Works, or Commercial Works, HTC may choose to modify the disposition of its ownership under this Policy. With respect to joint invention or authorship with entities or individuals not covered by this Policy, HTC will seek to resolve any ownership questions by contract in a timely manner, but will be entitled to the share of the invention or authorship that would be apportioned under this policy to any individual who would typically be governed by this policy. All Inventors or Authors must sign an Assignment Agreement (as may be amended from time to time) giving such rights to HTC once disclosure has been made as detailed below. It must be noted that failure to sign such Assignment Agreement will not change the ownership rights that HTC has to the invention or authorship.
**Disclosure Process:** At the commencement of his or her employment or relationship with HTC, each employee, student or other person who uses the facilities, equipment or funds of or administered by HTC is required to sign an Agreement Concerning Intellectual Property (Appendix E, as may be amended from time to time) and to be bound by this Policy. Any failure of an individual to sign such Agreement shall not affect the applicability of this Policy or relieve any individual who is subject to this Policy from the obligations imposed by it, such as prompt and full written disclose of any Invention or Commercial Work to the OIC. An Inventor or Author must promptly disclose to OIC each Invention or Commercial Work conceived or made using funds from an entity, whether HTC or a different entity, that requires disclosure of any such Invention or Commercial Work. Additionally, an Inventor or Author must disclose an Invention or Commercial Work for which he or she wishes to seek commercialization.

Each Inventor or Author will cooperate with OIC at all times in the implementation of this Policy (including executing assignments and other documents as requested by OIC) in connection with each Invention or Commercial Work, which includes applying for, obtaining, maintaining and enforcing patents or copyrights anywhere in the world; licensing or other transactions; and cooperating in any litigation, other proceedings or any dispute resolution, such as mediation, arbitration, etc. Such cooperation is a condition of receiving a share of the Net Proceeds.

Role of OIC: OIC will be the primary office at HTC responsible for managing this Policy. OIC will, for example:

a. determine whether or not to seek patent or copyright protection for an Invention or Commercial Work and implement the selected strategy;
b. determine whether or not releasing an Invention to the Inventor or Commercial Work to the Author is in the best interests of HTC;
c. market Inventions and Commercial Works to potential licensees;
d. structure, close and administer license and sponsored research transactions;
e. facilitate the distribution of cash proceeds from license transactions consistent with the terms of Paragraph 6 of this Policy; and
f. develop and administer procedures that are consistent with this Policy.

**Allocation of Cash Proceeds:**

a. The Author will retain any cash proceeds from Scholarly Works and/or Individual Works.
b. The use of proceeds from sponsored research transactions for Inventions and Commercial Works will be governed by applicable contracts, this Policy, and any other applicable College and University policies.
c. Cash proceeds (including proceeds from the liquidation of Equity as described in Paragraph 5.8 below) arising from an Invention or Commercial Work will be divided as follows: (i) HTC will recover all development, patenting, licensing, transactional, and other costs and fees (including e.g., fees and costs of litigation, arbitration, mediation or other proceedings) relating to the Invention or Commercial Work; and then (ii) the remaining cash proceeds (“Net Proceeds”) will be divided as delineated in Section 2.
d. If there is more than one Inventor of an Invention or Author of a Commercial Work, then the Inventors’ or Authors’ shares of the Net Proceeds will be divided as unanimously agreed among such Inventors or Authors according to a written share allocation agreement, a copy of which will be provided to OIC as soon as possible.

e. HTC has no obligation to resolve disagreements among Inventors or Authors as to share allocation. However, in the event of an impasse, in the interest of fairness, OIC reserves the right to intervene, at its discretion, to facilitate a determination of the share allocation using an internal HTC process or external dispute resolution process, such as binding arbitration. The external dispute resolver may determine the shares of the individual Inventors or Authors and the share of dispute resolution fees and costs to be borne by each of them. All of the fees and costs of external dispute resolution will be borne by the Inventors or Authors. To the extent HTC incurs any fees and costs (other than internal costs) in connection with determination of share allocation, such fees and costs will be recovered by HTC only from the Inventors’ or Authors’ share of Net Proceeds. This Policy will not affect any existing share allocation agreements among Inventors or Authors.

f. If an Inventor or Author who is a Head of Laboratory elects to contribute any or all of his or her share of the Net Proceeds to his or her laboratory for the purposes of supporting ongoing research at HTC, then HTC will contribute a matching sum from HTC’s share of the Net Proceeds to such laboratory to support such research.

Distribution of Net Proceeds: Net Proceeds from licensing transactions for Inventions and Commercial Works will be distributed by HTC in its ordinary course of business to Inventors or Authors according to the share allocation agreement described in Paragraph 5.6(d). No interest will be paid on Net Proceeds. HTC will use reasonable efforts to distribute any Net Proceeds due to an Inventor or Author who is no longer associated with HTC, provided that it is the sole obligation of such Inventor or Author or his or her estate to provide current contact information to OIC. In the event of the death of an Inventor or Author, any Net Proceeds due to the Inventor or Author will be distributed to his or her estate in accordance with this Policy and applicable law.

Payment of Net Proceeds to an Inventor or Author will be reported by HTC as payment of “other income” or “royalties” and not as “salary”. Distribution of Net Proceeds to an Inventor or Author may have tax consequences for the Inventor or Author, which tax consequences will be the sole responsibility of the Inventor or Author. Each Inventor or Author should consult his or her tax advisor to determine his or her tax consequences.

5.8 License-Derived Securities.

If HTC receives any equity or other class of securities (“Equity”) of a licensee as consideration in a license transaction for Inventions or Commercial Works, then the Equity will be held by HTC and managed by its designee. It is the policy of HTC to liquidate such Equity as soon as reasonably practicable, usually in the public market, rather than seek to maximize the return on the Equity by trying to time the sale of the Equity.

HTC does not act as a fiduciary for any Inventor or Author concerning such Equity, and no Inventor or Author will have any right to vote or direct the disposition of such Equity. HTC has
no obligation or duty to an Inventor or Author regarding the value realized upon liquidation of such Equity, or regarding any personal tax consequences that may arise as a result of an Inventor’s or Author’s receipt of Net Proceeds from the disposition of such Equity.
Once the Equity is liquidated, the proceeds will be treated as New Proceeds and distributed under the terms of this Policy. For a more detailed explanation of the considerations involved in Equity transactions, see the attached Appendix F on Guidelines

for License Transactions Involving Securities, which is incorporated by reference into and made a part of this Policy.

**Inventor or Author Compensation:** All Inventors and Authors are required to submit to OIC existing and proposed agreements, including proposed amendments to existing agreements, with any entity that is or becomes involved with HTC in a license transaction concerning the Inventor’s or Author’s Invention or Commercial Work. Should any Inventor or Author receive or have a right to receive compensation directly or indirectly (except for an Inventor’s or Author’s share under Paragraph 6 above) from such an entity, OIC will determine whether the existing or proposed agreement would be inconsistent with the interests of HTC. If, in its sole discretion, OIC determines that such an agreement would be inconsistent with HTC’s interests, the agreement may be disclosed by OIC to the Investment Subcommittee of HTC’s Board of Trustees. This Committee may then recommend to HTC President appropriate action, including adjustment of HTC’s and the Inventors’ or Authors’ shares of Net Proceeds based on the particular circumstances of the situation. The President’s decision will supersede any inconsistent provisions set forth in Paragraphs 5.6 and 5.8.

**Dispute Resolution:** Complaints concerning this Intellectual Property policy should be sent to the Compliance Officer, 43 West 23rd Street, New York, New York, 10010, or, alternatively, to Compliance@HTC.edu. If the complainant does not wish to resolve the complaint informally, the receiving school authority must immediately forward the complaint to the Compliance Officer who will initiate an investigation no later than twenty (20) days after receipt of a complaint. Complaints should be filed as soon as possible after the date of the alleged misconduct, and a written complaint is preferable.

A complaint, which must be submitted within the earlier of the following two dates: (a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred. A complaint should include the following information:

a. Complainant’s full name, home address, email, telephone number, and HTC Student/Employee ID number.
b. The basis for the alleged complaint including any documentation that can help substantiate the issues alleged in the complaint.
c. A clear timeline of the activities or process giving rise to the complaint.
d. Complainant should include the term and year of his/her most recent active employment, academic, or student status within HTC.
e. The full name, address, and telephone number of complainant’s advisor or supervisor, if any.
f. The specific harm that resulted from the alleged act and the remedy sought.
g. The complainant’s signature and the date on which the complaint was submitted.

Should there be any controversy or claim arising out of or relating to this Intellectual Property Agreement, or the breach thereof, Hebrew Theological College will confer in good faith to resolve promptly such dispute with the party involved. In the event that the party and HTC are unable to resolve the dispute, then the dispute shall be exclusively heard and settled by expedited binding arbitration administered by the American Arbitration Association (the “AAA”) under its Commercial Arbitration rules by one arbitrator who shall be an attorney. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Each party shall bear the cost of arbitration equally, with each party bearing their own attorney’s fees and costs of presenting their own proof. The Arbitration shall be held in the county and state where the party currently works, attends or is affiliated with HTC.

This Policy will be reviewed periodically and will be updated, as necessary. All changes to this policy will be updated on the HTC Portal where the policy can normally be found. No notice is necessary when making changes to this policy and you are responsible for keeping current on any changes to this or any other HTC policy and acting accordingly.

ACADEMIC EMPLOYEE BENEFITS

Holidays: Faculty benefit from holidays during which Hebrew Theological College is closed. These holidays reflect the observance and practice of Orthodox Judaism as well as certain legal holidays, and faculty should check the academic calendar published annually to verify specific dates when the College is not in session. The College makes accommodations for religious holiday observance of other faiths.

Insurance: Full-time faculty members are eligible to join the Health Insurer with whom the College contracts. Insurance costs are the responsibility of the individual faculty member unless otherwise specified in his/her contract. Open enrollment for health insurance is held annually in August. The insurance coverage begins annually in September.


Tuition Waiver and Discounts: Currently engaged faculty and staff are eligible for tuition waivers or discounts for up to six credit hours per semester. Enrollment is contingent upon the availability of class space after tuition-paying students have been accommodated, and faculty and staff members are responsible for any registration fees and laboratory fees associated with courses.

Tuition discounts are granted to immediate family members of full-time, part-time and adjunct faculty after submission of the FAFSA. Full-time students who are immediate family members of full-time faculty members may be eligible for a 75 percent waiver of tuition due after receipt
of need-based grants from governmental and private sources. This waiver is granted to full-time students enrolled at HTC, and does not include registration fees, where applicable. Part-time faculty members may be eligible for a 50 percent tuition waiver for their immediate family members. Adjunct faculty members are eligible for a 25 percent tuition waiver for their immediate family members during the semesters in which the adjunct faculty member is teaching at the College.

**Absences and Leaves:** A bereavement leave consisting of seven workdays is granted without loss of salary upon the request of the faculty member in the event of the death of a member of the immediate family. A bereavement leave for the death of a relative outside the household or immediate family is three work days in duration. Under special circumstances, the Dean of the division may grant longer leaves.

Short-term leaves may be granted with pay to faculty members and to supportive professional staff to engage in advanced study to participate in professional activities that will enhance their ability to contribute to the College. Individual requests for such leaves are made through the Deans of the divisions.

A faculty member may take time without loss of pay to serve on a jury or as a witness. A faculty member who anticipates or unexpectedly requires sick leave of less than one week must contact the Dean of the division so that arrangements can be made for the coverage of the faculty member’s responsibilities during the absence. In the event of lengthy recuperation, the College may grant a sick leave with full pay not to exceed six weeks in duration. This regulation applies to illness or disability caused or contributed to by pregnancy, childbirth, and recovery therefrom.

**Cafeteria Privileges:** Faculty members whose responsibilities place them on campus during mealtimes are entitled to receive meals on the Carpenter Road campus at no cost.

**TERMINATIONS AND APPEALS**

The termination or non-renewal of a full-time or part-time employment contract is decided by the appropriate Dean in conjunction with the Chief Academic Officer. Adjunct faculty agreements may be terminated for cause by Departmental Chairs mid-semester, in conjunction with the appropriate Dean. The decision may be appealed to the Chief Academic Officer.

A faculty member who has decided to resign should submit a letter of resignation to the Department Chair and Dean. The letter should include the effective date of resignation and reason(s) for resigning.

**FACULTY RANK**

Promotion rank of faculty is honorific and reflects the instructor’s acquired respect among students and peers over several years of devoted mentorship, teaching and scholarship.
CRITICAL MATERIALS IN PERSONNEL FILES

Faculty are required to submit updated resumes, original transcripts and/or copies of diplomas and certificates. Occasionally, these files will contain letters of recommendation, commendation and/or records documenting community service. In addition, select copies of syllabi and original writings may be retained in the personnel files. Copies of syllabi evaluations (completed by administrators or faculty peers), periodic classroom evaluations, and summative course evaluations (completed by students and faculty) may also be retained. Copies of contracts, important communications with college administration (including grievances and critiques) as well as documentation of service to the College will be retained in personnel files.

Faculty members have the right, with certain exceptions dictated by law, to inspect materials placed in their own personnel files. Prior to the placement of critical materials or the inclusion of any adverse charges or information, the individual must be informed of said material. When performance evaluations are made, the faculty member is offered an opportunity to include a written rejoinder to be attached to his/her personnel file.

Faculty files are maintained in a secured area and/or in secured digital format, and can only be accessed with the permission of the Chief Executive Officer. Personnel who are deemed to require access to faculty personnel files are bound by Torah strictures concerning the confidentiality and use of information contained therein as well as by the confidentiality policy published above.

