

# Faculty Handbook 2019-2020

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Colleagues:

The Faculty Handbook of Washington & Jefferson College is a collection of current policies and procedures involving or affecting members of the faculty and, to some extent, staff and administrators. New members of the faculty and staff particularly will find this Handbook a useful introduction to the College.

Any Handbook such as this is a work in progress. As policies and procedures change, so too the Handbook will be revised to reflect those changes and remain as current and accurate as possible. Some selection of material is necessary to keep the Handbook to a reasonable length and many items of possible interest have been omitted. Interested parties should consult such documents as the College Catalog, the Student Handbook, the W&J Employee Handbook, or the College Bylaws for additional information. Suggestions for additions or corrections are welcome and should be submitted to the Office of the Vice President for Academic Affairs and Dean of the College.

The Faculty Handbook is the official collection of policies related to faculty. Please refer to the Employee Handbook for other policies and procedures that pertain to all employees of Washington & Jefferson College.

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Vice President for Academic Affairs and Dean of the College



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## 2. INTRODUCTION TO W&J

### COLLEGE MISSION

The mission of Washington & Jefferson College is to graduate people of uncommon integrity, competence, and maturity who are effective lifelong learners, and responsible citizens, and who are prepared to contribute substantially to the world in which they live. To this end, the College promotes the development of skills, knowledge, personal qualities, and a worldview that characterize a well-educated person.

### HISTORY OF THE COLLEGE

Founded in 1781, Washington & Jefferson College is one of the oldest colleges in America with roots that extend back to frontier days, when America was still fighting for independence.

Between 1780 and 1785, the Rev. Dr. John McMillan, the Rev. Dr. Thaddeus Dod, and the Rev. Dr. Joseph Smith each established a log-cabin school in southwestern Pennsylvania. These three men became leaders in a movement to establish a single academy with more adequate facilities than they possessed individually.

Dr. McMillan took the first step toward a single institution. On September 24, 1787, the Pennsylvania Legislature chartered the Washington Academy, which was located in Washington, the county seat. On April 10, 1789, the Washington Academy opened in the upper floor of the county's log courthouse, which was destroyed by fire in 1791. Dr. McMillan then took charge of a new school in nearby Canonsburg, which opened on July 1, 1791.

Although Dr. McMillan had shifted his attention to the Canonsburg Academy, Washington area supporters built a stone house for their Academy in 1793–94 through land gifts and the help of the community. The Washington Academy became a rival to Dr. McMillan's school. In 1802, the Canonsburg Academy was chartered as Jefferson College, and in 1806, the Washington Academy was chartered as Washington College.

Rivalry between the two small colleges, located in towns only ten miles apart, blocked the progress of both. Lack of money hindered the development of both schools. From time to time, it was suggested that the two colleges join, but nothing came of it until financial problems and a decrease in enrollment for both schools due to the Civil War made the merger necessary. In March 1865, the Pennsylvania legislature granted a charter to form a united college, with the provision that some courses be taught in Canonsburg and some in Washington, an arrangement that proved to be unsatisfactory. In February 1869, the legislature authorized reorganization of the College, and, two months later, the trustees voted to move all departments to Washington.

Washington & Jefferson College became firmly established and grew into a successful educational institution, which purposely remained a small, all-male, liberal arts college until 1969, when the College authorized granting undergraduate degrees to women, with the first women students admitted in September 1970.

### **3. GOVERNANCE AND STRUCTURES**

#### **INTERNAL GOVERNANCE STRUCTURES AND RESPONSIBILITIES**

##### **President of the College**

The President of the College is appointed by the Board of Trustees and given full authority and responsibility for the day-to-day functioning of the College, subject to the Board's ultimate approval. The President of the College is a member of the faculty and presides at all meetings of the faculty. The President has the power, according to the College's Bylaws, to approve or disapprove any and all acts or resolutions of the faculty. The President is also a member of the Board of Trustees and makes a report at each meeting of the Board. The President cooperates with the Finance Committee in presenting a financial budget for consideration and approval by the Board of Trustees at the Board's Commencement meeting each year (Bylaws, Article VI).

##### **Vice-Presidents and Senior Staff**

The President, in turn, has divided the administration of the College into several parts, each under a vice president or director who reports directly to the President. Those reporting directly to the President are the Vice President for Academic Affairs and Dean of the College, the Vice President for Business and Finance, the Vice President for Communication and Marketing, the Vice President for Enrollment, the Vice President for Development, and the Vice President for Student Life.

The Senior Staff of the College provide advice and counsel to the President of the College. Senior Staff includes those who directly report to the President along with others whom he or she may select.

##### **Faculty**

According to the College Bylaws, "The faculty shall have the sole power and authority to nominate students of the College for awards and degrees in course. However, all degrees shall be subject to the Board of Trustees' approval of the recommendation of the faculty" (Article VII, section 3).

In addition, "The faculty shall have the power, and it shall be the faculty's duty, subject to the approval of the Board of Trustees, to:

- a. Fix the requirements of the courses of study and the conditions of the right to graduate.
- b. Establish principles and methods for ascertaining the proficiency of students, and for the assignments of honors.
- c. Pass upon the probation and separation of students for reasons of scholarship."

(Article VII, section 4)

The duties assigned to the standing committees of the faculty as outlined in the Faculty Governance Policy specifically charge the Curriculum and Program Committee with recommending to the faculty degree requirements and the overall structure of the curriculum. Proposals for new academic programs must be presented to the CPC, which will decide whether or not the proposal is referred to the faculty as a whole for consideration.

##### **College-Wide Governance Structures**

The work of the College is facilitated by a variety of institutional governance structures. In general, these governance bodies are appointed by the President and may include representation from the faculty (as appointed either by the Faculty Executive Committee, the Vice President for Academic Affairs (VPAA), or the President).

For detailed information about faculty governance and the committee structure, see “Faculty Governance Policy.”

## **ACADEMIC STRUCTURES**

### **Academic Departments**

The faculty is organized into academic departments that represent the principal components of the curriculum. Each department groups together those persons who are appointed to teach, to do research, and to give advice and counsel in designated academic disciplines. Excepting only interdisciplinary appointments, each member of the faculty is a member of a department. Any proposed alteration in the department structure may be referred to the faculty meeting after consideration by the affected departments and divisions.

The responsibilities of the departments are: to ensure that courses are taught, students are evaluated, and high standards are maintained; to make recommendations for improvement in the curriculum or facilities; to promote research and scholarly development in the subject area; to represent the subject area in the intellectual life of the College outside of the classroom; to promote, together with the President and the VPAA, the recruitment and retention of faculty members; to advise the College on research-materials acquisition; to advise majors on curriculum; to prepare budgets; and to perform routine program administration (e.g., ordering texts and supplies, turning in grades).

### **Department Chairs**

Chairpersons of departments shall be appointed as such by the VPAA, with the approval of the President of the College, typically for a term of five (5) years, and they shall be eligible for reappointment. Chairpersons of departments may be removed by the VPAA or the President.

### **Duties and Responsibilities of Department Chairs**

It is the responsibility of the chairperson to provide the leadership and direction necessary to maintain a high level of instruction in the department, to represent the interests of the department before the administration and the Faculty, and to insure that the department contributes to the academic program of the College. It is the chairperson’s further duty to enlist the counsel and energies of other members of the department in the discharge of these responsibilities.

An overview of the duties of the department chairperson fall into several clearly defined areas of responsibility which follow. Since there are so many responsibilities, it is logical to assume that chairpersons will delegate, where appropriate, some of these specific responsibilities to other members of the department while retaining overall responsibility to insure that the tasks are carried out.

1. Personnel Duties. The chair of the department shall:
  - collect all material to be used in considering contract renewal, promotion, and tenure of department members;
  - present the department’s recommendations for those faculty members who are under consideration for contract renewal, promotion, and tenure;
  - submit annual evaluations for department members;
  - hold primary responsibility for conducting the search for new appointees to the department faculty.
2. Faculty Development Duties. The chair of the department is expected to play an active role in aiding department faculty members with their teaching and scholarly development. In certain circumstances, the chair may need to delegate some of the responsibilities. If such is the case, the VPAA should be apprised of such delegation. Specifically, the chair (or the chair’s delegate) shall:

- discuss with new faculty members the College's and the department's expectations in regard to teaching and scholarly performance;
  - visit the classes of new faculty members and faculty members who are under consideration for personnel decisions. Following such visitation, the chair should discuss the strengths and weaknesses of the faculty member's teaching performance with that faculty member. A chair with faculty rank below that of associate professor should consult with the VPAA to arrange for one or two senior members of the division to conduct such visitations;
  - discuss with each member of the department during the fall term of each year that faculty member's teaching, scholarship, and service to the College. The object of such discussion should be the general improvement of the faculty member's teaching, scholarship, and service to the College;
  - become acquainted with and encourage the scholarly interests and contributions of each member of the department. The chair should be prepared to represent these elements of the faculty member's work performance to the VPAA and the President.
3. Curricular Duties. The chair of the Department shall:
- organize and prepare the preregistration schedule of courses for the department;
  - present course or curriculum changes to the CPC;
  - superintend the academic advising of department majors. The chair should emphasize to departmental colleagues the importance of academic advising of both non-majors and majors and take appropriate steps to acquaint newer faculty members with this obligation.
4. Other Duties. The chair of the department shall:
- submit departmental budget requests upon invitation from the VPAA;
  - submit academic equipment and computer equipment (hardware and software) budget requests upon invitation from the VPAA;
  - submit all departmental requests for supplements to the budget to the VPAA;
  - control the expenditures of funds allocated to the department;
  - safeguard departmental equipment and supplies;
  - hold regular meetings with the department to discuss issues of importance to the department;
  - see that the department is represented at faculty meetings;
  - attend meetings of department chairs called by the VPAA or the President.

### **Interdisciplinary Programs**

Interdisciplinary programs supplement the academic offerings provided by academic departments. These programs are ordinarily overseen by a program director and an advisory board who work with interested faculty and departments to provide courses and opportunities for students.

### **Divisions**

Academic divisions support the College mission by organizing and developing the academic program in ways larger than individual departments. The four divisions are:

- **Arts:** Art, Music, and Communication Arts;
- **Humanities:** English, History, Modern Languages, Philosophy and Religious Studies;
- **Social Sciences:** Economics/Business, Education, Physical Education, Political Science, Sociology, Computing and Information Studies;
- **Natural Sciences and Mathematics:** Biology, Chemistry, Mathematics, Physics, Psychology.

## **EXTERNAL GOVERNANCE AND/OR OVERSIGHT**

### **Board of Trustees**

The Board of Trustees exercises fiduciary responsibility for the College. The authority of the Board of Trustees is detailed in the College Bylaws. Trustees are elected by the Board and serve terms of five to six years, depending on type. The President of the College is a voting Trustee. The Board of Trustees consists of between twenty-one and forty-two members. The Board of Trustees has three regular meetings each year: one in October, one in February, and one in May.

### **Middle States Commission on Higher Education**

The College is accredited by the Middle States Commission on Higher Education (MSCHE). Accreditation is reviewed every eight years by MSCHE. In conjunction with that formal review, the College conducts its own self-study.

## **4. POLICIES ON TENURE AND ACADEMIC FREEDOM**

### **STATEMENT OF GUIDING PRINCIPLES REGARDING ACADEMIC TENURE AT WASHINGTON & JEFFERSON COLLEGE**

*(Adopted by the Board of Trustees 10 June 1955 to become effective 1 July 1956)*

Institutions of higher learning are operated for the common good and not to further the interest of either the individual teacher or the institution as such. The common good depends upon the free search for truth and its free exposition.

Neither of these essential goals can be achieved in the highest degree unless the teacher can devote all his energies to their realization, free from a regularly recurring uncertainty as to the permanence of his position as a member of the Faculty. The trained college teacher is peculiarly vulnerable in his position inasmuch as his training has been mainly directed not only toward teaching, but also toward teaching in a specialized field outside of which his peculiar talents are, for the most part, not in demand. As a consequence, the morale of the teacher is critically dependent upon the feeling of security that comes with permanent tenure. The institution, too, benefits from the permanence of its Faculty since its long-range aims and development can be best implemented by a Faculty sensitive to them by virtue of a common development with them.

An intimate relation exists between faculty morale and effective teaching on the one hand and the success of the institution in training adequately its students for lives of service on the other. Therefore, permanent tenure, after a probationary period, is essential to the success of the institution in fulfilling its obligations to its students and to society.

With mutual good will and respect between Faculty and Administration, the problem of tenure in a small college can be handled fairly with any reasonable set of principles.

The Act of March 4, 1865, P. L. 265, which is the charter of Washington & Jefferson College, requires that members of the Faculty “shall hold their places at the will of the board” (Section 9). However, subject to the limitations of the charter of the College, the Board of Trustees, in exercising its control over the personnel of the Faculty, expects to be guided by the following principles:

1. The precise terms and conditions of every appointment shall be stated in writing and be in the possession of both the College and the faculty member when the appointment is consummated.
2. Appointments may be made to positions of the rank of full-time instructor or of any higher rank for any definite period not exceeding seven years; but any teacher who has served continuously

for seven years in a full-time teaching capacity at the College, if re-employed as a teacher, shall then be on permanent tenure and his employment shall not be terminated except for adequate cause or in accordance with the retirement plan of the College. The provisions of this paragraph, however, shall not be construed so as to prevent the College from expressly giving to a person who is employed at a professional rank permanent tenure at the time of his employment or at any time thereafter.

The following shall be considered adequate causes for the termination of the contract of a faculty member on permanent tenure:

1. incompetence;
2. moral turpitude;
3. failure on the part of the teacher to discharge properly specific duties agreed upon in the contract.;
4. demonstrably bona fide financial exigency.

### **W&J COLLEGE'S STATEMENT ON ACADEMIC FREEDOM**

"Every member of the faculty shall be entitled to freedom of thought and expression within their professional competence and within the limits of honest and effective teaching. In public utterances, faculty members shall take pains to reflect the dignity and ethics of the teaching profession and of their membership in the Washington & Jefferson College community. Faculty members shall always clearly declare when they are speaking as an individual and when they are speaking as an authorized representative of the College" (College Bylaws, Article VII, section 5).

### **AAUP'S 1940 STATEMENT OF PRINCIPLES CONCERNING ACADEMIC FREEDOM**

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure 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. [\*The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.]

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**

(a) 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.

(b) 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.

(c) 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.

Note: language revised in 1990 to reflect gender neutrality.

Source: <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

## 5. DEFINITIONS OF POSITIONS

### DEFINITION OF FACULTY MEMBER

According to the College Bylaws, “The faculty of the College shall be defined as those persons holding the academic rank of Instructor or higher who are currently appointed to teach one or more courses in the regularly scheduled courses of instruction of the Bachelor of Arts degree program of the College. The President and any Dean, Associate Dean or Assistant Dean for academic affairs shall also be members of the faculty. With Board approval, the President may also designate any other administrative officer of the College with responsibilities for academic affairs and with appropriate academic credentials or academic rank to be a member of the faculty” (Article VII, section 1).

### FACULTY RANKS

According to the College Bylaws, “The faculty shall comprise Professors, Associate Professors, Assistant Professors and Instructors, who shall be persons whose education, training, and experience fit them for teaching at their respective faculty ranks” (Article VII, section 2).

Criteria for promotion to the various ranks can be found in “Reviews for Tenure-Track Faculty” and “Promotion,” below.

### TYPES OF FACULTY LINES

Faculty positions fall into the following categories:

- **Tenured.** These positions are governed by the provisions for tenure as addressed in “Faculty Evaluation” (below).
- **Tenure-track.** These positions are eligible for tenure under the provisions addressed in “Faculty Evaluation” (below).
- **Non-Tenure-track.** These positions are not eligible for tenure. These positions are contracted for a fixed period of time and confer faculty benefits. These positions may be either full-time or part-time and may or may not be renewable—as specified in the original appointment letter.
- **Adjunct.** These positions are generally contracted by the course and do not confer benefits. These positions are not eligible for tenure.

The nature of the position will be clearly specified both in the original appointment letter and in any subsequent contract letters.

## **RETIRED FACULTY**

Washington & Jefferson College recognizes and values the varied contributions of retired and retiring faculty who have enriched the academic community. In deep appreciation, the College invites retirees to maintain an on-going relationship with the College. All retiring and retired faculty members who have served a minimum of seven years as full-time employees of the College may exercise their option of the following:

- opportunities to teach courses (in discipline, FYS) with the approval of the VPAA;
- opportunities to speak at alumni events and functions with the approval of the VPAA;
- access to library resources, including interlibrary loan and database services;
- access to electronic mail via their Washington & Jefferson email account;
- access to the College's computer resources including software, subject to relevant license agreements;
- access to gymnasium and other campus facilities at times when they are open to the faculty or the public;
- use of the College's mailing address for professional purposes;
- participation in College-sponsored cultural and recreational activities on the same basis as other faculty (holiday reception, retirement receptions, Commencement, etc.); and
- parking privileges in general campus parking lots.

## **EMERITUS STATUS**

In recognition of significant and sustained service to the institution, Washington & Jefferson College may bestow the title of Professor Emeritus/Emerita on a retired or retiring faculty member. Faculty members who have spent 10 years at the rank of Professor, 15 years at the rank of Associate Professor, or 25 years in total at the College shall be eligible for emeritus standing. The College's presumption is in favor of granting emeritus status.

The Vice President for Academic Affairs and Dean of the College will issue a call for emeriti nominations during the spring semester of each academic year. Any tenured member of the faculty may submit a brief letter of nomination to the Office of Academic Affairs on behalf of a candidate. The nomination letter must include the signatures of at least two currently employed full-time faculty members in addition to that of the nominator.

The honorific title is granted by the President based on the recommendation of the Vice President for Academic Affairs and Dean of the College.

Those nominees granted emeritus status will have demonstrated, during their time as a faculty member, consistent excellence in teaching, lasting connection to scholarship and/or creative activity within their academic discipline(s), and significant sustained service to the institution. Once so appointed, Professors Emeriti/Emeritae will have, as well as those listed above, the following benefits, within the guidelines normally applied to faculty members:

- designation as a member of the Washington & Jefferson Emeritus Society;
- special recognition at Commencement following emeritus appointment;
- when conferral of emeritus status coincides with the year of retirement, the option to deliver a final "Lecture to the College" with the approval of the VPAA;



- access to on-campus office space for professional purposes (space permitting);
- reasonable use of photocopy, data processing, and other office equipment for scholarly and professional activities;
- eligibility to apply for external assistance with applications and proposals for external funds that will bring research, scholarship, or other program support to the College.

## **6. PRACTICAL MATTERS FOR FACULTY**

### **COLLEGE ADDRESS AND PHONE NUMBER**

The College mailing address for faculty is 60 South Lincoln Street, Washington, PA 15301-4812.

The College phone number is 724-222-4400 (local) or 888-W-AND-JAY (toll-free).

### **EMPLOYMENT POLICIES, W&J EMPLOYEE HANDBOOK**

Policies and information that affect faculty as employees of the College can be found in the W&J Employee Handbook and on the website of the [Office of Human Resources](#).

### **CAMPUS & PUBLIC SAFETY, EMERGENCIES**

In the event of an emergency or breach of security, call the Department of Campus & Public Safety at ext. 6032. The office is staffed 24 hours a day under the supervision of the director of Campus & Public Safety and is located in Old Main.

Faculty can register with the [emergency text message system](#) and may wish to consult the College's [Emergency Response Plan](#).

### **PARKING**

Motor vehicles parked on campus or in College lots must be registered and display a parking permit. There is no charge for this registration and permits may be secured through the Department of Campus & Public Safety. Employees are expected to be familiar with and to observe campus-parking regulations. Drivers should be especially aware that pedestrians have the right-of-way over vehicular traffic on campus. Vehicles, which are illegally parked, will be subject to fine(s) and may be towed at the owner's expense.

### **OFFICE SPACE, KEYS**

Each faculty member is assigned a campus office. Department chairs should send requests for office keys to Academic Affairs. Keys are collected from Campus & Public Safety in the Hub.

### **MAIL, FAX, EXPRESS SERVICES**

The campus mailroom is located on the lower level of the Rossin Campus Center. Each faculty member has a mailbox. Outgoing mail can be left with your department's faculty secretary for stamping and posting.

Faxes can be sent from several offices; consult your department's faculty secretary for the nearest facility.

Outgoing packages may be left with your department's faculty secretary. Incoming parcels are delivered by Facilities Services either to the mailroom or to individual offices.

Faculty members must provide a budget number (obtainable from the department chair) if using express services like FedEx or DHL. Consult your department's secretary for forms and packaging.

### **E-MAIL, COMPUTER, TELEPHONE**

The College provides each faculty member with an e-mail account and each faculty office with a computer and telephone. Information on accessing voice-mail and e-mail and establishing network connectivity can be found at the [website for the Office of Information and Technology Services](#).

### **BUSINESS CARDS AND COLLEGE LETTERHEAD**

Faculty members who want College business cards should request them through the department chair, who will forward the order to the administrative assistant to the VPAA. The department chair can arrange for payment from department funds upon receipt of an invoice.

College letterhead and envelopes, both printed and electronic, can be obtained from your department's faculty secretary.

### **OFFICE SUPPLIES AND BLUE BOOKS**

The College store in the Rossin Campus Center carries basic office supplies (dry-erase markers, paper, etc.) and stocks official College examination blue books. Faculty members must provide a budget number (obtainable from the department chair) so that business-related items can be directly charged to the relevant department. Other supplies can be obtained through the department chair or the department's faculty secretary.

### **TEXTBOOK ORDERS**

Book orders for classroom texts are submitted online through MBS Direct. The College store sends out reminders midway through the previous term. Observing deadlines ensures that MBS Direct obtains sufficient quantities of books at the best prices.

### **WEB SERVICES**

#### **Course Management System (Sakai)**

Accessed from the [Faculty & Staff page](#) of the College website. The College uses Sakai, an open-source course-management system. Each term, a site is created for each course and registered students are automatically enrolled. Information and training are available through Information Technology Services. Log-in required.

#### **WebAdvisor**

Accessed from the [Faculty & Staff page](#) of the College website. The "Students" area allows free access to the College's course schedules ("Search for Sections").

The "Faculty" area (log-in required) allows access to the College's course schedules and each faculty member's course rosters and advisee information. Midterm and final grades are entered from here.

The "Employee" area (log-in required) allows access to pay advices, annual salary information ("Total Compensation"), and W-2 statements. Department chairs and program directors access budget information here; supervisors of work-study and other student employees approve time sheets here.

## **W&J Wiki**

Accessed from the [Faculty & Staff page](#) of the College website. The College uses Confluence's team-collaboration software to maintain a wiki of password-protected materials for faculty. Log-in required.

## **Informer**

Accessed through WebAdvisor or from the [Faculty & Staff wiki](#). Various Datatel reports can be generated from this module. Department and program chairs have access to additional reports. Log-in required; available off-campus only through the SSL VPN client.

