

## **PART II: FACULTY HANDBOOK OAFPA POLICIES AND REGULATIONS**

### **1. Faculty Expectations: Introduction and Ethics**

#### **1.1 AAUP Statements Regarding Faculty Rights and Responsibilities**

By unanimous vote, faculty at Hobart and William Smith Colleges voted to accept as guidelines for professional conduct AAUP statements regarding faculty rights and responsibilities as set forth below: [REVISED April 2010]

##### **1.1.1 1940 AAUP Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments**

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

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

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

#### Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

(*AAUP Policy Documents and Reports*, 10<sup>th</sup> edition, Baltimore: Johns Hopkins University Press, 2006, p. 3-4.)

##### **1.1.2 AAUP Statement on Professional Ethics**

#### Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their

utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The AAUP supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure* [and Hobart and William Smith Colleges procedures for *Termination of the Faculty* as set forth in the HWS Faculty Bylaws. (Article 1, section g)]

### The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

(AAUP Policy Documents and Reports, 10<sup>th</sup> edition, Baltimore: Johns Hopkins University Press, 2006, p. 171-172.)

## **1.2 Conflict of Interest Policy**

Trustees, officers and all employees of the Colleges should conduct the affairs of the Colleges consistent with the goal of promoting the best interests of the institution. It is therefore expected that all such individuals will conduct any business related to the Colleges with candor and integrity. Any such individual may have a conflict of interest when they or any of their family or associates knowingly: (1) has an existing or potential financial or other material interest which might impair the individual's independence and objectivity in the discharge of their responsibilities to the Colleges, or (2) may receive any financial or other material benefits from knowledge or information confidential to the Colleges.

The family of an individual includes their spouse, domestic partner, parents, grandparents, siblings, children, grandchildren, and any other blood relative if that relative resides in the same household. An associate of an individual includes any person, trust, organization, or enterprise of which the individual or any member of their family: (1) is a director, officer, employee, member, partner, or trustee, or (2) has a significant financial or other interest which enables them to exercise control or significantly influence policy.

Any individual who has a conflict of interest in any matter concerning the Colleges shall disclose such conflict to the appropriate person at the earliest practicable time and shall not act or vote in any decision-making capacity regarding such matter. Disclosure shall be appropriate when made by faculty to the Provost and Dean of Faculty, by Staff and Administration to their respective Senior Staff members, by Senior Staff members, including the Provost and Dean of Faculty, the Vice President for Finance, the Dean of Hobart College, the Dean of William Smith College, the Vice President for Institutional Advancement, the Vice President for Enrollment and Dean of Admissions, the Director of Human Resources, the Director of Communications, and the Chaplain to the President and by the President and by individual Trustees to the Board of Trustees. Employees may not solicit or accept gifts, gratuities, favors or anything of monetary value from current or potential vendors, contractors or their agents, local businesses or others with whom there is a potential or ongoing business or professional relationship. Employees may accept ordinary business courtesies, such as payment for a modest meal or event or gifts which are promotional items without significant value and are distributed routinely. Not adhering to this policy is considered a serious matter and may result in disciplinary action, up to and including the termination of employment.

Employees are expected to comply with the FINANCIAL AID CODE OF CONDUCT. A copy can be found at: <https://www.hws.edu/admissions/tuition-scholarships-and-aid/loan-center/code-of-conduct.aspx>.  
[http://www.hws.edu/admissions/finedu\\_aid\\_conduct.aspx](http://www.hws.edu/admissions/finedu_aid_conduct.aspx)

## **1.3 Faculty Statement on Anonymous Communications**

On February 13, 1995, the Faculty adopted the following resolution for inclusion in this Handbook:

Recent instances have brought to the faculty's attention the dangers involved in the circulation of anonymous letters evidently written by faculty members. The motives for sending such communications can vary from the trivial to the malicious. The faculty herewith repudiates and disavows the sending of anonymous ad hominem letters to the faculty as a whole or to individual members thereof. It considers that such communications carry with them the inherent risk of harmful and gratuitous insult to individual faculty members and therefore to the faculty as a whole. Such risk far outweighs any possibly valid purpose - political or recreational - that might conceivably be served by preservation of authorial anonymity.

## **2. Faculty Obligations, Appointments, and Hiring**

### **2.1 Individual and Institutional Obligations**

#### **2.1.1 Relocation Reimbursement**

Information regarding authorized reimbursement related to new-hire moving costs can be found in the Employee Handbook on the HR website.

### **2.1.2 Office Services Policy**

Offices are provided for activities connected with a faculty member's position at the Colleges. This includes work with professional organizations and educational associations. It is inappropriate to use Colleges offices for any commercial activity or personal business. A faculty member may not allow any outside organization or individual to use a Colleges office. It is customary practice at the Colleges for a faculty member on sabbatical or other leave to work with the Department/Program Chair to make arrangements for their assigned office during the course of the leave so that any full-time replacement or adjunct will receive adequate office space. A faculty member will not be guaranteed access to their office during sabbatical and other extended leaves, as it may be allocated for an adjunct or other replacement faculty member. In cases where the Department/Program Chair cannot identify appropriate office space, the Provost and Dean of Faculty will be consulted.

The same restrictions apply to Colleges phones as described for office use. The Colleges phones are restricted to Colleges related or professional use. No personal business should be conducted by Colleges phone except for the occasional local call that must be made during the day. Colleges' phones may not be made available to outside organizations. (Note that the Colleges pay a basic line charge and a time-in-use charge for all outside calls made. Thus any use of these lines involves an expense to the Colleges.)

The Colleges copy and printing services and secretarial services are not available to outside organizations even when the organization is non-profit and/or educational in nature. Faculty members who have editorial or administrative duties in connection with scholarly publications and/or educational organizations may use these services to a limited extent. The level of services provided should not interfere with the normal operation of the offices involved, and this work cannot take priority over normal Colleges business.

The Colleges have traditionally made meeting rooms available to non-profit community groups on a time available basis. When a special cost is involved in preparation of the space, supervision of the event, or clean up afterwards, the cost must be met by the outside organization. Rooms are reserved through 25Live Event Registration System, which can be found on the Registrar's Office Webpage.

### **2.1.3 Computers and other Equipment**

Desktop computers, laptop computers, and other equipment purchased by the Colleges for faculty remain the Colleges' property. Stationary equipment may be moved from the faculty member's campus office only with permission from the Provost's Office.

Any institution-owned technology that is damaged, lost, or stolen must be reported to IT Services immediately so that, in case of damage, it can be assessed, or, if lost or stolen, it can be appropriately reported to authorities and if possible, steps can be taken to secure data remotely. Servicing of institutionally owned technology, including but not limited to computers, tablets, phones, and printers should only be managed by HWS IT Services. IT Services does not offer support services of any kind in private residences or for personally owned machines.

## **2.2 Faculty Position Categories**

HWS is committed to maintaining a large percentage of its faculty in tenure-track appointments. Tenure-track lines are those within which faculty may acquire continuous (tenured) appointment. Such ongoing positions, whether or not faculty may be tenured within them, are those which by reason of history or stated Colleges policy have firm expectations of continued existence and firm departmental or programmatic affiliations. The Colleges will reexamine their commitment to each with a frequency which is indicated in the following individual descriptions. Faculty may be appointed on a regular basis part-time. However, there are not part-time tenure-track lines. The hiring of faculty into various designations is always done in consultation and collaboration with the department and program after an assessment of curricular needs.

### **2.2.1 Tenure-Track Positions**

Tenure-track positions are ongoing positions which present no known obstacle to the tenuring of the occupant; i.e., the performance of the faculty member would be the only consideration in their tenure review.

Tenure-Track Faculty Designations:

1. Instructor (ABDs and others finishing terminal degrees)
2. Assistant Professor
3. Associate Professor
4. Professor

### **2.2.2 Visiting Temporary Faculty (Non-tenure Track) Positions (Non-tenure Track)**

In addition to faculty hired into the positions described above, the Colleges employ individuals who temporarily replace or supplement faculty in tenure-track positions. These individuals may be employed full-time or less, on contracts from one semester to two years. Except where noted, the rights and benefits these individuals enjoy are as described for faculty generally. Faculty hired in full-time, non-tenure track positions will normally teach five courses. According to the Bylaws, tenure-track faculty members must demonstrate teaching effectiveness, scholarly achievement, and consistent service to the Colleges and the community. Non-tenure track faculty members are expected to be effective teachers but do not have the same expectations in terms of scholarship or service. Teaching Faculty may, but are not required to, serve as academic advisors to students and participate in service, as appropriate.

Visiting Faculty Designations:

1. Visiting Instructor (no terminal degree)
2. Visiting Assistant Professor
3. Visiting Associate Professor (granted tenure and promotion at another institution of higher learning)
4. Visiting Professor (granted tenure and promotion at another institution of higher learning)

### **2.2.3 Teaching-Faculty and Teaching-Staff Positions**

In addition to tenure-track and visiting faculty lines, the Colleges employ faculty at various ranks to teach on an ongoing basis without the possibility of earning tenure and without the service and scholarship requirements associated with tenure-track positions. These positions may be part time or full time and may have longer contracts than those for visiting faculty.

Teaching-Faculty and Teaching-Staff Designations:

1. Teaching Instructor (no terminal degree)
2. Teaching Assistant Professor (5-10 years full-time teaching experience)
3. Teaching Associate Professor (10 or more years full-time teaching experience)

The above titles are to be held by members of the faculty that have a longer-term commitment to the Colleges and have undergone a review in accordance with the Faculty Bylaws (Article 1, Section e.5). One of these titles could also be obtained by holding a similar title at another institution. Teaching Faculty appointments may be renewed indefinitely, but this renewal does not produce tenure no matter how often it is repeated as the contractual expectations are different from those on the tenure track.

Praxis Faculty Designations:

1. Instructor of Practice (no terminal degree)
2. Assistant Professor of Practice (1-10 years full-time experience)
3. Associate Professor of Practice (10 or more years full-time experience)

The above titles are to be held by members of the HWS community that concurrently hold a staff position and teach in an area where their expertise and background are focused on the instruction of students who work in practical and

professional settings (e.g., education, writing, laboratory director). Competency is determined primarily by professional experience rather than through traditional credentialing.

### **2.3 Preparation for Reviews**

In the first semester of employment, new faculty shall be provided by the Office of Academic and Faculty Affairs with a general list of materials the candidate will need for Reviews. This list will be based on the Review requirements outlined in the Bylaws. Oafa shall provide guidance to faculty regarding archiving teaching materials, compiling scholarly output, and maintaining a list of service commitments. Department/Program Chairs will also meet with new faculty in the first semester of employment to provide information about required Review materials that might vary somewhat by discipline.

Prior to each Review submission deadline (approximately one year prior for Reviews I and II, and five months prior for Review III)—each candidate and their Review committee chair shall meet with the chair of CoTAP and the Provost and Dean of Faculty to discuss the Review process. Each candidate shall be provided with a checklist, based on the Bylaws, of items to include in the Review file. At these meetings, candidates are encouraged to raise questions about the process.

Post-Review meetings shall be held with the Chair of CoTAP, the Provost and Dean of Faculty, and successful candidates of Reviews I and II, in cohorts or individually, generally in the spring semester of the Review year, to discuss expectations for continued success in preparation for the Review to follow.

For Reviews taking place in the wake of catastrophic events that impact teaching, scholarship, and/or service (e.g., global pandemics such as COVID-19, nature-induced or human-made disasters that may be regional, national, or international in scope, etc.), candidates are encouraged to address those circumstances in their statements. Unless the candidate requests otherwise and until determined by CoFac to be no longer necessary, departments/programs and external reviewers shall be asked to comment on how the catastrophic event has impacted research, teaching, and service in their fields. Review Committees will use a template letter developed by CoTAP.

#### **2.3.1 Preparing Canvas Sites for use in Reviews**

An increasing number of faculty are using Canvas in ways that they wish to share in the context of reviews. Such an artifact is intended to be viewed in a manner similar to paper artifacts that normally reside in a candidate's portfolio (e.g., course syllabi, assignments, etc.).