CONFIDENTIALITY

Faculty members who participate in the personnel process (hiring, dismissal and evaluation of colleagues), and in the evaluation and assessment of student performance and achievement must adhere to the ethics governing confidentiality. Violations of confidentiality should be reported to the Dean of the appropriate division.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

Student-Record Security: HTC policy does not permit access to or release of student records to any party except as authorized by law. Therefore, it is the practice of HTC to maintain student education records in a confidential and secure environment such that physical access is limited solely to those personnel that are authorized by law (i.e., the Family Educational Rights and Privacy Act of 1974 as amended (FERPA). Education records must be maintained in secure filing cabinets that are to be kept locked at all times when not in use. Such filing cabinets are to be maintained in offices that are kept locked at all times when not occupied by authorized personnel. If employees require access to a locked filing cabinet or if they become aware of any reason that an office containing such files may not be secure, they are required to immediately contact the Department of Facilities and place a request for immediate assistance.

The security of student education records includes those maintained in an electronic format. All personnel are responsible for ensuring that unauthorized individuals do not have access to such records on HTC supplied equipment, computers and servers. Student records in hard copy or on
other media, such as flash drives, external hard drives, etc., may not be left in unlocked places. Additionally, members of the HTC community should not seek personal benefit or permit others to personally benefit from any digital education records that have come to them through their work assignments. Members of the HTC community may not enter, change, delete or add data to any computer system or files outside of the scope of their job responsibilities. Members are strongly encouraged to report to the Chief Information Security Officer any suspected violation of these policies or any other action that reasonably appears to violate confidentiality of data.

**Appropriate Access:** HTC provides appropriate individuals access to digital education records via their assigned user ID and password. User IDs and associated passwords must not be shared. Employees who become aware of the sharing of a user ID and password must report this immediately to the Chief Information Security Officer for follow-up.

**Facsimile (Fax) Transmission:** Student education records may not be transmitted via fax unless the sender has determined that an individual authorized to view such records is actually standing at the receiving fax machine and would be the only possible individual to accept and view such records.

**Violations:** Unless employees have acted in accordance with these guidelines, their actions or inactions will be considered a breach of the College’s obligations under HIPAA or FERPA noted above and would violate the College’s Code of Conduct, leading to disciplinary action up to and including termination of employment.

**Employees’ Access to Student Files:** School officials with legitimate educational interests may access student educational records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Therefore, employees who are also students at the institution may face a situation, remote but possible, where their colleagues may have some knowledge of their educational record. Furthermore, directory information is available to the general public and is not protected.

**Additional Questions:** Employees who have any questions regarding compliance with the security standards or their responsibilities with regard to such matters are encouraged to contact the Chief Information Security Officer (CISO) or the FERPA Compliance Officer.

**ACADEMIC INTEGRITY**

Hebrew Theological College is committed to providing an academic community and learning environment based on honest inquiry and pursuit of knowledge that fosters commitment and adherence to Judaic tenets.

The faculty and administration of Hebrew Theological College have specified the following acts as serious violations of personal honesty and academic ideals that jeopardize the quality of education within a Torah environment:

- Submitting as one’s own, material copied from a published source.
- Submitting as one’s own, another person’s unpublished work or examination material.
• Submitting as one’s own, a rewritten or paraphrased version of another person’s work.
• Purchasing, acquiring, and using for course credit a pre-written paper.
• Allowing another to write or research a paper for one’s own benefit.
• Copying electronic or printed media for one’s own use without permission or licensing from appropriate publishers.

Incidents of academic dishonesty will result in the minimum of the assignment of the grade of “F” by the instructor. In addition, instances of academic dishonesty will be reported to the Dean representing the division in which the student is enrolled. The Dean may convene a hearing board to consider the seriousness of the misconduct and the imposition of additional sanctions, including expulsion. Students may appeal the decision of the hearing board to the respective Dean, whose decision is final.

ACADEMIC FREEDOM

HTC is committed to the pursuit of truth and to its transmission. The integrity of the College as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be subject to the judgment of her or his peers only in accordance with the accepted rules of academic due process. It also implies the active, defined, and recognized role of the faculty in those policy-making decisions which affect the educational program.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinion and convictions grounded in sources and methods appropriate to their respective disciplines. The faculty member should, to the best of her or his ability, present materials in a manner that respects the cultures and sensitivities of the students. The obligation of the student is to be a responsible participant in the academic activities of Hebrew Theological College.

The College endorses the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors. Each faculty is expected to uphold the goals, aims and mission of Hebrew Theological College. The Statement of Principles is available at https://www.aaup.org/file/1940%20Statement.pdf

FACULTY GOVERNANCE

To ensure academic freedom and an educationally rigorous environment, Hebrew Theological College entrusts all academic and educational decision making for the College to its faculty members. The following are the general objectives of academic governance:

• That, faculty should be organized so as to maintain standards of academic excellence, intellectual growth, and sensitivity to student needs.
• That, decisions concerning admissions, curriculum, grading, graduation requirements, academic standing of students, and other matters affecting academic quality of the College be the clear responsibility of the faculty.
• That, the faculty should recommend candidates for degrees.
• That, faculty have a voice and play a role in all matters affecting faculty welfare.
• That, the principles of academic freedom are maintained and due process is accorded to all faculty in decisions affecting them.
• That, faculty and administration meet and consult on a regular basis in order to establish objectives, set priorities, evaluate outcomes, and plan for the future.
• That, the faculty and administration foster and maintain an academic climate conducive to scholarly activity and research, professional growth, and achievement.
• That, policies be established to encourage self- and peer evaluation, curricular innovation, experimentation and growth, and to enhance teaching effectiveness.

FACULTY SENATE AND COMMITTEES
The Faculty Senate is responsible for conducting the academic business of the College and to set forth policies and curricular requirements. The Faculty Senate is the primary advisory and consultative body for academic programs at Hebrew Theological College. Only full-time and part-time faculty may participate on the Faculty Senate. Senators are elected for four-year terms by the faculty. All policy and educational requirement rules decided by the Faculty Senate must be approved by a majority of the HTC faculty who teach at least two courses in the current academic year. The Senate is led by Co-Chairs who set the agenda for each meeting, soliciting guidance from fellow senators and student representatives.

Two representatives of HTC’s student government may attend Senate meetings as non-voting participants. The Senate chairs reserve the right to hold closed-session meetings or parts of meetings, unavailable to student representatives.

The Faculty Senate deploys several important faculty committees:

• Academic Affairs Committee: This three-person body performs annual audits of faculty credentials, oversees faculty orientation materials. This committee reviews all issues related to student academic advancement, complaints and policies. Members of this committee serve on a three-year cycle and are appointed by the Faculty Senate.

• Curriculum Committee: This three-person body oversees all issues pertaining to program and general education curricular matters. It is this committee’s responsibility to submit all program changes for vote of the Faculty Senate. This body also evaluates and approves all new course proposals. Members of this committee serve on a three-year cycle and are appointed by the Faculty Senate.

• Outcomes and Assessment Committee: This two- or three-person body oversees all course and program assessments, and learning objectives. This committee presents evaluation and assessment findings on an annual basis to the HTC faculty. Members of this committee serve on a three-year cycle and are appointed by the Faculty Senate.

• Strategic Planning Committee: This three-person body includes at least one member of
the HTC Dean’s Office and Administrative Leadership Team. This committee oversees the implementation of prospective academic projects and programs, in tandem with other relevant committees. Members of this committee serve on a three-year cycle and are appointed by the Faculty Senate.

- Student Affairs Committee: This five-person body includes three faculty and administrators and two student representatives. This committee’s task is to consider and raise concerns related to academic and student life to the Faculty Senate. Members of this committee serve on a three-year cycle and are appointed by the Faculty Senate and student governments.

**FACULTY CODE OF CONDUCT**

HTC has a strong institutional commitment to lawful and ethical behavior and a well-respected reputation which has been earned over the years. In an increasingly complex world, HTC can maintain its reputation for integrity only if it continues to merit the trust of the entire community. All HTC faculty are expected to carry out their institutional responsibilities in accordance with applicable legal and ethical principles. If any questions arise about how the College’s principles, standards or policies apply, they should be brought to the attention of the appropriate division head, Dean, or College administrator.

The following types of behavior are considered violations of HTC’s Faculty Code of Conduct and violations will result in disciplinary action, up to and including suspension without pay and termination:

1. Theft or damage to HTC records or property caused by intentional, negligent or irresponsible conduct;

2. Unauthorized use of any College property, including but not limited to its name, offices, premises or equipment (such as computer equipment, telephones, fax machines, copying equipment, and laboratories);

3. Conduct which interferes with, obstructs, or threatens to interfere with or obstruct the operations, administration, or proper functioning of the College, its employees or its students;

4. Physical or sexual abuse or harassment of any member of the College community

5. Unprofessional, disorderly, disruptive or abusive conduct on HTC premises or during HTC-sponsored programs or otherwise affecting HTC or HTC’s reputation regardless of location;

6. Refusal to follow the lawful rules, regulations, or policies of the College whether communicated in writing or verbally;

7. Unauthorized sale, distribution, or consumption of alcoholic beverages on College premises or at College-sponsored programs regardless of location;
8. Distribution, purchase, or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, any other addictive or illegal drugs, or drug paraphernalia on college premises;

9. Gambling in any form on College premises;

10. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;

11. Tampering with or misuse of firefighting equipment or safety equipment (such as alarm boxes and extinguishers);

12. Participation in or furtherance of any illegal activity on HTC’s premises;

13. Providing false or misleading information of College supervisors or officials, including the falsification of information on any college applications, time sheets, or job records and false or misleading statements made to supervisors, officials or fellow employees;

14. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the College premises;

15. Accessing computer files or other college records without authorization or providing unauthorized access or information obtained through such access to other parties without appropriate authorization. The sharing of passwords or other information and the use of improper code (e.g., viruses) is expressly prohibited;

16. Intentionally spreading viruses or disabling computer mechanisms such as anti-virus software used to protect computer systems for any reason;

17. Intentionally sharing account passwords for any reason and/or instructing subordinates to share their account passwords for any reason;

18. Intentionally not reporting computer violations to the Chief Information Security Officer;

19. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, but not limited to, racist, ethnic, religious or sexist remarks, slurs, references or discriminatory acts regarding any member or group of the College community including students, faculty, staff, and employees;

20. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of such a person’s or people’s actual or perceived race, gender, gender-identity, color, national origin, ethnicity, religion, creed, age, physical or mental disability, sexual orientation, marital, domestic partnership, or parental status, citizenship status, pregnancy, lactation or related medical conditions, military/veteran status, predisposing genetic characteristics, genetic information or testing, domestic violence victim status, sexual abuse victim status, stalking victim status, or any other status protected by law;
21. Actions that are not harmonious with and supportive of the activities and functions of a Torah-based educational institution or that harm the reputation of the College;

22. Aiding and abetting any conduct prohibited by the Code of Conduct;

23. Retaliation against an employee or student for reporting a violation of the Code of Conduct.

24. Intentionally filing a false complaint under the Code of Conduct;

In addition, faculty members are expected to dress in business attire consonant with the Judaic laws of modesty. Clothing should reflect and model HTC’s values. Department Chairs are responsible to clearly communicate the specific expectations related to the dress code and the cultural norms around professional appearance (For specific examples of dress code norms, faculty should review the student handbook.) Faculty members are expected to avoid profanity in both formal and informal communications, and are asked to refrain from even casual physical contact (including handshaking and back-slapping) with students and staff of the opposite gender. Guest lecturers and visitors should be apprised of the dress code norms when visiting campus. When in doubt about the normative behavior governed by Jewish law, contact the appropriate Dean, Menahel Ruchani, Mashgiach Ruchani or the Rosh HaYeshiva.

VIOLATION OF CODE OF CONDUCT

Individuals who violate any of the above regulations are subject to disciplinary action at the sole discretion of the College, up to and including suspension without pay and separation of employment.

COMMUNICATION AND INFORMATION DISTRIBUTION

Faculty Email Accounts: All faculty members are assigned a HTC email account upon employment. Email is the official means of communication at the College and is provided and used to conduct College business. Faculty members will be notified via email regarding all important matters and are therefore expected to check their email regularly. HTC does not utilize the USPS service as an official means of written communication except in select circumstances. Failure on the part of employees to check their email regularly will not relieve them of the consequences of not responding to email communications.

Portal: HTC has established a portal to facilitate communication with students, faculty and staff. Many announcements will be posted on the Portal only, so it is therefore essential that all faculty visit the Portal daily. The most recent version of HTC’s forms and policies are posted on the Portal as well as information on upcoming events and major announcements. It is the responsibility of each faculty member to check the Portal to stay current with all major developments at the college and any changes in policies.

Obligation to Know: These rules are published for the faculty’s information and protection. Ignorance of rules or standards is not an acceptable excuse for a violation of the rules. It is each
employee’s responsibility to know and abide by the rules.

MAINTAINING A PROFESSIONAL RELATIONSHIP WITH STUDENTS

It is expected that faculty members will foster appropriate relationships with their students. According to Harriet Schwartz, “In the course of an academic year, faculty members set boundaries regarding their availability to students, the locations of their meetings with students, and the degree to which they self-disclose in the classroom. These questions are not only questions of relationship and perimeters, but also of power and positionality; how do we as teachers acknowledge, define, and regulate our authority and position in relationships with students?” (Schwartz, Harriet L. “From the Classroom to the Coffee Shop: Graduate Students and Professors Effectively Navigate Interpersonal Boundaries.” International Journal of Teaching and Learning in Higher Education. 23.3 (2011): 363-372). Questions about cultural expectations and normative behavior should be shared with the appropriate Dean, Menahel Ruchani, Mashgiach Ruchani or the Rosh HaYeshiva. The following are suggestions for maintaining positive professional relationships with students:

- Establish clear policies related to communication, including email, phone calls, office hours, social media, etc. that sets the tone for the course. Respond in a timely fashion to communications and provide continual feedback on student work. It is also recommended that instructors insist that students refer to faculty in a formal manner, not by first names.