## **RESERVATION OF ROOMS FOR MEETINGS AND EVENTS**

To reserve campus space for a committee meeting, lecture, conference, or other purpose, use the online room scheduler, which is available from the Conferences and Events website or the Faculty & Staff wiki. Log-in required.

If the room needs a special set-up (for example, fifty chairs and a podium for a lecture in the Media Room), use the online system for Event Requests which is available from the [Conferences and Events](#) website.

[Catering](#) can be provided by W&J Dining.

## **REIMBURSEMENTS FOR EXPENDITURES**

Expenditures for which a faculty member intends to seek reimbursement from College funds should be approved in advance by the department chair, program director, or the VPAA, as appropriate.

[Business Office Forms](#) are available online. Completed forms require account numbers and a signature by the approver (department chair, program director, or VPAA).

For approved expenditures over \$100, use the Request for Payment form and attach receipts. This form is submitted to the Business Office, and a check or electronic reimbursement will be issued.

For approved expenses under \$100, use the Petty Cash form and attach receipts. Payment will be made immediately in cash through the Business Office.

## **COLLEGE VEHICLES**

Cars and vans are available for class trips and other College-related activities. See the W&J Employee Handbook at the website of the [Office of Human Resources](#) for the College's vehicle policy and reservation process. The College strongly encourages individuals to use College-owned vehicles to avoid possible insurance claims against the individual's insurance policy.

## **COLLEGE ATHLETIC FACILITIES**

The Henry Memorial Gymnasium and James David Ross Family Recreation Center offer a variety of amenities, including a swimming pool and an indoor track. Hours are posted each term.

The Swanson Wellness Center contains strength and conditioning equipment as well as an extensive aerobic area. Hours are posted each term.

## **COLLEGE GREENHOUSE**

The W&J Greenhouse (Dieter-Porter 313) houses a teaching collection of living plants and provides space for student research. If space permits, faculty may request use of the facility for educational

purposes. The Greenhouse is open to the campus community during normal business hours. Contact the greenhouse director (Jason Kilgore, Biology), for information.

### **MUSIC PRACTICE ROOMS**

Rooms on the second floor of the Olin Fine Arts Center are available for musical practice. Given space limitations, students are given first priority; however, a faculty member is welcome to use an available practice room on occasion. Contact the chair of the music department with any questions.

### **LOUNGES AND HEARTHES**

The College has a variety of spaces available for faculty. Examples include the Edward Sell Pre-Law Library in Old Main and the faculty/staff dining room in the Commons.

## **7. FACULTY DUTIES AND EXPECTATIONS**

Faculty duties fall into three areas: instructional activities (teaching and advising), professional development (including scholarly research and creative work), and service (to the department, College, and profession). Teaching is the central responsibility.

### **STANDARD TEACHING LOAD**

The standard teaching load is six courses per year, distributed among fall and spring terms. Other teaching experiences (labs, ensembles, studios, team-teaching, etc.) may have variable credit.

Courses and time slots are assigned by the department chair or program director, normally in consultation with faculty members. Interested faculty should be able to find opportunities to team-teach and to offer First Year Seminars and courses in interdepartmental programs.

In most cases, the supervision of internships, tutorials, independent studies, and honors projects does not count as part of the normal load.

### **ADDITIONAL TEACHING: OVERLOADS, SUMMER SCHOOL**

Faculty who teach overloads and courses during the JayTerm or summer terms are normally compensated for their efforts. Overloads are arranged as needed. The Office of Academic Affairs sends out solicitations for JayTerm offerings during the fall term and summer-school offerings during the spring term. These courses are subject to specific minimum enrollments in order to run.

### **FACULTY ATTENDANCE, ABSENCE FROM CAMPUS**

Faculty members are expected to meet their scheduled classes and to inform students and the department chair if illness or other cause (e. g., attendance at an academic conference) makes it impossible to meet a class.

### **OFFICE HOURS**

Faculty members are expected to be available in their offices at designated hours each week for the purpose of advising and individual consultation with students. Faculty members inform students of these designated hours by including them on syllabi and by posting them outside their offices. Some departments may stipulate a minimum number of office hours.

## ACCOMMODATION FOR STUDENTS WITH DISABILITIES

To serve our mission to promote academic excellence, Washington & Jefferson College is committed to providing appropriate accommodations for students with documented disabilities and complies with applicable state and federal laws. Students with disabilities include individuals with physical disabilities, learning disabilities and mental health disorders that meet the definition of a disability under the Americans with Disabilities Act. The College fully supports the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act (1990). The College's goal is to make its programs and facilities available to all students so that students with disabilities can be integrated as completely as possible into the W&J community.

W&J does not offer a specialized curriculum for persons with disabilities. Instead, the College works with the student to provide academic accommodations within the W&J curricular framework. Such academic adjustments and/or auxiliary aids may involve curricular modifications only if they do not substantially alter course content or requirements essential to the academic program. W&J is committed to working in an interactive process with students with disabilities to determine appropriate accommodations that best ensure equal access to academic programs and activities. The Director for Academic Success within the Office of Academic Affairs will assist faculty and students in identifying and providing accommodations.

Faculty who interact with students who have disabilities should be aware of the following:

- Faculty may refer students with disabilities to the Director for Academic Success: 724-223-6008 or [dss@washjeff.edu](mailto:dss@washjeff.edu). Also note that diagnostic testing for disabilities is available to students through Health & Counseling Services.
- Students may request accommodations by contacting the Director for Academic Success.
- Accommodations will not be granted without student disclosure and appropriate documentation.
- Accommodations are not retroactive.
- Students are not required to disclose any disabilities that they may have.
- Faculty should not ask what a student's disability is. This information is confidential, although a student may choose to disclose this information to faculty directly. This is at the discretion of the student.
- Faculty are not required to provide any accommodations without written notification in the form of an accommodation letter that is given to them from the student.
- Faculty may be asked to move classes to an accessible location for students with physical disabilities.
- Faculty should implement all accommodations listed on a student's accommodation letter (if appropriate for the course). Concerns or questions about specific accommodations should be directed to the Director for Academic Success.
- Please contact the Director for Academic Success if you believe that any accommodation listed in an accommodation letter would fundamentally alter a course or program.
- Consider consulting with colleagues in your department about adapting courses and assignments to accommodate students with various learning styles.

It is recommended that faculty include the Disability Support Services statement below in all of their course syllabi. This ensures that students are aware of the services available to them and whom to contact for more information.

## **“Disability Support Services**

Washington & Jefferson College is committed to providing academic accommodations for students with disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders that meet the definition of a disability under the Americans with Disabilities Act. Students who plan to request accommodations should contact the Director for Academic Success as early as possible, although requests may be made at any time. To determine whether you qualify for accommodations, or if you have questions about services and procedures, please call 724-223-6008 or send an email to [dss@washjeff.edu](mailto:dss@washjeff.edu).”

Additional information about the accommodations process is available at <http://www.washjeff.edu/disability-support-services>.

## **ADVISING MISSION STATEMENT**

Academic advising is a central part of the teaching mission of Washington & Jefferson College and fosters the development of the whole student. Through ongoing conversations, the advisor helps his or her advisee to understand the College curriculum and institutional policies; create coherent and appropriate course schedules; monitor his or her progress toward fulfilling graduation requirements; locate campus and community resources when different or additional expertise is required; explore personal interests and abilities in order to create meaningful educational, extracurricular, and career plans; and become more focused, self-directed, and engaged in his or her education.

While the advisor and advisee share the responsibility in academic planning, the student is ultimately responsible for his or her educational decisions.

## **ADVISOR TRAINING AND RESOURCES**

The Office of Academic Affairs can provide advisor training and support through workshops, individual consultations, and informational materials.

## **ADVISEE ASSIGNMENTS**

A standard advising load does not exist at the College, but all full-time faculty (beyond their first year) are expected to advise students. First Year Seminar instructors serve as open-major advisors for their students. After a student declares a major (or majors), which must be done by the end of the sophomore year, he or she will choose a faculty advisor in the area of study or request that the respective department chair assign one. Students can also choose a transitional advisor if they are not yet ready to declare a major, or can be assigned to an open-major faculty advisor by the Office of Academic Affairs. Faculty may volunteer to serve as transitional/open-major advisors.

For faculty taking sabbaticals, leaving the College, or needing to adjust their advising loads, the Director for Academic Success, on request, can reassign advisees to new advisors, on a temporary or permanent basis.

Students enrolled in pre-professional programs are often also assigned advisors in addition to the one(s) in the major(s), and many faculty provide informal advising to students.

## **FINDING INFORMATION ABOUT ADVISEES**

Advisors access advisee information (e. g., grades; standardized-test scores; placement in math, language, and composition; degree audits; course schedules) through WebAdvisor.

## **ADVISOR AVAILABILITY, CONTACTING ADVISEES, LISTSERVS**

Academic advising at Washington & Jefferson College is more than a once-a-term meeting to discuss course registration; it is an ongoing conversation, and regular communication and contact is encouraged. Because advisor accessibility is vital to a successful advising relationship, advisors will want to hold regular office hours, communicate changes in availability, and inform advisees of preferred modes of communication.

Advisors can email advisees through a listserv, the address comprised of the faculty member's user name, hyphen, adv, followed by @washjeff.edu (example: JSmith-adv@washjeff.edu).

Although students are ultimately responsible for scheduling appointments, advisors should clearly communicate their expectations regarding the scheduling and structure of these meetings.

## **PROFESSIONAL DEVELOPMENT, SCHOLARLY AND CREATIVE ACTIVITY**

Each full-time faculty member is expected to demonstrate intellectual engagement with his or her field or fields. This can be demonstrated in a variety of ways: pursuit of professional-development activities, scholarly projects, creative projects, or grants; attendance at academic conferences; dissemination of work to an academic audience beyond the College through publication or presentation; creation of courses in new areas of expertise; acquisitions of new skills and pedagogies, and so on. Each full-time faculty member should have a plan for professional development and be able to document accomplishments.

## **SERVICE TO DEPARTMENTS AND ON COLLEGE COMMITTEES**

All full-time faculty members should contribute significantly to their departments or programs. After the first year, they are also expected to serve on one or more elected or appointed College committees. Some faculty may also provide service beyond the College to learned or professional societies. All full-time faculty should have a plan for service and seek out leadership opportunities.

## **ATTENDANCE AT FACULTY MEETINGS**

All full-time faculty members are expected to attend all meetings of the faculty, including (but not limited to) regular faculty meetings and special faculty meetings. The year's schedule of faculty meetings is announced early in the fall term and posted at the [Faculty & Staff wiki](#).

## **ATTENDANCE AT ACADEMIC CEREMONIES AND COLLEGE EVENTS, WEARING OF REGALIA**

All full-time faculty members are required to attend Matriculation, the Baccalaureate Service, and Commencement. If unable to attend, the faculty member should inform the administrative assistant to the VPAA (ext. 6006).

The wearing of academic regalia appropriate to final degree and graduate institution is expected at these ceremonies; the campus store can arrange rentals for those faculty who do not own regalia.

Attendance is expected, but not required, at other College events such as the Faculty Retreat, Family Weekend, Homecoming, Honors Day, and the Retirement Receptions.

The dates for these events can be found on the Academic Calendar.

## **CAMPUS PRESENCE**

Faculty members are expected to be regularly available on campus to facilitate the ongoing work of the College.

## 8. CURRICULAR POLICIES

Many policies related to the curriculum can be found in the [College Catalog](#). The following represent specific information or instructions to faculty regarding curricular policies that are not repeated in the catalog.

### ACADEMIC CALENDAR

The academic calendar is available online at the [website of the Office of the Registrar](#).

### COURSE SYLLABUS

Syllabi have many purposes and can take many forms depending on the pedagogical preferences of the course instructor. One purpose of a syllabus is to provide students with sufficient information, about what they will experience in the course and what will be expected of them, to make an informed decision about taking the course. Another purpose is making sure that students understand what their responsibilities are with respect to the course. When considering what information to include and what to provide as links or electronically, you may want to keep in mind that students may also need to use the syllabus to get transfer credit approved or to supply to graduate schools (particularly for 3-2 programs). At the start of each term, faculty must upload their course syllabi to the syllabus data bank at <https://www2.washjeff.edu/Syllabi/login.php>. Log-in required.

Essential information which should be included:

- Course description (can be from the Catalog or a statement of course goals and expectations)
- Assessable student learning outcomes
- Faculty Member Vital statistics: office location, phone, email, office hours
- Expenses for the course (required and recommended/optional) books, plus other materials students will need (special kind of notebook, a particular calculator, lab or art supplies, etc.)
- Information about any required activities involving significant time, e.g. movies, field trips, events outside of class time, etc. Outside of class activities or trips may only be required if they are on the syllabus, so students are notified well in advance.
- Instructor policies, such as:
  - Attendance Policy
  - Late Assignment Policy / Policy about making up missed work.
- College policy on accommodation for students with disabilities (or a link to it). See the section of this handbook on Disability Support Services for sample language that you may use.
- Academic Honesty Policy (or Catalog reference)
- A full description of how students will be evaluated. For example, what are the elements of evaluation (e.g. number of papers/tests/quizzes, class participation, class presentations, etc.) and what portion of the course grade is each element or type of element worth?

Additional Content to Consider:

- Expectations for classroom conduct: Any policies you may have for appropriate and inappropriate behavior (e.g. no chewing tobacco in class). You may want to include any penalties for violating them.
- Technology Policy: Any policy you have about the use of cell phones, tablets, laptops, etc. You may want to include any penalties for violating them.
- Sakai URL
- In your statement about the Academic Honesty Policy you may want to be specific about what is dishonest in your discipline/your course (e.g. don't look at a past student's work). Defining and



providing examples of academic dishonesty that maybe discipline or course specific (e.g. do not fabricate data).

- It may be helpful to note on syllabi that students unable to attend class because of illness should contact Student Health Services; those unable to attend class because of a family or other emergency should contact the Office of Student Life.
- The college's non-discrimination policy.
- A statement about inclusion and equity.
- Schedule information on the syllabus or in some other format.
  - o Some possible schedule formats:
    - Course calendar: day by day or week by week schedule of assignments, in-class activities, due dates, etc.
    - Indicate what will be determined during the semester (e.g. quiz dates will be announced a week ahead of time, topic of the final 2 weeks of the course will be determined after midterm, etc.)
  - o You may want to point out which assignments will be graded and returned before midterm, so that students will be able to make an informed evaluation of their progress in the class before the end of the S/U and Course Withdrawal period.
  - o Be clear about what in the schedule is flexible and may change, and what will not change.

Additional Sections of this Handbook you may wish to consult for related policies:

#### **GUIDELINES FOR CLASS TRIPS**

#### **STUDENT ATTENDANCE, ABSENCES, DIFFICULTIES**

**DISABILITY SUPPORT SERVICES** – the statement from the Director for Academic Success found on p. 14 of this handbook should be included on all syllabi.

#### **PREREQUISITES**

Specific courses may be required as prerequisites or corequisites. Some departments may also require students to have earned a final grade of C or better in any course that serves as a prerequisite.

#### **STUDENT ATTENDANCE, ABSENCES, DIFFICULTIES**

There are no “excused absences” at W&J; students are expected to attend all scheduled meetings, lectures, discussions, or laboratory periods that constitute the courses in which they are enrolled.

To provide flexibility, however, many faculty stipulate a limited and specific number of absences without penalty (for athletic games, interviews, funerals, illness, class trips, etc.).

It may be helpful to note on syllabi that students unable to attend class because of illness should contact Student Health Services; those unable to attend class because of a family or other emergency should contact the Office of Student Life.

Faculty members should report excessive absences to the Director for Student Success. Absences are excessive if they are likely to lead to a poor grade or failure in a course. Faculty should also report students having trouble in class.

Faculty and staff are instructed to contact the Office of Campus & Public Safety if a student living in on-campus housing has been missing for more than 24 hours. The College encourages any student or member of the faculty or staff to contact the Office of Campus & Public Safety with any concerns about missing students.

## **FINAL EXAMINATIONS**

Each course is assigned a specific examination period (the schedule is posted before the start of each term at the [website of the Office of the Registrar](#)). Final exams should take place on the day and at the time indicated. Faculty should not reschedule a final exam period for an entire class, but faculty can, at their discretion, accommodate individual student requests for alternate exam times.

Faculty should not administer final exams during the last week of classes as an alternative to the scheduled final-exam time. However, tests and projects that comprise part of the term's course work may take place in the last week of class.

Any student with three or more final exams falling on the same day may approach his or her instructors to request an alternate exam time. Such requests should be submitted in writing to the instructor a minimum of one week prior to the scheduled exam time. Students who are unable to obtain an accommodation from their instructors may appeal to the Office of Academic Affairs for assistance.

## **GUIDELINES FOR CLASS TRIPS**

A class trip may be required for a course only if included on the syllabus distributed at the start of the term (other class trips may be "strongly encouraged" but cannot be "required"). If trips require significant expenditure on the part of students, a statement and estimate of that expense should be included in the syllabus. See the W&J Employee Handbook at the website of the [Office of Human Resources](#) for the College's vehicle policy and reservation process.

## **EVALUATION OF STUDENTS**

Faculty members are expected to evaluate the academic work of students, keep records of grades assigned in the courses they teach, respond to student requests for explanations of grading procedures and final grades, and submit course grades to the registrar by the required deadlines published in the Academic Calendar or otherwise announced.

## **MIDTERM AND FINAL GRADES**

Midterm grades are required for all first-term freshmen, students on academic probation, and students earning grades lower than C. Final grades are required for all students. Both are posted through [WebAdvisor](#).

The letter grades and quality point equivalents in use at W&J are the following: A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), D+ (1.33), D (1.00), D- (0.67), and F (0.00).

All grades are confidential. See the Family Education Rights and Privacy Act information at the [Registrar Wiki](#).

## **INCOMPLETES**

Faculty must not engage in informal incompletes or make individual arrangements for students to complete or submit work outside the policies stated below.

Failure to complete all assigned work required in a course shall result in a final grade of F unless a student presents a signed medical or other excuse to justify an incomplete grade to the Office of Academic Affairs. The grade of "Incomplete" may be given by an instructor only upon receipt of written confirmation of a valid excuse from the VPAA.

## **GRADE CHANGES**

Instructors may change an incorrect grade, subject to the VPAA's written approval. Forms for a change of grade are available in the Registrar's Office and must be submitted to the Registrar no later than the first four weeks of the subsequent 15-week term.

## **END-OF-COURSE EVALUATIONS**

All courses are evaluated by enrolled students during the final two weeks of the fall and spring terms. The content and structure of course evaluations is determined by the Faculty Review Committee (FRC) and the Academic Affairs Assessment Committee (AAAC). The Office of Academic Affairs will oversee the evaluation process. Faculty members will receive their evaluation results sometime after the submission of final grades for the term. See the "Course Evaluation General Information" document on the Academic Affairs wiki for additional information.

## **9. CURRICULAR PLANNING**

### **HOW THE COURSE SCHEDULE IS DETERMINED**

Specific course offerings for the next academic year are determined in February or early March by department chairs and program directors in close consultation with faculty members. Chairs and directors send each term's offerings to the Registrar by specified deadlines; the VPAA has final approval. Adjustments may be made according to the needs of the College and student body.

### **TYPES OF COURSES AND PROGRAMS**

#### **Typical Course Formats**

Most courses at W&J are lecture courses, discussion courses, seminars, laboratories, or studios. The minimum enrollment cap on 100 and 200 level regular semester courses is 25 students, with the following exceptions:

- a) GWS 100 (enrollment cap is 20 students);
- b) ENG 111/112 (enrollment cap is 16 students);
- c) Modern Language courses (enrollment cap is 18 students; note that 300 and 400 level courses are capped at 15 and 12 students, respectively);
- d) courses that carry the WRITE designation (enrollment cap is 20 students); and
- e) courses for which pedagogical constraints or physical limitations necessitate lower enrollment caps. Examples include "workshop" courses (such as professional writing) and courses that meet in science or computer labs and art studios.

In general, enrollment caps in other courses are set at the discretion of the instructor, after consultation with the department/program chair and, if necessary, input from the Office of Academic Affairs and/or the Registrar. The Office of Academic Affairs will monitor course enrollments and suggest adjustments as appropriate.

#### **First Year Seminars (FYS)**

First Year Seminar (FYS), required of all first year students during the Fall Term, is a course designed especially for new students at Washington & Jefferson College. First Year Seminars are small, participatory classes that help students transition to college life. Each year, First Year Seminar is taught

by faculty members from many departments of the College, who also advise the students in their sections. FYS instructors are selected by departments each year, and topics are proposed by instructors to the FYS Director early in the spring semester.

First Year Seminar sections combine an innovative topic with a discussion-based and student-centered pedagogy. All sections include study of a variety of texts such as books, films, podcasts, websites, etc. In their various ways, all FYS sections develop college-level skills, including close reading, critical thinking, communication skills, information literacy, and analysis of textual evidence. All FYS instructors set aside at least one week to focus on liberal arts topics, usually at the beginning of the term, and typically return to them directly and indirectly during lessons, activities, and advising throughout the semester. In addition to in-class or other activities, all FYS classes incorporate time at the library to develop familiarity with research sources and support. All FYS sections require attendance at campus events, reinforcing the benefits of collegial participation in college life. During class time and advising sessions, all FYS sections help students understand the curriculum, develop plans, and learn about available resources and opportunities.

### FYS Mission Statement

The mission of the First Year Seminar program is to introduce first year students to W&J's liberal arts education through innovative topic-based courses and individual advising. The FYS experience develops competencies and connections that benefit students on their paths toward graduation and life-long learning.

To fulfill this mission, First Year Seminar sections all have the same five learning outcomes:

1. Apply methods of inquiry and develop skills appropriate to the specific FYS section.
2. Apply methods of inquiry and develop skills needed for college courses generally, such as close reading, critical thinking, communication skills, information literacy, and analysis of textual evidence.
3. Articulate the meaning of "liberal arts" and connect that meaning to experiences in and out of the classroom.
4. Understand the W&J curriculum, and begin to develop short-term, intermediate-term, and long-term academic plans.
5. Understand ways to benefit from and contribute to diverse learning communities including the specific FYS section and the College community.

FYS instructors are supported with an Orientation workshop in May, an assigned LINK student mentor to assist with the class, a Sakai site with pedagogical resources, and ongoing support from a program director. Participating instructors are encouraged to highlight innovative pedagogies and faculty development milestones achieved through FYS in Faculty Information Forms and reviews.

### **JayTerm Courses**

The JayTerm is a short term during which intensive and sharply focused courses can be offered. These experiences often depart from what would be possible for students and faculty during the regular semester. JayTerm courses are generally half or quarter courses and count towards the total of 32 courses required for graduation. Students may take at most a half-course equivalent (2 credits) of JayTerm at a time and may count at most two course equivalents (8 credits) of JayTerm total towards graduation. All travel expenses for JayTerm courses are the responsibility of the student, as are any special costs for field trips. Faculty are not required to teach a JayTerm course but may elect to do so either as part of their annual teaching load or for an overload stipend.