Faculty may choose to share one or more Canvas sites and/or pages for the purpose of a review by doing one of the following:

1. Printing or creating screen shots of key pages in Canvas that will be referenced and discussed within the candidate's statement.
2. Printing or creating screen shots of key pages in Canvas that are accompanied by a text narrative describing the significance of each artifact.
3. Creating a narrated, screen-capture video that involves the faculty member describing the significance of each artifact and, possibly, the site as a whole.
4. Enabling a Canvas site(s) to be available for review committee members via a unique URL and their HWS credentials. This would be for a defined period of time. The "Make this course visible to authenticated users" setting makes visible most (but not all) course content while intentionally protecting student data; Related resource: [Steps to Change Course Visibility](#)

Faculty who want to include Canvas materials in their review are encouraged to start early. The Digital Learning Team has collaborated closely with FacIT on this topic and is available to consult and provide support in this process; they may be reached at x4420 or [dlc@hws.edu](mailto:dlc@hws.edu)

### **3. Salaries and Financial Support**

### **3.1 The Step System**

The Colleges faculty salary scale defines all steps relative to the base salary of Assistant Professor, Step 1. Progression through the ranks at one step per year is the norm and allows for timely promotion. All members of the faculty know exactly where they are on the scale and why they are in that particular step. In most cases this will be the step corresponding to years in rank, but for some faculty step position will not equal years in rank because of previous experience, market conditions, or merit judgments. Thus the rationale for any faculty member's salary step should clearly assign any departure from the norm to one or several of these factors.

Instructors' salaries are set at 87% of Assistant Professor, Step 1 (base). Step increases conclude for Instructors at Step 3, for Assistant Professors at Step 12, and for Associate Professors at Step 15.75, and for Full Professors at Step 26 in each rank. Anyone wishing to advance beyond the cap for the Instructor, Assistant Professor, and Associate Professor ranks would do so through promotion to the next rank. The details of normal progress and common deviations from the norm are set out below.

#### **3.1.1 Instructor**

Steps in the rank of Instructor are defined as follows: Step 1 = 87% of Assistant Professor, Step 1 (base), Step 2 = 88% of Assistant Professor, Step 1 (base), and Step 3 = 89% of Assistant Professor, Step 1 (base). Normal progress is defined as one step per year, to the limit of Step 3.

Faculty who spend one or two years as Instructor ordinarily move to Assistant Professor 1 or 2 when promoted. This represents a lag of one step. Faculty who spend three or four years as Instructor ordinarily move to Assistant Professor, step 2 or 3, when promoted. This represents a lag of two steps.

#### **3.1.2 Assistant Professor**

Assistant Professors move through rank at one step per year, Steps 2-12 being 2% above the previous step, normally reaching Step 6 in the year of Review II. Promotion to Associate, Step 1, then ordinarily accompanies a positive tenure decision. (Any promotion of an Assistant Professor in a step below Step 6 is also promoted to Associate, Step 1.) Promotion from Assistant to Associate Professor normally provides a 4% increase in the year following the promotion review.

#### **3.1.3 Associate Professor**

Associate Professors move through rank at one step per year, normally reaching step 6 in the year of Review III. Steps 2-9 are 2% above the previous step; Steps 10 through 19 are each 1% above the previous step; and Steps 20-26 are each .5% above the previous step.

Promotion from Associate to Full Professor normally provides a 4% increase in the year following the promotion review for Associates in Steps 6-9.

Associate Professors at Step 10 or higher move to a Full Professor step that provides an increase as close to 4% as possible without dropping significantly below the standard 4% promotion increase. (Actual promotion increases for Associates at these steps range between 3.9% and 5.5% depending upon the Associate's step just prior to promotion.) Thus, Associates at Steps 10-11 are promoted to Full Professor, Step 5; Associates, Steps 12-13 are promoted to Full, Step 6; Associates, Steps 14-15 are promoted to Full, Step 7; Associates, Steps 16-17 are promoted to Step 8; Associates, Steps 18-19 are promoted to Full, Step 9; Associates, Steps 20-23 are promoted to Full, Step 10; and Associates, Steps 24-26 are promoted to Full, Step 11.

In most cases, faculty advance one (full) step per year in their current scale. Associates with 10 to 19 years in rank advance a half step, those with 20 to 26 years in rank advance a quarter step, and those with more than 26 years in rank are frozen in step. Faculty who have reached a cap do not advance (except by promotion). Faculty may receive a smaller step than normal if the normal step would push them past a cap; e.g., an Associate with 12 years in rank would normally receive a half step, but someone at Associate 15.5 would only be able to advance to Associate 15.75.

Promotion from Associate to Full Professor normally provides a 4% increase in the year following the promotion review.

### **3.1.4 Full Professor**

Normal progress is one step per year in the rank of Full Professor, with each step representing a 2% increase up to a universal cap at Step 26.

### **3.1.5 Visiting Temporary Positions (Non-tenure Track)**

#### **3.1.5.1 Full-time Visiting Faculty**

To better communicate the temporary nature of Visiting Assistant Professors (VAP) positions, faculty in these lines will not participate in the step system. Salary increases will occur due to adjustments in the base salary. Visiting positions will be awarded as one-year renewable contracts for up to 3 years in duration, depending on department/program needs. Positions will not be renewable beyond the 3 years. These positions cannot be converted to tenure track with the exception of the strategic hiring process already outlined in the Bylaws. Visiting faculty may apply for tenure track positions at the Colleges, but TT searches must be international in scope.

The base salary for Visiting Assistant Professors will be set at 5/6 of the Assistant Step 1 rate for tenure track faculty. To allow for flexibility, VAPs may be hired for 6, 5 or 4 courses (6/6, 5/6, or 4/6 of the base TT salary). A preliminary decision about the number of courses will be determined during the staffing plan process (Provost and Dean of Faculty in consultation with the chair); negotiations with a candidate may occur if one of the other models best suits their professional needs. VAPs will remain benefits eligible.

#### **3.1.5.2 Part-time Visiting Faculty**

The pay rate for adjunct faculty who are teaching 1-3 courses is \$6,500 per course for those with a terminal degree, or \$6,000 per course for those without a terminal degree.

Newly appointed faculty in temporary part-time appointments will be paid according to the scale in effect at the time, as determined by the Provost and Dean of Faculty, with the actual salary offered reflecting degree status (whether or not the candidate holds the terminal degree in their field) and prior instructional experience.

Individuals teaching four or more courses will be compensated at a proration of the step appropriate to their degree status and experience, and will be considered benefits-eligible.

### **3.2 Special Situations: Prior Experience, Market, and Merit**

All special situations outlined below must be approved by the Provost and Dean of Faculty.

#### **3.2.1 Appointment with Prior Teaching Experience**

When a faculty member with previous full-time teaching experience joins the faculty, the first-year salary step may not correspond exactly to either the actual number of previous full-time years teaching or the number of prior years in probationary status recognized upon appointment. Generally, however, the salary step will be within two of the years of full-time teaching or equivalent professional experience beyond receipt of the doctorate or other appropriate terminal degree.

#### **3.2.2 Market Steps**

Faculty hired at steps above Assistant Professor, step 1, because of market conditions in their area (as distinct from cases involving previous experience), may continue to advance one step per year until Review II. If more than two market steps are involved, the faculty member may request consideration for early promotion to Associate Professor when in Assistant, step 6, 7, or 8, moving to Associate, step 1, 2, or 3, if tenure and promotion are granted.



### **3.2.3 Merit Steps**

A merit step is given as a permanent acceleration in step progress. The faculty member receiving a merit step will, under normal conditions, accrue the additional salary resulting from the step advancement on a permanent basis, until reaching the universal cap for that rank.

## **4. Faculty Leave Policies: Sabbatical, Untenured, Post-Tenure Leaves, and Leaves of Absence**

Sabbatical leaves, junior leaves, and leaves of absence without pay are granted on the expectation that the professor will return to full-time teaching at the end of the leave. It is presumed, generally, that the professor will teach for at least one academic year following a leave. In the event that the faculty member does not return, then the faculty member shall be obligated to return to the Colleges the salary and contributions by the Colleges to their insurance and retirement received during the leave.

The following is quoted from "Statement of Principles on Leaves of Absence," *AAUP Policy Documents and Reports*, 10<sup>th</sup> edition, p. 255.

Faculty members have an obligation to return for further service following leave of absence when the circumstances of granting the leave indicate that this is the equitable action, as is often the case when leave with pay is granted. A faculty member should, of course, honor an agreement to return to their institution, unless other arrangements are mutually agreed upon. The precise semester of the leave of absence should be in writing and should be given to the faculty member prior to the commencement of the leave.

Even when there is no obligation to return, the faculty member who resigns while on leave should give notice according to accepted standards. Moreover, a college or university should not knowingly invite a person to join its staff at a time when the individual cannot properly accept the invitation. In most instances, an institution which invites a faculty member to accept a new appointment while on leave should feel obliged to pay at least a portion of the cost of the leave.

Departments are expected to schedule leaves to disrupt as little as possible department and program curricula. The granting of any leave, including untenured leaves, post-tenure leaves, sabbatical leaves, and leaves of absence without pay, is authorized by the Board of Trustees upon the recommendation of the President, and is granted to further the professional growth and effectiveness of a faculty member and thus to increase the value of their subsequent service to the Colleges. In general, faculty are expected to teach in the service of the Colleges at least five of every seven years of appointment. Time in service to the Colleges includes semesters teaching in the Colleges' off-campus programs.

### **4.1 Untenured Leaves**

Untenured faculty in tenure-track positions are eligible for a research leave of two courses at full pay normally in their fourth year of appointment, contingent upon completion of the Ph.D. or other appropriate terminal degree and a successful Review I. Availability of untenured leaves for faculty hired with prior credit for teaching at another institution must be negotiated with the Provost and Dean of Faculty.

Tenure-track faculty members on an accelerated four-year review schedule or those hired at the rank of Associate Professor are not eligible for an untenured leave.

The intent of the untenured leave program is to provide untenured faculty the opportunity to pursue a scholarly research or writing project prior to review for tenure. Departments are expected to plan for them, and generally to operate without replacement for the one semester that the faculty member is absent.

A letter of intent from interested faculty must be sent to the Provost and Dean of Faculty in late October prior to the academic year during which the leave will occur. This letter must be accompanied by a letter from the appropriate department chair acknowledging the request and describing the department's plans for meeting its curricular

obligations. Upon completion of the leave, a faculty member will submit to the President and Provost and Dean of Faculty, within 60 days, a short written report of their activities and accomplishments while on leave.

## **4.2 Post-Tenure Leaves**

To support recently tenured faculty in their continued development, faculty members receive a post-tenure leave. During this leave, faculty should focus on new or continuing scholarly projects, refresh pedagogical content and technique, and engage in other professional activities. Post-tenure leaves are usually taken in the academic year following a successful Review II and should be taken in contiguous semesters.

In the typical six-year tenure calendar, tenure track faculty members earn a two-course untenured leave in their fourth year, following their Review I. Following a successful Review II, faculty are granted a four-course leave at 80% pay. In accord with sabbatical leave policy, faculty members may request to take leave in consecutive semesters that cross academic years. In this case, faculty members will be expected to teach three courses during the semesters prior to and after the four-course leave. A faculty member may be approved by the Provost and the Dean of Faculty to teach a course during this post-tenure leave to receive 100% pay.

Once tenured, faculty accrue sabbatical leave at the prescribed ratio of 7.5 courses taught for one course of leave.

## **4.3 Sabbatical Leaves**

Sabbatical accrual begins after a faculty member earns tenure. Full-time faculty in tenured or tenurable positions only at the rank of Associate Professor and above who hold the Ph.D. or other appropriate terminal degree are eligible for sabbatical leaves as follows:

For every 7.5 course equivalents taught as part of a normal teaching load of 5 courses per year, a faculty member accrues one course equivalent of sabbatical leave at full pay. These may be “expended” as either mini-sabbaticals (15 courses taught earns 2 courses sabbatical release) or full sabbaticals (30 courses taught earns 4 courses of sabbatical release at 80% pay, or 37.5 courses taught for a full 5 course sabbatical at 100% pay). While time on leave of absence is not normally counted in determining eligibility for sabbatical leave, exceptions can be authorized by the President. Course reassignments that are granted for committee, chair, and special administrative service count as regular courses towards sabbatical accrual.