- Clear expectations and procedures create the classroom culture. Communicate expectations at the beginning of the semester and continually reinforce them.

- Avoid initiating discussions with students about their social life or giving unsolicited advice about private matters such as career, family and relationships. Avoid disclosing unsolicited personal details about your own life as well.

- If a student asks for help with a personal issue, be supportive but recognize when you need to contact the Office of Special Services and administrators to provide counseling or other support for the student.

- Be aware that students may not always interpret your actions in the way that you intend. Be mindful that the impact of your actions does not always line up with the intent.

- Communicate your own boundaries clearly with students and respect students’ boundaries.

- Be aware of your own biases in interactions with students and carefully evaluate your behavior and educational decisions. It is always recommended to solicit a second opinion from a colleague or Department Chair.

- Meet with students in public spaces. Avoid shutting your office or classroom door fully when speaking to individual students. Enable students to determine their comfort level with regards to privacy.
• Be aware that sarcasm, name calling, and other shaming verbal and nonverbal language is not acceptable. Under no circumstances should faculty raise their voices in anger at students.

EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Hebrew Theological College is committed to equal employment opportunity and to compliance with federal antidiscrimination laws as well as Illinois law, which prohibits discrimination and harassment against any employees or applicants for employment based on race, color, sex (including married women and unmarried mothers), religion, age (40 or older), national origin, ancestry, marital status, protective order status, military status, unfavorable discharge from military service, sexual orientation (including actual or perceived orientation and gender identity), citizenship status, genetic information, ancestry, religion, pregnancy (including childbirth or medical or common conditions related to pregnancy or childbirth, past pregnancy condition and the potential or intention to become pregnant), certain arrest or criminal history records, homelessness (i.e., lack of a permanent mailing address or a mailing address that is a shelter or social services provider) and use of lawful products outside of work during nonworking hours.

The College will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. The College also complies with the Illinois law that restricts the circumstances under which employers may base employment-related decisions on an individual’s credit report or credit history. The Vice President for Administration has overall responsibility for this policy and maintains reporting and monitoring procedures. If you have any questions, he will be glad to help you. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

AMERICANS WITH DISABILITIES ACT (ADA) AND THE ADA AMENDMENTS ACT (ADAA)

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA) are federal laws that prohibit employers with 15 or more employees from discriminating against applicants and individuals with disabilities (and those that are pregnant or recovering from childbirth) and that when needed, provide reasonable accommodations, so that they may perform the essential job duties of the position. Reasonable accommodations will be provided unless the accommodation will impose an undue hardship on the company’s business operations.

It is Hebrew Theological College’s policy to comply with all federal and state laws concerning the employment of persons with disabilities and to act in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC). Furthermore, it is our policy not to discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or other term, conditions and privileges of employment.
Hebrew Theological College will reasonably accommodate qualified individuals with a disability so they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to Hebrew Theological College.

The College requires faculty and employees to provide documentation from an employee or applicant’s health care provider regarding the need for an accommodation. It is the employee’s or applicant’s duty to provide the requested documentation to the College.

Reasonable accommodations may include but are not limited to: modifications or adjustments to the job application process; more frequent or longer bathroom, water or rest breaks; assistance with manual labor; light duty; temporary transfer to a less-strenuous or -hazardous position; acquisition or modification of equipment; reassignment to a vacant position; private, non-restroom space for expressing breast milk and breastfeeding; job restructuring; a part-time or modified work schedule; appropriate adjustment to or modification of examinations, training materials or policies; seating; an accessible worksite; and time off to recover from conditions related to childbirth, or a leave of absence necessitated by pregnancy, childbirth or medical or common conditions resulting from pregnancy or childbirth.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact the Vice President for Administration.

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Discrimination or harassment of any kind is anathema to Hebrew Theological College's mission, history, and identity. All divisions of HTC seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Compliance with Title IX policy helps HTC ensure the best and safest college experience for all.

Title IX Policy applies to all members of the Hebrew Theological College community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.). Information about this policy is available on Hebrew Theological College’s website, as well as in the Faculty and Student Handbooks. Training sessions in understanding and implementing this policy are provided to students, faculty, and staff annually at Orientation and special sessions.

Those believing that they have been harassed or discriminated against on the basis of their gender, including sexual harassment, sexual violence, domestic violence, dating violence, and stalking should immediately contact the Title IX coordinator:

Dr. Malkie (Michelle) Eisenberg
Hebrew Theological College
7135 N. Carpenter Road 2606 West Touhy Avenue
When Hebrew Theological College has notice such an occurrence, Hebrew Theological College takes immediate and effective corrective action calculated to stop the harassment, prevent its recurrence, and, as appropriate, remedy its effects.

**IMMEDIATE EMERGENCY MEASURES**
Members of the Hebrew Theological community who are witness to or subjected to an extreme violation of Title IX, such as a violent or sexual assault should also contact one of the following:

**Police/Emergency Services:** Many police departments now have Special Victims Units that are specially trained to deal with rape and/or sexual violence victims. In addition, many hospitals also have rape crisis units. To report a sexual assault to the police, dial 911.

**Sexual Assault Crisis Centers/Hotlines**
- Evanston Domestic Violence Line (YWCA): (877) 718-1868
- Rape Victim Advocates: (312) 443-9603
- Porchlight Counseling Services: (773) 750-7077 (confidential helpline and intake)

**DEFINITION OF TERMS IN TITLE IX POLICY**

**Discrimination and Harassment:** Title IX, and its implementing regulations, prohibit discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as per the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

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

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or deficiencies; leering, whistling or touching; insulting or obscene comments or gestures; display in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.
Under Title IX, sexual harassment is conduct that is sexual in nature, is unwelcome, and denies or limits an individual’s ability to participate in or benefit from a school’s educational program and/or activities, and is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation. Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, other students, and non-employee third parties, such as a visiting speaker. Both male and female students can be victims of sexual harassment, and the victim can be of the same sex. The conduct can occur in any school program or activity and can take place in school facilities, or at other off-campus locations, such as a school-sponsored activity or training program at another location. The conduct can be verbal, nonverbal, or physical. The following are examples of potential violations of Title IX related policy: making sexual propositions or pressuring students or employees for sexual favors; touching of a sexual nature; writing graffiti of a sexual nature; displaying or distributing sexually explicit drawings, pictures, or written materials; performing sexual gestures or touching oneself sexually in front of others; telling sexual or dirty jokes; spreading sexual rumors or rating other students as to sexual activity or performance; circulating or showing emails or Web sites of a sexual nature. Violations may also occur in any form: written/print, physical, verbal or electronically through email, text, or posting to social media or other online site of any kind.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, citizenship, genetic information or any other characteristic protected by law or that of his/her relatives, friends or associates, and that

- has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- has the purpose or effect of unreasonably interfering with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the employer’s premises or circulated in the workplace, on company time or using company equipment via e-mail, phone (including voice messages), text messages, tweets, blogs, social networking sites or other means.

Consent: Consent is defined as a freely given agreement to sexual activity. Note the following:

- A person's lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent.
- A person's manner of dress does not constitute consent.
• A person's consent to past sexual activity does not constitute consent to future sexual activity.
• A person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another,
• A person can withdraw consent at any time.
• A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including but not limited to, the following:
  • the person is incapacitated due to the use or influence of alcohol or drugs;
  • the person is asleep or unconscious;
  • the person is under age; or
  • the person is incapacitated due to a mental disability.

Retaliation: Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has: (1) complained about alleged discrimination or harassment as defined above, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a proceeding regarding such allegations. Retaliation can occur contemporaneously during the complaint process or subsequent to it, once the retaliator is aware of the recipient's participation in the process. Retaliation does not exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint at issue is ultimately found to lack merit, as long as the complaint was made in good faith.

Hebrew Theological College neither allows nor tolerates, any conduct by any HTC community member that may be regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint through the method described below, or for any other reason may be grounds for dismissal.

PROCEDURES & IMPLEMENTATION OF TITLE IX POLICY

Duty to Report Violations: Any member of the Hebrew Theological College community, including students, faculty, employees, and third-parties, have a duty to report violations of the Title IX policy. Individuals who know of accusations or actions which violate this policy will notify the Hebrew Theological College Title IX Coordinator of such violations promptly.

At the discretion of Hebrew Theological College administration, students who report a violation of this policy to a responsible employee may be granted immunity and not subjected to disciplinary actions for violating Hebrew Theological College’s Code of Conduct or any similar policies by engaging in activities such as underage drinking.

Duty to Cooperate and Facilitate Investigations: All members of the Hebrew Theological College community are required to cooperate fully with any investigation of discrimination or harassment. A faculty member, staff member, or student who has relevant information and refuses to cooperate with an ongoing investigation will be subject to disciplinary action for violations of the HTC Code of Conduct and/or insubordination. Likewise, all Hebrew
Theological College employees are required to ensure that complaints about discrimination, harassment, or retaliation are directed to the appropriate administrative office for evaluation and investigation. Hebrew Theological College is committed to conducting an inquiry that is thorough, prompt, and impartial.

**Complaint Process:** Complaints concerning sexual harassment and/or sexual discrimination should be sent to Dr. Malkie Eisenberg, Title IX Coordinator, via email meisenberg@htc.edu or by telephone (773) 973-0241 ex. 122. The HTC Title IX Coordinator will respond within twelve (12) hours to a report received electronically. Complaints can also be made confidentially and anonymously by calling the Title IX hotline at (646) 565.6330.

Complaints should be filed as soon as possible after the date of the alleged misconduct. This should be within the later of the following two dates: (a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred. While prompt reporting is expected, complaints older than 30 days will still be processed. However, if more than 365 days have elapsed since the day of the complaint, it will be more difficult to investigate.

Upon receipt of a complaint, the Title IX Coordinator or his/her designee, shall investigate the circumstances of the complaint. The Complainant will be given clear information concerning their rights and options outlined in this policy.

**Intake Interview:** The Title IX Coordinator or his/her designee will meet with the complainant as soon as possible, usually within one week, but not later than thirty (30) days after the complaint is made. The complainant must make himself/herself available to meet.

During this meeting, the Title IX Coordinator or his/her designee will inform the complainant about the investigation procedure and timeline. The complainant may sign a formal complaint form at that time (under the above guidelines) if he/she has not already done so. A complaint will proceed even in the absence of a signed written complaint.

**Explanation of Rights and Options:** During the Intake Interview, the Title IX Coordinator will present documentation to the complainant, also called “the survivor,” of rights and options available during the investigative process. These include the right to report the incident to the police, as well as to HTC; to receive assistance and support from the HTC community; to obtain medical treatment or intervention; to choose internal or external confidential counselling; to be provided with protective measures, and to be given an explanation of the investigative procedure and its timeline. All of these actions are also detailed in this document.

**Campus Support and Assistance:** The Dorm Supervisor or Eim Bayit is available to work with the HTC community to meet immediate needs. HTC staff members are available to provide support and escorts around campus and in certain instances to assist the individual in getting home. Other available community resources may be provided based on student’s individual needs.

**External Reporting:** These are the nearest medical facilities that provide medical forensic examinations at no cost to the survivor (pursuant to the Sexual Assault Survivors Emergency
Victim Assistance: In cases of rape and/or sexual violence, there are many sources of support available to victims.

Illinois
- Chicago Metro Rape Crisis Hotline (YWCA): (888) 293-2080
- Chicago Domestic Violence Line: (877) 863-6338
- Evanston Domestic Violence Line (YWCA): (877) 718-1868
- Rape Victim Advocates
  Main Office: 180 N. Michigan Ave, Suite 600, Chicago
  (312) 443-9603
  www.rapevictimadvocates.org
- Chicago Metro Rape Crisis Hotline (YWCA)
  Evanston 1215 Church St, Evanston: (847) 864-8445
  www.ywca.org/evanston
- Evanston Victim Services Program Evanston Police Department
  1454 Elmwood Avenue, Evanston
  http://www.cityofevanston.org/police/aboutus/police-social-services
- Porchlight Counseling Services: (773) 750-7077 (confidential helpline and intake)
  http://www.porchlightcounseling.org

National
- www.womenslaw.org
  (707) 784-6844
- www.rainn.org
  (800) 656-HOPE (4673)

Among other options, students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

Chicago Office
Office for Civil Rights
Availability of Confidential Counseling: As the investigation proceeds, Hebrew Theological College will offer or provide internal confidential counseling services to any complainant who has begun the complaint process. It is the complainant’s prerogative whether or not to accept the counseling service offered by Hebrew Theological College.

Confidentiality: Hebrew Theological College encourages legitimate complaints while also protecting the privacy of all involved in an investigation. Complaints about violations of Title IX policies are therefore handled in strict confidence, with facts made available only to those who need to know in order for Hebrew Theological College to promptly and thoroughly investigate and resolve the matter.

When criminal misconduct, such as violent or sexual assault, is suspected or witnessed, Hebrew Theological College also has legal obligations to report and/or investigate, even if a complainant does not wish to initiate an official process. In such situations, confidentiality will be maintained as strictly as possible to protect the survivor.

Interim Measures: Hebrew Theological College will endeavor to accommodate all reasonable requests for interim protective measures, including, but not limited to, changes to academic, living, dining, transportation and working conditions and obtaining and enforcing any type of protective order.