## **Integrated Semester (IS)**

Offered in a fall or spring term every two years, the Integrated Semester consists of a group of courses addressing a common interdisciplinary theme and a slate of events, such as lectures or films, arranged by the participating faculty. In order to participate and receive transcript designation, students sign up for two or more participating classes, complete an interdisciplinary project agreed on by the professors involved, and attend events offered in conjunction with the IS. Faculty members wishing to be involved need only respond to the solicitations of the current coordinator.

## **Cross-Listed Courses**

A single course may be cross-listed in multiple departments. Each participating department must approve the cross-listing.

## **Team-Taught Courses**

On occasion, two or more faculty will join to teach a single course, especially in interdisciplinary subject areas which would draw expertise from more than one discipline.

## **HOW TO PROPOSE A NEW COURSE**

To offer a new catalog or JayTerm course at W&J, the sponsoring program or department must complete and submit a New Course Proposal form to the Curriculum and Program Committee. If approved, it will be forwarded to the Faculty for approval. The form is available on the website at the [Faculty & Staff wiki](#).

## **HOW TO SEEK BREADTH-OF-STUDY OR SKILLS DESIGNATIONS**

W&J's curriculum requires students to take a certain number of general education courses, which are designated in WebAdvisor according to an alphabetic code.

Faculty members who wish their courses to have a particular designation need to seek approval for the course. This should be done before the course schedule is posted online.

- Breadth of Study designations (ARTIS, BEHAV, HISTO, LITER, LOGIC, SCIEN) are approved by the Office of Academic Affairs.
- WRITE designations are approved by the Office of Academic Affairs.
- DIVER designations (for diversity courses) are approved by the faculty associate in this area.

## **TIME SLOTS AVAILABLE FOR COURSES DURING THE REGULAR TERMS**

The following time slots for courses are possible:

### **CLASS PERIODS (MWF sessions unless specified MW)**

Period 1: 7:40–8:50am

Period 1A: 8:00–8:50am (half courses or courses with mandatory lab only)

Period 2: 9:00–10:10am

Period 3: 10:20–11:30am

Period 4: 11:40am–12:50pm

Period 5: 1:00–2:10pm

Period 6: 2:20–3:30pm    Period 6B: 2:20–4:05pm (MW)

Period 7: 3:40–4:50pm    Period 7B: 3:40–5:25pm (MW)

**LABS (M or W)**

8:00–11:15am; 1:00–4:15pm; 2:20–5:35pm; 6:30–9:45pm

**STUDIOS (MW)**

9:00am–12:00pm; 1:00–4:00pm; 2:20–5:20pm

**CLASS PERIODS (TR)**

Period 8: 9:00–10:45am

Period 9: 10:55am–12:40pm

Period 10: 12:50–2:35pm

Period 11: 2:45–4:30pm

Period 12: 4:40–6:25pm

**LABS (T or R)**

8:00–11:15am; 9:00am–12:15pm; 1:00–4:15pm; 2:00–5:15pm; 6:30–9:45pm

**STUDIOS (TR)**

8:00–11:00am; 9:00am–12:00pm; 1:00–4:00pm; 2:00–5:00pm

**EVENING COURSES**

Evening courses, which should not begin before 6:00 p.m., are not included in this schedule grid; evening courses may be a once-a-week session of at least 3 hours and 40 minutes for weekdays that occur 13 times in the semester (currently Mondays) or at least 3 hours and 25 minutes for weekdays that occur 14 times in the semester (currently Tuesdays through Fridays). Courses meeting twice a week will have two sessions of 1 hour and 45 minutes each.

Departments are expected to spread their offerings across the wide spectrum of teaching slots available.

**TIME SLOTS AVAILABLE FOR COURSES DURING JAYTERM**

Scheduling is more flexible during JayTerm, but on-campus courses are required to meet a minimum of 1500 minutes total.

**REQUESTS FOR SPECIFIC CLASSROOMS, TECHNOLOGY**

The Registrar is responsible for assigning classrooms for scheduled courses; however, room requests can be included as part of a department chair or program director's proposed course schedule.

Courses requiring a specific room due to technology or equipment needs will be assured access to that room although specific class times cannot be guaranteed. Where conflicts exist, relevant departments and faculty are expected to work out a compromise.

Faculty may make requests for specific software or technology to support their classroom teaching or scholarly work. Resources are described at the [website for Information Technology Services](#). Contact the Helpdesk at ext. 6022 or [helpdesk@washjeff.edu](mailto:helpdesk@washjeff.edu).

## **10. FACULTY SUPPORT: MONEY**

### **FACULTY TRAVEL FUND**

The Faculty Travel Fund, administered by the Faculty Development Committee, is a professional development benefit available to all full-time faculty at W&J (tenured, tenure-track, non-tenure-track). The Fund is intended to help defray costs of travel to academic conferences and professional development opportunities. Currently, the Fund provides each full-time faculty member with \$2000 on a two-year cycle, each cycle beginning on July 1 of even-numbered years and the date(s) of travel determining from which cycle the money will be used. Allotted funds may be used for one trip or for several smaller ones.

If the faculty member requires funds in order to make travel purchases (e.g., flights, registration) prior to travel, those funds may be requested by submitting a Faculty Travel Fund Request for Cash Advance. Upon return, the faculty member must submit all receipts with the Faculty Travel Fund Statement of Expenses, which will take into account any cash advances and remaining balance. Failure to submit the Statement of Expenses Form after the faculty travel is completed will result in a request to return the cash advance. Both forms can be found on the [Faculty & Staff wiki](#) and should be sent to FDC's designated Faculty Travel Fund Coordinator. The Statement of Expenses form should be promptly submitted in accordance with regular business practices of the College and no later than two weeks after each fiscal year end (June 30).

Faculty can find their remaining Travel Fund balance through WebAdvisor (Employee/View Account and Make Payments). The balance remaining is listed as a negative number.

### **KENNETH M. MASON, SR., SUMMER GRANTS FOR FACULTY RESEARCH**

The Kenneth M. Mason, Sr., Summer Grants for Faculty Research support independent scholarly or creative projects during the summer. Typically, two grants are awarded each year. Application forms are available at the [Faculty & Staff wiki](#). Grant applications are typically due in late March.

Rules and guidelines:

- Anyone currently teaching full-time at the College is eligible to apply;
- Awardees are not permitted to teach during the summer of the grant;
- Awardees agree to submit a brief written report to the selection committee the following fall;
- Awardees agree to present their research at a Faculty Colloquium the following year;
- Awardees agree to serve as members of the selection committee the following year.

### **THE CLASS OF 1970 FUND FOR FACULTY DEVELOPMENT**

The Class of 1970 Fund for Faculty Development has been established to support projects leading to better teaching and student learning through independent faculty research and study. This fund is meant to assist faculty in completing scholarly and curricular projects that will enable them to refine

their current skills and knowledge or develop new expertise that will make them stronger teachers and scholars. This fund will be administered through the Faculty Development Committee, with additional assistance from Academic Affairs.

Rules and guidelines:

- Anyone currently teaching full-time at the College is eligible to apply;
- Awardees agree to submit a one-page written report to the Faculty Development Committee and the Office of Academic Affairs the fall semester following receipt of their award;
- Awardees agree to present their work at a special Faculty Colloquium the following year;
- Awardees agree to acknowledge the Class of 1970 Fund for Faculty Development in any subsequent presentation, publication or publicity;
- Awardees must wait a minimum of two subsequent fund cycles before they can submit another application (e.g., a 2015-2016 winner would again be eligible in 2018-2019).

## **NATIONAL ENDOWMENT FOR THE HUMANITIES FUND**

The National Endowment for the Humanities Fund enriches courses in the humanities, particularly team-taught courses, by funding scholars-in-residence, public presentations, and professional performances; by purchasing library and audio-visual materials for departments in the humanities; and by defraying transportation for students and faculty to galleries, museums, and public performances in Pittsburgh and the surrounding area. It supplements arts and humanities trips to other sites and cities on a limited basis. From time to time, the fund supports efforts by departments outside the humanities to bring scholars in their fields who speak directly to issues associated with the humanities. To make a funding request, e-mail a description of the activity to the NEH Fund Coordinator (T. Scott Frank, Communication Arts).

## **DIVISION FUNDS**

Funds are available to encourage interdisciplinary projects, lectures, and other work within and across divisions. Contact the Office of Academic Affairs.

## **DEPARTMENT AND PROGRAM FUNDS**

Some programs and departments have separate funding to allow for interdisciplinary projects and spending for courses. Most departments have budgets for the purchase of materials for classes, laboratories, and studios; large equipment needs should be requested in advance of the academic year. Contact your department chair or program director.

## **U. GRANT-SMITH FUND**

The President of the College may make loans or gifts from the U. Grant-Smith Fund to assist employees of the College, who, by reason of adversity, may be in need of temporary financial assistance. Interest-free loans are also available for employees to purchase computers. Contact the President's Office.



## **OFFICE OF ACADEMIC AFFAIRS**

Faculty with funding needs not addressed by the previous sources may submit requests to the VPAA for consideration. Please note that such funding requires advance approval: faculty will not be reimbursed for expenses that have not been pre-approved.

## **11. FACULTY SUPPORT: TIME**

### **COURSE RELEASE**

Faculty may make requests for course release during the fall term or spring term to support scholarship, curriculum/pedagogical development, or service. These requests should be made to one's department chair. Under ordinary circumstances, requests for releases should be submitted a year in advance of the proposed release. Releases are ultimately authorized by the VPAA.

### **COMMITTEE RELEASE**

Faculty may make requests for committee release in order to support scholarship, curriculum/pedagogical development, or service. Under ordinary circumstances, requests for releases should be submitted a year in advance of the proposed release. Releases are ultimately authorized by the VPAA.

### **SABBATICAL LEAVE**

Questions about this policy can be directed to the Faculty Development Committee (FDC).

Approved March 19, 2010

#### **Overview**

The College expects each faculty member to maintain a focus of professional interest and to keep abreast of developments in that discipline. As part of its support for and commitment to faculty development, the College offers a sabbatical leave program designed to provide uninterrupted time for faculty members to enhance their knowledge and skills and to produce new scholarly and artistic work. Accordingly, such sabbaticals may take many forms, including but not limited to study, research, writing, or performance. All faculty members are encouraged to apply for sabbatical leave when they are eligible.

Full-time, tenured faculty members are eligible to take sabbatical leave after completing six full years of service at Washington & Jefferson College. For faculty members who have not taken a sabbatical, counting begins from the time of first appointment at the College. For faculty members who have taken a sabbatical at W&J, counting begins from the date of the last sabbatical. In other words, application comes in the sixth year of service; the sabbatical is taken in the seventh year.

Untenured faculty members on a regular tenure clock may apply for sabbatical in the sixth year, i.e., the year of their tenure review. Approvals of such requests will be contingent upon the awarding of tenure.

Leaves of absence other than sabbaticals do not interfere with a faculty member's eligibility for sabbatical leave, except that time spent on leave would not ordinarily count toward meeting the six-year service requirement. Faculty members contemplating a leave of absence should consult with the VPAA about the effect of a leave on sabbatical plans.

#### **Application Procedures**

#### **Deadline for Application**

All proposals for sabbatical leave for the academic year (for Fall Term, Spring Term, or a full academic year) are due on November 1 of the preceding year.

### **How to Apply**

Faculty members seeking sabbatical leave must submit the application packet electronically to the Vice President of Academic Affairs. The VPAA will make the packet available to the Faculty Development Committee (FDC). The packet should contain the following materials:

- A current curriculum vitae;
- A letter from the department chair attesting to the department's endorsement of the faculty member's application for sabbatical leave;
- The chair's letter must indicate any need for replacement faculty and address this situation with the VPAA.
- A proposal which addresses the following questions, written in language appropriate for non-specialists:
  - When was your most recent sabbatical and what dates are you proposing for the desired sabbatical?
  - Describe the line of inquiry you wish to pursue during your leave. Does the project continue a line of inquiry you are currently engaged in, or does the project allow you to pursue a new interest?
  - What are your plans for your proposed sabbatical?
  - What do you intend to accomplish during your sabbatical?
  - What effect will this sabbatical have on your work at W&J?
- If you have already had a sabbatical, include a copy of the report filed at the conclusion of that sabbatical. If applicable, include any associated information or material developed since your sabbatical that was not part of the original report. This might include publication, performances, or changes in teaching practice.

For further information or to see samples of successful application dossiers, contact the Office of Academic Affairs.

### **Approval Process**

#### **The Faculty Development Committee**

The College's presumption is in favor of granting sabbaticals, conditional upon the development of meritorious plans for their use.

Upon receipt of the petition for sabbatical leave, the FDC will review the documents and, if necessary, contact the faculty member for additional information or clarification of project plans. The FDC will then make a recommendation regarding the proposal, which will be communicated in writing to the applicant, the department chair, and the VPAA by the end of the fall term. If the FDC rejects a proposal for lack of merit, it will explain its decision in writing.

The role of FDC is to recommend or not to recommend a sabbatical proposal. FDC will not rank or prioritize sabbatical proposals.

The FDC will evaluate proposals for their merit. The evaluation of merit will include 1) Whether the proposal follows the sabbatical guidelines; 2) whether the proposal is substantive; 3) whether the proposal is feasible; and 4) whether the proposal will advance the professional growth of the individual and further the mission of the College.

#### **The VPAA and the President/Board of Trustees**

The VPAA will evaluate sabbatical proposals for their merit, feasibility, and timing. Timing considerations might include the availability of facilities, scheduling with collaborators, and grants or fellowships.

The VPAA will send recommendations to the President. If the VPAA does not recommend a sabbatical for reasons of merit, the VPAA will send a letter explaining the decision to the applicant, with copies to the FDC and the department chair.

According to current College Bylaws, “[s]abbatical leave may be granted by the President of the College and the Board of Trustees in accordance with [the] Sabbatical Leave Policy adopted by the Board of Trustees at its meeting [on] February 6, 1964.” (Washington and Jefferson College Charter and Bylaws (revised May 1997), 49) Decisions on most sabbatical applications will be rendered at the February/March meeting of the Board. If additional funding becomes available when the College’s budget is finalized at the May meeting, other applicants may be invited to accept a sabbatical at that point if their and their departments’ plans permit.

The President will provide written notification of the final decision to the faculty members requesting sabbaticals and the chair of the FDC. The President will provide a rationale for the decision in cases where a sabbatical is not granted.

The number of sabbaticals funded in any given year will depend on the needs of the College for faculty and the availability of replacement faculty. When the number of applicants exceeds the number of leaves available or where departmental, program or other resource constraints are pressing, some number of sabbatical requests may not be funded.

Faculty whose meritorious proposals could not be funded need only submit a notice of their intention to apply for sabbatical in the following year. They need to submit the entire proposal only if their sabbatical plans have changed.

### **Considerations in Awarding Sabbaticals**

Priority will be given to proposals that were judged to be meritorious but could not be funded in the previous year. Other factors to be considered might include, in no particular order, first-time sabbatical requests, length of time from the previous sabbatical, length of service to the College, the time-sensitivity of the proposed work, and departmental logistics.

No more than one member of a department shall ordinarily be granted leave for the same term; however, with appropriate planning, large departments may have more flexibility in the application of this guideline. The College will appoint temporary replacements when necessary in consultation with the relevant department chair.

### **Obligations upon Return from Sabbatical Leave**

Faculty members awarded sabbatical leave shall make a written report on their work and its progress to the VPAA, the department chair, and the FDC during the first full term in which they return to full-time teaching. If the faculty member returns in the fall, the report is due on October 15; if the faculty member returns in the spring, the report is due on March 15. The report, typically one to two pages in length, should address questions such as:

- What did you accomplish?
- How was the sabbatical leave helpful in your development as a teacher, scholar, and artist?
- Will your work be published or presented?
- Will you continue this work?

### **Community Responsibilities of a Faculty Member on Sabbatical Leave**

Faculty members on sabbatical are not required to attend faculty, department, or committee meetings, nor are they required to maintain advising relationships during the leave period.

Faculty members on sabbatical may elect to participate in the life of the College at events such as Commencement.

It is the Faculty Executive Committee's responsibility to fill committee vacancies due to sabbaticals. Reallocation of departmental duties is the responsibility of the department chair. Reassignment of advisees is the joint responsibility of the department (for major advisees) and the Office of Academic Affairs.

### **Contractual Obligations**

Sabbatical leaves may be granted either for one term at full pay or for two terms at half pay.

Those on sabbatical enjoy all the normal contractual benefits and are eligible for all other faculty development programs, including grants from the Faculty Travel Fund and other college sources.

Remuneration from grants may be used to supplement the faculty member's salary while on sabbatical, but during the period of leave, recipients shall agree not to engage in any remunerative employment other than ongoing work that has been approved while the faculty member has been engaged in full-time teaching duties. Recipients in doubt should consult the VPAA.

Recipients of sabbatical leave must agree to remain at the College for one year after the end of the leave or else must return to the College the salary paid them during the sabbatical leave.

## **12. FACULTY SUPPORT: ENRICHMENT OPPORTUNITIES**

### **FACULTY ORIENTATION**

The College provides an orientation for new faculty at the College. This orientation program consists of a series of workshops during the first year designed (a) to provide new faculty with useful and necessary information, and (b) to introduce new faculty to members of the W&J community. New faculty are encouraged to work closely with their colleagues to address their questions and get settled in at W&J.

### **FACULTY DEVELOPMENT WORKSHOPS**

The College offers a variety of workshops designed to support the continuing pedagogical development of faculty. Workshops are regularly offered in the following areas: faculty development (focused on issues related to teaching, advising, scholarship, and service), academic technology, and skills (focused on academic skills pedagogy in conjunction with the curriculum). These workshops are often cosponsored by the Faculty Development Committee, the Office of Information and Technology Services, or the Office of Academic Affairs. Faculty are encouraged to take advantage of these opportunities.

### **FACULTY COLLOQUIUM SERIES**

The Faculty Colloquium Series provides a venue for faculty members to present subjects of personal scholarly interest to an audience of colleagues and students. It is coordinated by a member of the Faculty Development Committee. There are usually six colloquia a year, three in each term. Faculty members who receive the Kenneth M. Mason Sr. Summer Research Award are expected to present a colloquium the following year.

## **TOPIC: THE WASHINGTON & JEFFERSON COLLEGE REVIEW**

Since 1961, the College has published [Topic: The Washington & Jefferson College Review](#), a thematic journal that aims to reach across disciplinary boundaries and beyond the walls of the ivory tower. Each issue focuses on a different theme, announced each fall.

The journal is edited by W&J faculty. The managing editor (Linda Troost, English) is always looking for volunteers willing to serve as peer reviewers, copyeditors, or associate editors.

## **13. FACULTY RESOURCES: OFFICES AND PROGRAMS**

### **OFFICE OF ACADEMIC ADVISING**

Questions about advising services, and the accommodations process for students with documented learning, physical, and psychological disabilities, can be referred to the Director for Academic Success (ext. 6008).

### **OFFICE OF INFORMATION AND TECHNOLOGY SERVICES, HELPDESK**

Information Technology Services, located in the TEK Center, can assist faculty with software and hardware issues as well as provide training in software applications. Information about campus computing, software availability, printing, policies, and media services can be found at their [website](#).

Immediate assistance can be obtained by contacting the Helpdesk ([helpdesk@washjeff.edu](mailto:helpdesk@washjeff.edu), ext. 6022).

### **OFFICE OF STUDY ABROAD**

The Office of Study Abroad, located in the Hub, can provide faculty with information about semester-long off-campus study programs and scholarships for students. Contact Ms. Sara Kochuba by phone (x 6045) or email [skochuba@washjeff.edu](mailto:skochuba@washjeff.edu).

### **OFFICE OF INTERNATIONAL STUDENT INITIATIVES**

The Office of International Student Initiatives, located in the Hub, offers academic, social, personal and cultural adjustment support for both exchange and degree-seeking international students, during their time at W&J. The office organizes international student orientation and cultural exchange events, provides counseling and visa advising, and facilitates English language training for international students. Contact Dr. Dana Poole, Director of International Student Initiatives, by phone (x 6867) or email [dpoole@washjeff.edu](mailto:dpoole@washjeff.edu).

### **PEER-ASSISTED LEARNING (PAL)**

Faculty can refer students to the Peer Assisted Learning (PAL) Program, which provides academic assistance (both content and skills-based) from trained peers Sunday through Thursday from 7 p.m. to 9 p.m.

Tutoring takes place in Alexander Hall, ground floor, with the exception of modern-language assistance (Burnett 207) and CIS assistance (Technology Center). At the start of each term, the complete tutoring schedule is posted to the [PAL website](#). For additional information, contact the PAL director (J. David Zlockie, ext. 6868).

Faculty teaching WRITE courses can arrange for a course-linked PAL tutor. Contact the Office of Academic Affairs.

## **CLARK FAMILY LIBRARY**

### **Mission**

The mission of the Clark Family Library is to serve as an intellectual center by providing resources and services that

- foster critical inquiry and information literacy skills that lead to personal academic success, professional accomplishment, and curiosity.
- spur life-long learning habits in the students, faculty, and staff of Washington & Jefferson College.

### **Library Services**

Library services include information literacy instruction, interlibrary loan, course reserves, copyright information, and reciprocal borrowing through our consortia. Please see our Faculty Services page at <https://libguides.washjeff.edu/facultysupport/services> for more information.

Each academic department has a librarian liaison who can help answer your questions. Find your departmental librarian liaison at <https://libguides.washjeff.edu/facultysupport/liaisons>.

## **14. SECRETARIAL AND CLERICAL ASSISTANCE**

### **FACULTY SECRETARIES**

The faculty secretaries perform secretarial and clerical duties for members of the faculty and faculty committees. Secretarial duties include, but are not limited to: typing and reproduction of examinations and other course-related materials, typing of letters of recommendation and other correspondence, preparation of programs, reproduction of a variety of materials, and various other duties that arise. They are capable of reproducing on a variety of materials: colored paper, cover stock, and transparencies. Copyrighted materials can be reproduced only if proper permission has been obtained.

They also assist department chairs and program directors with administrative duties such as updating websites, preparing mailings, sending faxes, contacting students or faculty by e-mail or phone, scheduling rooms, maintaining web pages, and ordering supplies. Please give as much advance notice as possible for large projects.

The following equipment is available: copier (with scanner), typewriter, spiral binder, Scantron, fax machine, paper shredder, saddle and heavy-duty staplers, paper cutter, electric 3-hole punch, scale, and laminator.

Offices are located in Burnett 104 (Margarett Mahramus, ext. 6030), Dieter-Porter 103 (Debra Trent, ext. 6027), Old Main G (Doree Baumgart, ext. 6031), and Swanson 206 (Valerie Guyton, ext. 6028).