Faculty who are eligible for a full sabbatical may choose to schedule the semesters in which they are on sabbatical in various ways. They may take a full academic year (5 courses) off at 80% pay. They may choose to teach one course in their sabbatical year and receive 100% pay. They may also choose to schedule their sabbatical as a combination of two-course semesters off at full pay. Or, they may choose to delay the leave to accrue 100% pay. Or, they may choose to use support from research grants or fellowships to augment their sabbatical time.

Each sabbatical schedule has implications for the institution and one’s departments and interdisciplinary programs. Thus, departments and individuals must plan sabbaticals well in advance, and all sabbatical requests must be accompanied by a two-year sabbatical staffing plan for the department or program.

Accumulating more than five courses of sabbatical leave is not normally permitted unless special circumstances approved in advance by the Provost and Dean of Faculty warrant such an accumulation. After accruing five courses of sabbatical leave time, only one additional year of full-time teaching can be counted toward sabbatical accrual. Any further courses taught beyond that point will not be counted toward sabbatical accrual without the Provost and Dean of Faculty’s approval until at least one course of sabbatical leave time has been used by the faculty member. Special circumstances might include deferral of leave for institutional or departmental reasons. [REVISED Oct 2009]

Faculty members are not normally eligible for full sabbatical or semi-sabbatical leave in their last year before retirement. However, individual exceptions may be made on the recommendation of the President.

A request for sabbatical leave must be submitted in writing to the Provost and Dean of Faculty, with prior approval of the department or program chair. This letter must be accompanied by a letter from the appropriate chair

acknowledging the request and describing the department's replacement plans. The request should include a statement of the faculty member's plans, in conformity with the purpose of sabbatical leave as set forth above. The request is due before the end of October in the academic year preceding the leave. If possible, the department concerned should rearrange course offerings to eliminate the need for a replacement. On return from sabbatical leave, a faculty member will submit to the President and Provost and Dean of Faculty, within 60 days, a short, written report of their activities and accomplishments while on leave.

A sabbatical leave provides faculty with time to undertake new projects, pursue new avenues of research, develop new pedagogies, etc. Normally, teaching courses at another institution may be contrary to this policy; therefore, a faculty member on sabbatical leave must consult with the Provost before accepting a teaching appointment while on leave.

#### **4.4 Post-Tenure Leaves and Accelerated Schedules**

Tenure-track faculty members on an accelerated four-year review schedule will be granted a four-course leave at 80% pay following a successful Review II. In accordance with sabbatical leave policy, faculty members may request to take leave in consecutive semesters that cross academic years. In this case, faculty members will be expected to teach three courses during the semesters prior to and after the four-course leave. A faculty member may be approved by the Provost and the Dean of Faculty to teach a course during this post-tenure leave to receive 100% pay.

Tenure-track faculty members hired at the rank of Associate Professor without tenure are typically on a three-year accelerated review schedule. These faculty members will be granted a three-course semester leave following a successful Review II. There is no untenured leave on this schedule.

Once tenured, faculty accrue sabbatical leave at the prescribed ratio of 7.5 courses taught for one course of leave.

#### **4.5 Leaves of Absence Without Pay**

A leave of absence consists of a temporary suspension of teaching and other duties at the Colleges. During this period the faculty member receives no pay (except as noted below) but retains their faculty status and tenure. Years in which one or more semesters are spent in leave of absence without pay will ordinarily not be counted as part of the probationary period for tenure, nor toward promotion. Faculty members and departmental chairs are advised to consider carefully the implications of leaves of absence for the timing of reviews and future sabbatical eligibility.

A request for a leave of absence must be submitted in writing to the Provost and Dean of Faculty, with the prior approval of the department chair, and should include a statement of the faculty member's plans. A request for a leave made after the deadline will, if granted, be contingent on the availability of a suitable replacement. Faculty are expected to consult with the Provost and Dean of Faculty regarding plans which would result in a request for leave of absence in a timely way, as when making application for a grant or fellowship.

A leave of absence will not be granted for a period longer than one year, and will not be granted for the year that follows the year of a sabbatical leave if that leave of absence would result in an absence for more than two consecutive years. An exception to this may occur when a tenured member of the faculty holds a temporary administrative appointment at the Colleges, or in extraordinary circumstances with the approval of the President.

During a leave of absence, the Colleges will continue to contribute to the insurance programs of the faculty member provided that the following three conditions are met:

1. The faculty member is furthering the programmatic development of the Colleges.
2. The faculty member continues to contribute their portion of the premium.
3. The faculty member agrees in writing to repay the Colleges for all such contributions by the Colleges to their insurance if for any reason they do not return to the Colleges at the end of the leave of absence.

The Colleges seek to encourage and support faculty who are awarded grants and fellowships. In general, when a grant, fellowship, or leave of absence without pay provides for the recovery of a faculty member's salary by the

Colleges, a department may expect to replace their time, to the extent permitted by the recovery of such an individual's salary and exclusive of continued contributions to insurance and the retirement funds and any supplemental support provided by the Colleges. Such replacements will be authorized by the Provost and Dean of Faculty contingent upon the department's approval of the faculty member's absence and the Provost and Dean of Faculty's approval of the faculty member's plans.

#### **4.6 Supplemental Leave Compensation for Faculty Awarded Nationally Competitive Fellowships**

In cases where members of the full-time faculty receive nationally competitive fellowships and such fellowships provide a stipend less than the faculty member's normal salary for that period, the following rules shall apply:

1. Faculty may be paid sabbatical pay in such fellowship years if they are entitled to sabbatical leave in the normal sequence of leaves. It is understood that sabbatical leaves and the leave of absence are incorporated one into another, and that the sabbatical time is thus used. The combined total of the sabbatical pay and the national fellowship may not exceed the normal compensation for the period of the fellowship, unless approved by the Provost.
2. Where there is no sabbatical leave eligibility, the Colleges will award compensation up to 10% of salary toward narrowing the gap between the amount of the fellowship stipend and the normal salary.
3. Where a full-time faculty member wins a nationally competitive fellowship to support them for a semester or the entire year, and where the amount of the fellowship stipend is less than the amount of the faculty member's salary, the Colleges will continue the normal package of benefits as though the faculty member were on full salary with the exception that the Colleges' contribution to the faculty member's retirement account shall be based on the actual salary paid by the Colleges during the period of leave.

Supplemental compensation will be paid only in those cases in which the details of the fellowship and salary were reviewed with and approved by the Provost and Dean of Faculty before the grant application was submitted. In this manner it will be fully understood in advance by all parties what the financial situation for each individual will be. The faculty member will agree in writing to repay the Colleges for all supplemental compensation and contributions by the Colleges to their insurance and retirement, if for any reason, they do not return to the Colleges at the end of the leave of absence.

#### **4.7 Faculty Classroom Leave Policy and Family and Medical Leave Act**

Faculty electing leave of one semester under any of these policies do not lose step accrual. Time spent in such leave will not count toward retention and promotion reviews; however, the faculty member may elect to stay on the original tenure clock. Any courses taught in a semester with classroom leave will be counted toward sabbatical accrual. Such election must be made by December 1 in the semester before Review I and April 15 in the semester before Review II. Disability leaves of more than two consecutive semesters may or may not postpone step and/or the timing of tenure and promotion reviews, as agreed upon between the individual and Provost and Dean of Faculty in writing, no later than the end of the period of disability leave.

For information regarding the various leaves please refer to [https://www.hws.edu/offices/hr/pdf/guide\\_faculty.pdf](https://www.hws.edu/offices/hr/pdf/guide_faculty.pdf)

#### **4.8 End of Contract Policies**

Faculty whose terms of appointment have come to an end are expected to vacate their offices and return all keys to Colleges' property to the Office of Human Resources by the close of business hours on the last day of employment, unless alternative arrangements have been made with the departmental chair and Provost and Dean of Faculty. All Colleges-owned property, including computers, printers, and laboratory equipment and instrumentation, should be secured in the office or a departmental area. All items (including equipment, materials, books, computers, furniture, etc.) purchased by the Colleges for a faculty member, including those purchased with start-up funds, must be returned to the Colleges unless other arrangements are made and approved by the Provost and Dean of Faculty in consultation with Department/Programs. All library books must be returned by this date as well. Failure to meet any of these conditions may result in the Colleges postponing release of final paychecks until such conditions have been met.

## **4.9 Relief Procedure for Bylaw Amendments**

Procedures for applying for relief from application of changes made to the review process in the Faculty Handbook, Part I, Bylaws:

At the time of hire, all faculty are presented with criteria for evaluation, as articulated in the Faculty Handbook, Part I: Bylaws. If the review process in the Bylaws is amended, the new rules will apply to all reviews subsequent to the time of the change, unless the faculty member applies for relief from the new rules/criteria and elects to apply the rules/criteria currently in effect for that faculty member (either the rules in effect at the time of hire or newer rules in the case of amendments passed subsequent to the time of hire and for which relief was not applied.)

Procedure for applying for relief:

No later than August 1 in the year a Bylaw amendment to the review procedures takes effect, the Dean of Faculty's office will contact all tenure track faculty at the assistant and associate level asking if the faculty member requests relief from the new procedures. Such election must be received in writing to the Dean of Faculty's office no later than September 1 of the same year. If no reply is received, then the faculty member has not asked for relief and the amended rules will apply to all subsequent reviews. The office of the Dean of Faculty will keep a record of the responses of faculty members indicating which review procedures will apply. The Dean of Faculty's office will also keep all versions of the Bylaws, inform the appropriate CoTap of the relevant version for any review, and provide that version to both the department of the candidate and the appropriate CoTap. [Revised May 2013]

## **5. Teaching Policies**

### **5.1 Classes and Attendance**

All classes must be held at the regularly scheduled time and place, and for the full period. The time or meeting place of a class may be changed only following approval from the Registrar. Any deviations from the regularly scheduled meetings must be noted on the syllabus at the beginning of the semester, and the instructor should call attention to such changes.

Faculty are required to adhere to the federal, state, and institutional guidelines for the application of credit hours to undergraduate and graduate courses. Faculty must allocate (1) faculty led instruction, (2) equivalent academic activities, and (3) supplementary assignments in accordance with the credit hour policy, which is articulated on the Office of the Registrar website: <https://www.hws.edu/offices/registrar/credithour.aspx>

When sudden or unavoidable need requires that a class be canceled without prior notice to the student, the faculty must provide an equivalent academic experience that meets both the intellectual goals of the missed class and the credit hour policy. In the case of an extended—more than one calendar week—absence from class, the faculty member must notify the department chair, the Provost and Dean of Faculty, and, if possible, the students in the class.

In the case of an instructor's pre-planned extended absence from class (more than one week of class meetings), they must advise the chair of the department and the Provost and Dean of Faculty, and if possible, notify their class in advance. It is expected that the instructor will meet all classes for the full number of hours scheduled to meet in the semester. When possible, rescheduled classes (and the time to which each is rescheduled) should be noted on the syllabus at the beginning of semester, and the instructor should call attention to such changes.

Faculty are expected to be available to their students, on campus, through the entire academic semester, including the reading and examination period, unless explicitly excused by the Provost and Dean of Faculty upon written request. Faculty are expected to proctor their own examinations throughout the semester or if necessary make arrangements with another faculty colleague to do so.

Classes generally end ten minutes before the next class period. All classes should begin and end promptly.

### **5.2 Policy on Online Courses**

As a residential liberal arts college focused on providing our students with a ‘relationship rich education,’ we recognize the valuable in-person experiences that undergraduates have with faculty and staff. Being co-present is often important in terms of fostering social and emotional connections, student-student interactions, and the informal interactions that occur between students and faculty or staff. However, there are settings in which online courses can serve as an opportunity to engage students at a distance or provide greater access to members of our community who are engaging in a shared experience outside of their undergraduate major or minor. Online courses are those that are taught primarily or entirely over Zoom and often use Canvas and other courseware tools to support student learning.