Investigative Procedures: This investigation will include documented interviews of the complainant, the person against whom the complaint is written, and witnesses with relevant knowledge, if any. Further, the investigation will include a review of relevant documents and any other evidence.

Every effort is made to conduct a thorough and speedy investigation. Cooperation of the involved parties is vital. However, several factors may impact Hebrew Theological College’s ability to conduct a prompt investigation, including, but not limited to: the Complainant’s accessibility or unresponsiveness, witness availability or unresponsiveness, the number of witnesses, the timing of the investigation (i.e. if an investigation is being conducted at a time when students are taking final exams or on recess), etc.

The Title IX Coordinator shall have thirty (30) days from the intake interview to complete the investigation of the event in question. Such thirty (30) days may be extended in the event that one of the following occurs:

- Availability or unavailability of a witness or relevant/material documents;
- Recalcitrance of a witness and/or any necessary party;
- Delay or other uncooperative actions of any necessary party;
• High number of witnesses;
• Holidays and vacation periods;
• Any other unforeseeable events/circumstances.

An investigation will take less than 60 calendar days following receipt of the complaint, depending on the complexity of the investigation and the severity and extent of the harassment. The Title IX Coordinator shall report the findings of the investigation to a designated, impartial Fact Finder. The Fact Finder shall endeavor to issue a determination within fifteen days after receipt of the investigation file to determine and detail: (a) whether there is probable cause or evidence to believe discrimination occurred with respect to each allegation in the complaint, (b) a description of any actions taken to prevent similar problems from occurring in the future, and (c) the proposed resolution of the complaint.

**Notice of Determination and Further Action:** Both the complainant (the party who filed the complaint or the alleged target of the sexual harassment) and the respondent (the accused) shall be informed of the Fact Finder's decision within seven days of the conclusion of the Fact Finder's deliberation. Please refer to Section 4.0 for the policies regarding the confidentiality of this determination.

Potential sanctions include, but are not limited to:
- Written warnings
- Loss of privileges
- Mandatory training or counseling
- No-contact order
- Removal from campus housing
- Probation
- Suspension
- Expulsion

Sanctions for faculty or staff members include, but are not limited to:
- Written warnings
- Loss of privileges
- Mandatory training or counseling
- Probation
- No-contact order
- Suspension
- Demotion
- Loss of annual pay increase
- Termination of employment, including revocation of tenure.

At the time of the receipt of this notice both parties will be informed of any actions or precautions that will be taken in response to the decision. Questions concerning these further actions should be addressed to the Title IX Coordinator or the appropriate office as required by the Fact Finder's decision.

**Appeal Process:** Both the complainant and the respondent are eligible to file an appeal to the
determination based on (i) a procedural error occurred, (ii) new information exists that would substantially change the outcome of the finding, or (iii) the sanction is disproportionate with the violation.

The request for an appeal, including the grounds upon which the request is based, should be submitted in writing to the Title IX Coordinator within seven (7) business days following the date on the outcome letter. The Appeal should state the remedy sought by the appealing party. Each party may respond in writing to any appeal submitted by the other party. Written responses to the other party’s appeal must be submitted within three (3) business days following delivery of the notice of the written appeal. Written requests for appeal submitted by one party will be shared with the other party.

Appeals will be conducted in an impartial manner by trained College officials without conflict of interest or bias for or against either party. A party with a concern about a conflict of interest or bias should contact the Title IX Coordinator. The Appeals Panel can determine whether a change in the decision is warranted. If a change in this decision is necessary, the Appeals Panel will review the appeal and rationale and make a final decision.

Appeals will not be reviewed or considered beyond the Appeals Panel. Appeals decisions will be rendered within twenty (20) business days after the receipt of the formal request for appeal. The appeal decision will be provided in writing to both parties and the appeal decision is final.

**Discipline:** Employees, faculty, and students who violate Hebrew Theological College’s policies may be subject to disciplinary action. Individuals who retaliate against someone who files a complaint, or against a witness, representative, or advocate for a complainant, will be subject to further disciplinary action. Hebrew Theological College will take prompt effective action to resolve any identified discrimination, and take steps to avoid reoccurrence.

**DISPUTE RESOLUTION PROCESS**

In order to foster the efficient, timely, and appropriate resolution of disputes that arise out of or in connection to employment at HTC, all such matters that aren’t settled through internal processes will be referred to the local Beth Din (Jewish Court) for resolution.

Governing Law and Agreement to Arbitrate: In order to foster the efficient, timely, and effective resolution of disputes that arise out of or in connection to employment with HTC, binding arbitration of any and all disputes or claims arising out of or relating to your employment (excepting only unemployment or workers compensation claims) or otherwise involving HTC, is mandatory. Regardless of the residency of the employee and any conflicts of law, any arbitration will be governed by and interpreted in accordance with the laws of the State of Illinois. Arbitration is the required and exclusive forum for the resolution of all disputes arising out of or in any way related to employment based on legally protection rights that may arise between an employee or former employee and HTC including, without limitation, claims, demands, or actions under The National Labor Relations Act; Title VII of the Civil Rights Act; the Civil Rights Act of 1991; the Age Discrimination in Employment Act; the Fair Credit Reporting Act; the Immigration Reform Control Act; the Occupational Safety and Health Act; the Uniformed
Services and Reemployment Rights Act; the Employee Polygraph Protection Act; the Older Workers Benefits Protection Act; the Equal Pay Act, as amended; the Americans with Disabilities Act as amended; the Family and Medical Leave Act; the Workers Adjustment Retraining and Notification Act; the Employee Retirement Income Security Act; the Fair Labor Standards Act; New York Labor Law, Illinois Human Rights Law, Chicago Human Rights Law, and any other federal, state, or local statute, regulation, or common-law doctrine regarding employment, employment discrimination, the terms and conditions of employment, separation of employment, compensation, breach of contract, defamation, retaliation, whistle-blowing, or any claims arising under HTC’s Employment Handbook or Code of Conduct. Neither HTC nor any employee may submit a class action, collective action, or other representative action for resolution. Furthermore, trial by jury or in court is expressly waived.

Use of Arbiter: The employee understands that all disputes arising out of or relating in any way to their employment with HTC or separation thereof shall be exclusively heard and settled under the Chicago Rabbinic Council Beth Din, the results of which shall hold the same force and effect as binding arbitration. An employee may decline the services of the Beth Din and opt for final and binding expedited arbitration conducted solely before the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the ADR shall be at a convenient office on a HTC campus where the employee is (or was last) affiliated. The decision of the arbitrator shall be final and binding, and may be enforced in any court of competent jurisdiction. Requests for expedited binding arbitration must be filed with the other party and with the Beth Din or AAA within one-hundred eighty (180) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If an employee fails to file a request for arbitration with HTC and the Beth Din or AAA within one hundred eighty (180) calendar days after the claim or dispute arises, that claim or dispute will be conclusively resolved even if there is an applicable statute of limitations that may have given the party more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction. If any provision of this arbitration provision is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This provision precludes litigation in any court of any claim that could be arbitrated. If for any reason this arbitration provision is declared unenforceable, the employee nevertheless waives the right to a jury trial and the ability to bring a class action with respect to complaint or action filed in a court of competent jurisdiction and within the one-hundred-eighty (180) day limitations period described above.

NEPOTISM POLICY

Only with advance disclosure, and subject to HTC’s written approval, HTC permits the employment of relatives of employees, subject to the conditions outlined in its Nepotism Policy (available on the Portal), which may be modified from time to time. The term “relative” includes parent, spouse, domestic partner, child (natural, adopted, foster, or legal guardianship), brother, sister, first-cousin, nephew, niece, step-relation within the preceding categories, other household member, or other relative. Changes in relationships listed above while employed require immediate disclosure by the employee to the Vice President for Administration. All employees are required to complete the Relative Disclosure Form and submit it via the TouroOne portal.
CONSENSUAL RELATIONSHIPS

Consensual romantic or sexual relationships between supervisors and employees and between faculty or staff and students, though possibly not illegal, are potentially exploitative and must be avoided. Such relationships raise serious concerns about the validity of the consent, conflict of interest, and unfair treatment of others. Dating, or engaging in sexual relationships between faculty or staff and students is forbidden and may constitute grounds for termination.

The College’s anti-nepotism policy precludes individuals from evaluating the work performance of others whom they have intimate familial or close personal relationships, or from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to supervisor-employee, staff-student, or faculty-student relationships in the context of work or academic evaluation. A supervisor may not evaluate an employee’s job performance if he/she is romantically or sexually involved with that employee.

If, in the opinion of the College, a conflict arises as a result of a consensual relationship as described above, one of the employees may be transferred at the earliest practicable time, and if no suitable position is found, one of the individuals may be asked to resign.

Any member of the College affected by this policy has the duty to self-report. Such disclosure must be submitted with ten (10) days of the effective date of the policy. If a relationship develops in the future, the employee is expected to immediately report the situation. Failure to disclose a relationship may result in discipline, up to and including separation.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

Family Educational Rights and Privacy Act: The Registrar’s Office assumes responsibility for the maintenance and integrity of student records. As an agent for the college and official custodian of student academic records, this office will release information only at the student’s request and with his/her approval. The policy of HTC on Release of Information Pertaining to Students as required by The Family Educational Rights and Privacy Act of 1974 is indicated below.

The Family Education Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. FERPA governs the release of and access to student education records maintained by HTC. The Act provides students the right to inspect and review their education records (with some exceptions, see below), to request an amendment to their education records, and to limit disclosure of personally identifiable information contained in their education records. Students who are currently enrolled in or formerly enrolled in institutions of higher education are protected under FERPA.

Education Records Defined: “Education Records” are those records that are directly related to a student and maintained by the institution or by a party authorized to keep records for the institution. Education records do not include files made by and kept in the sole possession of the maker that are not accessible to any other person.
Inspection and Review of Education Records: Students have the right to inspect and review their education record within 45 days after HTC receives the request for access. If you wish to review your education record, please contact the Office of the Registrar.

HTC is not required to permit students to inspect and review education records that include:

Financial records of the student’s parents.
Confidential letters of recommendation placed in the student’s education records before January 1, 1975, as long as the letters are used only for purposes for which they were specifically intended.
Confidential letters of recommendation placed in the student’s education records after January 1, 1975, if the student has waived his/her right to inspect and review those letters.

Request for Amendment to Education Records: Students have the right to request an amendment to their education records if they believe the contents are inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to Office of the Registrar, clearly identifying the part of the record you want amended and why you believe it is inaccurate or misleading. The Registrar’s Office will notify you of his/her decision and advise you regarding appropriate steps if you do not agree with the decision, up to and including the right to request a hearing or in violation of their privacy rights.

Release of Information: Students have the right to provide written consent prior to disclosure by HTC of personally identifiable information contained in their education records, except to the extent FERPA authorizes disclosure without consent.

Such written consent must (1) specify the records to be disclosed; (2) state the purpose of the disclosure; (3) identify the party or class of parties to whom disclosure may be made, and (4) be signed and dated by the student.

Some examples of such exceptions include, but are not limited to:

School officials with a “legitimate educational interest” may have access to a student’s educational record without the student’s consent. A school official has a legitimate educational interest if the school official has a professional need to review your education record in order to fulfill his or her official responsibilities. This determination will be made by Registrar’s Office. Examples of individuals who may have access, depending on their official duties, and only within the context of those duties, include: HTC faculty and staff, agents of the institution, students employed by the institution or who serve on official institutional committees, and representatives of agencies under contract with the University.
To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer.
To federal officers pursuant to FERPA.
In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
As required by, or permitted pursuant to, Illinois law.
To organizations conducting studies for, or on behalf of, HTC in order to (1) develop, validate, or administer predictive tests; (2) administer student aid programs; or (3) improve instruction.
To accrediting organizations carrying out their accrediting functions.
To parents of dependent students as defined by the Internal Revenue Code.
In response to a judicial order or lawfully issued subpoena.
To appropriate law enforcement officials investigating specific criminal matters.
To appropriate officials in connection with a health or safety emergency.

Directory Information:
Directory information is information contained in the education record of a student that generally is not considered harmful or an invasion of privacy if disclosed. HTC may disclose such information in a student’s education record that it has designated as “directory information” without a student’s prior consent. However, a student may restrict the disclosure of certain directory information. To do so, a student should contact the HTC Registrar’s office to complete the appropriate form indicating the information to be restricted.

HTC defines directory information to include a student’s name; address; telephone number; email address; date and place of birth; photographs; field of study; enrollment status (e.g., undergraduate or graduate, full-time or part-time); grade level; degrees, honors, and awards received; dates of attendance; the most recent educational institution attended; and participation in officially recognized activities and sports. Directory Information does not include a student’s social security number or student identification number, race/ethnicity/nationality, gender or student’s family member names and addresses.

Annual Notification: Hebrew Theological College notifies students annually of their FERPA rights through the Student Handbook and Academic Catalog, which are available on campus and on HTC’s website.

COOPERATING WITH AGENCIES AND LAW ENFORCEMENT OFFICIALS
It is the practice of HTC to cooperate fully, appropriately, and effectively with all lawful enquiries, inspections, audits, investigations, unannounced visits, and other information-gathering activities conducted, directly or indirectly, by federal, state or local Government regulators.

FACULTY RESPONSIBILITIES AND REQUIREMENTS
Faculty should note that documents referenced in the handbook, available in the appendix, are available in Word format on the Faculty page of the HTC website at www.htc.edu.