### **STUDENT EMPLOYEES**

#### **Academic Year**

The Student Employment Program is administered through the Office of Financial Aid during the fall and spring terms. Supervisors may employ student workers to the extent permitted by their approved student-wage budget. It is critical that the College spend 100% of the work study allocation provided by the federal government, so preference should be given to students eligible for work-study at all times. Exceptions are made for positions that require special skills (e. g., lifeguarding), and supervisors wishing

to hire a non-work study student for a specific job must first receive permission from the Office of Financial Aid.

Students are not permitted by the federal government to work more than 20 hours per week during the academic year. To be sure that as many students are placed as possible, the Office of Financial Aid recommends a 10-hour work week.

In order to communicate openings to the Office of Financial Aid, supervisors post open positions on Handshake. All Federal Work Study eligible students will have work authorization forms and instructions in their campus mailbox and/or e-mail when they arrive for the fall term. Upperclassmen who wish to return to their previous job may contact their supervisor to have their forms completed. Freshman will create their Handshake accounts during orientation and search for jobs on the Handshake website. Instructions for creating Handshake accounts are in the Student Employment section of the website. Faculty who wish to hire students can post their positions on Handshake. To verify if a student is work study eligible, contact the Office of Financial Aid. Instructions are on the Faculty & Staff wiki under Work Study Info for Employers.

Timesheets are distributed through WebAdvisor. Supervisors should certify that time sheets for student workers are accurate, and these sheets must be approved through WebAdvisor by the established deadlines in order for students to be paid.

Supervisor training is provided for all new supervisors. Times and dates for these sessions will be announced at the beginning of the fall term. All new supervisors are encouraged to attend to learn more about the employment process.

There are four pay rates during the academic year: Standard (\$7.25/hour), Special Skills (\$8.00/hour), Special Shift (\$8.00/hour), Student Supervisor (\$8.40/hour), and America Reads Program (\$8.00/hour for first-year and returning mentors). Supervisors must submit a request to the Office of Financial Aid to pay at a rate other than Standard.

### **Summer**

Since work-study funding is not used during the summer term, supervisors do not have to give preference to work-study students for summer employment opportunities. Supervisors contact HR with the names of students hired, along with the account number to be used to pay their earnings. Since the summer term covers the tail end of one fiscal year and the beginning of another, each department needs to be sure that it has money reserved for summer employment in both budgets.

Timesheets are distributed through WebAdvisor to supervisors to record hours worked, and students are paid semi-monthly, similar to the academic year. Summer hours worked must be reported separately from any academic year hours. Supervisors must certify that time sheets for student workers are accurate, and these sheets must be approved through WebAdvisor by the established deadlines in order for students to be paid.

The standard pay rate for summer is \$8.00.

## **15. ETHICAL AND LEGAL RESPONSIBILITIES OF FACULTY MEMBERS**

Like all employees of the College, the faculty is bound by a code of business conduct and ethics and policies outlined in the W&J Employee Handbook under "Employment Policies" (for example, those on equal opportunity, sexual harassment, consensual relations, or outside employment).

In addition, the following policies apply specifically to faculty.

## **ACADEMIC INTEGRITY**

In their work as teachers and scholars, members of the faculty are expected to follow the highest standards of academic integrity. Violations of academic integrity include (but are not limited to) fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community. Honest error or honest difference in interpretations or judgments of data or texts does not constitute a violation of academic integrity. Reports of possible violations of academic integrity should be reported to the VPAA.

## **RESEARCH ON HUMAN SUBJECTS**

Research involving human subjects is subject to prior approval by the Institutional Review Board (for Human Subjects). Washington & Jefferson College maintains an Institutional Review Board (IRB) to protect the rights, well-being and personal privacy of individuals, to ensure a favorable climate for the conduct of scientific inquiry, and to protect the interests of the College.

The charge of the IRB of Washington & Jefferson College is to protect the rights and welfare of human participants involved in research by minimizing risk and ensuring that participants agree to participate voluntarily from an informed perspective. Such protections are mandated by federal regulations governing research involving human participants and are crafted by individual institutions to reflect the community standards of the institution. The IRB exists in order to provide a climate for research and scholarly activity that is fertile and flexible insofar as possible while protecting the well-being of human participants.

The purpose of having an IRB is, at a global level, to ensure the ethical treatment of human participants in research settings. At a more practical level, an IRB does two things. It provides the verification that ethical consideration has been taken for proposed research that seeks government (or other) funding, and it defines the community standard for the conduct of research. The policies and guidelines for the IRB of Washington & Jefferson College meet or exceed government regulations, and capture our nature as an undergraduate teaching college that expressly aims to promote uncommon integrity in its graduates. While the full IRB is occasionally required to review grant proposals, providing educational opportunity for our students concerning the ethical conduct of research is a main function of the College's IRB policies and guidelines and the primary way in which they exceed federal guidelines.

What needs to have IRB approval?

- Faculty and staff research that uses human subjects.
- Student research projects that use human subjects. This includes honors, independent study, capstone, or Magellan projects.
- Data collection that is part of a class project, but that involves human subjects who are not enrolled in that course.
- Class projects that are designed to train students in the methods of research with human subjects, and require the students to collect data from human subjects.
- For projects associated with courses, instructors or departments have the option of obtaining approval for multiple sections across multiple terms.

What does not need to have IRB approval?

- Educational testing, interviewing, observation that involves minimal risk, and in which subjects cannot be identified directly or through identifiers linked to the data.
- Oral histories that pose minimal risk, and do not seek to collect generalizable knowledge.
- Research on instructional strategies or effectiveness.
- Observation of non-manipulated public behavior.



- Data gathered for administrative purposes – to learn what is happening within a unit, and/or to improve services or operations.

All IRB policies and guidelines can be found on the W&J website at: [www.washjeff.edu/institutional-review-board](http://www.washjeff.edu/institutional-review-board).

Contact the Chair of the Institutional Review Board for more information.

## **RESEARCH ON ANIMAL SUBJECTS**

Research involving animal subjects is subject to prior approval by the Institutional Animal Care and Use Committee (IACUC). Contact the Office of Academic Affairs for more information.

## **LABORATORY AND CHEMICAL SAFETY**

Faculty and students are expected to abide by all regulations concerning lab and chemical safety. Contact the Office of Academic Affairs for more information.

## **PROFESSIONAL CONDUCT WITH ADVISEES AND STUDENTS**

### **Confidentiality**

Professional conversations between advisors and College faculty and staff are permitted. However, advisors should only share information on a “need-to-know” basis and with appropriate individuals. For example, an advisor may ask an instructor how an advisee is doing in a course.

Advisors should also be aware of their responsibilities under the Family Educational Rights and Privacy Act. Under FERPA, an advisor may not share non-directory information with any party, including parents, without a student’s written consent. At W&J, students give written permission by providing a password to the Registrar’s Office. Advisors may confirm whether an advisee has provided a password by viewing the advisee’s student profile in WebAdvisor (Faculty/My Advisees). Advisors should know that they are permitted to break confidentiality with an advisee if that advisee poses a risk to self or others.

### **Boundaries Regarding Counseling**

Advisors may talk to their advisees about issues and circumstances outside the classroom. While knowing one’s advisees on a more personal level is appropriate, academic advising is not mental-health counseling. Advisors should feel free to tell an advisee that he or she is uncomfortable or not properly trained to discuss certain issues.

An advisor should refer an advisee in need of counseling to the Vice President and Dean of Student Life (Eva Chatterjee-Sutton, ext. 1360) or, in the case of disabilities, to the Director for Student Success.

### **Faculty-student relationships**

It is a violation of college policy for a staff or faculty member to engage in a romantic or sexual relationship with any student unless they are married or living as partners before the student joins the college (as would be the case with a spouse or partner taking courses through tuition remission). Violation of this policy is grounds for discipline, up to and including dismissal.

### **Legal Obligation to Disclose**

Faculty must report conduct that may constitute a violation under the College’s [Title IX Policy and Procedures](#). This applies even if the complaint of discrimination, harassment, or violence is made second-hand, by someone other than the alleged victim. Faculty can report such information to the Ethics and Compliance Officer, Angela Colorito (who serves as the Title IX Coordinator), via email

([acolorito@washjeff.edu](mailto:acolorito@washjeff.edu)) or by phone at (724) 223-6878. In all cases, the Title IX Coordinator will be informed of the complaint.

## **ACCEPTABLE USE OF TECHNOLOGY RESOURCES**

Faculty members and expected to abide by the College's policies on [acceptable use of technology resources](#) (computers, telephones, Internet access, etc.). Faculty should be aware that Washington & Jefferson College regularly monitors traffic on its data network and data stored on its networked devices to insure compliance with the College's policies.

## **SOCIAL MEDIA POLICY**

Faculty who wish to create and maintain an official social media site (for example, a Facebook page for a department or program) must follow the College's [social media policy and guidelines](#).

## **FACULTY INTERNATIONAL TRAVEL POLICY**

(adopted December 2014; revised August 2017)

### **International Travel Authorization for W&J-funded Programs**

Before planning to travel as a representative of the institution, W&J faculty and staff must obtain initial authorization from the appropriate agent. The following list provides a guideline for approval, based on the type of international travel.

### **Special Procedures for Travel to Locations on the US State Department Warning List**

Before making any travel plans, consult the US Department of State's website at [www.travel.state.gov](http://www.travel.state.gov) to ensure that there is not a state department-issued travel **warning** listed for your intended location(s). If there is, contact the Director of Study Abroad for additional forms and procedures needed to procure authorization prior to making significant travel arrangements.

- **Travel courses:** curricular aspects of travel courses are approved by the relevant department Chair or program director and the CPC; issues related to safety, logistics, business arrangements, cost, third party partnerships, etc., are reviewed by the Office of Study Abroad, who makes a recommendation regarding these and other existing policies to the Office of Academic Affairs. See the Travel Course Proposal form for more detail.
- **Grant-funded faculty travel** shall be designated as authorized when the Vice President for Academic Affairs signs off on the grant proposal. Funding reimbursement and travel insurance must follow general guidelines laid out in this document. Additional funding stipulations may be made by the granting agency.
- **Summer travel courses** shall be designated as authorized when Academic Affairs posts the summer travel course in the course catalog.
- **International Conference** travel shall be authorized by the Vice President for Academic Affairs.
- **Alumni trips** shall be authorized by the Vice President for Academic Affairs.
- **Study abroad partner site visits** shall be authorized by the Director of Study Abroad, who initiates planning for all official site visits.
- **Service programs** traveling internationally are authorized by the Vice President for Student Life or designate.
- **Student organizations and athletic teams** traveling internationally are authorized by the Vice President for Student Life or designate.
- **Admissions/Recruitment-related travel** is approved by the Vice President for Enrollment.

- **Other international travel** will be authorized by either the Vice President for Academic Affairs or the President.

### **Recruitment and Student/Group Travel Leader Ratio**

- Faculty/student ratio for credit bearing courses: A minimum of six students per faculty member are required for a travel course. Further, a single faculty member may not lead more than 20 students on a program without an additional instructor. Ratios for noncredit programs or student organization service programs may be determined by the approving agent.
- Recruitment: When traveling with students, faculty members are responsible for securing enough participants to make the program financially feasible.
- Group travel leaders should remind students to check the validity of their passports for the destination as early as possible.

### **Permitted Program Participants**

Individuals considered to be “affiliated” with W&J and therefore permitted to participate in official international programs include:

- Faculty
- Staff
- Full and part-time students officially registered for the course (for-credit and audit)
- Alumni
- Immediate family members of Group Travel Leaders (spouses, domestic partners, and children of Group Travel Leaders)

Individuals not included in this list are excluded from participating in W&J-funded international programs.

*Note: Local guides or experts may be hired to accompany the trip. Alumni trips may include all of the groups listed above and the family and friends of trip participants, subject to the approval of the trip leader and the VPAA.*

### **Requirements for Including Other W&J-Affiliated Participants**

- Including affiliated participants may not negatively impact the student experience, learning outcomes or cause foreseeable modifications to the program itinerary.
- Affiliated participants must complete the W&J Traveler Information Form & the appropriate waiver/release/agreement
- W&J will not be responsible for arrangements or costs associated with affiliated participants, nor may any associated costs be passed onto students.
- A primary caregiver other than the Group Travel Leader must be assigned to any children under 18 traveling with the group.
- Affiliated participants may not represent W&J in any official capacity unless employed by the college and significantly contributing to the program.

### **Insurance & Forms**

Insurance is required for any student, faculty or staff member who engages in W&J-affiliated travel. W&J uses Cultural Insurance Services International (CISI); coverage under the College’s policy is

currently allocated in 30-day increments. This coverage is primarily international health insurance but provides some delay and refund benefits as well. Arrangements are made through the Director of Study Abroad, who can provide full coverage details. Please be advised that there is a cost associated with each enrollment. Current 2019-2020 cost is \$42/30 day increment.

### **Group Travel**

Group Travel Leaders must complete and/or submit the following no later than 30 days before departure:

- [W&J Traveler Information Form](#)
  - Data entered here will be used for insurance enrollment.
  - Expect to input itinerary information for your group.
  - Enrollment in STEP program is expected.
  - Passport copy

**Student participants:** must complete the following no later than 30 days before departure:

- [W&J Traveler Information Form](#)
- Enrollment in STEP program confirmation
- Passport copy

**Non-student participants:** must complete the following no later than 30 days before departure:

- [W&J Traveler Information Form](#)
- [Non-student Participant Safety and Waiver Survey](#)
- Enrollment in STEP program confirmation
- Passport copy

Sakai will be used to collect required items. It is the responsibility of the Group Travel Leader to ensure that all participants complete the relevant items no later than 30 days prior to departure.

### **Individual Travel**

Faculty / Staff traveling individually must complete the following no later than 30 days before departure:

- [W&J Traveler Information Form](#)

### **Pre-Departure Orientation**

Group Travel Leaders must provide pre-departure orientation for programs with students. These orientation session(s) should include the following:

- A review of the necessary travel documents for entry into the country
- Setting of program expectations and goals for students
- A discussion of what it means to represent W&J abroad and a review of the student code of conduct
- Setting of academic goals and learning outcomes (if applicable)
- Provision of health and safety information including what to do in an emergency

- Provision of cultural information about host country
- Provision of logistical information (money access, contact information, etc.)
- Provision of culture shock and re-entry shock information
- Passport information. Students are responsible for obtaining a passport that will be valid six months past the date of return, as well as securing any necessary visas and immunizations. Failure to receive a valid passport, visa, or immunization is not the responsibility of W&J and may preclude a student from participating. This information should be disseminated to participants early to avoid problems.
- Location of nearest US Embassy in the host country, as well as any local emergency numbers (i.e. the equivalent of 911 in the US)
- Instructions on enrolling in the Smart Traveler Enrollment Program (S.T.E.P.) at <https://step.state.gov/step/>
- An explanation of FERPA; students may choose to set up a password with the Registrar's Office before departure in case any issues crop up during the program.

### **Group Travel Leaders' Availability and Responsibilities to Students**

Group Travel Leaders must be accessible to students for the duration of the program and be willing to serve as a point person for any complications. Group Travel Leaders must make overall well-being of students a priority and act in their best interests at all times.

It is critical that Group Travel Leaders realize that while travelling, issues may arise that are outside of their typical realm of responsibilities (homesickness, culture shock, injuries/illness, disagreements among participants, housing issues, adjustments to new foods, loss of passport, etc.). Group Travel Leaders must be prepared to resolve a myriad of potential issues and have a plan in place should they occur.

### **Documenting and Working Through Student Misconduct**

Pre-set expectations should be used as a tool for conversation. A suggested starting point would be the W&J Student [code of conduct](#). Additional conduct expectations may be augmented during pre-departure orientation for the specific area in which travel will occur and must be submitted to students in writing.

All instances of misconduct must be documented in writing and reported to the home campus through the approving agent. The Group Travel leader has sole discretion to determine penalties for serious misconduct including program dismissal and academic penalty. Group travel leaders should follow procedures outlined in the "Communication with W&J while traveling" section for maintaining appropriate communication with W&J cases of misconduct.

### **Finances: Allowable and Unallowable Expenses**

Allowable expenses consist of necessary costs incurred to allow a program to run successfully. Examples include accommodations, classroom usage fees, airfare for the Group Travel Leader and participants, local transportation, meals, museum fees for lessons, guide fees, faculty participation in program events, etc.

Unallowable expenses are expenditures that are not essential to the success of the program. Examples may include personal entertainment for the group travel leader(s), souvenirs, expenses for friends and family of the group travel leader. Programs that are funded by student fees may only cover the expenses of the paying participants and allowable expenses for the instructor. Faculty and staff should be aware

that some grants have specific lists of non-allowable expenses. Funds from the faculty development fund have [specific guidelines for reimbursement](#).

### **Finances: Billing and Outlays**

- Group Travel Leaders authorized for group travel should contact the Business office and request the creation of a program account.
- A list of students and the amount to be billed should be given to the Bursar.
- Group Travel Leaders must request sufficient deposits to cover non-refundable expenses such as airfare.
- In most cases, students must make deposits toward the cost of their participation in programs before funds can be released to the Group Travel Leader.

### **Finances: Budget**

Group Travel Leaders and any faculty/staff traveling independently should use the [international travel budget sheet](#) as a guideline to plan for program expenses. The budget sheet should be presented to the appropriate authorizing agent when seeking approval for the program.

In order to create a billable account for group travel, have the appropriate authorizing agent contact the Business Office.

### **Finances: Expense Reports & Reimbursement**

An Expense Report should be submitted within four weeks from the date of return in order to receive reimbursement. Please note the following:

- The expense report should be accompanied by receipts and should have amounts converted into US dollars. Faculty/Staff should use the documented, current (at the time of the program) exchange rate when converting foreign currency to dollars for reimbursement.
- All allowable expenses must be documented in order to be reimbursable.
- Every effort should be made to collect itemized receipts for allowable expenses.
- All receipted, allowable expenses should be numbered and ordered by date.
- Limited use of non-receipted expenses totaling less than \$25 per instance can be itemized by traveler through personal records. This may include meals or taxi trips for which no receipt was given.
- If travel is required to a region where receipts are generally not given, consult in advance with the authorizing agent in order to provide sufficient documentation of expenses.
- Items purchased using the college credit card can be submitted using a card statement as proof of documentation.
- Faculty/Staff are encouraged to use PNC Bank exchange services or seek out the best possible exchange rate (as opposed to airport exchange services). Use of an ATM card with no fees typically provides the best exchange rate.
- Faculty and staff should be aware of currency import limitations and fees.
- The College will make available debit/credit cards from PNC bank that will charge directly to the relevant account. Contact the Bursar well in advance of the program to secure a college credit/debit card for international travel.

Depending on the type of program the recipient of the expense report will vary:

- JayTerm and other billed group travel—Business Office
- Grants—VPAA
- Summer—Academic Affairs
- Conferences funded by FDC—FDC travel fund officer
- Other—VPAA/President
- Official Site Visits—Director of Study Abroad

### **Student Payment and Refund Guidelines**

All payments for faculty/student programs must be made through the business office. Students may not pay faculty or Group Travel Leaders directly. A deposit will be due to hold a student spot (non-refundable in most cases). An additional deposit or payment (non-refundable) may be required to purchase airfare. Fifty percent of the balance is due three months before the departure date. Any remaining balance is due one month prior to departure.

In the event that the travel course is cancelled, all fees and student payments will be refunded. If a student withdraws from the course, no refund will be given. Program insurance also includes an emergency refund/ program cancellation policy, but an individual refund policy should be given to the students.

Surplus funds from a program involving students will be refunded to the students no later than the end of the fiscal year.

Students receiving cash outlays should sign a receipt form for the cash payments received during travel. Students must return receipts and any unused funds to their instructor within two weeks.

### **Health & Safety**

Faculty and staff members, whether traveling individually or with students, are responsible for obtaining health and safety information about the country or region they will visit. Specifically, the following sources should be consulted at a minimum, in addition to other preparatory research:

- Center for Disease Control (CDC): [www.cdc.gov](http://www.cdc.gov)
- US State Department: [www.travel.state.gov](http://www.travel.state.gov)
- World Health Organization (WHO): [www.who.int](http://www.who.int)

Group travel leaders should advise participants on any necessary vaccines prior to participant enrollment.

All travelers must also enroll in the Smart Traveler Enrollment Program (S.T.E.P.) (see <https://step.state.gov/step/>)

### **Title IX**

Washington & Jefferson College is committed to maintaining a learning, working and living environment free from all forms of sex discrimination, sexual harassment and sexual violence. Sex discrimination, sexual harassment and sexual violence are specifically prohibited by W&J, as is retaliation for having brought forward a concern or allegations under this policy. This [policy](#) is applicable on W&J's campus as well as on any W&J-funded international travel programs.

Should there be a concern about [Title IX](#) or an incident, contact the Ethics and Compliance Officer, Angela Colorito, via email ([acolorito@washjeff.edu](mailto:acolorito@washjeff.edu)) or by phone at (724) 223-6878.

## **Communication with W&J While Traveling**

Group Travel Leaders must be reachable by W&J via phone or email for the duration of the program. If traveling to a region where this is not possible, Group Travel Leaders or individual travelers should make prior arrangements for emergency contact.

In all cases of student misconduct, emergencies, injury, or crime, Group Travel Leaders are responsible for communicating with W&J as soon as possible.

Information to be included in the report includes

1. Location, Date, and Time of incidents
2. Person(s) involved
3. Immediate Consequences of Incident

For emergencies, please follow the emergency contact procedures. For other incidents, please notify the Director of Study Abroad, [skochuba@washjeff.edu](mailto:skochuba@washjeff.edu) with the initial report.

A full report and discussion will be needed in most cases, but this guideline provides for a quick way to communicate with W&J regarding the essential aspects of any incident.

## **In Case of Emergency**

Emergencies during international travel can range from minor incidents such as a stolen passport to very serious events that endanger student welfare.

Examples of emergencies (not a comprehensive list):

- lost or stolen passport(s)
- student disappearance or kidnapping
- physical or sexual assault
- sexual assault
- robbery
- automobile or public transportation accident
- political coup
- natural disaster
- medical needs beyond minor injuries or illness
- development of severe mental or emotional distress
- terrorist attack
- arrest of a student by local police
- implementation of US State Department-issued Travel Warning

## **Steps to Take in the Event of an Emergency**

1. Take action to secure the immediate safety of all program participants. Actions to take will vary on the situation, but could include seeking police or US embassy protection, obtaining medical attention, etc.
2. Once every reasonable action has been taken to remove participant(s) from danger or to mitigate the situation to the best of their ability, the Group Travel Leader or individual staff/faculty traveler should notify W&J Campus & Public Safety by phone at **724-223-6032** as soon as possible. This phone is answered 24 hours per day.



If access to a phone is not readily available: email the Director of [Campus & Public Safety](#), Jonathan Miles at [jmiles@washjeff.edu](mailto:jmiles@washjeff.edu) with a CC email to Eva Chatterjee Sutton, Vice President and Dean of Student Life, at [echatterjeesutton@washjeff.edu](mailto:echatterjeesutton@washjeff.edu) and Sara Kochuba, Director of Study Abroad at [skochuba@washjeff.edu](mailto:skochuba@washjeff.edu).