Online courses at HWS shall occur only within intersession terms (J-Term, Maymester, and Summer Session), graduate programs, and some Readers Colleges, with the approval of CoAA. Any exceptions to this policy are subject to the approval of the CoAA and/or the Provost and Dean of Faculty.

Courses that have substantial asynchronous components as part of the faculty-led instructional time, must be pre-approved by CoAA. Synchronous courses are those that require students to participate in class at specific times each week. Asynchronous courses are self-paced and don’t have required class meeting times. Asynchronous learning can be particularly advantageous when it often involves pre-built modules that provide students with access to content developed by the instructor or a third-party that focuses on a specific discipline or area.

### **5.3 Course Proposals**

A course proposal form is completed by the instructor of the proposed course in consultation with the department. The completed course proposal form is forwarded to the Registrar, who is responsible for seeing that the information requested is fully and accurately provided. The Registrar will then forward the request to the Committee on Academic Affairs, maintain a record of that committee's action, and communicate action taken back to the department.

### **5.4 Textbook Adoptions and Supply Requisitions**

Faculty are required to file accurate, timely, and complete textbook adoptions and supply requisitions. Textbook adoptions/requisitions are due each November 15th and April 15th for the Spring and Fall semesters, respectively. Faculty should use the adoption website to fulfill their requests: <http://collegestore.hws.edu/SiteText.aspx?id=4788>.

### **5.5 Reprint Material for use in a Course**

The first step in the preparation of reprints for course use is obtaining permission for the use of copyrighted material. The Colleges Store in conjunction with University Custom Publishing will create the requested course-pack upon securing copyright permission.

Applications for copyright permission may be obtained upon request from the Colleges Store via the textbook department. Completed applications, along with photocopy-ready material, should be returned to the store for submission to University Custom Publishing. Course-packs typically require 6-8 weeks from the time material is submitted until the course-pack is available for sale to students.

All reprints remain the property of the academic department. At the end of the semester, departments are debited for the number of copies not sold and all the remainders are destroyed at the end of the period of permission extended to the Colleges by the copyright holder.

These procedures are for the purpose of protecting Colleges employees and/or the institution from any liability in possible copyright infringement action or abuse. Colleges employees have the right to refuse to print or sell any reprint which does not meet the above requirements.

The manager of the store is available to discuss any matters concerning copyrights and course-pack.

### **5.6 Course Evaluations and Classroom Observations**

All members of the faculty are expected to conduct course evaluations in all courses taught each semester, using the common institutional form (and any other procedures in use within their department/program).

### **5.6.1 Student Learning Feedback Forms (SLFFs)**

Student course evaluations are conducted using the SLFF (Student Learning Feedback Form). For the Evaluation Kit, Instructions, and Help Guide, see the website, <https://www.hws.edu/offices/oafa/slff.aspx>.

### **5.6.2 Classroom Observations**

Classroom observations are also a defined part of the review process for evaluating teaching effectiveness, and a completed classroom observation regimen normally consists of two observation cycles (a cycle is defined by two visits to the same class in one semester by the same faculty member). (For details and schedule, see Bylaws Section e.2.1.b).

### **5.6.3 Teaching Evaluations Following Disruptions to In-Person Instruction**

In the event that in-person instruction is disrupted due to catastrophic events (natural disasters, pandemics, etc.), the Provost and Dean of Faculty will determine whether the degree of disruption (generally an interruption of in-person teaching lasting more than five weeks of the semester) merits changes to the semester's processes for evaluating teaching effectiveness. Such a determination would require student evaluations and observations undertaken during the period of disruption to be considered optional materials for inclusion in tenure and/or promotion reviews. Optional materials in a review process are submitted within the section defined in the Bylaws as "selected teaching materials," to be evaluated as support for the candidate's statement. Decisions regarding whether to include optional materials will have no bearing on the review process. Reviews for tenure and/or promotion undertaken during or immediately following this time ideally would include a minimum of two classroom visits. If the minimum number of observations cannot be completed due to disruptions to in-person instruction, the provost, in consultation with the candidate and the department/program, will determine the nature of materials that will be allowed to substitute for classroom observations. [May 2020]

### **5.6.4 Hateful and Discriminatory Course Evaluations Policy**

The following policy is for addressing comments made in end of the semester course evaluations that are determined to be hateful and discriminatory on the basis of attributes such as age, color, disability, domestic violence victim status, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, class, or any other status protected at the Colleges and/or within the HWS Community Standards. We recognize the harm that many of us experience from discriminatory course evaluations in the context of professional development and reviews.

Any faculty member who receives a qualitative comment that they interpret to be hateful and discriminatory may request that the entire course-specific response from that student be removed from their records. Requests should be directed to the Assistant Provost for Faculty Support in the Office of Academic and Faculty Affairs (OFA). The faculty member has the option of asking the Assistant Provost for Faculty Support to remove any identifying information regarding the faculty member and course (student names do not appear on course evaluations) so as to anonymize the student response in question. The Assistant Provost for Faculty Support will then send the student response to the Provost and Dean of Faculty who, in cooperation with the Chief Diversity Officer and the VP of Human Resources, will review the submission and determine whether it meets the aforementioned criteria. The faculty member will have the option of asking an advocate from the HWS community to attend the meeting and participate in the decision-making process. If removal of a student response is determined to be appropriate, the Assistant Provost for Faculty Support will request that IT Services work to remove the response from the online evaluation system. The Assistant Provost for Faculty Support will also work with the Academic Coordinator for the faculty member's department or program to remove and destroy any paper and/or electronic copies that exist.

All deleted student submissions will be cataloged and saved by the Assistant Provost for Faculty Support on a secured networked drive. Evaluations for a particular course will have no evidence that individual student responses

were removed. Faculty, at any time, may request any or all of the deleted student responses from their own course evaluations. [March 2019]

### **5.7 Common Elements in Syllabi**

Faculty can foster the academic success of students by making sure the syllabi for our courses are clear and contain appropriate guidelines for success. COAA recommends that all syllabi include clear information about the following:

1. Contact information
2. Required course materials
3. Office hours
4. Course/learning objectives
5. How the course addresses curricular goals
6. Attendance policy
7. Course calendar
8. Required readings
9. Equivalent Academic Activities (where applicable)
10. Grading policies
11. Final exam details date, time, and location
12. Classroom participation
13. CTL Disability statement
14. Late work policy
15. Clear outline of assignments
16. Out of class time requirements
17. Statement on academic integrity and plagiarism

Faculty may not penalize students for not attending seminars, movies, field trips, etc. that are not clearly indicated with dates and times on the syllabus on the first day of classes.

In addition, students and faculty have indicated that these elements might also be helpful:

1. Optional course materials
2. Suggestions for successful completion of papers and other assignments
3. Information about Teaching Fellows, Teaching Colleagues, Writing Colleagues, Teaching Assistants, etc.

### **5.8 Field Trips**

Occasionally, fieldwork and extended fieldtrips that are integral to the work of a course unavoidably require that students be absent from campus for prolonged periods through the academic day. In such cases the schedule of such work must be clearly indicated on the course syllabus and attention called to it during the first class meeting. Instructors are also asked to indicate required fieldwork which might conflict with students' other academic obligations in the Registrar's Course Schedule and Registration Handbook for the term. Alternatively, an instructor might provide multiple opportunities for fieldwork, such that nonconflicting time is available to all students. In any event, the principle should be that students be fully informed of such work, that such absences are not "excused," and that -- so informed -- they accept responsibility for any conflicts which arise.

### **5.9 Transportation Vehicle Policy**

HWS Colleges have vehicles that are available on a charge-back rental basis to the department or program office for the following colleges functions, with priority given to educational trips:

1. Educational Field Trips: These are trips that are part of current coursework. Educational field trips must be accompanied by a member of the faculty, staff, or administration.
2. Athletic Trips: These are trips to scheduled athletic events for team members and coaches, only. Athletic trips must be accompanied by a coach or a member of the faculty, staff, or administration.



## **5.10 Reading Days Policy**

Faculty are reminded that reading days are an important part of students' preparation time for their final exams. As such, faculty may not make any assignments due during the reading days nor hold any activities during reading days that would be necessary for satisfactory performance on the exam. No make-up classes may be taught during this time; however, optional review sessions may be scheduled as long as students are not penalized for not attending.

## **5.11 Final Examinations**

Normally, a written examination is given to all students registered in a course during the examination period at the end of each semester. The examination is given during the period specified by the Examination Schedule. Faculty are not permitted to reschedule final examinations. It is most important for our academic coordination that faculty not reschedule finals. If the exam schedule does not allow you to meet the senior grade deadline, you may arrange any alternate procedure which seems appropriate in order to evaluate the seniors by this time. Only the Dean may excuse a student from a final examination. A student who has three or more final examinations on the same day may ask their dean, in consultation with the professor, to move one of them to another exam period. Normally, examinations are given in the classrooms where the course meets. Anyone who must have additional space should consult the Facilities Coordinator.

An instructor may substitute for the written final examination a take-home final exam or some other suitable method of determining a student's final level of achievement in the course. When this option is exercised, work done in lieu of a written examination is due at the time of the scheduled final examination. In the case where a course does not include a final examination, the professor is required to use the scheduled exam period, or a part of it, as a last class meeting as it is a required element of the instructional time as dictated by the credit hour policy.

## **5.12 Reporting of Grades**

Faculty members are required to submit their grades to Peoplesoft as soon as possible, but no later than 96 hours after the final examination has been given. Any delay will result in students not receiving grades on a timely basis. This restricts the review of students' academic records by the Committee on Standards and can adversely affect their ability to register for the next semester. The exception to this rule is a shorter deadline for senior grades at the end of spring semester. Senior grades are due by 11:59 p.m. on the Tuesday before Commencement.

## **5.13 Plagiarism and Cheating**

### Plagiarism Defined

(From *The Logic and Rhetoric of Exposition*, 3rd ed., by Harold C. Martin, Richard M. Ohmann, and James H. Wheatley, pages 268-273. Copyright 1963, by Holt, Rinehart, and Winston, Inc. Reprinted by permission of CBS College Publishing.)

"The spectrum [of plagiarism] is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so admirably expresses one's opinion that one is tempted to make it personal property. Between these two poles there are degrees and degrees, but they may be roughly placed into two groups. Close to outright and blatant deceit...is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason somewhat closer to honesty, though still dishonest, is the paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledging that another person's text has been the basis for the recapitulation."

## Plagiarism Violation

All students and faculty members are responsible for familiarizing themselves with the Colleges' regulations and definitions concerning plagiarism and other forms of cheating. Plagiarism is defined as the adoption or reproduction of ideas or words or statements of another person as one's own, without due acknowledgment. Cheating ranges from downright dishonesty to subtler practices which are questionable from the point of view of the value of individual improvement of skills.

Any student who has been judged by an instructor to be guilty of plagiarism or cheating as defined above, or of knowingly assisting another student in such an act, will withhold the grade for the course and report the facts to the Dean. All cases of suspected plagiarism or cheating, whether deliberate or seemingly inadvertent, must be so reported, in order to invoke the hearing procedure, as follows: Any student accused of plagiarism may request a Committee on Standards hearing. Determination of the student's guilt or innocence will be made at this hearing; until that time, the grade for the course is to be withheld. At this hearing, the dean, in consultation with the Committee on Standards, will review the case, study the student's complete record, and hear from both the student and the instructor. At the end of the hearing and after consultation with the Committee, the instructor will determine an appropriate grade for the course, but the dean and the Committee on Standards may consider further penalties which may include suspension or separation from the Colleges. If the student is exonerated, the incident will not be entered in their permanent record, and all communications pertaining to the case will be destroyed. If suspended, the student will not be permitted to take final examinations in any of their courses. It should be noted that normally, guilt or innocence of plagiarism or cheating is determined by the Committee on Standards and the dean primarily on the basis on the factual evidence submitted by the instructor. A student's ignorance of what constitutes these offenses or of the rules concerning them is not considered to bear on this question. If a student is judged guilty, circumstances surrounding their action may be taken into consideration in determining appropriate penalties. Students who are found guilty of plagiarism or cheating normally will not be eligible for academic honors or prizes.