Syllabi: All HTC Syllabi are collected by the Office of the Registrar. Since Summer 2017, every HTC syllabus is mounted to corresponding Blackboard sites. Syllabi must be submitted and pre-approved by the Department Chair or Dean before the start of a semester. Syllabus suggested guidelines are provided in Appendix A to ensure all required components are included. Faculty should review and be familiar with the institutional policies outlined in all syllabi, including the Attendance, Incomplete/Crisis Management, Technology, and Accommodations Policies.
Faculty are expected to communicate clearly to students in class and through their syllabi the criteria by which student learning will be assessed and evaluated, aligned with their learning objectives and course requirements. Syllabi must be made accessible to students at the beginning of the semester, with any subsequent changes communicated in writing. Syllabi are evaluated by Department Chairs using the Syllabus Evaluation Form, available in Appendix B. This feedback is shared with the instructor.

Textbooks: Textbook selection must be pre-approved by the appropriate Departmental Chair or Dean and submitted at least 6 weeks prior to the start of a semester. Faculty members should submit their textbook orders to the Administrative Office staff at the appropriate campus. For Judaic Studies courses, texts may be ordered through the HTC Bookstore or other Jewish Bookstores. The appropriate Dean and Department Chair will provide guidance for the search, selection and acquisition of examination copies and other materials. Many textbooks offer companion websites with teaching materials. The Head Librarian can assist faculty in accessing these resources. All reading materials must be approved by the Dean and/or Department Chair. HTC is committed to providing students with opportunities for academic scholarship in their chosen fields with the lens of Torah values. Faculty should seek out the support and guidance of the Menahel Ruchani, the Deans, and Department Chair for clarification about cultural norms related to reading material.

Course Packets: Course packets can be produced by office staff and should be submitted at least 3 weeks prior to the start of the semester in order to be sent to the printer. Faculty can also digitize their course materials and make them available to students online. Faculty should contact the Head Librarian for assistance with digitization.

Educational Technology: Educational Technology requests must be submitted two weeks prior to the start of a semester. Acquisition of new technology in support of courses must be pre-approved by the appropriate Departmental Chair or Dean six weeks prior to the start of the semester. Faculty should contact the Director of Information Technology for assistance.

Communication: Instructors should be accessible to their students via established, posted office hours, email and telephone. Faculty should use their HTC email account to communicate with students and check it regularly. Email may be forwarded to personal accounts.

Faculty Punctuality and Attendance: Each faculty member should be punctual, and teach no less than the time allotted for the course. Faculty are expected to post office hours within their syllabi and make arrangements to meet with students. Unavoidable absences must be cleared with the appropriate Departmental Chair and Dean, who will approve arrangements for substitution, including compensation. With few exceptions in cases of family or health emergencies, Midterms and Final Exams will not be rescheduled. Instructors will not reschedule test dates without approval from the Dean. If the instructor is not available on the alternative date, a proctor will be secured at the student’s expense.

Student Attendance: Every student is expected to attend all classes and laboratory sessions. Students absent for over 25% of scheduled classes automatically have their final grades lowered by one letter grade. Students absent for over 50% of scheduled classes receive an “F” for the
course. Faculty should maintain attendance logs to document this information. Faculty are expected to submit attendance reports for the first three meetings of their class. They should indicate all the students present on the class roster and write in names of students not on the roster. Each attendance report should be signed and dated and then submitted to Blitstein office staff by leaving it in the mailbox at the office door. Updated rosters will be issued from the Registrar’s Office within the first weeks of the semester. Questions about student rosters, including any discrepancies, should be directed to the Registrar’s Office.

Mid-Semester Progress Reports: Progress Reports are to be submitted online mid-semester for each student. Progress reports provide essential information for HTC’s advising process. Instructor feedback is shared with students during meetings with the Dean and added to their student file. A sample mid-semester progress report with directions is included in Appendix C. Inappropriate personal conduct by a student or unsatisfactory academic progress should be reported immediately in writing to the Dean and Department Chair. Additional information about expectations of student conduct is specified in the Student Handbook.

Course Evaluations: Course evaluations should be shared in advance of the end of the semester. Instructors should provide at least fifteen minutes of class time at the end of the semester for students to complete HTC’s electronic course evaluation. Students can access the form on any electronic device or can be taken to the computer lab. A sample course evaluation with directions is included in Appendix D.

Grading Standards and Procedures: Grades on assignments and feedback must be provided to students on a timely basis. Grades should only be shared with individual students to maintain confidentiality. It is expected that grades are based on evidence of the student’s performance in the course, that students have access to the evidence, that the instructor is willing to explain and interpret the evidence to the student, and that a single standard of evaluative criteria is applied to all students in that course. Grades are determined in accordance with guidelines specified in the syllabus distributed at the beginning of the semester, and if changes occur, they are communicated in writing in advance of the assignment’s deadline. Concerns about declines in performance should be shared with the Dean and Department Chair.

The Assessment Committee has developed tools that can be used to assess student learning. The Written Assignment Rubric is used to evaluate student writing across the disciplines. A copy is available in the appendixes below.

Final grades must be submitted no later than two weeks after the end of a semester. Grades should be indicated on the student roster, dated, signed, and shared with office staff. The Grading Scale is as follows:

A+ = 4.33;   A = 4.00;   A- = 3.67
B+ = 3.33;   B = 3.00;   B- = 2.67
C+ = 2.33;   C =2.00;   C- = 1.67
D+ = 1.33;   D = 1.00;   D- = .67
F = 0.00
Grade Appeals: A student who believes a semester grade is unjustified may seek clarification and, where appropriate, redress as follows. Other academic issues or areas of dispute will be addressed through the same procedure:

The student shall initially confer with the instructor, informing the instructor of questions concerning the grade or other issue and seeking to fully understand the grounds and procedures the instructor used in making their decision. The aim of such a conference is to reach mutual understanding about the issue and to correct errors, if any.

If, after consultation with the instructor, the student believes that a grade is unjustified or if another issue still remains unresolved, the student shall confer with the Dean, who shall consult with and advise the student and instructor either individually or together, to reach a resolution of the matter.

The student may petition the Chief Academic Officer in writing for a formal review Grievance Committee to be composed of the Chief Academic Officer, Mashgiach or Menahel Ruchani, the Dean, and 1-2 faculty members from the department or division in which the course was offered. If the grievance or grade dispute is against one of the standing members, the Dean of the other division would join the Committee. The Grievance Committee will issue a final grade or determine a resolution to outstanding issues.

Grading Standards and Procedures in Talmud and Rabbinics: The grade assigned to Talmud Tractate series and Rabbinics courses take into account both quantitative measures of student’s mastery of the material presented as well as qualitative measures of student involvement in the overall religious experience for which the coursework serves as a foundation.

These qualitative measures, including participation on daily services, required study groups and seminar sessions, and translating the lessons of the Talmud and Shulchan Aruch into increased commitment to Torah observance, require an assessment process that transcends traditional testing and grading procedures. Consequently, during the last weeks of the semester, the entire Talmud and Rabbinics faculty joins with the Rosh HaYeshiva and the appropriate Dean to review the academic and religious development of each student in the Beis Midrash.

The result of this evaluation is a broad consensus as to the grade assigned to each student for the Talmud Tractate series course in which he is registered, advancement to higher levels of coursework, admissibility to advanced study for certification or ordination, and continued enrollment at Hebrew Theological College.

Mailboxes: Mailboxes are provided for faculty in the lounge at the Skokie campus and in the 2606 building in the Chicago campus. Faculty are expected to check their boxes before each class session.

Self-Evaluation: Faculty must complete the Faculty Self-Evaluation Form at the end of the semester, to be included in their faculty file and shared with the Deans and Department Chair. The Faculty Self-Evaluation Form is included in Appendix F. Faculty are encouraged to meet with the Dean and Department Chair to discuss the summative experience of each course and consider plans for improvement.
Faculty Evaluation: New faculty are observed at least once during the semester to provide oversight and support by the Dean, Department Chair, or their designated observer and provide feedback using the Faculty Evaluation Form. Faculty are informed in advance about the planned observation and schedule a meeting with their evaluator to discuss feedback.

Off-Campus Events: Field trips, extra-curricular programs, and other events that take place off campus must be coordinated with and approved by the Menahel Ruchani, Dean, and Department Chair. Faculty should encourage students to take initiative if they have suggestions for trips and events and share them with the Activities Coordinator.

Faculty Meetings: Faculty are encouraged to attend faculty meetings, which take place once a semester, in order to participate in the governance of HTC, as well as to be apprised of administrative initiatives and decisions. Faculty are informed via email about the time and location of the faculty meeting, which alternates between the Skokie and Chicago campuses. Minutes from the faculty meetings are shared with faculty via email soon after the meeting.

Advising: Faculty members are expected to assist in the advising and guidance process with students. Working in conjunction with Department Chairs and Deans, faculty members are included in academic and career advising sessions as appropriate. Faculty should also encourage students to meet with the Deans and Department Chairs, who are responsible for formal advising and decision-making. Faculty are expected to act as role models and mentors for students to guide them throughout their academic program.

Faculty Committees: Because many critical decisions concerning the governance of the College are made at the level of the divisional or departmental faculty committees and because the administration and the Board of Trustees solicit faculty input through these committees, all faculty members—full-time, part-time and adjunct—may serve on committees appropriate to their areas of discipline and instruction. All committees are deployed by the Faculty Senate and are chaired by full-time or part-time faculty members.

Purchasing Materials: Faculty should coordinate with their Dean and office staff to submit a requisition request through the TouroOne system to purchase materials needed for their course. Since some classes have a lab fee, faculty can request a check to facilitate purchasing of class materials. Faculty can purchase materials and submit a requisition request to get reimbursed but are advised to avoid laying out large sums of their own money. Faculty should be aware of the process of requisitioning funds and plan ahead. The check request form is available online.

Professional Development: Faculty are encouraged to pursue professional development opportunities, advanced study, and research. Individual requests for financial support should be made through the Dean and Department Chair.

**Human Subject Research and Protections**

Hebrew Theological College (HTC) is committed to academic freedom and integrity. The College encourages its faculty and students to conduct scholarship and research in a variety of fields. As part of its commitment ensure integrity and quality of scholarship and research, and
consistent with ethical principles to which the College adheres, HTC has established this protocol for “Human Subject Research and Protections.”

To protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of HTC, all proposed research involving human subjects must first be reviewed by Touro College’s Institutional Review Board for the Protection of Human Subjects #1 (IRB #1). Touro College’s IRB #1 is registered with the federal Office of Human Research Protections (OHRP) and received approval of its Federal Wide Assurance (FWA) that includes responsibilities associated with HTC in October 2016.

Research involving human subjects for which a principal investigator needs approval from the Touro College IRB #1 generally falls into three types of activity: basic and applied research, whether or not it is externally funded, that is conducted by faculty and other staff members eligible to serve as principal investigators under HTC policy; undergraduate thesis research, whose faculty advisor must serve as a co-principal investigator on the project; and, in some rare cases, research projects undertaken by students as part of instruction. Human subjects include not only non-HTC populations, but also would include use of HTC students or staff, for example when a faculty member seeks to conduct research with students enrolled in a course.

HTC’s Chief Academic Officer serves as the point of contact for all College research involving human subjects) and Touro’s IRB #1:

- The Touro College IRB #1 has the authority to approve, require modifications to, or disapprove all research activities at HTC that fall within its jurisdiction as specified by both federal regulations and College policy. Such research activities include those conducted by faculty investigators as well as by students or staff. The Touro IRB #1 reports a Human Protections Administrator at Touro College and ultimately to the President of the Touro College and University System. Support functions for the IRB #1 are provided by the staff of the Office of Sponsored Programs at Touro College.

- HTC’s Chief Academic Officer provides general guidance to HTC faculty, students, and staff about the requirements associated with human subjects research, works with Touro College’s IRB #1 on matters regarding the relationship established by the inter-institutional agreement and specific proposals submitted for review as required, and oversees all aspects of implementation and adherence to the terms of the agreement by HTC faculty and students.

For additional information, please consult the HTC website.

Hebrew Theological College’s Institutional Review Board for the Protection of Human Subjects #1 (IRB #1) is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the College. IRB #1 is registered with the federal Office of Human Research Protections (OHRP) and received approval of its Federal Wide Assurance (FWA) on April 30, 2008.
The primary focus of review by IRB #1 is on behavioral, social science, and educational research involving human subjects. Research in these areas may be conducted in the departments of Business, Education, Judaic Studies, and Psychology. Additionally, IRB#1 is responsible for review of human subjects’ research proposed by any office of HTC’s central administration.

Research involving human subjects for which a principal investigator needs approval from the IRB #1 generally falls into three types of activity: basic and applied research, whether or not it is externally funded, that is conducted by faculty and other staff members eligible to serve as principal investigators under College policy; undergraduate thesis research conducted by students, whose faculty advisor must serve as a co-principal investigator on the project; and, research projects undertaken by students as a course requirement. Human subjects include not only non-HTC populations, but also would include use of HTC students or staff, for example when a faculty member seeks to conduct research with students enrolled in a course.

The IRB #1 has the authority to approve, require modifications to, or disapprove all research activities that fall within its jurisdiction as specified by both federal regulations and College policy. Such research activities include those conducted by faculty investigators as well as by students. The IRB #1 reports to the Human Protections Administrator of the College. Support functions for the IRB #1 are provided by the staff of the Office of Sponsored Programs.

TECHNOLOGY GUIDE FOR FACULTY

Email: Each member of the HTC staff and faculty is assigned an HTC email address. Faculty are assigned an HTC email that is set up by the Registrar. The username is usually the faculty member’s last name with a default temporary password sent by the Registrar. To access email, go to htc.edu/edoar and input this information. Faculty will be prompted to change their password after the first time logging in. Faculty are expected to check their HTC email frequently and respond to emails in a timely fashion. For technical support, faculty can contact the Registrar. Note that faculty members have the right to restrict the use of electronic devices, including laptops and cellphones in their classes, except where a student's preapproved accommodations require such use.