Please note:

- Campus & Public Safety will notify Student Life and other relevant parties on campus
  - Should it be necessary, Student Life will notify the emergency contacts for any involved student participants. Student Life will be the main point of contact for students' emergency contacts.
3. Once the emergency has been reported, keep W&J Campus & Public Safety and the Office of Study Abroad abreast of any changes/updates to the situation as is feasible.
  4. The Senior International Officer will coordinate any decisions to evacuate, etc. with the involvement of senior staff, the Group Travel Leader, and the insurance carrier.

In the event of an ongoing crisis (such as a natural disaster, political or terrorist threat), after taking steps 1-3 above, Group Travel Leaders should continue to send regular and frequent updates on the situation to W&J Campus & Public Safety. They should also seek guidance from the nearest US consulate or embassy, following any instructions or procedures outlined for them.

In the event of an emergency where US citizens or any foreigners are targeted, Group Travel Leaders should instruct students to maintain as low of a profile as possible, to avoid drawing attention to themselves, and to avoid any known areas of conflict or demonstrations within their host location.

In the event of a natural disaster, follow the instructions of any emergency responders on site.

All expenses incurred in navigating an emergency situation will be reimbursed. The safety and security of the group are paramount.

### Guidance for JayTerm Travel Led by Faculty

- **Paying the Deposit & Deposit Deadline:** All students are required to pay a non-refundable \$300 deposit. Deposits are due for January travel on October 1 and May travel on February 1 but an earlier deadline may be required by the course instructor for specific courses. Upon payment of the deposit, students will be officially added to the course roster and a space secured for them on the travel course. Course enrollment may be competitive so students should consider paying deposits as early as possible in order to secure their spot. Deposits are non-refundable in all cases except when a course is administratively cancelled.
- **Payment in Full:** Payment in full for all course fees is due on November 1 for January JayTerm travel and on March 1st for May JayTerm travel. Ahead of the deadline, an earlier payment schedule can be set at the instructor's discretion and/or third party study abroad program provider requirements, but all funds must be paid in full before the November/March established College deadlines. **Failure to do so will result in a student being administratively removed from the course and forfeiture of any funds paid. If the student has not paid the full course fee, the student will be billed to cover committed or expended funds.**
- **Late Enrollment Opportunities:** Students can be admitted after the deposit deadline at the instructor's discretion if their admission will not negatively affect arrangements that have

already been made. Students cannot be accepted after the date that is set as the full-payment deadline.

- **Cancellation of a Course:** If a course does not meet minimum enrollment, the course will be administratively cancelled and students are encouraged to enroll in other JayTerm courses.
- **Travel Course Withdrawal & Refunds:** A student who withdraws from a course after depositing forfeits the \$300 deposit and any irretrievable funds that have been committed or expended on their behalf. Irretrievable funds can include items such as airfare, hotels, immigration fees, program fees or tours. If the student has not paid the full course fee, including travel costs, the student will be billed to cover committed or expended funds. When funds that have already been paid by the student are retrievable, then they may be refunded to the students.

### Scholarships & Financial Aid

- **Scholarships:** Students are encouraged to apply for the [Edward & Barbara Greb Travel Award](#). Scholarship funding is competitive, with considerations for both need and merit. No student should commit to a travel course with the expectation that they will receive scholarship funding. Scholarship funding should be thought of as additional and “bonus” funding rather than a means to pay for course fees. Please refer to posted deadlines as found in the link above.
- **Financial Aid:** Students with questions about financial aid for JayTerm courses should be referred to Ms. Charlene Bedillion or Ms. Dana Staudt in the Office of Financial Aid.

### MAKING COMMITMENTS ON BEHALF OF THE COLLEGE

Faculty members must not make commitments or sign contracts on behalf of the College unless authorized to do so. Contact the Vice President for Business and Finance for assistance.

## 16. COPYRIGHT AND FAIR USE

The College affirms its commitment to respect copyright law as stated in Title 17, United States Code, and recognizes the outlined exceptions specific to permitted use of materials in educational settings. W & J supports the appropriate use of fair use with the expectation that faculty will respect copyright and act in good faith to comply with current copyright law and to seek guidance when needed.

Copyright grants creators of intellectual property five exclusive rights to their work:

- Right to reproduce
- Right to distribute
- Right to make derivatives or adaptations
- Right to display publicly
- Right to perform publicly

### FAIR USE GUIDELINES

The fair use exception to copyright allows for use of copyrighted works without the consent of the rights holder under certain circumstances. Four factors must be considered when making a fair use determination. Remember that any use in an educational setting or by an educator or student does not automatically make it a fair use.

- The purpose and character of use
  - Consider whether the use is commercial, nonprofit, or of a transformative nature. Nonprofit uses and those of a transformative nature favor fair use.
- The nature of the copyrighted work
  - Consider whether the work is primarily factual or of a creative nature and if it has been published. Fair use is more likely when using works of a factual nature and published works.
- The amount and substantiality of the portion used
  - Consider this amount in relation to the whole work. Bear in mind that use of small portions considered the “heart of the work” go against a fair use.
- The effect of the use upon the potential market for or value of the copyrighted work
  - Consider whether the use affects income to the rights holder or undermines a new or potential market for the work.

To help make a fair use determination use the [Columbia University Libraries Fair Use Checklist](#).

### **EASY WAYS TO MAKE MATERIAL AVAILABLE FOR CLASSROOM USE**

- **Make maximum use of Library subscription database resources.** Links to these resources may be emailed or posted in Sakai. Faculty and students are licensed to download, save, and print a copy for their own personal research and scholarship. Linking to Library resources ensures that the Library is able to document accurate usage statistics.
- **Use Course Reserve to make materials available for students to check out.** This is especially useful for book chapters and films. The Library has a video viewing room for small groups of students. Consider asking your department liaison librarian if a multi-user e-book is available for Library purchase.
- **Evaluate your use for a fair use circumstance.** Use the [Columbia University Libraries Fair Use Checklist](#) to help.
  - Library or faculty owned DVDs may be shown in class to enrolled students as part of a course curriculum in their entirety; however, public showing of DVDs does require a license.
- **Use Freely Available Resources:**
  - Use a [Creative Commons](#) search to locate images that are freely available or licensed for use.
  - Federal government works are not protected by copyright.
  - Works published prior to 1924 are in the public domain; therefore, these materials are available for use.

For more information about copyright, fair use, or classroom use, please contact the Copyright & Subscription Services Librarian (Beth Miller, [bmiller@washjeff.edu](mailto:bmiller@washjeff.edu), ext. 6069).

## 17. W&J FACULTY EVALUATION GUIDELINES

Questions about this policy can be directed to the Faculty Review Committee (FRC).

Approved December, 2013

### OVERVIEW

Each faculty member at Washington & Jefferson College should be committed to the goals of a liberal arts education. Faculty members should work productively individually, with students, and with colleagues in their own departments and across disciplines. They should be actively involved with students, both inside and outside the classroom. Each faculty member should have a plan for professional development and should be able to articulate his or her goals, plans, and accomplishments as part of his or her development as an educator.

All faculty members are expected to perform well in three major areas:

- Instructional Activities
- Scholarly Activities, Creative Endeavors, and Professional Development
- Service to the Department, the College, and the Profession.

Explanation of each of these three areas follows. Each section includes a definition of the area, some indicators of excellence, and a list of relevant activities. The list is intended not as an exhaustive checklist but to indicate a range of activities valued by the College.

### INSTRUCTIONAL ACTIVITIES

Each faculty member is expected to carry a standard workload each year that includes teaching and academic advising. Some faculty may also have opportunities to guide independent student work, offer courses outside the home department, and participate in collaborative ventures.

Teaching is the most important of the three areas described in this document. While standards may vary somewhat by discipline, certain characteristics of excellent teaching are valued across the College: well planned and carefully organized courses, effective delivery of material, clear student outcome expectations, innovation in subject matter and pedagogy, up-to-date course content, sufficient opportunity for out-of-class contact between instructor and students, and the use of appropriate methods of feedback and student assessment.

Instructional activity takes a variety of forms, including (but not limited to):

1. Teaching credit-bearing courses (types of courses will vary by department and program)
  - a. Lecture courses, discussion courses, seminars
  - b. First Year Seminars
  - c. Laboratories and field experiences
  - d. Studios, ensembles, private lessons
  - e. Course-based capstones, service-learning courses
  - f. Travel courses, study-abroad courses
2. Other instructional activities
  - a. Team-teaching with a colleague (planning and coordination)
  - b. Guest lecturing or assisting students in a colleague's course
  - c. Supervising credit-bearing activities (e.g., honors project, independent study)
  - d. Supervising non-credit-bearing activities (e.g., research project, creative project); if faculty member is a co-investigator or co-author, this might be more suitably listed under II.B

- e. Supervising an internship
- f. Teaching a tutorial, overload, summer course
- 3. Course development
  - a. Keeping course content up-to-date
  - b. Adapting course in one's repertoire or adding new one to meet departmental, program or student needs
  - c. Adapting course in one's repertoire or adding new one to meet College needs (e.g. general education, Integrated Semester, diversity, skills)
- 4. Academic advising
  - a. Writing letters of recommendation
  - b. Working with formal and informal advisees (e.g. helping them create coherent and appropriate course schedules, understand the College curriculum and institutional policies, monitor their progress toward fulfilling graduation requirements, explore personal interests and abilities in order to create meaningful educational, extracurricular, and career plans, locate campus and community resources when different or additional expertise is required)
  - c. Preparing students who are presenting at national and regional conferences

### **SCHOLARLY AND CREATIVE ACTIVITIES, PROFESSIONAL DEVELOPMENT**

Each faculty member is expected to be intellectually engaged, stay current in his or her field of expertise, have and act upon plans for professional development, and be able to document his or her accomplishments. Activities will vary, depending on one's discipline, personal plan, and point in one's career.

The characteristics of excellent intellectual engagement include developing a new skill or area of expertise; demonstrating efforts to stay current in one's field; developing and conducting artistic performances; designing and conducting well-planned research projects; presenting ideas on and off campus; publishing one's work; receiving recognition from one's peers in the profession.

Scholarly and creative activity and professional development takes many forms, including (but not limited to):

1. Intellectual engagement
  - a. Individual study within current area of expertise ("keeping up with one's field")
  - b. Individual study to acquire new area of expertise or pedagogical methodology
  - c. Attendance at academic or professional conference
  - d. Participation in study group or workshop
  - e. Pursuit of advanced coursework or additional degree related to one's profession or discipline
  - f. Summer seminars
2. Scholarly and creative activity
  - a. Work on scholarly or creative project (either long-term or short term, solo or with colleagues/students as co-authors/collaborators)
  - b. Circulating prepublications, working papers, submitting grant reports, etc.
  - c. Submission of scholarly work for publication or presentation
  - d. Submission of creative work for publication, exhibition, or performance
3. Publication
  - a. Publication of academic work (e.g. article, essay, abstract, book review; monograph, edited collection of essays, textbook, critical edition, journal issue)

- b. Publication of creative work (e.g., play, poem, novel)
- 4. Presentation
  - a. Presentation (poster, talk, roundtable, as respondent) at academic or professional conference
  - b. Other presentation (e.g., invited lecture at a college or university, keynote address at conference, W&J faculty colloquium, invited reading)
  - c. Exhibition of creative work (e.g., gallery show, performance of musical composition)
  - d. Performance by faculty member (e.g., in concert, theatre production, film)
- 5. Other professional activity
  - a. Publication of other kinds of work (e.g., op-ed in local newspaper, peer-reviewed blog)
  - b. Presentation for non-academic audience
  - c. Off-campus work in one's area of professional expertise (e.g., expert-witnessing, small-business advising, speech-writing)
- 6. Pedagogical development
  - a. Creation of new course in connection with plan of individual study or scholarly research
  - b. Redirection of existing course in connection with plan of study or scholarly activity
  - c. Formal collaboration with W&J colleagues (e.g., regular meetings in preparation for an Integrated Semester or common course)
  - d. Participation in College-sponsored pedagogy or similar faculty development activity
  - e. Participation in off-campus pedagogy conference, seminar, and workshop
- 7. Submission of grant applications
  - a. Internal (e.g., Mason Summer Grant, Dean's Innovation Fund)
  - b. External
- 8. Winning of competitive grants (e.g., for research, equipment, pedagogy)
  - a. Internal grant
  - b. Grant from academic institute, foundation, or governmental organization (e.g., Pennsylvania Council for the Arts, National Humanities Center, National Science Foundation)
- 9. Winning of awards
  - a. Award for past scholarly or creative work (e.g., from scholarly journal, learned society, publishing house, foundation)
  - b. Award for past teaching or service (e.g., from W&J students, professional organization, learned society)

## **SERVICE**

Each faculty member should be actively engaged in service to both the department and to the College. Some faculty will have opportunities to mentor student organizations and guide students as they interact with communities beyond the College. In addition, some faculty members may have opportunities to be useful citizens in the larger academic world.

Characteristics of excellent service include: dependability, thoughtfulness, active participation and preparedness, significant contributions, a willingness to accept responsibility, and a willingness to accept leadership.

A faculty member may take on many service roles, including (but not limited to):

- 1. In the department
  - a. Active participant in life of the department (e.g., sharing responsibility for strategic planning, program assessment, curriculum development, co-curricular activities)
  - b. Active participant in searches

- c. Active participant on review committees
  - d. Organizer of visits by guest speakers
  - e. Observer of student-teachers seeking certification
  - f. Advisor for departmental student club, honor society, or pre-professional group
  - g. Accompanying students to academic conference
  - h. Writer and/or administrator of departmental grants
  - i. Editor of departmental reports or publications (both online and print)
2. In the College
- a. Participant in scheduled faculty meetings and functions (e.g., Matriculation, Commencement)
  - b. Member of governance, advisory, or ad-hoc committee
  - c. Member of program or steering committee
  - d. Member of departmental review committee outside home department
  - e. Member of coordinating committee for external review (e.g., Pennsylvania Department of Education, Middle States)
  - f. Committee leader (e.g., chair, secretary, faculty-travel-fund person)
  - g. Program leader (e.g., department chair, program director, skills associate)
  - h. Administrative leader (e.g., associate dean, FYS director)
  - i. Advisor for student organization outside home department or program
  - j. Advisor for students seeking grants and fellowships (e.g., Magellan, Rhodes)
  - k. Presenter at College events (e.g., Admissions open houses, faculty development seminars, student workshops)
  - l. Participant in recruitment or outreach activities (e.g., Fellows Weekend, receptions with parents, MathCounts, German Day, correspondence with high-school students)
  - m. Writer and/or administrator of College-based grants
  - n. Editor of College reports and publications (both online and print)
  - o. Provider of expertise to the media (e.g., interviews, sound bites)
  - p. Provider of service or expertise to the local community that draws on one's professional abilities, reflects well on the College, and builds College-community relationships
  - q. Supporter (through attendance) of College activities (e.g., Faculty Colloquia, arts events, lectures)
  - r. Supporter of other College activities (e.g. Summer advising, maintaining website and/or Facebook page, coordinating PAL tutors, maintaining and building relationships with alumni)
3. In the profession
- a. Organizer of academic conference or colloquium
  - b. Chair/organizer of panel/session at academic or professional conference
  - c. Peer reviewer (e.g., of proposal or manuscript for university press, article for academic journal or conference, grant proposal for funding agency, discussant or respondent on conference panel)
  - d. Officer/board member/committee member for learned, academic, or professional society (at the local, regional, national, or international level)
  - e. Member of editorial/advisory board for scholarly journal, university press, or academic project
  - f. External reviewer for promotion or tenure case
  - g. Member of accreditation or self-study visiting team

## 18. FACULTY EVALUATION

(revised December 2014)

### Overview

All processes for evaluation are governed by the W&J Faculty Evaluation Guidelines.

### REVIEWS FOR ALL FULL-TIME FACULTY

#### Annual Review

All full-time faculty members are reviewed annually. The purpose of this review is to give the faculty member an opportunity to reflect on the past academic year and document accomplishments, to provide department chairs an opportunity for evaluation, and to give the VPAA information in order to set salaries. Annual reviews take place after the close of each spring term. At the end of each academic year, the faculty member compiles a Faculty Information Form (FIF or “Brag Sheet”) that outlines his or her accomplishments for the past academic year in the areas of instructional activities; scholarly, creative, and professional-development activities; and service to the department, College, and profession.

Using the FIF and available end-of-course evaluations, department chairs fill out a Faculty Performance Review (FPR) form for each member of the department and send them to the VPAA, noting specifically faculty deserving of merit, faculty meeting expectations, and faculty not meeting College or departmental expectations. Each faculty member receives a copy of his or her review. The VPAA reviews the FIFs and FPRs before preparing salary letters.

The FIF and the FPR are available at the [Faculty & Staff wiki](#). The FIF is e-mailed by the day of the final faculty meeting to the Office of Academic Affairs ([academicaffairs@washjeff.edu](mailto:academicaffairs@washjeff.edu)), with a copy to the department chair). Chairs complete FPRs by 30 June.

#### Problematic Annual Review

If the VPAA discovers from a review of the FIF (or by other means) that a faculty member is not meeting the expectations as defined by the Faculty Handbook, the VPAA will write a letter to the faculty member involved, with a copy to the department chair, identifying these specific concerns. The VPAA will then meet with the faculty member and the department chair to establish specific goals and benchmarks, and establish a timetable for meeting them within the next academic year. Following that meeting, the details will be documented in a letter from the VPAA to the faculty member involved, and copied to the department chair.

For untenured faculty, further review will follow the steps and policies outlined in “Reviews for Tenure-Track Faculty,” below.

For tenured faculty, if the goals and benchmarks are not met within the established timeline, the VPAA will create an ad hoc review committee composed of one member of the FRC, one member of the FEC, and one member of the faculty at large, all at equal or higher rank to the faculty member. This committee will review the faculty member’s FIF and follow-up documentation as needed, interview the faculty member involved, and have the option of utilizing such measures as are outlined in the promotion process. The committee will provide the VPAA with a report of their findings and recommendation. Recommendations can range from actions up to and including dismissal (see “Disciplinary Action,” below). Copies of the committee report will be sent to the faculty member involved and the department chair. The faculty member will have the opportunity to respond to the



committee’s recommendation directly to the VPAA prior to the meeting between the VPAA and the President. Upon receiving the committee report, the VPAA will meet with the President to determine what action should be taken. The decision of the VPAA and the President will then be communicated to the faculty member, to the department chair, and to the ad hoc review committee.

## REVIEWS FOR TENURE-TRACK FACULTY

Questions about this policy can be directed to the Faculty Review Committee (FRC).

Approved April 24, 2009

### Overview

The normal evaluation calendar includes a first-year review, an intermediate review in the third year, and a tenure review in the sixth year. In some cases, because of previous experience, a faculty member will be reviewed on an accelerated schedule. Such a schedule will be determined at the time of hiring upon the agreement of both the VPAA and the new faculty member. The following review schedules are possible:

	<b>First-year Review</b>	<b>Intermediate Review</b>	<b>Tenure Review</b>
Normal Schedule	Year one	Year three	Year six
Accelerated schedules	Year one	Year three	Year five
	Year one	Year two	Year three or four
	N/A	Year one	Year three

An accelerated tenure schedule is only appropriate in the case of significant previous experience. The shortest clock will only be granted in cases where the new faculty member arrives with a record of accomplishment that appears comparable to that of tenured faculty members at the College. In some cases this will require presenting evidence of instructional activities, scholarly activities and professional development, and service to the department, the College, and the profession from previous institutions. All tenure-track faculty should have both an intermediate review and a tenure review.

### First-Year Review

Near the end of the first year of service to the College, each new faculty member is evaluated according to the procedure outlined below and in accordance with the timeline at the end of this section. The primary purpose of this review is developmental and should provide the faculty member with feedback and suggested changes to improve performance. In cases of extremely negative results, the first-year review may serve as the basis of a recommendation to terminate the faculty member’s employment at the end of the second year.

1. The evaluation will be performed late in the first year and should be completed by July 1.
2. The evaluation is the responsibility of the department chair in consultation with other members of the department. The VPAA assists the department and reviews the evaluation process to ensure consistency and thoroughness.
3. Normally, the emphasis of the first-year evaluation is on instructional activities. When relevant, progress on the completion of the doctoral degree will also have high priority.
4. The evaluation will include, among other elements, classroom visits by the chair and selected tenured members of the department in the first and second term, and end-of-course evaluations of first-term and second-term courses. In cases where the department

- has fewer than three tenured faculty members, the chair may solicit tenured faculty from related disciplines in other departments to help with classroom visitation.
5. The results of the evaluation are summarized by the department chair in a written report to the VPAA and copied to the President of the College. A copy of this report is also given to the faculty member being reviewed.
  6. The department chair and VPAA will meet with the faculty member being reviewed to discuss the results of the evaluation. A formal letter from the VPAA summarizing the issues discussed at the meeting is sent to the first-year faculty member, and copied to the department chair and President of the College.

**Timeline for First-Year Review**

By the end of Fall Term	Course evaluations for the fall term should be completed.
By Last Day of Classes	Course evaluations for the spring term should be completed.
Date Determined by Academic Affairs	Faculty Information Form (FIF) is due to the department chair.
By May 20	Department chair meets with first-year faculty member.
By June 1	Department chair written report is sent to the VPAA, copied to the President of the College, and to the faculty member being reviewed.
By July 1	The department chair and the VPAA meet with the faculty member being reviewed.
By August 15	The VPAA sends a letter to the first-year faculty member under review, with copies to the department chair and President of the College.

**Intermediate Review**

In all cases, each tenure-track faculty member will have an intermediate review according to the procedure outlined below. In most cases the intermediate review will occur in the third year and in accordance with the timeline in this document. The primary focus of the intermediate review is progress toward tenure. The intermediate review is designed to encourage ongoing conversation and clarification of College and departmental expectations, and to determine any conditions that must be satisfied before the tenure review. Satisfaction of such conditions does not ensure a favorable tenure decision, but failure to satisfy such conditions will probably lead to an unfavorable tenure decision. In cases of extremely negative results, the intermediate review may serve as the basis of a recommendation to terminate at the end of the following year.

1. The evaluation should be completed by the end of the spring term of the review year.
2. The evaluation is the responsibility of the chair of the Departmental Review Committee (DRC) and of the Faculty Review Committee (FRC). The DRC and the FRC each conduct an independent review. The VPAA assists in the evaluation and reviews the procedure for consistency and thoroughness.
3. The intermediate review focuses on instructional activities, scholarly activities/professional development, and service to the department, the College, and the profession, as outlined in the

W&J Faculty Evaluation Guidelines from the Faculty Handbook from the year they started. Of these three areas, excellence in instructional activities is particularly emphasized.

The evaluation will include, among other elements, classroom visits, end-of-course evaluations, the preparation of a portfolio explaining and documenting accomplishments and plans, and an interview with the Faculty Review Committee.