For the most current version of the policy and language on Plagiarism and Cheating, see HWS Academic Catalog.

### **5.14 Student Grade Appeals**

The assignment of grades remains in all cases the final responsibility and prerogative of the instructor, subject only to the Colleges' policies on authorized withdrawals and changes of grade, as described in the Colleges' Catalogue. <http://www.hws.edu/catalogue/> Disagreement with or disappointment in an instructor's evaluation of their work may not be considered grounds for a students' request for reconsideration of a grade.

A student may petition that the grade awarded in a course be reconsidered, if the student believes that (1) a computational error exists, (2) that the instructor has not arrived at the grade in a way consistent with the evaluation of other students' work, or (3) that the instructor has not evaluated the student's work fully, or (4) that the instructor has deviated from the grading policy as stated in the syllabus. The procedure is as follows:

A student considering such an action must first consult with their dean. The dean will consult with the instructor and attempt to assist in resolving the student's concern. If the dean is unable to resolve the difficulty directly with the instructor, the departmental chair will be consulted.

In the event that the dean is unsuccessful in resolving the student's concern, that student may present their request, alongside relevant evidence pertaining to the request, to the Committee on Standards. The Committee may, at its discretion and after consultation with the student's dean, instructor, and adviser, ask the instructor formally to reconsider their computation of the grade, if it feels that adequate grounds for reconsideration may exist. If the instructor agrees to reconsideration and the Committee is convinced that the instructor has adequately met the student's concerns, the matter ends there. If the instructor declines such reconsideration, the Committee may, at its discretion, forward a formal report of the case to the Provost and dean of faculty for further discussion.

If the instructor does not respond to a request for information within one month or, when a case arises at the end of the semester, until the end of the fourth week of the following semester, the department/program chair can consult

with the student's dean and work with the Provost and Dean of Faculty to evaluate the student's work and consider revising the grade. All decisions by the Provost are final.

### **5.15 Guidelines for Faculty Policies on Attendance**

The academic experience is the core of our mission at Hobart and William Smith Colleges. Co-curricular and extracurricular activities also play an important role in a student's personal growth and development in a liberal arts, residential institution. While important in the life of students and the broader campus community, they do not supersede the academic mission of the Colleges.

Colleges-sanctioned events are those in which students are representing the Colleges or taking part in an academic course-related activity. These include performing as part of an ensemble, participating in academic field trips, engaging in competitive debates, or representing the Colleges at sanctioned athletics events. Student participation in an extracurricular activity does not always rise to the level of being "Colleges-sanctioned;" for example, this does not apply to students who are participating in athletic practices, club sponsored activities, student-led organizations, or organizations that are not part of the institution.

Faculty will provide a clear attendance policy in their syllabus during the first class meeting; this shall address how absences due to Colleges-sanctioned events will be handled. Students are responsible for communicating with their professor at the start of the semester whenever possible, or as soon as they become aware of the Colleges-sanctioned activity. In the context of excused absences, students should work with faculty to develop a plan to account for any missed course content; faculty should work with the student to provide a reasonable alternative to make up missed class time or graded work. Staff or faculty responsible for the Colleges-sanctioned events should seek to minimize out of class time for students; they shall share the schedule with students in a timely manner and that is easily accessible and work with the student to make sure they have a plan to make up missed work. There will be times students have competing demands on their time and difficult decisions will need to be made. At these moments it is important to communicate early with all affected parties. Students, faculty, and coaches all have responsibility in assuring that students are able to balance their academic and athletic (or other co-curricular) activities and work to minimize conflict.

### **5.16 Religious Observation**

No student shall be penalized for absence from any examination, study, or work requirements because of religious obligations and practices. The Colleges accept the responsibility of making available to each student who is absent from class because of religious obligations and practices an opportunity to make up any examination, study, or work requirements missed because of such absence on any particular day or days. In effecting these provisions, the Colleges' administration and faculty agree to exercise the fullest measure of good faith and agree that no adverse or prejudicial effects shall result to any student who avails themselves of the Colleges' policy on religious observances. It is the student's obligation to inform faculty of any necessary accommodation well in advance of the date on which special accommodations are needed.

### **5.17 General Academic Regulations**

Faculty are directed to the "Academic Policies" section of the Colleges' Catalog for details of the Colleges' policies regarding incompletes, course withdrawals, leaves, grades and grading policies, and other general matters of academic policy governing students and faculty. Requirements for the degree are also described in the Colleges' Catalogue. <http://www.hws.edu/catalogue/>

### **5.18 Commencement**

Attendance at Commencement is expected. The Registrar marshals the faculty at Commencement, and all faculty should be in communication with the Registrar about their attendance. The Registrar will order academic regalia for those who need it. Position in the procession is determined by rank and seniority.

### **5.19 The Use of Human Subjects in Research**

Consistent with federal regulations (CFR 45 part 46), faculty planning a research project involving living human subjects on the Hobart and William Smith campus, will need approval from the Institutional Review Board (IRB) before proceeding. In addition to obtaining approval from the IRB, external (non-HWS) researchers also need to obtain approval from the Vice President for Campus Life and Dean of Students to do research on Hobart and William Smith students, or from the Provost to do research on Hobart and William Smith faculty or staff.

Many research projects pose little or no risk and may be exempt from full IRB review, but must be reported to the IRB and certified as exempt by the board. All other research will be formally reviewed by the IRB, although the review of course-based student research follows a different procedure from full reviews of individual research. The application form, along with any consent forms and questionnaires, should be emailed to Melissa Weaver in the Office of Academic and Faculty Affairs, at least one week before the next scheduled IRB meeting. Please consult the meeting schedule online for the precise dates.

Results of the IRB's deliberations will be communicated to the applicant within a week following the meeting. Questions regarding IRB procedures can be directed to the IRB Chair or any other member of the committee. Please note that the IRB's definition of 'original research' might be more broadly construed than in some disciplines and may include data collection for administrative purposes, for example. For more information: <https://www.hws.edu/offices/oafa/institutional-review-board.aspx>

## **5.20 Animal Care and Use in Research**

The Colleges regard the use of animals in research and teaching to be important to the continued progress of biomedical and scientific research and training. However, we are concerned for the welfare of animals and encourage alternatives to their use whenever possible. The Colleges maintain compliance with regulations of the Animal Welfare Act (PL-89-544), Public Health Service Policy, and New York State Public Health Law (Article 5, section 504). These regulations require that all uses of living nonhuman animals within the institution, by faculty or students, be approved by the Institutional Animal Care and Use Committee (IACUC) and govern the Committee's composition and responsibilities. Faculty anticipating the use of living nonhuman animals of any sort for research or teaching should contact the chair of the IACUC via the Office of Academic and Faculty Affairs, at the earliest possible moment.

## **5.21 Radiation Safety**

The Radiation Safety Officer is appointed by the Provost and Dean of Faculty and oversees operation of x-ray radiation equipment. State public health and environmental protection codes specify procedures for the licensing and safe operation of such equipment and it is the Radiation Safety Officer's responsibility to see that the Colleges are in compliance with these codes. No one may operate x-ray radiation equipment without the permission of the Radiation Safety Officer.

The Colleges do not currently maintain or use radioactive materials. No person shall acquire, use or dispose of radioactive materials without the express prior approval of the Radiation Safety Officer and the Provost and Dean of Faculty.

## **5.22 Audio/Visual Recordings in the Classroom**

Class meetings may be recorded and made available in a restricted manner to students currently registered for the class; if faculty choose to record a class meeting, they should communicate this to students. With the exception of students who receive an approved accommodation, students may not record lectures or classes without permission from the faculty leading the class (and guest speakers, when applicable). Students who require recordings to support learning needs should contact the Disability Services Coordinator at the Center for Teaching and Learning for individualized accommodations. When permission is granted, students may keep recordings only for personal use. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online platforms. In the event that faculty would like to share recordings beyond the class, they must request consent of students identifiable in the recordings prior to dissemination.

This policy applies to class meetings on and off campus, as well as meetings or other instructor provided content in a virtual space.

## **6. Resources and Support for Teaching and Scholarship**

### **6.1 Faculty Research Grants**

Limited funds are available for grants to encourage and aid faculty members in their scholarly and creative work. These funds are administered by the Faculty Committee on Research and Honors, a subcommittee of the Committee on the Faculty.

Faculty Research Grants for expenses may be offered to help defray such costs as copying, supplies, travel expenses and rental of equipment. Requests should be directed to the Faculty Committee on Research and Honors and must include the title and description of the project and a short budget showing the amount requested and the items of expenditure. These grants are to cover budgeted expenses (only), up to an amount set annually by the committee. All tenure track faculty are eligible to apply. No faculty member without a terminal degree is eligible. A faculty member may reapply for an additional grant after they have submitted a statement certifying the appropriate expenditure of a previous grant, but funds for this purpose are limited and the committee will endeavor to meet the *bona fide* needs of as many applicants as possible. A due date for applications (normally in early spring) is established and announced each year by the Committee on Faculty Honors and Research.

### **6.2 Professional Development Funds**

The Colleges will reimburse each tenured or tenure-track faculty member appointed at least half-time for the cost of any activities related to professional development each academic year.

This is a revision and expansion of what used to be referred to as the Faculty Travel Fund. The maximum amount per faculty member is \$1,500. All receipts must be submitted for reimbursement. Note these policies are subject to the availability of funds and may be changed accordingly. The Provost and Dean of Faculty will notify faculty of such changes in a timely fashion.

If the professional development involves travel (i.e., to a conference), the Colleges travel policy applies (see <https://www.hws.edu/offices/business/expense-reimbursement-guide.aspx>). Faculty should work with their Academic Coordinators to spend these funds. A faculty travel report must be completed in addition to submitting receipts to the Provost's Office. Find the report here: (<https://www.hws.edu/offices/oafa/faculty-resources.aspx>)

Professional development requests beyond the \$1500 should go through the annual call for Faculty Research Grants.

### **6.3 Summer Scholarship Fellows Program**

Faculty applications for the HWS Summer Scholars Fellowship Program (Mentored Research Opportunities and Student Scholarly Experiences) are solicited annually. Mentored Research Opportunities are projects designed by our faculty that students can apply to participate in. Project titles and faculty mentors for these opportunities are included on the application page. Students are encouraged to contact the mentor before applying.

Student Scholarly Experiences include the Stephen W. Woodworth '54 Fisher Center Summer Fellowship, and a more general call for student-focused scholarly projects. Examples could include the development of student-inspired creative scholarly projects supporting a colleges'-wide academic mission through scholarly work or students supporting a faculty's scholarly work. The application includes a brief description of the proposed goals of the project as well as a summary of the activities the applicant plans to undertake over the eight weeks. Each Student Scholarly Experience requires a faculty or staff mentor who agrees to supervise the project over the summer.

### **6.4 Curriculum Development and Enhancement**

In addition to funds for scholarly research, the Colleges may offer grants in support of curriculum development. Support under these grants is not for normal scholarly research and publication within a faculty

member's discipline. Instead, these grants are designed to assist a faculty member in their development in one or more of the following areas: study in areas new to them and enhance that person's knowledge and skills; planning of specific course or program which differs from that in which a person is now engaged and which will make a positive contribution to the Colleges' curriculum; and development of new teaching and/or classroom techniques which will enhance the effectiveness of the instructional program. These funds are administered by the Provost and Dean of Faculty.

Call will be made annually around a theme that aligns with strategic planning.

### **6.5 Campus Speaker / Artist Request**

Each year OAFAs has funds available to host guest speakers or artists. We have initiated a new process for requesting funds. To request such a visit, please use the Campus Speaker/Artist Request Form posted on in the Faculty Resources section of the OAFAs website: <https://www.hws.edu/pdf/CampusSpeakersRequestForm.pdf>

### **6.6 Student Interaction Fund**

For each class taught, faculty may seek reimbursement for up to \$75 per semester to support activities and engagements with students. Faculty should work with their Academic Coordinator on purchases.