Computer Login: All faculty are assigned an HTC computer account login. Please contact the Director of Information Technology or Head Librarian for login information.

Connecting to the Internet: Wireless Internet is available on both campuses. Please contact the Director of Information Technology or Head Librarian for login information.

Technology Available: Many resources are available to support faculty’s instruction. At Blitstein, there are 5 classrooms equipped with TEAMBoards, two computer labs, two remote projectors, several VCR/DVD monitors, digital recorders, and a digital camera. Faculty can request meetings with the Director of Information Technology or Head Librarian for instruction for using any of these technologies. Special requests, including software or hardware acquisitions, should be submitted at least two weeks before the semester to the Director of Information Technology.
Educational Technology: Educational Technology requests must be submitted two weeks prior to the start of a semester. Acquisition of new technology in support of courses must be pre-approved by the appropriate Department Chair or Dean six weeks prior to the start of the semester.

Using TEAMBoards: Faculty can follow the directions below to use the TEAMBoards:
- **Turn on the Computer:** There is a button on the top right of the computer, next to the word “Acer.” Press on the button and the computer will turn on. (Different brands will have the power button located in similar locations.)
- **Turn on the Projector:** There is a remote for the projector that is attached to the pull out drawer inside the computer stand. Press the red “ON” button while facing the remote towards the projector.
- **The computer and projector will turn on. A start page will appear on the computer. You will press CONTROL+ALT+DELETE to log in.**
- **Once you are logged on, you can navigate to the program of your choice. Videos work best using Internet Explorer. You can also use the TEAMBoard software by clicking on the Start menu and selecting the software.**
- **Once you are done using the TEAMBoard, shutdown the computer from the Start menu. Click the Red “ON” button twice to turn off the projector. It is very important that the projector is turned off since the bulb can easily burn out and it is costly to replace.**

Faculty should not attempt to connect personal laptops to the TEAMBoards. They are already connected to the computers in the cabinets. Faculty can transfer the information they wish to present onto a flash drive and plug it into the computer or download their teaching materials from their email, cloud-based storage, online course, etc. An LCD projector is available for faculty who prefer to use their laptops.

**Troubleshooting:** The computers are often shut down after use, so faculty should check to make sure the computer and monitor are on. Faculty can also check extension cords, power strips, and connections at the back of the computer. Faculty should report unresolved technical issues to the Director of Information Technology.

**Copy Policy:** Materials that need to be copied should be submitted to office staff at least 24 hours prior to the time they are needed. Materials submitted on the day of the scheduled class will only be copied if time permits. Students may not use the office copy machine. If students are assigned to copy materials for class, they are responsible to pay for copying the materials.

**Audio-Visual Materials Use Policy:** Faculty are expected to be sensitive to the cultural norms of Hebrew Theological College, shaped by the principles of Orthodox Judaism, operating under the framework of Jewish Law. Films or media that include strong language, violence, themes, or suggestive content should be avoided. Audiovisual materials must be previewed in their entirety prior to being shown to students. Faculty who are planning on showing films in class should share their plans, including their educational objectives, with the Menahel Ruchani, the Dean and their Department Chair. Media necessary for pedagogy should be introduced and framed for students to understand its purpose, with the recognition that students need support conceptualizing challenging content.
When sharing media with sensitive content, instructors should especially communicate with administrators for support and ensure they are aware of how it fits within the course objectives and goals. HTC is committed to providing students with opportunities for academic scholarship in their chosen fields with the lens of Torah values. Faculty should seek out the support and guidance of the Menahel Ruchani, the Deans, and Department Chair for clarification about cultural norms related to media.

Technical Support: HTC provides technical support to assist faculty in all areas of technology. Faculty can contact the Director of Information Technology for support. Daily technical support is provided at Blitstein Institute by the Head Librarian.

Technology Use Policy: The purpose of a Technology Use Policy is to establish clear and definite guidelines for all students’ use of technology. The computer workstations and labs at the HTC campuses are meant to be used to enhance the educational opportunities of all students and staff. Any use of Hebrew Theological College technology is predicated by the requirements of Halakhic, ethical, legal, or moral behavior as dictated by Torah, local, state, national, or international law. All College equipment, its network, and its technology are the property of the College. Students should have no expectation of privacy in their use of the College’s technology.

Hebrew Theological College will make every effort to protect students from any misuses or abuses of the information technology. All computers will have virus protection that is updated regularly. All users must be continuously on guard to avoid inappropriate and/or illegal interaction with the technology. Although some limitations are built into the system itself, these restrictions cannot limit completely what an individual can do or can see. Each user is responsible for his/her actions.

Acceptable Use: The following are the rules and regulations that guide acceptable use of HTC technology and equipment:

Technology systems are in place to facilitate efficient and productive academic work. To that end, the computer labs at HTC are limited to coursework, academic research, and only limited personal use, provided workstations are available.
Use of other organizations’ networks or computing resources must comply with rules appropriate to both networks.
Transmission of any material in violation of any Halakhic, international, federal, state, or local laws is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material.
Modifications, relocations, and/or additions to any technology equipment are not allowed at any time. Any cables attached to computers must stay in those computers. This includes network cables, mice, keyboards, projectors and monitors. None of the technology that belongs to HTC may be removed from campus for use elsewhere.
Failure of any computer equipment should be reported immediately to the Lab Supervisor and/or course instructor.
The use of any personally owned software is strictly prohibited on HTC equipment.
It is a violation to recklessly or maliciously interfere with or damage computer or network
resources (network cables, hubs, and other equipment) or computer data or files. Additionally, misappropriation of data or copyrighted materials, including computer software, constitutes theft. No food or drink may be brought into any lab.

Those using campus computers are advised to save their work on their own USB Flash drives or upload them to a cloud-based server. Files stored on the computers themselves will be deleted without notice. Files stored on server or shared storage space will be periodically deleted.

Personal computers are not to be left in the computer labs for extended periods of time. Computers left in the lab over an extended period of time will be removed.

Wireless network (WiFi) service is provided for students and faculty who wish to use their own laptops or devices. Laptops may not be hardwired into the network except to the designated hub in the Beis Midrash lab. Rules 2, 3 and 7 above apply to all laptops using the WiFi network.

Hebrew Theological College is not responsible for virus protection, software, configuration or WiFi setup on personal computer equipment.

Stolen, lost or damaged items will result in a replacement charge equal to the cost of the item. Borrowers are responsible for the safety and security of the item while it is in their possession.

The Internet:

Internet access is provided primarily to support educational requirements and objectives.

Downloading videos, games and music from the Internet for recreational purposes is prohibited.

All other files should only be downloaded with appropriate caution.

Misrepresentation of oneself or Hebrew Theological College is prohibited.

Internet filters are in place. Bypassing school internet filters by any means is strictly prohibited.

Network Etiquette: Students are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to, the following:

Be polite. Never send, or encourage others to send abusive messages. Use appropriate language. Remember that you are a representative of HTC and Bnai Torah everywhere. You may be alone with your computer, but what you say and do can be viewed globally! The laws of Lashon Hara apply to email as well.

Out of courtesy for others, please limit cell phone use while using the lab.

Chain letters, pyramid schemes, and unauthorized mass mailings are prohibited.

Security:

Never use another individual’s account, password, or give out your information or password.

Any user identified as a security risk will be denied access to the computer lab.

Vandalism: Vandalism is defined as (1) any malicious attempt to harm or destroy data of another user or networks that are connected to the system and (2) any unauthorized modifications or alterations in any technology equipment. This includes, but is not limited to, knowingly uploading or creating computer viruses. Any vandalism will result in the loss of computer privileges, and further disciplinary action.

Consent: Consent to and compliance with this Technology Use Policy is a term and condition of a student’s access to campus computer labs. Failure to abide by these rules, posted signs, or to engagement in interception, monitoring, copying, reviewing, and downloading of any
communications or files that do not belong to the user, are grounds for loss of computer privileges, and disciplinary action, up to and including dismissal from HTC.

Technical Support: HTC provides technical support to assist faculty in all areas of technology. Faculty can contact the Director of Information Technology for support. Daily technical support is provided at Blitstein Institute by the Head Librarian.

Contact Information:
Chaya Sarah Miretzky, Director of Information Technology: miretzky@htc.edu

LIBRARY AND STUDENT SERVICES
Hebrew Theological College provides a variety of support services for students. Faculty should encourage students to make use of these services. Faculty should also contact student services staff in advance of assignments to communicate expectations and requirements.

Saul Silber Memorial Library: The Saul Silber Memorial Library is the academic library supporting all programs of Hebrew Theological College. The Library’s mission is to support the academic programs and research needs of students and faculty of HTC. The Library provides patrons with access to current information and resources in print, as well as online media. The library takes an active role in helping students learn every day by providing the tools to help students and faculty achieve their academic, personal, and professional goals. Information, resources, and updates about the library are available on its website at http://htclibrary.weebly.com.

Collection Development: Faculty, administrators, and students are instrumental in the development of the Saul Silber Memorial Library collection. Materials are purchased to support the academic programs of the college, so faculty, with deep knowledge of their disciplines, are essential to acquiring new materials. Faculty should share suggestions of new materials with library staff, who will evaluate them based on their professional judgement and knowledge of the academic programs.

Library Catalog: Cataloged items can be accessed through the Online Public Access Catalog (OPAC), which is available at http://htclibrary.weebly.com/library-catalog.html.

Main Library: The Main Library is located on third floor of the administrative building in Skokie. The majority of the collection housed on the Skokie campus is available in this location, including the Judaic and General Studies collections, periodicals, and archival materials. The Lazar Holocaust Collection is housed in this location.

Beis Midrash and Aron Friedman Chadar Iyun: The Beis Midrash (study hall) and Chadar Iyun (study room) are non-circulating divisions of the library. The Beis Midrash houses volumes of Talmud, Jewish Law, and Bible, along with commentaries and translations. The Aron Friedman Chadar Iyun, located in the Beis Midrash building, houses additional commentaries and responsa. Materials from the main library have been moved to provide easier access to necessary materials.
Blitstein Institute Library: The Blitstein Institute Library supports the academic programs of Blitstein Institute. Discipline specific collections have been developed, such as the Education and English collections, to support majors offered only at Blitstein. The Judaic collection is housed in the main library at Blitstein. The General Studies collection is housed in the Annex Room. The English collection is housed in Conference Room B.

Circulation Policies: Students, faculty, and other HTC staff have full borrowing privileges. Materials are circulated at the Main Library using the Honor System. Materials are circulated at Blitstein by completing Loan Slips, which are available on the librarian’s desk. Patrons should include their name and the barcode on the Loan Slip. In general, materials circulate for the length of the semester, depending on the demand of the materials. Materials from both campuses can be sent between campuses upon request.

Electronic Resources: Due to HTC’s partnership with Touro University and College Systems, HTC has access to full-text electronic databases that support the Judaic and General Studies’ programs. Faculty and students can access the databases at http://htclibrary.weebly.com/research-databases.html. Faculty and students can obtain remote access to the databases by registering at https://accounts.tourolib.org/register using their assigned ID and email. This information is shared with faculty by email at the beginning of the semester. Library staff has curated a collection of research guides at http://htclibrary.weebly.com/research-guides.html. Library staff can also create customized resources to help prepare students for specific assignments based on faculty input.

Reciprocal Agreements: Hebrew Theological College maintains reciprocal agreements with Loyola University of Chicago and Spertus Institute of Judaic Studies Asher Library. Library System (RAILS) which opens the public libraries of suburban communities, as well as various libraries of public and private colleges and universities to HTC students and faculty.

A valid photo ID, along with an HTC ID, enable faculty and students to obtain library cards for these collections. HTC students and staff may also request access to computers and databases using their library cards on the Loyola or Spertus campuses. As employees of a Skokie business, faculty are entitled to Skokie Public Library cards and should request access by contacting the Head Librarian. HTC is a member of the Reach Across Illinois Library System (RAILS), which opens the public libraries of suburban communities, as well as various libraries of public and private colleges and universities to HTC students and faculty. Students who live on the Chicago campus can also apply for Chicago Public Library cards, who have a reciprocal agreement with Evanston Public Library. Application forms are available in the library for Chicago Public Library cards.

Research Instruction: Librarians are available to visit classes to demonstrate the research process. They can collaborate with faculty to showcase resources, databases, evaluate bias, citation styles, etc. that support course objectives. They will customize lessons according to faculty’s requests. Class visits ensure that students are familiar with the expectations of college-level research and have the tools to apply this knowledge. It also provides an introduction to library staff and facilitates individualized meetings with librarians. Librarians offer meetings to students at their convenience as requested. To arrange a visit, faculty should contact the Head Librarian.
Course Reserves: Course Reserves of designated materials for students are able to be curated for faculty in the library. Material from either campus can be housed at the selected location for the semester. Faculty should contact the Head Librarian in advance of the semester to make these arrangements.

Programming and Events: The Head Librarian has arranged a variety of events, including speakers, game nights, seminars, career panels, author visits, trips, book clubs, and more. Faculty collaborates with library staff to create and implement programs. Information about programs is shared via email and flyers. Faculty who has suggestions for programs should contact the Head Librarian.

Math Center: Math Center is available to support students with math concept review, Homework help, and test and exam preparation. At Blitstein Institute, students can sign up for slots with the Math Center Instructor or peer tutors at http://htclibrary.weebly.com/math-center-blitstein.