Tenured faculty should observe the candidate's classes during each fall and spring term following the first year review and provide a written report of these observations to the department chair and to the candidate. When possible, these visits should comprise two consecutive class meetings. If necessary, the department chair provides copies of these letters to the chair of the DRC at the start of the review year.

End-of course evaluations will include, at a minimum, all courses from the first term of the review year and the spring term of the prior academic year. Authorized evaluators, including members of the Departmental Review Committee, members of the Faculty Review Committee, the VPAA and the President of the College could, at their request, review end-of-course evaluations for courses from other terms.

4. The chairs of the Departmental Review Committee and the Faculty Review Committee each send a written report to the VPAA with copies to the faculty member being reviewed and his or her department chair.
5. The VPAA meets with the chair of the Departmental Review Committee and the chair of the Faculty Review Committee to discuss the results of the review. In preparation for this meeting, the VPAA sends a copy of the FRC letter to the chair of the DRC; and of the DRC letter to the chair of the FRC.
6. At a later meeting, the faculty member being reviewed meets with the VPAA, the chair of the Departmental Review Committee, and the chair of the Faculty Review Committee to discuss the results of the review.
7. The VPAA writes a letter summarizing the results of the review. This letter will clearly define any conditions that must be met prior to the tenure review. The letter will be sent to the President of the College and the faculty member being reviewed with copies to the chair of the Departmental Review Committee (and department chair, if different) and the chair of the Faculty Review Committee.
8. Within one year, the candidate has the option of writing a single letter of response to the Faculty Review Committee and Departmental Review Committee letters. This letter should be addressed to the VPAA with copies to the chair of the FRC and the DRC (and the department chair, if different), and included in the candidate's tenure review portfolio.

## **THE PORTFOLIO**

By December 1 of the intermediate-review year the candidate delivers to the department chair a portfolio (with an electronic copy to the Office of Academic affairs) with the following contents:

1. An up-to-date *curriculum vitae*, including, along with the usual items:
  - a list of all courses taught at W&J (arranged by term);
  - a list of any publications, reviews, editorial work, etc.;
  - a list of all conferences, workshops or other professional development events attended and paper presentations given since joining the faculty;
  - a list of service at W&J at the departmental and college level since joining the faculty.
2. One example of scholarly or creative work (for example, a chapter from a book, an essay or article, a conference talk, a small portfolio of creative work, a work-in-progress) that represents the candidate at his or her best (in cases where the scholarly or creative work of a faculty

member under review covers more than one field of endeavor, he or she may submit one example per field).

3. End-of-course evaluations for all classes in the first term of the review year must be completed by the end of the fall term. Course evaluations that are to be included in the portfolio will be added by the Office of Academic Affairs.
4. A minimum of three letters reflecting the teaching observations of three different tenured faculty, one of whom may be the department chair.
5. Syllabi from all courses taught in the fall term, plus a full set of assignments (paper topics, quizzes, tests, etc.) for one of these courses.
6. An essay of about 2500 words describing and assessing accomplishments in the areas described below:
  - **INSTRUCTIONAL ACTIVITIES.** Explain, with examples, your methods and philosophy of teaching. Also discuss your development as a teacher and advisor since joining the W&J faculty, including challenges you have faced, and outline your future goals. This should be the longest section of the essay.
  - **SCHOLARLY ACTIVITIES AND PROFESSIONAL DEVELOPMENT.** Describe, with examples, the most significant of your scholarly or professional development activities, done either alone, with colleagues, or with students. Focus on the past three years (or since you joined the W&J faculty). Explain your plans for scholarly professional development, noting which of your accomplishments to date fit into those plans.
  - **SERVICE TO THE DEPARTMENT, THE COLLEGE, AND THE PROFESSION.** Briefly describe, with examples, some of your most valuable contributions in the area of service. Explain your plans for future service contributions.

#### **ROLE OF THE DEPARTMENTAL REVIEW COMMITTEE (DRC)**

All tenured members of the department are members of the candidate's Departmental Review Committee, and the department chair, if tenured, usually chairs this committee. If a tenured member of the department will be on sabbatical or other form of leave during a colleague's tenure review year, the tenured member's role in the review, if any, should be defined in writing with the department chair, and shared with the candidate, prior to the commencement of the leave.

In departments where there are fewer than three tenured members (or none at all), the VPAA, in consultation with the candidate and the department chair, will form a Departmental Review Committee consisting of three faculty (all the tenured members of the department plus sufficient tenured members from outside the department). In cases where the candidate is the department chair, a similar committee will be formed with one of its members (when possible, a member of the candidate's department) serving as chair.

In cases where the department chair is not tenured, he or she may not be a member of the Departmental Review Committee. However, he or she may submit a written assessment of the review candidate's performance to the Departmental Review Committee.

In cases of large departments with several candidates under review, the department chair may elect to share some of his or her responsibilities with other tenured members of the department.

If the Departmental Review Committee prefers to review the electronic portfolio, then the chair sends the complete candidate portfolio to the VPAA and requests that the Departmental Review Committee be given access to the electronic portfolio, by the end of the fall term of the review year.

If the Departmental Review Committee prefers to review the hardcopy version of the portfolio, then the chair sends the complete candidate portfolio to the VPAA by April 15 of the spring term of the review year.

The Departmental Review Committee carefully reviews the complete portfolio and meets formally to discuss the candidate's case. Chairs may create opportunities for untenured members of the department to offer input even though they will not have access to the candidate's portfolio.

The chair of the Departmental Review Committee writes a detailed letter reflecting the committee's review and assessment of the candidate's instructional activities (including any independent work with students), scholarly/professional development activities, and service. The letter is sent to the VPAA by April 15 of the review year, and copied to the candidate under review.

### **ROLE OF THE FACULTY REVIEW COMMITTEE (FRC)**

The Faculty Review Committee represents the faculty-at-large in the intermediate-review process. The VPAA arranges to make available an electronic copy of the complete portfolio, including all of the above items *except the department chair's letter*, to the Faculty Review Committee by the end of the fall term of the review year. The Committee completes an independent review of each candidate's portfolio, and interviews each candidate prior to spring break of the review year. The Committee sends a letter with the committee's assessment to the VPAA, by April 15 of the review year, and copied to the candidate under review.

### **TIMELINE FOR INTERMEDIATE REVIEW**

Year prior to review year	Tenured faculty observe classes of faculty under review in both fall and spring terms and provide a written report of these observations to the department chair with a copy to the candidate.
By April 15 of previous year	VPAA sends chair of FRC official list of faculty who will undergo intermediate review in subsequent academic year.
By Sept 1	VPAA notifies faculty who will be under intermediate review of the review process.
By November 30	Classroom visits by the Departmental Review Committee must be completed, with reports assessing classroom performance submitted to the DRC chair (who will insert such reports, along with reports from the previous two terms, into the portfolio of the faculty under review). The chair will provide copies (preferably electronic) to the Office of Academic Affairs for inclusion in the electronic portfolio.
By December 1	Candidate delivers portfolio to DRC chair and sends an electronic copy to the Office of Academic Affairs.
By the end of the fall term	End-of course evaluations for all the courses taught in the fall term by the faculty member under review must be completed. The results will be included in the portfolio by the Office of Academic Affairs. If the Departmental Review Committee prefers to review the electronic portfolio, then the chair sends the complete candidate portfolio to the VPAA and requests that the Departmental Review Committee be given access to the electronic portfolio. The VPAA arranges for an electronic copy of the portfolio to be made available to members of the Faculty Review Committee.
By spring break	FRC interviews and DRC reviews are to be completed.

By April 15	Departmental Review Committee and Faculty Review Committee letters sent to the VPAA, with copies of the letters sent to the candidate under review. If the DRC chair has not already given the portfolio to the Office of Academic Affairs it is sent now.
By early May	VPAA, the DRC chair, and chair of Faculty Review Committee meet to discuss the results of the review. In preparation for that meeting, the VPAA sends each chair a copy of the other's letter.
By May 15	Meeting of the VPAA, the DRC chair, the chair of the Faculty Review Committee and the faculty member under review.
By May 30	Letter from the VPAA sent to the President of the College and the faculty member under review, with copies to the DRC chair (and department chair if different) and the chair of the Faculty Review Committee.
Within one year	Faculty member under review has option of writing response letter to VPAA, with copies to FRC chair and DRC chair (and department chair if different).

### Tenure Review

Tenure reviews shall be conducted according to the procedure outlined below and the timeline at the end of this section. Except for faculty members with accelerated tenure schedules, tenure reviews are conducted during the sixth year of service. The tenure review serves as the basis for a recommendation to the President of the College to grant or to deny tenure for the faculty member. In cases of a negative review, the evaluation serves as the basis for a recommendation to terminate the faculty member's employment at the end of the following year. Candidates who are granted tenure automatically will be promoted to associate professor at the conclusion of their tenure review year.

1. The tenure review is the responsibility of the VPAA, the Faculty Review Committee (FRC), and the candidate's Departmental Review Committee (DRC).
2. The tenure review focuses on instructional activities; scholarly activities and professional development; and service to the department, the College, and the profession, as outlined in the W&J Faculty Evaluation Guidelines. Further, any conditions set at the intermediate review must have been met for the candidate to receive a favorable recommendation.
3. The chairs of the Departmental Review Committee and the Faculty Review Committee each send written reports to the VPAA, with a copy to the candidate and the President. Each report includes a recommendation to grant or to deny tenure for the faculty member. The faculty member may write a response to the DRC and/or the FRC; in all cases, these letters are copied to the VPAA and the President.
4. The VPAA meets with each candidate before the middle of April to discuss the letters from the Faculty Review Committee and the Departmental Review Committee and then makes a written recommendation to the President to grant or deny tenure, with a copy to the candidate, the FRC chair, and the DRC chair (and department chair, if different).
5. The President meets with each candidate prior to the May meeting of the Board of Trustees.
6. The final decision to grant tenure is made by the Board of Trustees at their spring meeting. The VPAA informs the candidate of the board's decision.

## THE PORTFOLIO

By October 1 of the tenure-review year, the candidate delivers to the chair of the Departmental Review Committee a portfolio with the following contents:

1. An up-to-date *curriculum vitae*, including, along with the usual items:
  - a list of all courses taught at W&J (arranged by term);
  - a list of any publications, reviews, editing, etc.
  - a list of all conferences, workshops or other professional-development events attended since joining the faculty;
  - a list of service at W&J at the departmental and college level since joining the faculty.
2. One example of scholarly or creative work (for example, a chapter from a book, an essay or article, a conference talk, a small portfolio of creative work, a work-in-progress) that represents the candidate at his or her best (in cases where the scholarly or creative work of a faculty member under review covers more than one field of endeavor, he or she may submit one example per field).
3. Course evaluations for all classes taught in three terms of the candidate's choice since the last major review. If the candidate chooses as one of these three the fall term of the tenure-review year, these evaluations must be completed by the end of the fall term. Note: The VPAA's office should have copies of all end-of-course evaluations for all faculty. However, if it is determined that any of these are missing for a particular candidate, that candidate may be asked to provide additional course evaluations to complete the archive.
4. Syllabi from all courses taught in the fall term plus a selection of courses taught since the last major review, not to exceed eight syllabi, plus a full set of assignments (paper topics, quizzes, tests, etc) for one of these courses. The candidate should, if possible, select syllabi that demonstrate range (both Gen Ed and upper-level courses, for example) and that correspond with course evaluations included in the portfolio.
5. If applicable, the candidate's response letter that was written at the conclusion of the Intermediate review.
6. An essay of about 2500 words describing and assessing accomplishments in the areas described below:
  - **INSTRUCTIONAL ACTIVITIES.** Explain, with examples, your methods and philosophy of teaching. Also discuss your development as a teacher and advisor in the past three years (or since your last review), including challenges you have faced, and outline your future goals. This should be the longest section of the essay.
  - **SCHOLARLY ACTIVITIES AND PROFESSIONAL DEVELOPMENT.** Describe, with examples, the most significant of your scholarly or professional-development activities, done either alone, with colleagues, or with students. Focus on the past three years (or since your last review). Explain your plan for scholarly development, noting which of your accomplishments to date fit into that plan.
  - **SERVICE TO THE DEPARTMENT, THE COLLEGE, AND THE PROFESSION.** Briefly describe, with examples, some of your most valuable contributions in the area of service.
  - **CONCLUSION.** Briefly reflect on what you consider your greatest strength as a teacher, scholar/artist, or colleague. Justify why you should be granted tenure.

## CONFIDENTIAL MATERIAL ADDED TO THE PORTFOLIO BY THE DEPARTMENTAL REVIEW COMMITTEE CHAIR

The chair of the Departmental Review Committee adds additional material (as described below) to the portfolio. He or she then sends a copy of the completed portfolio to the VPAA. The VPAA makes an electronic copy of the portfolio available to the Faculty Review Committee. All material added to the

portfolio by the DRC chair is closed to the candidate except in cases where the person writing the material chooses to share it with the candidate.

### **1. LETTERS ATTESTING TO INSTRUCTIONAL ACTIVITIES**

The DRC chair arranges for teaching observations of the candidate, both in the year of the review and earlier.

The DRC chair adds to the portfolio three written teaching observations. One observation must be from a term prior to the fall term of the tenure review but after the intermediate review; the other two observations must be from the fall term of the tenure-review year. Ideally, the observer visits two consecutive classes; this may not be feasible for longer classes, such as those that meet for 90 or more minutes at a time. The DRC chair should be one observer, and the others should be chosen from tenured members of the department or, if necessary, related disciplines. The observers should obtain a syllabus for the course and announce their intent to visit the classes, giving the candidate some notice within a reasonable range of time.

Each observer writes a letter detailing the class observation, and commenting, as appropriate, on the criteria established in Section I of the W&J Faculty Evaluation Guidelines, "Instructional Activities."

The letters are sent to the DRC chair by November 15 of the review year.

### **2. LETTERS ATTESTING TO SCHOLARLY AND PROFESSIONAL ACTIVITY**

The DRC chair adds to the portfolio letters from three to five external reviewers.

The department chair should initiate a discussion with the candidate and the VPAA regarding external reviewers in the spring term prior to the tenure-review year. This discussion should culminate in a mutually agreeable list of potential reviewers which the candidate sends to the VPAA no later than August 1 of the tenure-review year. The list should indicate what material of the candidate's should be sent to each reviewer, and what questions each reviewer should address. The list should include a sufficient number of potential reviewers for each item or set of items sent out so as to provide the possibility of anonymity for each review. The VPAA contacts reviewers from the list provided by the candidate, asking each to assess the quality of the material submitted within the contexts specified by the candidate. Reviewers are informed that the College will keep their responses confidential, but that the reviewers themselves have the option of sharing their responses with the candidate. External reviewers are not asked to make a recommendation concerning tenure.

Candidates are afforded a great deal of flexibility in determining the material to be sent out for external review, consistent with Section II of the W&J Faculty Evaluation Guidelines, "Scholarly and Professional Activity." In particular, it should be noted that, according to that document, "The results of scholarly activities may be apparent in new or revised courses or in dissemination of scholarship to a wider audience." A candidate may specify that different material should be sent to different reviewers. A copy of the candidate's *curriculum vitae* and a copy of the W&J Faculty Evaluation Guidelines accompany the material sent out for external review.

External reviewers need not be absolute strangers as long as the previous relationship is made clear in discussions between the department chair and the candidate. In most cases, they are tenured members of their institutions. In exceptional circumstances, reviewers may be untenured senior members of their institutions.

Material for external review is sent out by the VPAA no later than September 1, with copies of the cover letter sent to the DRC chair.



External reviewers return their reports to the VPAA by November 15. The VPAA makes copies of the reports and sends them to the DRC chair for inclusion in the portfolio and adds them to the electronic portfolio.

### **3. LETTERS ATTESTING TO SERVICE**

The DRC chair adds to the portfolio three to five letters attesting to the candidate's service.

The candidate is responsible for providing the VPAA the names and, if necessary, addresses of three to five people who can describe and assess his or her service. Each name should be annotated with reference to Section III of the W&J Faculty Evaluation Guidelines, "Service to the Department, the College, and the Profession."

The VPAA solicits letters attesting to service no later than September 1, with copies of the cover letter sent to the DRC chair.

Service reviewers return their letters by November 15. The VPAA makes copies of the letters and sends them to the DRC chair for inclusion in the portfolio and adds them to the electronic portfolio.

### **ROLE OF THE DEPARTMENTAL REVIEW COMMITTEE**

All tenured members of the department are members of the candidate's Departmental Review Committee, and the department chair, if tenured, normally serves as chair of the DRC. If a tenured member of the department will be on sabbatical or other form of leave during a colleague's tenure review year, the tenured member's role in the review, if any, should be defined in writing with the department chair, and shared with the candidate, prior to the commencement of the leave.

In departments where there are fewer than three tenured members, the VPAA, in consultation with the candidate and the department chair, will form a Departmental Review Committee consisting of three faculty (all the tenured members of the department plus sufficient tenured members from outside the department). In cases where the candidate is the department chair, a similar committee will be formed with one of its members (when possible, a member of the candidate's department) serving as DRC chair.

In cases where the department chair is not tenured, he or she may not be a member of the Departmental Review Committee. However, he or she may submit a written assessment of the review candidate's performance to the DRC.

In cases of large departments with several candidates under review, the department chair may elect to share some of his or her responsibilities with other tenured members of the department.

The Departmental Review Committee carefully reviews the complete portfolio, meets formally to discuss the candidate's case, and votes. They do not interview the candidate formally. DRC chairs may create opportunities for untenured members of the department to offer input even though they will not have access to the candidate's portfolio.

The DRC chair writes a detailed letter reflecting the DRC's review of the candidate's instructional activities (including independent work with students), scholarly and professional activities, and service. The letter provides an assessment of the candidate's case, reports the decision of the committee *in favor of granting tenure or opposed to granting tenure*, and concludes with a recommendation. In cases where the DRC chair's recommendation differs from the vote of the committee, he or she must provide a rationale.

The DRC chair solicits feedback from the committee regarding this letter prior to sending it to the VPAA by February 15. The letter is copied to the candidate and to the President. Candidates have the option of writing a response to this letter, with a copy sent to the VPAA and the President, by March 1.

## ROLE OF THE FACULTY REVIEW COMMITTEE

The Faculty Review Committee represents the faculty-at-large in the intermediate-review and tenure-review process. The VPAA arranges to make available an electronic copy of the complete portfolio, including all of the above items *excepting the Department Review Committee chair's letter*, to the Faculty Review Committee by the end of the fall term of the review year. The committee completes an independent review of each candidate's complete portfolio, and interviews each candidate prior to spring break of the review year. The committee sends a letter with the committee's recommendation to the VPAA, with copies to the President, the candidate, and the DRC chair (and department chair, if different) by April 1. Candidates have the option of writing a response to this letter to the DRC, with a copy sent to the VPAA and the President, by April 15.

## TIMELINE FOR TENURE REVIEW

By April 15 of previous year	VPAA sends chair of FRC official list of faculty who will undergo tenure review in subsequent academic year.
August 1	Candidate and department chair submit names of potential external reviewers to the VPAA.
August 15	Candidate submits materials, preferably electronically, for external reviewers (including the candidate's <i>curriculum vitae</i> ) to the Office of Academic Affairs.
September 1	VPAA sends letters to external reviewers and service reviewers.
October 1	Candidate submits portfolio to the DRC Chair and sends electronic copy to the Office of Academic Affairs. If the Departmental Review Committee prefers to review the electronic portfolio, then the chair sends the candidate portfolio to the VPAA and requests that the Departmental Review Committee be given access to the electronic portfolio.
November 15	The DRC chair sends electronic copies of classroom observations to the VPAA. External review and service letters arrive; the VPAA posts all teaching, external review, and service letters to the electronic portfolio and adds them to the portfolio if the DRC chair has given it to the VPAA. If the DRC still has the portfolio, then the VPAA sends copies of the letters to the DRC chair to be added to the portfolio.
By the end of the fall term	If the candidate is using course evaluations from the current term, it is his or her responsibility that they be completed by this date.
January 31	Departmental Review Committee meets to vote. FRC is given access to the preliminary electronic portfolio.
February 15	DRC Chair sends recommendation to VPAA in a letter, with a copy to the President. If the DRC chair has not already given the portfolio to the Office of Academic Affairs, then the complete portfolio is sent now. <i>DRC Chair does not send DRC recommendation letter to the FRC.</i>

March 1	(Optional) Candidate sends response to DRC chair (and department chair if different), with copy to VPAA and President.
Before Spring Break	FRC interviews are to be completed.
April 1	FRC sends letters to the VPAA, candidate, DRC chair (and department chair if different), and President.
April 15	(Optional) Candidate sends response to FRC, with copy to the DRC chair (and department chair if different), the VPAA, and the President.
By mid-April	VPAA holds interviews with candidates.
Mid-April	VPAA sends letters to President, with copies to candidate, FRC, and DRC chair (and department chair if different).
Early May	President holds interviews with candidates, upon receipt of VPAA's letter.

## APPEAL PROCESS

Decisions not to award tenure may be appealed on the following grounds:

- an allegation of a violation of academic freedom;
- an allegation of prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation;
- an allegation of procedural error.

Faculty wishing to file an appeal must do so within fourteen calendar days of notice of a negative recommendation by the VPAA. The appeal must be made in writing to the chair of the Faculty Executive Committee (FEC) and must clearly state one of the above allegations as grounds for the appeal.

FEC will appoint an Appeal Committee of three impartial, tenured members of the faculty, which may include members of FEC.

The Appeal Committee will have access to all material related to the case. It will review the material and, as necessary, interview the participants in the case only on matters pertaining to the allegations. Within fourteen calendar days of receiving the assignment, the Appeal Committee will recommend to the President in writing, with copy to the candidate, one of the following:

- No violation discovered, in which case the appeal is denied and the case closed;
- Violation discovered, but of a technical nature which would suggest that it made no difference to the outcome of the case, in which instance the President shall review the committee's report and decide whether to close or reopen the case; or
- A violation is discovered that could have made a difference in the outcome, in which instance the case should be reopened. In reopening the case, the President will either cause the case immediately to be reviewed *de novo* or offer a year contract (not the terminal year contract) so that the case can be reviewed *de novo* the following year.

The President will inform the candidate in writing of his or her decision with regard to the appeal within fourteen calendar days of receiving the report of the Appeal Committee.

## **Terminal Year Provision**

If a faculty member is not to be re-employed after the six-year period, he or she should be notified to that effect at least one year before the expiration of that period.

## **19. PROMOTION**

Questions about this policy can be directed to the Faculty Review Committee (FRC).

Approved April 24, 2009

### **OVERVIEW**

Ordinarily promotion to assistant or associate professor occurs through the regular review process; therefore a faculty member does not need to initiate a change in rank.

In some exceptional circumstances, a faculty member may make a written request for a review of rank to the VPAA.