### **6.7 FSEM Student Learning/Engagement**

The below format is required when requesting funds from OAFAs to support student learning and/or engagement in the First Year Seminar. Approval will be based on the amount of the request, the considerations below, and any other relevant information. Please direct questions and submissions to Susan Pliner at [pliner@hws.edu](mailto:pliner@hws.edu).

Please consider carefully what the anticipated learning and/or engagement outcomes of the experience. When reviewing requests, we will consider:

1. Student experience outcomes
2. Community building outcomes
3. Student learning outcomes
4. Materials essential for the intended learning goals
5. Experience(s) essential to intended learning goals

### **6.8 Application for External Support**

Faculty who seek external support are encouraged to plan well in advance of leaves or anticipated projects. They should contact the [Office of Sponsored Programs](#) for information about the appropriate process.

Since careful coordination of funding efforts is important, proposals to external funding agencies and organizations must be institutionally reviewed and approved prior to their submission. Applications for external support are reviewed by the Director of Sponsored Programs and require the approval of the Department Chair and the Provost and Dean of Faculty in advance of submission. Institutional review and approval are accomplished through the Colleges' Online Proposal Routing and Approval platform, [OPRA](#). Any requests for course release that are part of a proposal for external support must be approved in advance, following the Colleges' [Policy on Externally-Funded Course Release](#).

Proposals and applications requiring the use of institutional funds may require the further approval of the Vice President for Finance and Administration, the Director of Human Resources, and Information and Technology Services. Any request for course release as part of a proposal for external support must have the explicit approval of the department/program chair and the Provost and Dean of Faculty. Normally, faculty members may not seek more than three course releases in any three-year period so as to ensure the equitable distribution of teaching responsibilities within departments and programs. In addition, it is expected that externally funded course releases will be charged to the grant as a proportionate share of the faculty member's compensation.

## **6.8.1 "Effort Reporting" for Faculty Participating in Federal Grants and Contracts**

Under federal funding rules and regulations, the Colleges are required to provide documentation of effort for all faculty and other personnel receiving salary support from federally-supported grants or contracts. This includes both research projects and programmatic grants. The following policy and procedures apply.

### **6.8.1.1 Effort Reporting Policy**

#### Salaried Faculty and Staff

All personnel who have part or all of their salary charged to federal or state grants or contracts must complete periodic effort report forms during the period of the grant or contract. Time and Effort Reporting Forms will reasonably reflect the percentage distribution of efforts expended by the personnel involved in federal government-funded grants, federal contracts and federal cooperative agreements. The report forms record the percentage of effort spent on grant or contract activity and time spent on institutional responsibilities. If effort forms are not completed on a timely basis, the Colleges will not be able to draw the grant or contract funds and departmental accounts will be charged for salary costs.

#### Hourly Employees

Individuals who are paid on an hourly basis should identify the hours worked on a grant or contract by grant number on their regular bi-weekly time sheets or when entering their time in the online timesheet through Self Service in PeopleSoft.

### **6.8.1.2 Effort Reporting Procedures**

Since procedures exist for effort reporting for employees paid on an hourly basis, the procedures below apply to salaried faculty and staff.

The effort reporting system is an "After-the-Fact Activity" system, under which the distribution of salaries and wages by the Colleges will be supported by the periodic effort report forms. To ensure that the effort report forms accurately reflect the distribution of effort, it is incumbent upon salaried faculty and staff to notify the Grants Manager in the Business Office promptly if there are any changes to scheduled effort. These changes will be reflected in wage amounts and/or the cost allocation of salaries and wages and ultimately in the effort report forms.

Effort report forms are completed at the end of each term (Fall, Spring, Summer) for the term of each grant or contract where there is a salary charge. Effort report forms will be created by the Grants Manager based on payroll records for the period and sent to faculty and staff for review and signature. The effort reports will be reviewed for consistency with the grant or contract budgets and allowable expense. The completed and signed forms are due to the Grants Manager in the Business Office within two weeks of receipt of the form. . The Grants Manager in the Business Office will record the receipt of the forms and provide a reminder if the forms are late.

If, upon review, the salaried faculty or staff member determines that the form does not reflect the effort for the period, The Grants Manager in the Business Office will adjust the form and the underlying award cost allocations.

Further details are contained in the document entitled "Introduction to Effort Reporting," available from the Grants Manager in the Business Office.

## **6.9 Faculty Prizes**

The Faculty Research and Honors subcommittee of CoFac annually solicits nominations for and selects recipients for the following faculty prizes:

Note: Nominations for any prize will be maintained by the Faculty Research and Honors Committee and considered current for a period of five years from the date of nomination.

### **6.9.1 Teaching Prize**

Awarded annually for excellence in teaching. Nomination letters must come from an individual with direct experience of the nominee's teaching. Though not a requirement for nomination, supporting evidence such as teaching materials, copies of publications on teaching, programs on teaching to which the nominee was a contributor, a letter from the department or program chair summarizing the nominee's teaching evaluations and comparing these to other department or program faculty are highly valued by the selection committee. The selection committee should also receive a current CV for the nominee.

### **6.9.2 Scholarship Prize**

Awarded annually for excellence in scholarship. Nomination letters must come from an individual with direct knowledge of the nominee's scholarship. The selection committee highly values letters explaining the importance of a nominee's work and including evidence (citations, reviews, successful grants, etc.) that demonstrate an impact on the nominee's field generally. The selection committee should also receive a current CV for the nominee.

### **6.9.3 Community Service Prize**

Awarded occasionally for exceptional service contributions to the campus or larger community. Exceptional community service is understood to mean service that either in category or quantity far exceeds that regularly expected of all faculty. The selection committee should also receive a current CV for the nominee.

### **6.9.4 Excellence in Diversity and Inclusion Award**

The Excellence in Diversity and Inclusion Award honors the significant contributions of faculty and staff to the advancement of diversity and inclusion efforts on campus or in the Geneva community. The award recognizes the accomplishments of one faculty member and one staff member on an annual basis.

#### **6.9.4.1 Criteria**

Nominees can reflect a broad range of efforts that enhance diversity and inclusion such as: inclusion-centered initiatives; efforts to support recruitment and retention of diverse faculty, staff and/or students; teaching and/or scholarship that expands and embraces our understanding of inclusiveness; efforts that advance diversity on campus; multicultural programming or initiatives that promote dialogue; or related efforts and initiatives. The primary review criteria for the evaluation of nominees are:

1. Nominees must have demonstrated outstanding accomplishments that have increased awareness and understanding of diversity and inclusion; or
2. Nominees must have promoted a campus environment that is inclusive and welcoming while embracing and nurturing human differences; or
3. Nominees must have advocated for the interests of under-represented populations.

#### **6.9.4.2 Process**

An Award Selection Committee consisting of two faculty members of the Diversity, Equity and Social Justice (DESJ) subcommittee, two members of staff, and two student representatives, facilitates the nomination process, reviews nominations and identifies recipients. All nomination letters for the award should be submitted to the chair of DESJ. Nominations are due to DESJ annually by 5pm on May 10th.

#### **6.9.4.3 Eligibility**

Any current faculty or staff member is eligible for nomination. Self-nominations are not accepted.

### **6.10 Faculty Study Carrels Policy**



### **6.10.1 General Policies**

Carrels are ordinarily assigned on the basis of need, with the following priority:

1. Faculty who are on leave and in residence for the period of the leave, for the period of their leave, upon assurance that the carrel will be used on a regular basis.
2. Untenured tenure-track faculty engaged in scholarly projects requiring continual or substantial access to the library's collections, upon application describing the project and resources required.
3. Tenured faculty and others in ongoing appointment engaged in scholarly work utilizing the library's resources, upon application describing the work undertaken and resources required.
4. Emeriti faculty engaged in active research, upon application describing that research.
5. Temporarily-appointed faculty in greater than half-time appointment engaged in scholarly work utilizing the library's resources, upon application describing the work undertaken and resources required, on a space available basis. It is understood, however, that it is the Provost and Dean of Faculty's responsibility to provide office accommodation for all faculty and that temporarily appointed faculty will not use carrels to meet students or otherwise as a substitute for a regular office.

Faculty making joint application to share a carrel may receive special consideration, assuming that both are otherwise eligible for assignment.

Carrels will ordinarily be assigned on an annual basis for a year's tenancy. Assignments may be renewed to a maximum of three consecutive years. Assignments beyond three consecutive years may be made (see Procedures) but will be considered exceptional.

It is to be expected that all faculty who are assigned carrels will use them on a regular basis. Use of a carrel may not be sublet by one faculty to another or to a student. A faculty member who knows that they will not be actively using a carrel for a semester or more, but who wishes to maintain the assignment, may ask that the carrel be temporarily reassigned for the period.

Carrels are not offices and it is understood that occupants should not use carrels to substitute for a regular office. Access to carrels is only permitted during regular library hours; hours are posted on the library's webpage and at the main entrance. As a matter of building security and maintenance, it is occasionally necessary for library staff to access carrels.

### **6.10.2 Application Procedure**

Applications for new assignments and renewal of existing assignments will be made to the Faculty Library Committee by April 15 for each subsequent year or portion thereof. Applicants will be advised of assignments by the end of Spring semester, as well as of the date upon which the carrel may be occupied. Carrels not claimed within the first month of the semester for which they were requested, will be considered forfeit and may be reassigned.

Applications must clearly indicate the grounds upon which application is made, including a description of any scholarly work in progress or to be undertaken and the use of the library resources necessary for such scholarship.

Assignment of a carrel to an individual for longer than three consecutive years requires the recommendation of the Faculty Library Committee and the approval of the Provost and Dean of Faculty.

Management of carrel assignments (i.e., who gets what) is the responsibility of the Library Director.

The Library Director may temporarily assign vacant carrels for the duration of the current academic year. Temporary assignments that exceed a semester will be counted as one year for the purposes of reapplication.

## **6.11 Campus Bookstore Discount**

Persons employed by the Colleges receive a 10 percent discount on purchases, excluding sale items and textbooks. Employees are allowed to charge personal purchases. Accounts may be set up through the Account Coordinator's office located on the main floor of The College Store.

## **7. Department / Program Chair Policies**

### **7.1 Faculty Mentoring and Advising**

It is the responsibility of department and program chairs to generate and sustain an environment where mentoring and support for all faculty can take place. Faculty development and advising are meant to transcend traditional notions of the junior-senior faculty relationship. The idea of mutual mentoring is encouraged, wherein tenured and non-tenured professors, new faculty and senior colleagues, generate opportunities to learn from one another to grow as scholars and teachers. The Associate Provost for Faculty Development will connect with new faculty and help provide them with institutional mentorship. Departmental programs are also encouraged to participate in the mentorship process.

### **7.2 Guidelines for Classroom Observations**

#### Best Practices for Classroom Observations

Peer classroom observations can provide a means for both assessing and improving teaching methods. While students may provide reasonable feedback on classroom performance with respect to fairness, respect, organization, etc., students cannot fully evaluate whether teaching methods employed are appropriate and current for the subject, whether students are being challenged adequately, or whether the teacher has mastery of the subject matter. Peer review, properly done, is the better way to evaluate these factors. Moreover, reciprocal classroom observations, where faculty agree to observe each other's classes, can foster mutual development of teaching practices and help create a culture of classroom observation that goes beyond evaluative purposes. They can foster an exchange of ideas between the two observing faculty members and provide a way to understand what is being taught and how it is being taught within a department or program.

For summative or evaluative purposes, a classroom observer can be likened to an "educational critic" whose job is to "capture and document the qualities of the teaching transaction so that a reader of the documentation is able to gain a sense of the holistic experience of the classroom."<sup>1</sup> The goal is to illuminate to others how this individual teaches; however, classroom observation is not used only for evaluative purposes. Using classroom observation as a means for *formative* teaching evaluation is vitally important, especially early in the teaching career. Such formative evaluations can be done through the Center for Teaching and Learning (CTL) or by faculty (tenured or untenured) within or outside a faculty member's department. It is strongly recommended that departments/programs assist new faculty in arranging for such classroom observations for formative evaluation.