Writing Center/Writing Clinic: Writing Center/Clinic is available to support students throughout the entire writing process. Instructors and peer tutors can help students formulate ideas, organize thoughts, prove points, master mechanics, cite sources, and edit errors. At Blitstein Institute, students can sign up for Writing Center/Clinic slots at http://htclibrary.weebly.com/writing-center-blitstein.html.

Career Services: Blitstein Institute’s resident career counselor is on site to help students continue on the right path for their future endeavors. The Career Services department provides the following services: Career Planning, Career Events, Course Schedule Planning, Entrance Exam Preparation, Graduate Record Exam (GRE) Preparation Classes, Graduate School Advising, and Graduate School Application Management. At Blitstein Institute, students can sign up for Career Services slots at http://htclibrary.weebly.com/career-center-blitstein. Faculty interested in collaborating on career services programs should contact the Career Counselor.

Judaic and Hebrew Tutoring Center: The Judaic Tutoring Center is available at Blitstein Institute to assist students with Chumash, Nevi’im, Ketuvim, Hebrew, and Philosophy. Hours and availability are posted by the Hebrew office, upstairs by the Blitstein kitchen.

Office of Special Services: Hebrew Theological College is committed to providing all of our students with various resources and support for academic success. The Office of Special Services has been established to help ensure equal access for all students to post-secondary education in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Office of Special Services works together with staff, administration, students, as well as partners within the community to provide students with services throughout their educational experience.

Hebrew Theological College recognizes that students with disabilities may require specific assistance, and will make efforts to provide reasonable accommodations. Students with disabilities who require accommodations must make those needs known to Dr. Richard Aronoff, Chairman of the Department of Psychology, acting as the school’s Disabilities Officer. He will
review the documentation and determine what accommodations or what additional information may be needed to properly determine a student’s needs and eligibility for accommodations. It is the student’s responsibility to make these needs known in a timely fashion and to provide documentation prior to the beginning of any semester in which accommodations are desired. Students with documentation will be provided with an official letter from the Disabilities Officer, which should be duplicated and given to each instructor at the beginning of the semester to ensure proper services are provided. Students must act as advocates for themselves to ensure that their needs are met. In some instances, where only minor accommodations are required (such as requesting to sit in the front row because of visual or hearing impairments), the student should feel free to ask the instructor for these accommodations. If requests for accommodations are not responded to adequately, the student should make the request to the school’s Disabilities Officer.

Accommodations Provided: The Office of Special Services will make reasonable accommodations for documented disabilities. These accommodations include:

Course load modifications
Recorded lectures
Extended time on exams
Academic modifications that may be needed to facilitate learning
Assistance in acquiring electronic textbooks
Technological and adaptive equipment
Interpreters
Note takers

However, accommodations will not be provided if they fundamentally alter the nature of the program or if they would be unduly burdensome either financially or administratively.

Extended Time Procedures: Students should notify the Office of Special Services in advance of tests via email. Requests for accommodations may not be able to be met if the Office of Special Services is not contacted within an appropriate timeframe. The instructor should also be reminded about the request for extended time from the beginning of the semester. Students should make arrangements with instructors to retrieve and return exams.

The amount of extended time permitted to students with disabilities will be determined based on the documentation presented and the type of exam. Students who need adapted test materials must discuss this service in advance of the exam. Arrangements must be made with the Office of Special Services if a proctor is needed for extended time. Students must follow all testing procedures established by the instructor.

Faculty who believe a student who has not presented documentation could benefit from an evaluation should contact HTC’s Disabilities Office. The same applies if they notice any concerning behavior such as declines in coursework, increases in absences, changes in sleep patterns, changes in affect, declines in self-care, etc. HTC is committed to supporting our students’ mental health. HTC’s Disabilities Officer manages all referrals to outside services and agencies.
REGULATIONS, POLICIES, AND SERVICES

Fundraising and Solicitation: Although faculty members may be notified of various fund drives, all contribution to memorials, charities, or community drives) are entirely voluntary. Solicitation of funds for U.S. political parties is prohibited on College property.

Private Use of College Property: No one employed by the College may use College property for personal purposes. No one is permitted to remove from the buildings or ground any College property, without the express approval of the Vice President for Administration or the Chief Executive Officer.

Smoke Free Environment: The Illinois Clean Indoor Air Act of 1990 requires that smoking be prohibited in educational facilities and public areas. Under this Act, Hebrew Theological College prohibits smoking in all its public areas and classrooms, including lobbies, libraries, lounges, bathrooms, conference rooms, and offices.

Controlled Substances Policy: Hebrew Theological College prohibits the illegal and irresponsible use of alcohol and other drugs in accordance with Halakhic authorities as well as applicable federal, state, and local laws. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on HTC campuses or during the HTC-sponsored activities.

As required by the Drug and Alcohol Abuse Prevention Regulations, employees are hereby notified by this policy. Furthermore, as a condition of employment, faculty members will abide by the terms of the above statement, and will notify HTC in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

With permission from the Residence Supervisor or Dean, sacramental wine may be brought into residence halls for Sabbath and/or holiday for students who meet the legal criteria for the possession of alcoholic beverages in Illinois. Permission is granted only when the Residence Supervisor or Dean is confident that the beverage is consistent with the dictates of Jewish law and will be used for ritual purposes only by individuals conforming to State of Illinois criteria for the possession of alcohol.

Sanctions: Faculty found to be in violation of the Hebrew Theological College Drug and Alcohol Policy will be held accountable for their actions and will face disciplinary actions. Campus disciplinary actions include written warnings, probation, and untimely dismissal. In case of necessity, community based resources will be used to provide counseling and/or treatment programs as appropriate.

Should a faculty or staff member feel uncomfortable approaching an individual within Hebrew Theological College to discuss a problem of such a personal nature, he/she is urged to contact one of the following agencies. All agencies are committed to ensuring the privacy of their clients:

The Ark ......................................................... 773-973-1000
Security Policies: The College attempts to provide for the security of individuals and their belongings through a security system that includes locks for rooms and buildings, controlled access to buildings, alarm systems and/or video monitoring. Security measures are only as effective as the individuals on campus choose to make them. All external doors leading in HTC Facilities and Residences are equipped with keypunch codes that are disclosed only to enrolled students and staff members. A call button is in place at the main entrance for all guests visiting the campus seeking entry into the building. To prevent crime, students and faculty members should not disclose the codes to guests visiting the campus.

In addition, there are surveillance cameras in place throughout the campus recording the activities going on in those locations of the campus 24 hours a day. The Blitstein Campus maintains an alarm system for all buildings that is directly connected to the Chicago Police Department. If you are being threatened with imminent physical harm on the Blitstein Campus, do not hesitate to press the alarm buttons that are located in the classroom and student housing buildings.

At times it may be necessary to establish other security checks and procedures and it is expected that students will cooperate fully in carrying out security procedures, all of which are designed to promote the safety and security of the College community. All students, faculty and staff are expected to assume reasonable responsibility for personal safety. By using common sense, safety practices such as walking in groups, reporting suspicious activities, keeping money, books and other personal items protected, locking car, room and office doors when leaving and generally being alert to personal welfare will ensure personal safety on and off campus. All threats and/or altercations (verbal or physical) that are based on religious, gender or racial bias by either a member of the College community or a stranger must be reported.

Procedure for Reporting Crimes and other Emergencies: If a student or faculty member notices any behavior on campus that appears to be criminal or leading to a criminal act, he or she should immediately contact the appropriate facility coordinator, the supervisor of the dormitory/residence facility or the highest ranking administrator present on campus. If none of the above is immediately available, or if the seriousness of the situation demands immediate attention from law enforcement officials, that person should call 911.

Policy for Issuing Security Warnings for Student/Employees: Timely warning reports will be made to the campus community on certain crimes that represent a continuing threat to students and employees were reported to officials with significant responsibility for students and posted on school and dormitory bulletin boards.

Confidential Reporting of Crimes: In order to provide a secure facility for all, students and staff member are required to report all crimes to the appropriate school authority. All such reports will be held in the strictest of confidence.

Crime Statistics: Crime statistics for each campus are maintained by the Registrar’s Office and are available for review upon request.

FACILITIES

Beis Midrash/Fasman Yeshiva High School: The Beis Midrash and Fasman Yeshiva High School are located at 7135 N. Carpenter Rd. Skokie, IL 60077. Beis Midrash classes take place in the Beis Midrash building. The Business Office is located on the second floor of the main administrative building. Specific facilities requests should be shared with the Facilities Manager. Cafeteria facilities are available to students at the 7135 North Carpenter Road location, where breakfast, lunch, and dinner are available when classes are in session. A schedule of operating hours is posted in the cafeteria. Faculty members whose responsibilities place them at the Skokie campus during mealtimes are entitled to receive meals at no cost.

Blitstein Institute: Blitstein Institute is located at 2606 W. Touhy Ave., Chicago, IL 60645. The Business Office, along with the Deans’ Office, is located in the 2606 building. Facility requests should be shared with the Facilities Manager in the Blitstein Office. Faculty who need to access the Science Lab will be given a key to use. The Faculty Office is located downstairs in the 2606 Building, across from the Science Lab. Faculty may use this space to prepare for their classes and host office hours. A kitchen is located upstairs next to the library, including a refrigerator. Faculty should label their personal items. Only double-wrapped Kosher food should be placed in the microwave.

Parking Permits: Parking Permits are available upon request from the Blitstein office. Department Chairs should provide their plate number and cell number. Permits are required while using the north parking lot. Fence parking is reserved for resident students and the Residence Supervisor.

Facilities Concerns: Facilities concern, such as damaged items, power outages, or furniture needs, should be shared with the Facilities Manager.

Transportation
Hebrew Theological College is accessible by public transportation from all points in Chicago. Suburban bus and train service are also available, and there is ample free parking space on both campuses. The main campus is approximately 20 minutes away from both O’Hare International Airport and the downtown Chicago area.

GUIDELINES FOR DEPARTMENT CHAIRS

Faculty Orientation: Department Chairs are required to provide an orientation for faculty to help them acclimate to the culture and responsibilities of teaching at Hebrew Theological College. Faculty should provide faculty with copies of the Faculty Handbook, Student Handbook, and Academic Catalog. The following are items that Chairs should particularly focus on during the orientation.
Code of Conduct. The cultural norms and expectations specific to Hebrew Theological College outlined in the Code of Conduct should be explained in depth to staff to ensure they understand these requirements and abide by them. Department Chairs are responsible to address the specific nature of the dress code and ensure faculty comply with the dress code norms at HTC. (For specific examples of dress code norms, Department Chairs can point faculty to the student handbook.) Department Chairs are responsible to clearly communicate the specific expectations related to the dress code and the cultural norms around professional appearance. Chairs should contact the Deans and Menahel Ruchani for support or clarification about these expectations.

Returning from Abroad. Students often attend Hebrew Theological College often returning after a year or more of Seminary or Yeshiva in Israel. After a year of intense study and dedication to their religious education abroad, it can be a challenging transition back to a dual curriculum, with the responsibilities inherent in a college program. Faculty should be apprised of the nature of this transition and the need for understanding as students adjust.

Cultural Sensitivity. Chairs should make sure to share the Media Use Policy and explain the cultural sensitivity norms expected at HTC. They should communicate that all readings/materials shared in class must be approved by the Chair.

Clerical Duties. Chairs should explain the clerical and teaching duties outlined in “Faculty Responsibilities and Requirements.”

Library Visit. Chairs should encourage faculty to schedule class visits with a librarian. Class visits ensure that students are familiar with the expectations of college-level research and have the tools to apply this knowledge. It also provides an introduction to library staff and facilitates individualized meetings with librarians. To arrange a visit, faculty should contact the Head Librarian.

Support Staff. Chairs should introduce the support staff on their campus who can support faculty’s needs, including administrative assistants, facilities staff, and student services staff.
APPENDIX A: HTC SYLLABUS TEMPLATE

Hebrew Theological College
A member of the Touro College and University System

Semester, Year:
Course Title:
Course Number:
Course Credit Hours:
Class Meets:
Instructor:
Office Hours:

Required Texts:

Additional Texts: [If necessary, if not, omit]

Recommended Texts: [If necessary, if not, omit]

Conceptual Framework
“To Learn, To Teach, To Observe, and To Do.” The student should be a Critical Thinker, Effective Communicator, Proactive Educator, and Moral Practitioner.

Course Overview

Course Objectives

Attendance and Participation
1. Students are required to attend, be prepared for, and actively participate in all classes.
2. Students are required to attend all classes. In the case of absences, a student must communicate with instructor immediately via email.
3. Students absent for over 25% of scheduled classes will have their final grade lowered by one letter grade.
4. Students absent for over 50% of scheduled classes will receive an F (failure) in the course.

Incomplete Policy-- Crisis Management
This is available ONLY to students with extreme and/or extenuating circumstances who
1. have completed 50% or more of the required course work.
2. have a grade of “C” or better on completed work.
3. request the “Incomplete” prior to the week of final examinations of the semester.
4. complete and submit an “Incomplete Contract” prior to final examinations.

The “Incomplete Contract” must be signed by the course instructor and the Dean. Non-compliance by agreed date will result in a permanent grade of FI (Failure/Incomplete).
Academic Integrity

Hebrew Theological College is committed to providing an academic community and learning environment based on honest inquiry and pursuit of knowledge that fosters commitment and adherence to Judaic tenets. The faculty and administration of Hebrew Theological College have specified the following acts as serious violations of personal honesty and academic ideals that jeopardize the quality of education within a Torah environment:

- Submitting as one’s own, material copied from a published source.
- Submitting as one’s own, another person’s unpublished work or examination material.
- Submitting as one’s own, a rewritten or paraphrased version of another person’s work.
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Allowing another to write or research a paper for one’s own benefit.
- Copying electronic or printed media for one’s own use without permission or licensing from appropriate publishers.
- Submitting the same paper for more than one course without explicit permission from the instructor(s).