### **PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR**

Faculty members initially appointed as instructors who subsequently complete all requirements for the appropriate earned terminal degree will be promoted to the rank of assistant professor as of the first academic year following completion of these requirements.

### **PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

Assistant professors granted tenure will be promoted to the rank of associate professor on the date their tenure becomes effective. See "Reviews for Tenure-Track Faculty," above.

### **PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR**

A promotion to professor reflects collegial and institutional recognition of a faculty member's contributions beyond the attainment of tenure and associate professor rank; it is a distinction of merit and achievement. It is also a testament to that individual's contributions to fulfilling Washington & Jefferson's mission as a liberal arts college. Foremost, that mission means engaging and cultivating the minds of students. Excellence in teaching is the bedrock consideration for promotion to professor. Candidates for promotion should also demonstrate evidence of scholarly accomplishment and professional development. Likewise, they should have made substantial contributions to the College community in terms of service and leadership. While outstanding contributions in scholarship/professional development or service will enhance a candidate's prospects of promotion, normally candidates are expected to present a record of solid achievement in both areas. Candidates should be engaged in the life of the College.

The major emphasis in reviewing candidates for promotion to professor will be on accomplishments achieved after an individual becomes associate professor.

#### **Eligibility**

A faculty member is eligible for promotion to professor after serving seven years at the rank of associate professor. The seven-year requirement can be satisfied entirely at W&J or by serving a combined seven years at W&J and another accredited college, but candidates must have served a minimum of four years at W&J at the rank of associate professor before being eligible for promotion to professor. Candidates

may apply for promotion to professor no sooner than their seventh year at the associate rank; if approved, their promotion will become effective at the beginning of the year following the review.

Promotion to professor is not automatic after meeting the seven-year minimum service requirement at the rank of associate professor. The candidate must also have the appropriate terminal degree/qualification in his/her field. Furthermore, faculty members should be prepared to make a strong case for promotion whenever they come up for review. A faculty member who is contemplating self-nomination for promotion to professor should discuss his or her prospects with the department chair and the VPAA.

An unsuccessful candidate for promotion to professor must wait two years before reapplying for promotion. Thus, if a candidate were denied promotion in the 2018-2019 academic year, he or she would not be eligible for re-nomination until the 2020-2021 review year.

### **Procedure**

Nominations for promotion to professor are due by the end of the spring term prior to the planned review year. Nomination letters do not need to state a justification for promotion. Nominations for promotion to professor can be made in three ways:

- A faculty member can initiate the process by sending a self-nomination letter, requesting review for promotion to professor, to the VPAA, copied to the department chair.
- The chair of the department, or any faculty member at the rank of professor in the College, can nominate a faculty member for promotion to professor by sending a letter to the VPAA, copied to the nominee. The faculty member can decline the nomination
- The VPAA can nominate a faculty member for promotion to professor. The VPAA should notify the nominee by letter, copied to the department chair. The faculty member can decline the nomination.

Soon after receiving the candidate's nomination letter, the VPAA should initiate a discussion with the candidate regarding internal and external reviewers. This discussion should culminate in a mutually agreeable list of internal and external reviewers no later than August 1 of the review year, from which the VPAA can select the following:

- three to five reviewers, the majority of whom should be internal, who can attest to the candidate's *instructional activities*
- three to five *external* reviewers who can attest to the candidate's *scholarly and professional development activities*
- three to five reviewers, the majority of whom should be internal, who can attest to the candidate's *service activities*

The same reviewer may be used for one or more areas of review. For instructional and service activities, all reviewers may be internal. Each list of reviewers should indicate what material of the candidate's should be sent to each reviewer, and what questions each reviewer should address. The lists should include a sufficient number of potential reviewers for each item or set of items sent out so as to provide the possibility of anonymity for each review. If the candidate desires, each item to be reviewed may be annotated with reference to the W&J Faculty Evaluation Guidelines in the most current Faculty Handbook.

By September 10 the VPAA contacts reviewers from the list agreed upon with the candidate, asking each reviewer to assess the quality of the material submitted within the contexts specified by the candidate. Reviewers are not asked to make a recommendation concerning promotion. Reviewers are informed that the College will keep their responses confidential, but that the reviewers themselves have the option of sharing their responses with the candidate.

External reviewers need not be absolute strangers as long as the nature of the professional relationship is made clear in discussions between the candidate and the VPAA. In most cases, external reviewers are tenured professors at their institutions. In exceptional circumstances, reviewers may be tenured associate professors who are highly experienced senior members of their institutions.

1. The candidate submits a portfolio to the VPAA by **August 15** of the review year.
2. The VPAA adds confidential material (described below) to the portfolio and makes it available to the Promotion Review Committee (PRC), and the President of the College, by **November 15** of the review year.
3. The PRC interviews candidates by **January 31** and sends a letter to the VPAA by **February 15** providing their assessment and indicating their recommendation for or against promotion. Copies of the letter are to be sent to the President of the College and the promotion candidate.
4. Promotion candidates have the option to write a response to the PRC letter of recommendation. Such letters must be sent to the PRC by **March 1**, with copies sent to the VPAA and the President of the College.
5. **Prior to the end of April**, the VPAA and chair of the PRC meet with the promotion candidate. By **April 30** the VPAA writes a letter to the President with his or her recommendation regarding promotion, copied to the PRC and the promotion candidate.
6. Before the end of the spring term, the President meets with the candidate. Within two weeks of this meeting, the President informs the candidate in writing of her or his decision regarding promotion, with copies to the VPAA and the PRC. If the President denies the promotion, she or he will inform the candidate, the VPAA, and the PRC, in writing, of the reason(s) for denial.

## THE PORTFOLIO

The portfolio should include the following items:

1. An updated *curriculum vitae* highlighting activities since promotion to associate professor, including a list of all courses taught at W&J since that promotion.
2. A personal essay of approximately 2500 words detailing accomplishments since being promoted to associate professor. The self-assessment should address instructional activities, scholarly and professional development activities, and service to the department, College, and profession, highlighting leadership activities. See the W&J Faculty Evaluation Guidelines in the most recent Faculty Handbook for more details.
3. End-of-course evaluations from four courses representing a variety of courses at different levels taught in the last two years at W&J.
4. Documentation of significant work done since being promoted to associate professor. For presented or published papers/books, or other written work, the whole work should be made available for review.

## CONFIDENTIAL MATERIAL ADDED TO THE PORTFOLIO BY THE VPAA

All material added to the portfolio by the VPAA is closed to the candidate except in cases where the person writing the material chooses to share it with the candidate.

### 1. LETTERS ATTESTING TO INSTRUCTIONAL ACTIVITIES

Using the lists provided by the candidate, the VPAA solicits no later than September 10 three to five letters attesting to the quality and effectiveness of the candidate's instructional activities. The majority of the letters should be from internal reviewers; normally the department chair will be one of the reviewers. Internal reviewers can include any tenured faculty member who is familiar with the candidate's instructional activities and can assess his or her performance.

Direct observation, i.e., class visitations, will be the primary basis for the assessment of instructional quality by internal reviewers. Classroom observers should visit at least two classes (preferably consecutive), should provide reasonable advance notice of their intent to visit particular class meetings, and should write a letter detailing the class observation, and commenting, as appropriate, on the criteria established in Section I of the W&J Faculty Evaluation Guidelines, "Instructional Activities."

The VPAA requests that these review letters be submitted by November 15. The VPAA places a copy of each review letter and each solicitation letter in the candidate's portfolio.

## **2. LETTERS ATTESTING TO SCHOLARLY AND PROFESSIONAL DEVELOPMENT ACTIVITIES**

Using the lists provided by the candidate, the VPAA solicits no later than September 10 three to five letters from external reviewers attesting to the quality of the candidate's scholarly and professional development activities.

Candidates are afforded a great deal of flexibility in determining the material to be sent out for external review, consistent with the W&J Faculty Evaluation Guidelines, "Scholarly Activities and Professional Development" in the most current Faculty Handbook. In particular, it should be noted that, according to that document, "The results of scholarly activities may be apparent in new or revised courses or in dissemination of scholarship to a wider audience." A candidate may specify that different material should be sent to different reviewers. A copy of the candidate's personal essay and *curriculum vitae*, and a copy of the W&J Faculty Evaluation Guidelines, accompany the material sent out for external review.

The VPAA requests that these review letters be submitted by November 15. The VPAA places a copy of each review letter and each solicitation letter in the candidate's portfolio.

## **3. LETTERS ATTESTING TO SERVICE ACTIVITIES**

Using the lists provided by the candidate, the VPAA selects no later than September 10 three to five letters attesting to the quality and effectiveness of the candidate's service activities. The majority of the letters should be from internal reviewers. Internal reviewers can include any faculty member or administrator who is familiar with the candidate's service activities and can assess his or her performance.

The VPAA requests that these review letters be submitted by November 15. The VPAA places a copy of each review letter and each solicitation letter in the candidate's portfolio.

## **ROLE OF THE PROMOTION REVIEW COMMITTEE (PRC)**

The PRC represents the department of the candidate as well as the faculty-at-large in the promotion to professor review process. The VPAA should form the PRC in consultation with the candidate's department, the Faculty Review Committee (FRC), and the Faculty Executive Committee (FEC), by September 15 of the review year. The PRC Chair will then contact and inform the candidate of the faculty who are on that candidate's PRC.

The PRC consists of five members: the candidate's department chair (unless he or she does not hold the rank of professor, or is the promotion candidate) and two other faculty in the department who hold the rank of professor; one member of the FRC who holds the rank of professor, who will serve as PRC chair; and one additional faculty member, selected by the VPAA in consultation with FEC chair, who holds the rank of professor and is neither a member of the candidate's department nor of the FRC.

If the department chair is not eligible to serve on the PRC, or if there are fewer than two additional faculty in the department who hold the rank of professor, the VPAA, in consultation with FEC chair and

the promotion candidate, will select the necessary number of faculty from closely related disciplines outside the department.

The VPAA arranges for an electronic copy of the complete portfolio of each candidate for promotion be made available to the PRC and the President of the College by **November 15** of the review year.

The PRC reviews each candidate's complete portfolio, and interviews each candidate by **January 31** of the review year.

The chair of the PRC sends to the VPAA, with copies to the President of the College and the promotion candidate, by **February 15** of the review year, a detailed letter reflecting the Committee's review of the candidate's instructional activities (including any independent work with students), scholarly and professional development activities, and service to the department, College and profession. The letter provides an assessment of the candidate's case, and concludes with a recommendation in favor of or opposed to promotion. If any member of the Committee disagrees with the recommendation, they may write a separate letter, by the same deadline and copied to the same people, clearly providing a rationale for his or her dissent. Candidates have the option of writing a response to any or all of these letters addressed to the PRC, with a copy sent to the VPAA and the President of the College, by **March 1**.

#### TIMELINE FOR PROMOTION TO PROFESSOR REVIEW

By the end of the spring term prior to the planned review year	The candidate declares intention to seek promotion by self-nomination or by responding positively to nomination for promotion. VPAA notifies faculty who will be under promotion review of the review process. Informs FRC of the list of the next year's candidates for promotion.
By August 1	The candidate submits names and addresses of external and internal reviewers to the VPAA.
By August 15	The candidate submits portfolio, with an electronic copy, to the VPAA.
By September 10	The VPAA sends letters to reviewers.
By September 15	The VPAA forms the PRC in consultation with the candidate's department, the FRC, and the FEC. The Office of Academic Affairs begins posting electronic portfolio materials for the PRC.
By November 15	Review letters arrive and the VPAA inserts copies in the candidate's portfolio, and posts copies to the electronic portfolio.
By November 15	Final, completed portfolios are sent by the VPAA to the President of the College. The complete electronic portfolio is available to the PRC.
By January 31	The PRC interviews with candidates for promotion are completed.
By February 15	The PRC recommendation goes to VPAA, copied to the President of the College and the promotion candidate.



By March 1	Candidates who opt to write a response to the PRC letter(s) of recommendation send their response to the PRC, with a copy sent to the VPAA and the President of the College.
By end of April	The VPAA and the chair of the PRC meet with the promotion candidate. The VPAA makes a recommendation to the President of the College (with the recommendation letter copied to the candidate and the PRC).
Before the end of the spring term	The President of the College meets with the candidate for promotion to professor.
Before the end of the spring term	The President of the College sends a letter to the candidate with her/his decision (copied to VPAA and the PRC). If the President denies the promotion, he or she will inform the candidate, the VPAA, and the PRC, in writing, of the reason(s) for denial.
By July 1	If the promotion is approved, it will go into effect at the beginning of the year following the review.

## 20. DISCIPLINARY ACTION

### DISMISSAL FOR CAUSE

Washington & Jefferson College subscribes to the *1940 Statement of Principles on Academic Freedom and Tenure* and the *1958 Statement on Procedural Standards in Faculty Dismissal Proceedings*. Both of these statements have been approved by the Association of American Colleges and Universities and the American Association of University Professors. The purpose of this document is to prescribe the specific procedures to be used in the event that it becomes necessary to institute dismissal proceedings against a faculty member whose annual appointment has not expired or a faculty member who has tenure.

The College Bylaws state, “After the expiration of a probationary period and successful completion of a tenure review, members of the faculty may have permanent or continuous tenure and their services to the College are to be terminated only for adequate cause, except in the case of financial exigency of the College or termination of an academic program in which the faculty member plays an essential role” (Article VII, section 6).

Reasons for dismissal “for adequate cause” include professional incompetence (whether as a teacher or scholar) in one’s area of academic activity, gross neglect in fulfilling one’s responsibilities as a teacher or scholar, and moral turpitude.

Grounds for dismissal “for adequate cause” exist only when such incompetence, neglect, or moral turpitude renders a faculty member unfit to be a member of an academic community which cherishes high professional performance and academic freedom as indispensable parts of the learning process.

Termination of employment of a tenure-holding faculty member (or a faculty member whose annual appointment has not expired) may also occur as the result of financial exigency; the fact of financial exigency should be demonstrated to the satisfaction of the Faculty Executive Committee.

Finally, the termination of employment may result from termination of an educational program of the College. In either of these events, the College should make a reasonable effort to assist the faculty member in locating a new position.

## **APPEAL PROCEDURE FOR DISMISSAL**

According to the Bylaws of the College, "Charges involving termination for cause of a tenured faculty member or dismissal of an untenured faculty member prior to the expiration of his or her contract may, if the subject faculty member requests it, be considered by a specially convened committee of faculty members before final notice of dismissal is given. The committee of faculty members shall be composed of five (5) members: two (2) to be appointed by the President, two (2) by the subject faculty member, and the fifth by the aforesaid four (4) appointed faculty members. This committee shall ascertain the facts of the case and prepare a report and recommendation, which shall be submitted to the President and the subject faculty member. The President will then decide the matter. The subject faculty member may appeal the President's decision to the Board of Trustees, in which case the President shall submit the report of the faculty committee and the President's own recommendation to the Board of Trustees or the Executive Committee at its next regular meeting. The Board of Trustees or Executive Committee, as the case may be, shall determine the adequacy of the alleged cause(s) for termination for cause and how the matter should be resolved. The action of the Board or Executive Committee thereon shall be final" (Article VII, section 7).

## **WARNINGS AND DISCIPLINARY ACTION SHORT OF DISMISSAL**

Few breaches of professional ethics or violation of institutional rules by a faculty member will be serious enough to raise the question of dismissal for cause. The College reserves the right to issue warnings or reprimands to faculty members for such breaches or violations. A faculty member who believes that a warning or reprimand was improperly given has recourse to the appeal procedure described above.

## **21. SALARIES**

### **STARTING SALARY**

Starting salary may be negotiated with the VPAA at the time of hiring.

### **PROCESS FOR ANNUAL SALARY DECISIONS**

Faculty salaries are determined by the College as part of the annual budget process. As part of the annual review process, department chairs may make recommendations regarding salaries to the VPAA.

Salary letters will be sent to the faculty member by the College on or about September 1. Any salary adjustments announced in these letters will take effect September 1 and be visible in the September 15 paycheck.

### **REQUEST FOR SALARY REVIEW**

A faculty member may request a review of his or her salary by sending a letter to the VPAA.

### **PAY PERIODS, CHECKS, DIRECT DEPOSIT**

All employees are paid semi-monthly, on the 15th and at the end of the month. If the scheduled payday falls on a College-observed holiday or weekend, payment will be made on the preceding workday. Direct deposit of paychecks is available to all employees.

Each employee has the right to a statement of earnings, which is available in WebAdvisor under Employees/Total Compensation.

Lost checks should be reported to Human Resources immediately. If theft is suspected on College premises, Office of Campus & Public Safety should also be called. Payroll checks may not be mailed to,

or given to, anyone other than the employee for whom the check is intended, unless the employee designates, in writing, another individual to pick up the check.

## **PAYROLL DEDUCTIONS**

Required payroll deductions are:

- Federal income tax;
- State income tax;
- Local taxes;
- Medicare;
- Social Security (FICA);
- TIAA-CREF deduction;
- Those otherwise required by law and court order.

An employee may request these additional deductions:

- Tax-deferred annuities (tax-sheltered) for retirement;
- College-sponsored insurance premiums;
- Flexible Spending Account (FSA);
- Other deductions authorized by the employee.

## **INSTITUTIONAL REPORTING OF SALARY AVERAGES**

As part of its ordinary reporting obligations, the institution upon occasion reports faculty salary averages (usually by rank) to appropriate agencies and entities.

## **22. FACULTY BENEFITS**

### **BENEFITS IN COMMON WITH OTHER EMPLOYEES**

W&J has established a variety of employee benefits programs designed to assist you, your spouse or domestic partner, and eligible dependents in meeting the financial burdens that can result from illness, disability, and death, and to help you plan for retirement, deal with job-related or personal problems, and enhance your job-related skills.

Our group health and life insurance and retirement-related programs are described more fully in summary plan description booklets, with which you are provided once you are eligible to participate in these programs. Complete descriptions of our group health insurance programs are also in W&J's master insurance contracts with insurance carriers, which are maintained in the Human Resources Office; complete descriptions of our retirement-related programs are in the appropriate master plan documents, which are likewise maintained in the Human Resources Office; complete descriptions of our retirement-related programs are in the appropriate master plan documents, which are likewise maintained in the Human Resources Office.

Benefits available to all employees of the College can be found on the Employee Benefits page of the [Office of Human Resources](#) website. Additional information is available in the W&J Employee Handbook found at the same website.

## SUMMARY OF EMPLOYEE BENEFITS

Benefit	Who Pays	When You Are Eligible	What You Receive
Admission College Events	College	As soon as employed	Complimentary discount tickets to some events
Bereavement Absences	College	As soon as employed	Up to three days paid leave, depending on the relationship
Credit Union	Employee	After meeting basic requirements of Credit Union	Full privileges
Dental and Vision Insurance	Employee	Coverage becomes effective the first of the month on or following the employee's hire date.	
Disability	College	After one year of service	Monthly benefit beginning six months after disabled. Also, retirement premium paid.
Domestic Partner Benefits	College	As soon as employed, after submitting affidavit of domestic partnership	Benefits include tuition remission, health insurance, COBRA continuation coverage, bereavement leave, use of recreational facilities, entrance to social events as well as the bookstore discount.
Educational Assistance	College	Depends on hire date. See HR for details	Tuition waiver for employees, spouse or domestic partner, and dependent children. Tuition exchange program for dependent children of employees, spouse, or domestic partner.
Employee Assistance Program	College	As soon as employed	Free and confidential help in dealing with personal and work related problems.
Flexible Spending Accounts	College	As soon as employed	Pre-tax savings account for approved medical and dependent care expenses
Jury Duty & Court Witness	College	As soon as employed	Time for Court community service – no salary or benefit loss
Liability Insurance	College	As soon as employed	Protection against suits for personal and property damage which he or she allegedly

			causes while performing College duties and responsibilities.
Life Insurance and Accidental Death and Dismemberment	College	Coverage becomes effective the first of the month on or following the employee's hire date.	Up to 4 times salary
Medical Insurance	Employee and College	Coverage becomes effective the first of the month on or following the employee's hire date.	Point of service medical plan
Military Leave of Absence	College	As soon as employed	No loss of benefits
Retirement Program	Employee and College	Immediately upon hire	Retirement income over and above social security
Sick Leave	College	120 days maximum	Full salary during illness or injury to maximum earned sick time. Sick leave may be used to attend injured or ill spouse, partner, or other immediate family member.
Social Security	Employee and College	As soon as employed	Financial Assistance at retirement or if disabled
Travel Accident Insurance	College	As soon as employed	Up to \$250,000 coverage for loss of sight, limbs, or life caused by accident while on official College business and away from their principal work location.
Unemployment	College	As determined by State Agency	Determined by State Agency
Worker's compensation	College	As soon as employed	Protection for on-the-job accident or illness.

## **FACULTY-SPECIFIC BENEFITS**

Some benefits apply specifically to faculty. These include the following:

### **Sabbatical Leave**

Tenured faculty are eligible to apply for sabbatical leave of a half year at full pay, or a full year at half pay. See chapter 10 for details.

### **Maternity Leave**

A faculty member who requires medical leave because of pregnancy, childbirth, or related medical conditions should meet with the VPAA to arrange any necessary release from teaching duties during the affected term in order to avoid loss of pay or benefits. Absent any complications, or a request for leave under the Family Medical and Leave Act (FMLA), it is expected that the entire leave will not exceed six weeks and will end no later than six weeks after childbirth. When not on leave, the faculty member will continue to engage in academic duties such as advising; scholarship and professional development; service to the department, College, and profession; and teaching. In addition to this period of up to six weeks of paid leave, the faculty member may request up to an additional six weeks of unpaid leave under the terms of the FMLA.

### **Leave without Pay**

Leave without pay ordinarily is granted only to applicants who are of the rank of assistant professor or higher at the time of application and who have been in continuous service without extended leave during the three years preceding the beginning of the academic year in which the leave is to occur. Leave without pay ordinarily is granted for a period not to exceed one year. Leave without pay cannot exceed two years. Application for leave without pay must be made to the VPAA normally six months prior to the time the leave is to be taken.

## **23. FACULTY RECRUITMENT, HIRING PROCEDURES**

### **REQUESTING A NEW FACULTY LINE**

Departments requesting the addition of a new faculty line may make their requests in writing to the Vice President for Academic Affairs and Dean of the College. Such requests will need to provide a compelling justification for the addition of a new line in the department. The VPAA will announce the deadlines and procedures for such requests.

### **REQUESTING REPLACEMENT OF A CURRENT FACULTY LINE**

Departments that have lost one of their faculty members may request the replacement of that faculty line. Such requests must be made in writing to the VPAA. The request must provide justification for the continuation of the line within the department. While replacement of faculty lines with departments often occurs, such replacement is not automatic and should not be assumed. The VPAA will announce the deadlines and procedures for such requests.