In the context of working in a small, liberal arts institution that has a predominantly white faculty, classroom observations should consider the cultural identity and linguistic backgrounds of the observed professor, the students in the classroom and the observing professor. Effective classroom observation cannot take place outside the broader context of the course as a whole. The observer should look at the syllabus, relevant assignments, and have access to any on-line materials in order to have a better understanding of what is happening in the classroom. Samples of student work (tests, projects, papers) are also helpful in understanding an individual's teaching process.

Effective classroom observations generally adhere to the following guidelines:

1. Observers should be instructed on how to observe and report effectively. The Center for Teaching and Learning (CTL) offers training and resources on effective classroom observation techniques. To develop a systematic procedure for classroom observations, departments/programs should agree on a template for the classroom observation.

In general, templates take three forms:<sup>2</sup>

1. Narrative log, with or without prompts

2. Checklist, with comments
  3. Scaled rating form, with comments
2. At least two classroom observation visits by the same observer should be made during the semester of a course.
  3. Students should be informed that peer observations will occur during the semester. The observations should be described as department/program policy to improve teaching and learning, and students should be told not to be surprised when another member of the department is sitting-in on a class. (This might be accomplished via an email from the department or program chair at the beginning of each term to all students enrolled in classes in the department or program. The email list of such students is available from the Registrar's office.) This departmental/program announcement is separate from any announcement made by an instructor to a particular class informing the class of a planned observation.
  4. The observation should be scheduled in advance. When the date for the observation is set, the time for pre-and post-observation meetings are also arranged. The post-observation meeting should be within one week of the observed class.
  5. The observation begins with a pre-observation conversation, in which the following types of issues are generally discussed:
    1. What is the general teaching philosophy of the teacher?
    2. How are students assessed in the course?
    3. What are the goals for the class being observed?
    4. What are the plans for achieving these goals?
    5. What teaching/learning activities will take place?
    6. What have students been asked to do in preparation for this class?
    7. Will this class be typical of your teaching style? If not, why?
    8. Are there areas you would like the observer to focus on during the observation?
    9. Are there other things the observer should be aware of prior to the observation?

The answers to these questions provide a means for the observer to contextualize what is observed in the classroom.

6. The observer should arrive well before class begins. At the start of the class, the observer should be briefly introduced and the students reminded why the faculty observer is there. The observer is not to ask questions or interject or participate in the class, unless invited to do so by the faculty member being observed. The observation should be for the entire class period.
7. The observer should complete any forms, finalize notes and write a report on the observation as soon as possible after the observation, while the information is fresh. The report could include the following elements:<sup>3</sup>
  - An introductory paragraph. Set the stage by describing how and when you reviewed this person's teaching.
  - A paragraph on each of the areas specified in the observational template. In general, these will cover the teacher, the students, the content, the mode of teaching (lecture, discussion, small group activities, problem-solving, etc.), the classroom environment, the teachers' style and rapport with students and assessment of students. The observer should describe in neutral, non-evaluative language whatever they can about the person's teaching.
  - A paragraph about what is best about this person's teaching. Describe this person's strengths as a teacher, based on the observations and descriptions from part b).
  - A paragraph on what can be improved. No one is perfect and concrete suggestions on what can be improved are useful. For example, an activity may have taken too long, or one too many examples were given, etc.
8. The observed instructor should write a brief report on how the class went from their perspective, concentrating on the issues raised in the pre-observation conversation.

9. At the post-observation conversation, the observed and observer should discuss their respective observations and exchange reports. The observer should be ready to provide constructive feedback and offer suggestions for improvements. (See the CTL website for characteristics of useful feedback.)
10. The observer and observed provide copies of their reports to one another.

#### Works Cited

Chism, Nancy V.M. "Classroom Observation" in *Peer Review of Teaching: A Sourcebook*, 1999 edition.

Ingram, Albert and David M. Dees. "'A little help from our friends...': Improving Teaching with Peer Reviews." [http://kentstate.academia.edu/AlbertIngram/Papers/582913/\\_A\\_little\\_help\\_from\\_our\\_friends\\_Improving\\_Teaching\\_with\\_Peer\\_Reviews](http://kentstate.academia.edu/AlbertIngram/Papers/582913/_A_little_help_from_our_friends_Improving_Teaching_with_Peer_Reviews)

### **7.3 Chair's Relief**

Hobart and William Smith Colleges provide support for departmental and program chair duties through Chair's Relief during the period that a Chair is serving their department or program, according to the following:

1. Category A: For Chairs of departments with 5 or more allocated tenure-track/tenured faculty, the Chair receives one (1) course reduction per academic year, concurrently taken in that year of service. It is expected that the individual serves a full three-year term. Ordinarily, the course subject to reduction is not replaced.
2. Category B: For programs and departments with 3 or 4 allocated tenure-track/tenured lines, the Chair receives \$2,250, as either a research stipend, which is an increase in non-benefits eligible salary and is considered taxable income, or as professional development funds, reimbursed against receipts. Any professional development funds not spent by May 31 will not carry over. It is expected that the individual will serve a full three-year term.
3. Category C: For programs and departments with 1 to 2 allocated tenure-track/tenured lines, the Chair receives \$1,700, as either a research stipend, which is an increase in non-benefits eligible salary and is considered taxable income, or as professional development funds, reimbursed against receipts. Any professional development funds not spent by May 31 will not carry over. It is expected that the individual will serve a full three-year term.
4. The Committee on the Faculty will reevaluate the research stipend amount every three (3) years and adjust its value to prevent devaluation from inflation. (Policy reviewed spring 2012, amounts take effect fall 2012.)
5. Should the Chair of a program or department with one (1) to four (4) tenure-track/tenured lines conclude that the subsequent year's workload should provide some exception to this policy, the Provost's office, in consultation with CoFac, is authorized to review the claim and may substitute a research stipend, course release, and/or an adjunct replacement as appropriate.
6. A change in the number of tenure-track/tenured faculty lines in a department or program will result in a change in the category of Chair's relief.

## **8. Department / Program Procedures**

### **8.1 Procedures for Review of Requests for the Renewal and Authorization of Faculty Appointment Lines**

All programs offering a major shall select a committee of at least four persons in tenurable or on-going positions who shall meet regularly and shall be responsible for establishing principles for program procedures and curricula. This shall also constitute the core committee for search and review deliberations in the program. The Provost's Office shall keep a record of the members of such program committees to be updated as needed.

The following describes the procedure for the review and allocation of positions within the faculty. Under this procedure all vacant positions, other than those vacated by negative personnel decisions, comprise a single "position pool", out of which will be met all requests for allocation of positions. That is, departments/programs should not

assume a continuing claim to a position vacated by other than a candidate's failure to pass Review I or Review II. The details of this procedure are as follows:

### **8.1.1 Vacant lines logically occur in the following situations:**

1. Tenurable and ongoing positions may be vacated by negative personnel decisions;
2. Tenurable and ongoing positions may be vacated by disability (including death), voluntary resignation, or retirement.
3. Ongoing “turnover” positions may be vacated when an incumbent reaches the end of their terminal contract.

### **8.1.2 Position Pool**

A position vacated through a negative personnel action (e.g., failure to pass Review I or II) is automatically retained by a department/program.

All other vacant positions post to a central pool out of which all requests for positions (both renewals and new) are subsequently met. This pool may be contracted or expanded, as it becomes necessary to reduce or increase the size of the faculty, by subtracting or adding positions. Positions may be scheduled into this pool prognostically, as when a retirement is scheduled, an individual's contract in a turnover position is known to be terminating, or the Provost and Dean of Faculty is able to secure in budget the funds required for a new position. The Committee on the Faculty and the Provost and Dean of Faculty will seek to identify each year those positions currently vacant or expected to become vacated and those expected to be vacated in the immediately subsequent year.

This policy applies to tenurable and ongoing lines. The Provost and Dean of Faculty will continue to meet requests for leave replacements and supplemental faculty on a year-to-year basis, as required to meet curricular demands and as budgeted resources permit.

## **8.2 Strategic Hiring Initiative**

In exceptional cases, candidates may be offered appointment to the faculty without a national search. Appointments may be full-time or part-time, in tenurable or non-tenurable status. In order to qualify as “exceptional,” the candidate must meet at least one of the criteria listed in group A and one or more of the criteria in group B.

Group A Criteria:

- Candidate belongs to a historically underrepresented group, and would increase faculty diversity.
- Candidate is the same-sex or opposite-sex partner/spouse of a current faculty member or a recruited faculty candidate for whom the employment of the partner/spouse would be a significant factor in the recruitment or retention decision.

Group B Criteria:

- The candidate would be a suitable replacement for an anticipated retirement in a department/program.
- The hiring of the candidate into a tenure-track line would reduce or eliminate the need for temporary leave replacement searches and hiring.
- The candidate could provide additional courses to interdisciplinary programs that are currently understaffed.
- The candidate could direct off-campus programs or make it possible for others in the department/program to direct such programs.

### **8.2.1 Process**

1. The process begins when the candidate comes to the attention of the department/program or the Provost.

2. The Provost and the department/program meet and both must agree that the candidate is of comparable quality to successful candidates in comparable national searches. The meeting will discuss the curricular impact of the hire.
3. In preparation for this meeting, the department should present a modified position request to justify the potential diversity hire. The position request should include the department's expectation for teaching and scholarship along with the candidate's CV. The request should focus on the impact of the hire on the ability of the department/program to meet its stated goals and objectives as presented in its mission statement. The position request should also address how the strategic hire will allow the department to meet its general curriculum contributions e.g. First Year seminars, and provide some flexibility in planning for sabbatical leaves. Once the position request is approved by the department, it is then submitted to the Provost and Dean of the Faculty. The Department and Provost will then meet to discuss the strategic hire.
4. The Provost forwards the written request and candidate's c.v. to CoFac and CoAA for advice and counsel.
5. The Provost consults with the President and the Vice President for Finance to ensure sufficient funds are available. After receiving the recommendation for CoFAC and CoAA, the Provost and Dean of Faculty will make a decision on the strategic hire.
6. The Provost notifies the department/program and negotiates an offer with the candidate.

The strategic hire line should be treated subsequently as any other tenure track line, returning to the pool upon the retirement, death, or resignation of the occupant. If there is a case of a negative review decision, the line does not return to the pool, but stays with the department or program. (4/25/2011)

### **8.3 Procedures for Requesting an Additional Faculty Position**

Departments/programs are expected to petition for allocation of all tenurable, ongoing, and temporary lines out of this central position pool, other than lines vacated by negative personnel action. All petitions will a priori have equal standing in this consideration, including: petitions to renew lines vacated through disability, retirement, and resignations; petitions to establish temporary lines into which to hire supplemental faculty; and petitions to establish new positions within a department or program.

Review of such petitions will be conducted annually by the Committee on Academic Affairs and the Committee on the Faculty, acting in an advisory capacity to the Provost and Dean of Faculty. The deadline for receipt of applications and a schedule for subsequent reviews and notifications will be fixed and announced early in the academic year. The Committee on Academic Affairs will advise on the academic and programmatic need and merit of the proposal, and the Committee on the Faculty will advise on the distribution of faculty effort, the structure of staffing patterns relative to enrollment, general budgetary concerns, matters of equity and affirmative action, and conformance in matters of procedure and substance with faculty bylaws and written procedures.

Ordinarily, the following sequence will apply:

In year one, the department / program:

1. Anticipates that a vacancy will occur through retirement or resignation (i.e., a line will be vacant in the subsequent year, Year 2, or in Year 3), or
2. Learns of an unanticipated resignation or disability (it finds that a line is vacant in the current year, Year One), or
3. Requests a new line, incremental to the petitioning department/program.

The request is reviewed by CoAA, CoFAC, and the Provost and Dean of Faculty, along with all other department/program requests for the year. If the request is approved, a search is authorized for Year Two. The Provost and Dean of Faculty may on occasion approve a search contingent upon final approval or appoint an individual temporarily in a line until such time that a full position review can be conducted.

In year two, the search is conducted; in year three, the appointment begins.

Note: Lines vacated by negative personnel decisions need not be reviewed and reauthorized.

Note: In general, all searches will be authorized by the Provost and Dean of Faculty for lines already fully budgeted and scheduled to be available in the first year of appointment.