More information about HTC’s Academic Integrity policy can be found on page 15 of the Student Handbook.

Accommodations

Any student, who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations and share appropriate documentation from the Office of Special Services, provided by HTC’s Disabilities Officer, Dr. Richard Aronoff.

Accommodations will be made, but the instructor must be aware of your needs in order to make proper accommodations. It is the responsibility of the student to make these needs known in a timely fashion and to provide documentation prior to the beginning of any semester in which accommodations are desired.

Technology Policy

HTC bans the use of cell phones, computers and other devices for texting, web-browsing or other non-class related activities during class. This behavior may result in expulsion from the course after a single warning. Electronic devices may not be used during exams, and their use in class is subject to faculty discretion and permission. Only students with documented disabilities who must use such devices may request exemptions as documented.

HTC Academic Resources

Hebrew Theological College is committed to providing all of our students with various resources and support for academic success. Tutorial services through the Writing Clinic, Math Center, and Hebrew Tutoring Center provide assistance in a variety of disciplines. Students should make arrangements to avail themselves of these services. Librarians at the Saul Silber Memorial Library are available to assist students with all their research needs. Students can find information about the library services and resources at [http://htclibrary.weebly.com](http://htclibrary.weebly.com).
**Mid-Semester Progress Reports**
Mid-way through the semester, your instructor will evaluate your progress in this course and share this feedback with the deans. This information will be used for advising purposes. You can view the form at http://tinyurl.com/HTCMSPR.

**HTC Course Evaluations**
In order to help make the course evaluation process more convenient and ensure student privacy, you can now submit secure, anonymous course evaluations online via Blackboard (accessed through TouroOne). Your instructors will provide time in class to complete the form, but you can also fill it out on your own at any time. Your feedback will be shared with your instructors after grades have been turned in. Instructors are eager to know how they can improve and rely on your feedback as a central part of their professional development. This is your opportunity to express your thoughts about your experiences at Hebrew Theological College. Your voice matters.

**Course Requirements**

**Evaluation and Grading Procedures**
[Indicate the point or percentage breakdown for your course assessments. It should be clear to students how they are being evaluated in your course. If relevant, rubrics should be provided.]

All assignments and exams **must be typed** unless otherwise indicated by the instructor. Paper should be double spaced and free from errors in spelling, punctuation, capitalization and grammar. Consideration will be given to both the content and appearance of the paper.

**Assignments**

[Provide a written description for all assignments in your syllabus. Students can be directed elsewhere (like Blackboard, for example, to seek out course rubrics and further information.)]

**COURSE OUTLINE & READINGS***

*Schedule is subject to change.

[Provide a schedule of topics, readings, due dates, etc.]
APPENDIX B: NEW COURSE AND SYLLABUS EVALUATION FORM

Hebrew Theological College
Syllabus Evaluation Form

The Course Syllabus Evaluation Rubric is used to help guide Deans, Department Chairs, and Coordinators in evaluating instructors’ syllabi using an objective measure that provides specific feedback to both the instructor and the college. It accompanies the Syllabus Template revised 2016. Deans, Chairs and/or Coordinators will complete the evaluation in advance of the beginning of the semester and provide feedback for instructors to make needed improvements. Syllabi that do not contain required elements will be returned to faculty for revision. This evaluation will be shared and discussed with each instructor and placed in his/her file.

Instructor:
Course:
Division:
Semester, Year:

Rating Scale:
3 = Target; provides clear, well-written explanation
2= Acceptable, includes minimum explanation
1 = Needs work, may be missing crucial elements; provides weak explanation.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Heading</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identifies the course with the course number, title, credit hours, times of class. Identifies contact information and office hours.</td>
<td></td>
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<tr>
<td>Course Description</td>
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<tr>
<td>Provides course description from the catalog. Includes narrative overview, if necessary.</td>
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</tr>
<tr>
<td>Materials/Texts</td>
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</tr>
<tr>
<td>Includes texts that are required for the course, including information for students to acquire it. Indicates any supplemental or suggested materials, if applicable. Texts have been approved by Department Chair/Dean as appropriate for course.</td>
<td></td>
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<tr>
<td>Learning Outcomes/Objectives</td>
<td></td>
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</tbody>
</table>
Lists precisely what students will learn/be able to do by taking this course, written in learner-centered measurable terms.

**Course Requirements**
Describes assignments in detail. All required assignment directions are included in syllabus at the beginning of the semester.

**Evaluation/Grading Policy**
Indicates the point or percentage breakdown for course assessments. Communicates how students will be evaluated in course. If relevant, rubrics should are provided. Assignments are aligned with the course objectives.

**Course Content/Schedule**
Includes chronological list of topic to be covered. Due dates for readings, homework, activities and assignments are included.

**HTC Policies & Information**
HTC policies and information are included in syllabus, including: Conceptual Framework, LiveText/Blackboard (if applicable), Attendance/Participation, Incomplete-Crisis Management, Academic Integrity, Accommodations, Technology Policy, HTC Academic Resources, Mid-Semester Progress Reports, and HTC Course Evaluations.

**Additional Comments:**

___ Syllabus meets HTC requirements and is ready to be added to faculty file and shared with students

___ Syllabus needs minor revisions based on feedback above.

___ Syllabus needs major revisions. A meeting will be scheduled to support these revisions.

Reviewer:  
Date:
APPENDIX C: MID-SEMESTER PROGRESS REPORTS
BLITSTEIN INSTITUTE – HEBREW THEOLOGICAL COLLEGE

Mid-Semester Assessment Tracking
All faculty are to complete this form mid-point every semester

Faculty should indicate below the names of students showing signs of difficulty in the academic program for the mid-semester. Return this form (hard copy) to Dr. Tessler one week after receipt.

Faculty name: ________________________________

Course number / name __________________________ Semester / year: ____________

A. If all students are demonstrating acceptable progression of knowledge and/or skill acquisition this semester, indicate by initialing in this space: ______

For sections below, please provide details/explanations for advisors.

CONCERNS:

B. Midterm course grade below a B

   Names of students:

C. Midterm unsatisfactory performance regarding disposition (absences, tardiness…)

   Names of students:

D. Students whose performance otherwise warrants ongoing concern.

   Names of students:
APPENDIX D: FACULTY SELF-EVALUATION FORM

Hebrew Theological College
Faculty Self-Evaluation Form

Name: _______________________ Semester/Year Today’s Date __________
Course(s) Taught (Indicate Department, Course #, and Title)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please respond to all sections below.

Section I:
1. Do you feel your students were adequately prepared to take this course?
   ☐ All       ☐ Most       ☐ Some       ☐ None

2. Would you change the expectations of prior knowledge if you would teach this course again?
   ☐ Yes       ☐ No

   Please explain

3. Do you think the methods of evaluation (papers, tests, etc.) employed in this course were adequate to gauge student learning and understanding? How, if at all, would you modify your syllabus if you taught this course again?

4. Would you use the same text/reading materials again? ☐ Yes ☐ No

   Please explain.

Section II:
Please reflect on your teaching style and the quality of your interactions with your students:
5. I actively employed the following teaching methods in this course: (Check all that apply)
   ☐ Lecture
   ☐ Guided Discussion
   ☐ Modeling
   ☐ Case Studies
   ☐ Recitations and Oral Readings
   ☐ Oral Presentations by Students
   ☐ Group/Cooperative Learning
   ☐ Labs
6. Would you change any of your teaching methods? □ Yes □ No
Please explain.

7. I evaluated my students’ progress and learning through the following methods: (Check all that apply)

☐ Chapter Examinations
☐ Mid-Term Examination
☐ Final-Examination
☐ Brief Written Assignments/Journals
☐ Papers
☐ Quizzes
☐ Study Guide Responses
☐ Oral Reports
☐ Portfolio
☐ Oral Presentations
☐ Observation of Student Performance
☐ Multimedia Presentations
☐ Projects
☐ Other

8. How would you rate the evaluation methods employed in getting a fair sense of the learning and understanding of your students?
□ Excellent □ Very Good □ Good □ Fair □ Inadequate

9. Would you change any of your evaluation methods? □ Yes □ No
Please explain.

10. Did you feel that you made a connection with your students? □ Yes □ No
Please explain.

11. What professional development opportunities would you like to have?
Section III:
Please attach copies of written assignments, exams, creative evaluation tools, study guides or other teaching materials you developed and employed which you would like to share with the faculty and administration of Hebrew Theological College.

What professional development opportunities would you like to have?

Section III:
Please attach copies of written assignments, exams, creative evaluation tools, study guides or other teaching materials you developed and employed which you would like to share with the faculty and administration of Hebrew Theological College.
APPENDIX E: AGREEMENT CONCERNING INTELLECTUAL PROPERTY

In consideration of my employment or engagement by Hebrew Theological College ("HTC") or my use of the facilities, equipment or funds of or administered by HTC, I make this agreement with HTC:

1. I hereby agree:
   a. to be bound by HTC’s Intellectual Property Policy, as it may be amended from time to time (the “Policy”);
   b. to make prompt and full written disclosures in accordance with the Policy, including disclosure of certain Inventions and/or Commercial Works (as those terms are defined in the Policy) and of existing and proposed agreements that I may have with an entity that is or becomes involved with HTC in a license transaction concerning my Inventions or Commercial Works;
   c. to assign and do hereby assign to HTC all of my right, title and interest in, to and under the Inventions and/or Commercial Works of which I am an Inventor or Author; and
   d. that all right, title and interest in and to the Inventions and/or Commercial Works discovered or created by me are the property of HTC under the terms of the Policy.

2. At the request of HTC at any time and in accordance with the Policy, I will execute, without charge, all documents relating to the Inventions and/or Commercial Works, including those reflecting the assignment herein and assist HTC in applying for, obtaining, maintaining and enforcing associated patent and copyright applications, patents and copyrights anywhere in the world.

3. At the request of HTC, I agree to assist HTC, without charge (except for reasonable compensation for extraordinary work, if I am no longer employed or engaged by HTC) in the following:
   a. Preparation, filing, prosecution of applications and maintaining patents or copyrights anywhere relating to any Invention or Commercial Work;
   b. Licensing or other transactions relating to any Invention or Commercial Work; and
   c. Any litigation, other proceedings (in courts, patent offices, copyright offices or elsewhere), or any dispute resolution process, including mediation, arbitration or negotiation, relating to any Invention or Commercial Work.

4. This Agreement will inure to the benefit of HTC and its nominees and their respective legal representatives, successors and assigns. This Agreement will be binding now and in the future on me and my heirs, legal representatives, executors, administrators and assigns. Except with the prior, written consent of an authorized official of HTC, no attempt by me to assign or transfer any rights in Inventions or Commercial Works will relieve me of any of my obligations under this Agreement or the Policy.

5. This Agreement, together with the Policy, supersedes any prior agreements or understandings.
I may have signed or to which I may be bound with respect to the subject matter of this Agreement. I represent and warrant that I have not entered into any agreement, understanding or obligation with any person, organization or corporation that is in conflict with my obligations under this Agreement or the Policy.

Signature: ___________________________  Dated:
__________________________________

Printed Name: _________________________
APPENDIX F: GUIDELINES FOR LICENSE TRANSACTIONS INVOLVING SECURITIES

One category of potential licensee for an Invention or Commercial Work that is evaluated by OIC is a start-up company. Typically, a start-up company’s survival will be tied to the development of the technology licensed to it by HTC, and the company’s research and development efforts will be focused on that technology. Often, a start-up company can represent the best opportunity for the development of an early-stage technology. In some cases, a start-up company may represent the only licensing alternative available.

Most start-up companies, whether just formed or in existence for a few years, have little cash and no revenues. Under these circumstances, the heavy cash burden on the company of a traditional license transaction would divert cash needed for research and development efforts and diminish the company’s ability to attract initial investors. In such a licensing transaction, equity or other class of securities (“Equity”) is issued to HTC at the commencement of the license, and most of the company’s cash obligations to HTC are postponed until milestones are reached and sales and sublicense fees are generated. Equity is not preferred to cash by HTC. Rather, in the absence of sufficient cash compensation available from the company and in lieu of all or part of the initiation fees, in addition to future fees and royalties, Equity may be accepted as compensation by HTC. Thus, the issuance of Equity in a license transaction is a reasonable business solution that enhances the overall potential financial return to HTC and remains acceptable to the start-up company and its investors.

OIC uses the following list, which must be read in context of the entire Policy, as a guideline in negotiating license transactions with start-up companies:

- The company should be legally formed, managed by executives experienced in the company’s industry, and have the potential for credible investors.
- HTC, its officers, its employees, and the Inventors or the Authors should not hold management or fiduciary positions in the company.
- If an Inventor or Author receives or has a right to receive Equity in the company, the requirements of HTC’s Policy on Conflict of Interest and Commitment in Research must be followed.
- In the event that an Inventor or Author holds or will hold Equity in a company on an individual basis, the distribution of Net Proceeds may be determined according to Paragraph 5.9 of the Policy.
- HTC should hold a minority Equity position, generally not more than fifteen percent (15%) of all outstanding Equity on a fully-diluted basis of the company post financing.
- HTC should not invest cash directly in the formation of the company or in follow-up rounds of financing. This does not preclude, for example, investments in the company by venture capital funds in which HTC has invested or the exercise of warrants or options held by HTC.
• Once Equity is received by HTC, the Equity will be held, managed and liquidated in accordance with the Intellectual Property Policy and other applicable policies and procedures of HTC.