## **8.4 Department/Program Hiring**

All department/program hiring will be conducted in full accord with the Faculty Recruiting and Hiring Handbook. This can be found on the Office of Academic and Faculty Affairs website under Faculty Resources, Handbooks, and Policies.

### **8.4.1 Student Employees**

Departments/programs are urged, whenever possible, to employ work/study eligible students. Both the Colleges and the student benefit -- the Colleges because the federal work/study funds match only actual hours worked by eligible students, the student because their financial aid includes an expected complement of work/study employment. Work/study-eligible students may present a letter of eligibility from the Colleges Financial Aid Office, or department/program chairs may call the Financial Aid Office to ascertain a student's eligibility.

Students are normally paid at the current minimum wage rate. Exceptions to the student wage rate require the approval of the Provost and Dean of Faculty and are approved in exceptional circumstances.

### **8.4.2 Expenditure Guidelines**

The Committee of the Faculty has recommended to the Provost and Dean of Faculty the following policies and guidelines with respect to the expenditure of department/program funds. These are intended to encourage equitable utilization of funds across departments/programs and equitable access within departments/programs to department/program support for all faculty, and to aid chairs in establishing accountability within their departments/programs for faculty's use of department/program resources. It is assumed that all expenditures are always within the total limit set by budget.

1. **Bookstore Charges:** Departments/programs should meet to establish written expenditure limits and guidelines for individual charges for supplies and instructional materials, including charges at The College Store. Ordinarily, such charges should be very modest, with departmental chairs approving purchases beyond that cumulative limit only if assured that budgeted funds are available. Departments/programs sharing a building and/or secretary may wish to pool the purchase of basic supplies (e.g., by contributing a certain per capita amount). Faculty are reminded of the bookstore's and publishers' desk and examination copy policies. Chairs may wish to ask faculty to keep available annotated receipts for bookstore charges against department/program accounts.
2. **Entertainment and Hospitality:** Entertainment and hospitality expenses must be authorized by the department chair or program director in advance.
3. **Mileage:** Ordinarily, mileage for the use of a personal car will be reimbursed only as authorized by department chair or program director, by prior approval only, for department-sponsored speakers, guests, and student fieldtrips.
4. **Photocopying:** When faculty find it necessary to utilize departmental copiers for personal business, it is expected that they will reimburse the department/program for that copying. Otherwise, department/program funds may be used for course-related and professional materials only, and students are expected to bear the expense of copying their own course materials (e.g., assignments and other written work) themselves. Departments/programs whose photocopying expense has or threatens to exceed budgeted allocations may need to establish written guidelines for their faculty.
5. **Federal Express and Express Mail:** Express mail service is less expensive than Federal Express and should be the preferred choice, when it is necessary to use an express service. However, express service of any type should be considered the exception rather than the rule.

6. Search and Review Expenses: Expenditures incurred in support of searches and personnel reviews are borne by the Provost's Office under policies set specifically for such expenses. Chairs and directors should consult with the Provost's Office at the beginning of the academic year about anticipated searches and reviews, and so that they can anticipate the approximate budget requirement for such activities which the Provost's office must meet. Please refer to the Hiring Handbook or check with the assistant Provost for further information on expenditure guidelines for search expenses.

Reimbursement for all expenditures including those described above must be accompanied by receipts and submitted to the Assistant to the Provost before June 15 each year, no exceptions.

## **8.5 Procedures for the Creation, Elimination, or Fundamental Restructuring of Degree Programs**

### **8.5.1 Decision-making authority**

All academic programs and program proposals are subject to review by Committee on Academic Affairs (CoAA) as the body responsible for: i) establishing academic goals, curricula, and standards of student scholarship, ii) reviewing and approving all new course and program proposals and changes to any current curricula in majors and minors, and iii) overseeing the general curriculum. Any and all recommendations of CoAA are subject to approval by the Provost and Dean of Faculty and the President, who will consider the strategic and budgetary implications of curricular changes.

### **8.5.2 Creation of New Academic Programs**

New academic degree programs (majors, minors, or other initiatives) may be proposed by:

1. A group of faculty interested in developing and staffing a program
2. Committee on Academic Affairs
3. The Provost and Dean of Faculty
4. The President

Process for initiation and consideration of a program proposal

1. Program proposers must prepare a proposal that establishes:
2. The strategic importance of the proposed program
3. The relation of the program to the Colleges' mission
4. The intellectual and pedagogical framework of the program
5. The specific design elements of the program (required and elective courses, co-curricular experiences, etc.)
6. The staffing of the program
7. The impact of the program on other programs in the Colleges
8. The budgetary implications of the program

Committee on Academic Affairs shall consider the merits of the proposed program, the potential impact of the proposed program on the overall curriculum of the Colleges and determine whether to send the proposal back for additional revision or forward it to the faculty at large for comment.

After a program proposal is forwarded to the faculty, a period of four weeks shall be set aside for comment. The Committee on Academic Affairs shall consider comments and revise their recommendation if deemed necessary. The Committee on Academic Affairs will then vote on a final recommendation to forward to the Provost and Dean of Faculty and the President.

## **8.6 Elimination or Fundamental Restructuring of Academic Programs**

The elimination or restructuring of academic programs (majors, minors, or other initiatives) may occur as the result of review and recommendations by Committee on Academic Affairs.



### **8.6.1 Initiation of Review**

A review may be initiated by:

1. Committee on Academic Affairs
2. Impacted department/program faculty collectively, or — in the case of a proposed merger — by multiple departments/programs in collaboration
3. The Provost and Dean of Faculty
4. The President
5. Other parties at the institution are free to make recommendations to these entities, but only these entities have standing to initiate a Committee on Academic Affairs review.

Note: Periodic departmental/program reviews, conducted via the process involving a self-study and a site visit by external evaluators, shall be kept separate from this process.

### **8.6.2 Process for initiating a review**

A degree program may be identified and suggested for review for many reasons, but this will primarily occur if:

1. A need for strategic realignment within the overall Colleges curriculum is identified;
2. Projected retirements or faculty vacancies are likely to significantly impact the Colleges' ability to offer a particular major or minor;
3. The number of majors in recent years is unsustainable; and/or
4. The average class size in courses is significantly below or above the Colleges average.

### **8.6.3 Process and timeline for conducting a review**

Once a review is deemed necessary, Committee on Academic Affairs will notify the affected departments/programs. Reviews shall be carried out by the Committee on Academic Affairs in consultation with the Provost and Dean Faculty and program faculty.

Committee on Academic Affairs shall request data and consult individuals in and outside of the Hobart and William Smith community as necessary to inform its deliberations.

The following criteria shall be used collectively in the assessment of programs under review:

1. Connection to the strategic plan of the Colleges;
2. Whether the degree program(s) are in alignment with priorities for the strategic use of our resources;
3. Impact of projected loss of faculty on the program(s);
4. Number of majors/minors (10-year history);
5. Ratio of program faculty to numbers of majors;
6. Average class size in courses;
7. Number of graduates over time (10-year history)
8. Enrollment levels in departmental/programmatic courses, both in and outside of major requirements;
9. Impacts on underrepresented groups (faculty and students);
10. Connections to other programs;
11. Reputation of program(s) outside of Hobart and William Smith Colleges;
12. Role of program(s) in attracting students to the college.

This list is not intended to be either formulaic or comprehensive, but rather to provide a broad framework for consideration of the elements needed to offer a sustainable curriculum.

While Committee on Academic Affairs will be expected to be in communication with program faculty during its process of research and analysis, program faculty shall also be given a formal opportunity to respond to a preliminary report before said report goes to the faculty at large for comment; this consultation should also include the faculty from any other programs that are directly impacted by the proposed decision. Committee on Academic

Affairs shall consider comments and revise the recommendation if deemed necessary. This consultation must occur a minimum of two weeks before CoAA's report is made available to the faculty at large.

After consultation between Committee on Academic Affairs and the affected department/program(s), a period of four weeks shall be set aside for the faculty at large to comment on the recommendation by Committee on Academic Affairs. Committee on Academic Affairs shall consider comments and revise the recommendation if deemed necessary. The Committee on Academic Affairs will then vote on a final recommendation to forward to the Provost and Dean of Faculty and the President.

Possible recommendations include:

1. The strategic redesign of majors and minors;
2. The merger of two or more departments or interdisciplinary programs, accompanied by a redesign of majors and minors offered by the academic units in order to streamline curriculum;
3. The elimination (permanent removal) of a major or minor from the Colleges Catalog;
4. The suspension of a major or minor for a period of 1–3 years, in order to:
5. Conduct a longitudinal review of the major or minor's contribution to strategic objectives;
6. Temporarily redirect instructional resources to other areas to meet curricular need; and/or
7. Temporarily relieve curricular pressures in the department/program while tenure-track faculty lines needed to sustain the curriculum are unavailable.

Reviews should not, in normal circumstances, take more than a semester.

A permanent major elimination or restructuring must be approved by 31 January for the catalog that will take effect in the fall of that same calendar year.

If it is determined that a program or department is to be discontinued, every effort will be made to place impacted faculty into other positions at the Colleges.

#### **8.6.4 Institutional Program Evaluation**

On occasion, Oafa may deem it necessary to conduct a holistic review of the entire programmatic portfolio. In such instances, Oafa will determine a set of procedures, in consultation with CoFac, and communicate them to the faculty at large.

### **9. Administrative Reviews**

The administrators to be reviewed under these procedures are the President, the Provost and Dean of Faculty, and the Deans of the two Colleges.

A Special Committee will be created to perform the review of a particular administrator. Its existence ends upon completion of the review. The Committee will consist of four faculty drawn from the full-time teaching ranks. The Committee on the Faculty will present a slate of candidates for the Special Committee in the Spring term prior to the year of the review.

The slate will include at least 9 candidates; of these, the 6 with the highest number of votes are presented to the administrator under review, who then removes 2. After this process is complete, the committee is publicly announced. The Committee on the Faculty will circulate its nominations prior to the faculty meeting. Additional nominations will be taken from the floor of the faculty. A faculty member may vote for whatever number of candidates they wish.

The purpose of these evaluations is to improve, wherever possible, the quality, effectiveness, and responsiveness of the administration.

To this end, the Special Committee will develop an evaluation method appropriate to the administrator's function. The method will be submitted for comment and possible modification to the President, the instructional

faculty, and the administrator under review. In all cases, the evaluation should be consistent with the job description and with the Colleges' mission statement to the degree that it is germane to the position. As part of this evaluation, the Committee will also receive any letters that the instructional faculty wish to submit. Emeritus faculty holding instructional faculty status during the service period of the administrator under review will be included in the list of faculty eligible to participate in the review process. All evaluations will be confidential, and the method will be administered in such a manner as to protect the confidentiality of the evaluation.

The Special Committee will review all the materials submitted to it and summarize its findings in a report. The report will be submitted to the Committee on Tenure and Promotion. The Committee on Tenure and Promotion will review the report to ascertain whether its findings are supported by the evidence. If the Committee on Tenure and Promotion finds that the report meets this criterion, the Special Committee will convey the report to the President and to the administrator under review for their response and comment. In the case of a review of the President, the report will be forwarded to the Chair of the Board of Trustees and the President.

If the Committee on Tenure and Promotion finds that the report does not accurately reflect the evidence gathered, it will so inform the Special Committee. If the Special Committee agrees with the Committee on Tenure and Promotion, it will proceed to rewrite the report, taking into account the suggestions made by the Committee on Tenure and Promotion. If, however, the Special Committee does not agree with the Committee on Tenure and Promotion, then the Committee on Tenure and Promotion will detail its objections in a separate report and both reports will be submitted to the President, or to the Chair of the Board of Trustees in the case of the President. The faculty will be made aware of the discrepancy.

In consultation with the President, the Committee on the Faculty will work out a schedule of administrative reviews so that the reviews are conducted in a timely, orderly, and fair fashion. The schedule of the reviews will be communicated to the instructional faculty.

#### **10. Revision of the Handbook**

Any changes to the Handbook should be made in consultation with CoFac and only after presentation to the faculty at large. Bylaws and Handbook changes should be reflected in faculty meeting minutes and updated by OAFAs as they occur.