### **STATEMENT OF EQUAL OPPORTUNITY EMPLOYER/AFFIRMATIVE ACTION**

Washington & Jefferson College provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, sexual orientation, national origin, age, disability, or other protected status in accordance with applicable state and federal laws. In addition, W&J complies with applicable state and federal laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including but not limited to

hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

### **RECRUITING TENURE-TRACK FACULTY**

A national search is required for all tenure-track openings. The position description and advertising language must be approved by the VPAA. The advertisement will include a description of the position, a list of special qualifications and competencies desired, a deadline for application, and an address to which the applications should be sent. The advertisement will be placed in appropriate professional journals or newsletters, women and minority caucuses of professional organizations, and the *Chronicle of Higher Education*. Announcements of these positions will also be sent to appropriate Historically-Black Colleges and Universities. The department will work with the VPAA to ensure that the position has been appropriately posted.

The department will coordinate the details of the campus visit with the VPAA. All candidates for tenure-track positions will meet with the VPAA, the department, and members of the FRC as part of the interview process.

The VPAA, in consultation with the department, will make the final determination regarding hiring, initial rank, salary, and any other conditions that attach to the position. The VPAA will formally communicate all offers to the candidate and will negotiate on behalf of the College.

### **RECRUITING OTHER TYPES OF FACULTY**

A national search is required for all full-time openings of one year or more in duration. In special circumstances, the VPAA may, in consultation with the department, waive the requirement for a national search and authorize either a more local search or the appointment of a person with whose work the department and College are already familiar. For appointments that are less than full-time or less than one year in duration, the department will consult with the VPAA concerning the appropriate recruitment process.

In general, any person being hired for a full-time opening of one year or more in duration will have a full campus interview, including meetings with the VPAA, the department, and members of the Faculty Review Committee.

Part-time openings or full-time visiting positions that become available too late for a full search must also be advertised if time permits. Such positions may be advertised locally with more immediate application deadlines.

The VPAA makes final decisions regarding the hiring, initial rank, salary, and any other conditions that attach to any faculty position. In the case of adjunct and visiting positions, the VPAA may delegate the hiring and negotiation to the chair of the department.

Starting salary, transition compensation, and requests in conjunction with hiring may be negotiated with the VPAA at the time of hiring.

## **24. LEAVING THE COLLEGE**

### **REGULAR RETIREMENT**

A faculty member must submit an irrevocable letter of intent to retire to the President of the College by July 1 at least one year in advance of retirement. Faculty should advise their department chair of their intentions.

## **Health Reimbursement Account (HRA)**

The College will establish an HRA to be used for medical reimbursement for employees who retire at age 58 with fifteen (15) or more years of full-time service, or age 60 or older with ten (10) or more years of service. For employees who retire at age 65 or older, the College will establish an HRA to be used for medical reimbursement. Money paid from an HRA to the retiree is tax-exempt. It can be used for such things as health insurance premiums including Medicare premiums, prescription drugs, over-the-counter-drugs, qualified medical, dental or vision expenses. This account is only available for retirees and their spouses or partners. It has no cash value except as a reimbursement account for qualified expenses. Upon the death of the retired employee of the College, any funds in the HRA revert to the College.

## **PART-TIME EMPLOYMENT IN RETIREMENT**

Eligibility for part-time employment with the College is subject to mutual agreement.

## **RESIGNATION, CHANGE OF INSTITUTION**

Changes in the personnel of an educational institution, especially the resignation of a faculty member, may require important adjustments on the part of colleagues, administrative officials, and even students in a particular department. Clear standards of practice with respect to resignation of faculty members are important, therefore, to the best interests of all concerned. In general, the policy of Washington & Jefferson College is in conformity with that adopted in 1961 by the Association of American Colleges and Universities and approved by the American Association of University Professors:

1. Negotiations looking to the possible appointment for the following fall of persons who are already faculty members at other institutions, in active service or on leave of absence and not on terminal appointment, should be begun and completed as early as possible in the academic year. It is desirable that, when feasible, the faculty member who has been approached with regard to another position inform the appropriate officers of his or her institution when such negotiations are in progress. The conclusion of a binding agreement for the faculty member to accept an appointment elsewhere should always be followed by prompt notice to the faculty member's current institution.
2. A faculty member should not resign, in order to accept other employment as of the end of the academic year, later than May 15 or thirty days after receiving notification of the terms of continued employment the following year, whichever date occurs later. It is recognized, however, that this obligation will be in effect only if institutions generally observe the time factor set forth in the following paragraph for new offers. It is also recognized that emergencies will occur. In such an emergency the faculty member may ask the appropriate officials of the institution to waive this requirement; but the faculty member should conform to their decision.
3. To permit a faculty member to give due consideration and timely notice to his or her institution in the circumstances defined in paragraph one of these standards, an offer of appointment for the following fall at another institution should not be made after May 1. The offer should be a "firm" one, not subject to contingencies.
4. Institutions deprived of the services of faculty members too late in the academic year to permit their replacement by securing the members of other faculties in conformity to these standards, and institutions otherwise prevented from taking timely action to recruit from other faculties, should accept the necessity of making temporary arrangements or obtaining personnel from other sources, including new entrants to the academic profession and faculty personnel who have retired.



5. Except by agreement with their institution, faculty members should not leave or be solicited to leave their positions during an academic year for which they hold an appointment.

Note: language revised in 1990 to reflect gender neutrality.

Source: [Statement on Recruitment and Resignation of Faculty Members](#) from AAUP's *Policy Documents and Reports* (the "Redbook").

## 25. CHANGES TO POLICY OR HANDBOOK

### CHANGES TO POLICY

(revised April 2014)

As described in the [Faculty Governance Policy](#), each governance committee is charged to make policy recommendations to the faculty and the administration in its area of responsibility.

Policy recommendations offered by governance committees as per their charges will be presented to the faculty for a vote. Policy recommendations that are approved by the faculty will then be presented to the Vice President for Academic Affairs and the President for their consideration. The Vice President for Academic Affairs and/or the President shall communicate the decision back to the faculty.

Other policy proposals regarding faculty may extend beyond the specific committee charges articulated by the Faculty Governance Document. Such changes to policy may be proposed by the Faculty Executive Committee, any duly-constituted faculty or institutional committee, an individual faculty member or College administrator, the President, or the Board of Trustees. Proposed changes shall be reviewed by the Faculty Executive Committee and the Vice President for Academic Affairs; the proposals shall be forwarded by the FEC--with or without a recommendation to the faculty--for discussion, recommendation, or appropriate action.

Upon approval by a majority vote of the faculty, proposed amendments to policy shall be presented to the Vice President for Academic Affairs and the President for their consideration. The Vice President for Academic Affairs and/or the President shall communicate the decision back to the faculty as promptly as practicable, and not later than the start of the following academic year.

In cases where the President deems it appropriate (or the College Bylaws expressly require it), the President will refer the proposed amendment (along with his/her recommendation) to the Board of Trustees for its consideration. The decision of the Board of Trustees will then be communicated by the President back to the faculty as promptly as possible and not later than the start of the following academic year.

Not later than the first faculty meeting of each academic year, the VPAA will report to the faculty on policy changes made during the previous academic year, and note proposed policy changes approved by the faculty during the previous year which were not adopted.

Finally, consistent with the reserved powers of the Board of Trustees, the Board may make changes to policy regarding faculty. Because the Board of Trustees respects the role of faculty governance at W&J, such changes will be submitted to the FEC or to the VPAA for comment and then to the faculty for its consideration before final action by the Board on the proposed policy or policy amendment.

When policy changes have been approved, the Office of Academic Affairs will incorporate those amendments into the Faculty Handbook.

## **CHANGES TO FACULTY HANDBOOK**

(revised April 2014)

The Faculty Handbook is the official collection of policies related to faculty. All such policies should be included in the Faculty Handbook.

At the end of each academic year the Office of Academic Affairs will track proposed changes to the Faculty Handbook. The Office of Academic Affairs will make a copy of the proposed changes available to the Faculty Executive Committee by September 1. Any Handbook change determined by the FEC to constitute a change in policy will be treated according to the Section, [Changes to Policy](#). By fall break, the FEC will review changes to the Faculty Handbook so that a new version can be published.

The VPAA may insert non-policy changes in the Faculty Handbook in consultation with the FEC.

The Office of Academic Affairs will manage the official version of the Faculty Handbook. In consultation with the FEC, the Office of Academic Affairs will incorporate policy changes into the Faculty Handbook and update it to reflect changes in information. The Office of Academic Affairs will keep track of the changes and will maintain an online version of the Faculty Handbook, and provide printed copies upon request.

At the beginning of each academic year, The Office of Academic Affairs and the Library will preserve, for reference, an archival hard copy of each year's Faculty Handbook.

## **26. FACULTY GOVERNANCE POLICY**

Questions about this policy can be directed to the Faculty Executive Committee (FEC).

(revised 1 July 2010, 18 December 2019, and as noted)

### **ARTICLE I. PURPOSE AND SCOPE**

#### **Section 1. Purpose**

The purpose of this policy statement is to establish the governance structure of the College. This structure provides for various types of committees to facilitate the interaction and cooperation of multiple campus constituencies in governing the life of the institution, all under the delegation of authority established by the Board of Trustees in the Bylaws of the College.

#### **Section 2. General Principles**

The Bylaws of the College provide that "the President shall have full authority in the determination and administration of the educational policies, activities and personnel of the College" (Article VI, section 3) and that "it shall be the duty of the President to effect an administrative organization of the College with delegation of authority to qualified officers to be responsible in the various areas of College administration" (Article VI, section 4).

Additionally, the Bylaws (Article VII, section 4) confer a special duty on the Faculty, as follows:

The Faculty shall have the power, and it shall be the duty, subject to the approval of the Board of Trustees to:

- a. Fix the requirements of the courses of study and the conditions of the right to graduate.

- b. Establish principles and methods for ascertaining the proficiency of students, and for the assignment of honors.
- c. Pass upon the probation and separation of students for reasons of scholarship.

While the Bylaws make clear the delegation of authority to the President and administrative officers and the duty of the Faculty, organizational mechanisms and structures must be adopted to facilitate the operations of the College in accordance with these provisions. In the tradition and spirit of collegiality so vital to the effectiveness of a college community, these mechanisms and structures must provide for the substantial participation of the multiple campus constituencies—students, faculty and administration—in the operational processes by which the College works to achieve its overall mission.

The basic structure by which this shared participation of the multiple constituencies is facilitated is a series of committees. The types of committees comprising the governance structure and the particular features of each are specified in Article II of this policy. The particular membership provisions and charges of the individual committees are enumerated in Articles III, IV, V, and VIII.

### **Section 3. Responsibility for Planning, Budgeting and Policy**

Planning and budgeting are essential institutional administrative processes, the responsibility for which is vested in the President and the senior staff administrators reporting directly thereto. While the Faculty participate in the planning and budgetary processes as members of their respective departments and programs, in the spirit of collegiality and shared participation, a mechanism must be provided within the governance structure by which representatives of the Faculty (as a whole) may offer advice and counsel regarding resource allocation decisions to those having the direct budgetary authority, that is, senior staff administrators and the President. The Faculty (as a whole) cannot exercise their collective responsibility for the curriculum outside of the context of available resources and without input relative to the allocation of these resources.

As with planning and budgeting, policy-setting is another essential institutional administrative process, the responsibility for which is ultimately vested in the President, but which is best accomplished by the substantial participation of stakeholders across the College community. The policy-setting process must allow for the appropriate input of the opinions of multiple stakeholders, and lead to the adoption of clearly stated policies issued under the authority of an appropriate administrator in accordance with the delegation of authority established by the President. Policies should be documented in accordance with an institutional process that provides for uniform methods of compilation and distribution, as well as for archives of superseded policies.

While the enumeration of specific planning, budgeting and policy-setting processes and procedures are beyond the scope of this policy, this policy does commit the President and senior staff administrators to establish such processes and procedures which will facilitate committee operations and accomplish the overall objectives defined by these general principles. The effectiveness of the governance structure and committee operations described in what follows depends on this commitment.

## **ARTICLE II. COMMITTEE STRUCTURE AND GENERAL COMMITTEE DESCRIPTIONS**

### **Section 1. Types of Committees**

The governance structure comprises several different types of committees, each type having specific characteristics peculiar to the function of these committees within the overall structure. The broad classifications of committees are as follows:

### A. Standing Faculty Committees

These committees are composed primarily of faculty members. While non-faculty personnel and students are members of some of these committees, only faculty members serve as chairs of these committees. The sub-types of committees within this category, the features of which are explained below, are as follows:

- Governance Committees
- Non-Governance Committees
  - Program Steering and Program Advisory Committees
  - Academic Support Committees
  - Pre-Professional Advisory Committees
  - Co-Curricular Committees

### B. Standing Institutional Committees

These committees are made up primarily of non-faculty personnel. However, in the spirit of shared participation, each of these committees is required to have at least one faculty member. The chairs of these committees shall be non-faculty personnel. The sub-types of committees within this category, the features of which are explained below, are as follows:

- Institutional Support Committees
- Institutional Advisory Committee

### C. Ad Hoc Committees

These, temporary, task-driven committees have a membership suited to assist in fulfilling the mission for which they are formed. Depending on the purpose for which they are formed, these committees may have either or both faculty and non-faculty personnel as members and chairs who are either faculty or non-faculty personnel. The sub-types of committees within this category, the features of each of which are explained below, are as follows:

- Search Committees
- Special Purpose, Disappearing Task Forces

## **Section 2. Standing Faculty Committees**

General descriptions of the defining features of each of the types of standing faculty committees are as follows:

### A. Governance Committees: General Description

(revised April 2017)

These committees collectively represent the organization by which the Faculty cooperate to discharge the responsibilities delegated to them by Article VII, section 4 of the College's Bylaws and to govern their life together as a community of teacher-scholars. Specifically, this category of committees comprises the following separate committees:

- Faculty Executive Committee (FEC)
- Curriculum and Program Committee (CPC)
- Academic Status Committee (ASC)
- Faculty Review Committee (FRC)
- Faculty Development Committee (FDC)
- Graduate Programs Committee (GPC)
- Academic Planning Council (APC)

Members of all of these committees are elected by the Faculty.

## B. Non-Governance Committees: General Description

With the exception of Co-Curricular Committees, these committees are created and maintained under the authority of the VPAA. The VPAA is responsible for defining the charge of each of these committees which could, in some cases, include the administration of a budget. All members of these committees are appointed by the VPAA, serving at his or her pleasure for terms having no specific limitation. Program directors appointed by the VPAA serve as the chairs of program steering and department/program advisory committees. Chairs of other committees are appointed by the VPAA.

### 1. Program Steering Committees

Program Steering Committees (e.g., Gender and Women's Studies Steering Committee, Professional Writing Steering Committee, Biochemistry Steering Committee) administer interdisciplinary/interdepartmental programs and are comprised of faculty affiliated with the particular program. They are chaired by the program director or coordinator. Program Advisory Committees are comprised of faculty and possibly students and/or alumni who provide advice as to the curricula and policies of a particular program, whether departmental or interdepartmental/interdisciplinary in nature.

### 2. Academic Support Committees

These committees provide direct assistance in managing resources in support of the academic programs. (e.g., Academic Affairs Assessment Committee, Committee on Arts and Lectures, Committee on Library and Educational Technology).

### 3. Pre-Professional Advisory Committees

These committees provide specialized and focused advice and support for students preparing for particular professions. (e.g., Pre-Health Professions Committee, Committee on the Legal Profession, Committee on the Teaching Profession).

### 4. Co-Curricular Committees

(revised May 2013)

Co-Curricular Committees provide a link for communication, advice, and support among faculty, students, and the co-curricular divisions of the College. Membership is comprised of faculty members appointed by the Faculty Executive Committee and students appointed by the student government organization. Senior administrators in the co-curricular areas and/or their designees serve as administrative liaisons. A faculty member appointed by the Faculty Executive Committee in consultation with the VPAA serves as chair.

## Section 3. Standing Institutional Committees

General descriptions of the defining features of each of the types of standing institutional committees are as follows:

### A. Institutional Support Committees

The purpose of these committees is to facilitate the performance of specific institutional support functions which demand the cooperation of personnel across divisions of the College and/or assist in managing resources across all divisions of the College. In the spirit of collegiality and shared participation in the life of the institution, faculty representatives are included on each of these committees, as detailed below.

These committees are created and maintained at the discretion of the President.

Specifically, this category of committees is comprised of the following committees:

- Safety Committee
- Facilities Committee
- Other committees as deemed necessary by the President

Members of these committees are to be appointed by the President with each committee having at least one member who is a faculty member. The number of members on each committee shall be appropriate to the task as determined by the President.

An administrator appointed by the President shall serve as chair of each of these committees.

#### B. Staff Advisory Committee

The purpose of this committee is to provide a mechanism for non-faculty personnel to advise the President relative to issues of common concern.

### **Section 4. Ad-Hoc Committees**

General descriptions of the defining features of each of the types of ad-hoc committees are as follows:

#### A. Search Committees

Formal search procedures including the use of a search committee are to be used for all positions reporting directly to the President that direct program activities (as distinguished from institutional support activities) and for other positions at the discretion of the President.

The composition of each search committee shall be determined by the President, but each committee must have at least two faculty members elected by their peers by an election process administered by the Faculty Executive Committee.

The chair of each of these committees shall be appointed by the President; however, a member of the Faculty must serve as chair of a committee formed to conduct a search for a VPAA.

#### B. Special Purpose, Disappearing Task Forces

These committees are formed to address issues of special concern that are not specifically the charge of another committee, necessitate the involvement of a wider constituency, or necessitate the involvement of personnel with particular expertise. As ad hoc committees, these task forces are to disappear at the conclusion of their appointed task. Members of these task forces shall be appointed by either the VP/Director of a particular division or the President depending upon whether the specific charge of the committee is within the purview of a single college division or demands the representation of constituencies across the College community. The convener of the task force (the President or the appropriate VP/Director) shall appoint the chair of the committee. The chairs may be either a faculty member or a non-faculty staff member.

## **ARTICLE III. GOVERNANCE COMMITTEES: MEMBERSHIP AND CHARGES**

### **Section 1. Faculty Executive Committee (FEC)**

The specific membership provisions and charge of the Faculty Executive Committee are as follows:

## A. Membership

(revised April 2017)

Six faculty members, five tenured and one untenured who have at least three years of service at the College, elected by the Faculty from among those eligible to serve. The term of service is three years; however, the term of an untenured professor may not extend beyond attainment of tenure.

## B. General Charge

To provide general oversight of the involvement of the Faculty in institutional governance, to make recommendations to the President and VPAA regarding resource allocation decisions made within the context of planning/budgeting activities and to act as a general advocate for the concerns of the Faculty.

## C. Specific Charge

(revised April 2017)

The specific charge of the committee is as follows:

1. To recommend to the Faculty and the administration, specifically the VPAA and the President, organizational structures and mechanisms to implement appropriate faculty involvement in institutional governance and to monitor the ongoing effectiveness of such structures.
2. To conduct the elections of faculty representatives to serve on the standing faculty governance committees and other bodies/positions as defined by the institutional governance structure.
3. To appoint, with the approval of the VPAA, faculty representatives to serve on committees and other bodies/positions as defined by the institutional governance structure.
4. To coordinate, as necessary, the activities of faculty committees and the involvement of faculty in other institutional governance structures.
5. To represent and act on behalf of the Faculty when circumstances preclude an action required of the entire faculty.
6. In the case of declared financial exigency, to act alongside the Academic Planning Council as an advisory council to the VPAA regarding Academic Affairs resource allocation decisions.
7. To act within the context of planning and budgeting activities as an advisory council to the President regarding institutional resource allocation decisions.
8. To act as the liaison with the administration of divisions of the College other than Academic Affairs when such a function is not specifically within the charge of other faculty committees.
9. To act as the liaison with the Academic Affairs Committee of the Board of Trustees including the recommendation to this committee of meeting agenda items.
10. To monitor the appropriateness of faculty compensation in relation to that of peer and aspirant institutions and to act as an advocate for faculty compensation issues to both the administration and the Board of Trustees. Each April or May, the committee will submit a written report to the faculty, administration, and Board of Trustees. This report will compare faculty salaries and compensation to peer and aspirant institutions as documented by the most recently available AAUP data.
11. To act as an advocate for general faculty concerns to both the administration and the Board of Trustees.

12. To hear grievances of faculty members arising from situations other than termination for cause from a permanent appointment or dismissal before expiration of their contract, attempting to achieve an amicable and equitable adjustment of grievances, and to counsel both parties to a grievance whenever such counsel seems advisable.
13. To assure that faculty members terminated for cause from a permanent appointment or dismissed before expiration of their contract are advised as to their rights to grievance procedures as provided by the College Bylaws, Article VII, section 7.

## **Section 2. Curriculum and Program Committee (CPC)**

The specific membership provisions and charge of the Curriculum and Program Committee are as follows:

### **A. Membership**

(revised April 2017)

Six faculty members, at least two tenured and at least two untenured who have at least three years of service at the College, elected by the Faculty from among those eligible to serve; VPAA or the VPAA's designee as an administrative liaison. The chair must be tenured.

### **B. General Charge**

To assist the Faculty in discharging the Faculty's responsibility with respect to the College's curriculum, as defined by the College by-laws, Article VII, Section 4(a) as follows:

Fix the requirements of the courses of study and conditions of the right to graduate.

### **C. Specific Charge**

The specific charge of the committee is as follows:

1. To recommend to the Faculty degree requirements and the overall structure of the curriculum.
2. To recommend to the Faculty standards and policies regarding programs and course of study within those programs.
3. To recommend to the Faculty the requirements for the various course of studies within each program.
4. To recommend to the Faculty individual courses within programs.
5. To recommend to the Faculty the requirements for the general education component of the curriculum. To conduct a review of the general education component at least every five years and make recommendations to the Faculty for revisions as deemed necessary.
6. To recommend to the Faculty and administration the academic calendar and policies with regard to course scheduling.
7. To review and act on Thematic Major proposals.
8. To establish policies regarding course numbers, formats of course catalog descriptions including the listing of prerequisite courses, course units, etc.
9. To monitor and review the "Curriculum" section of the College catalog and assure that the information contained therein is an accurate description of the curriculum and related policies adopted by the Faculty.

## **Section 3. Academic Status Committee (ASC)**

The specific membership provisions and charge of Academic Status Committee are as follows:



## A. Membership

(revised April 2017)

Six faculty members, at least two tenured and at least two untenured, elected by the Faculty from among those eligible to serve; VPAA or the VPAA's designee as an administrative liaison.

## B. General Charge

To assist the Faculty in discharging the Faculty's responsibility with respect to the evaluation of student performance as defined by the College by-laws, Article VII, Section 4(b, c) as follows:

1. Establish principles and methods for ascertaining the proficiency of students, and for the assignment of honors.
2. Pass upon the probation and separation of students for reasons of scholarship.

## C. Specific Charge

The specific charge of the committee is as follows:

1. To recommend standards and procedures for placing students on probation, removing students from probation, dismissing students for academic reasons, and readmitting students to the College.
2. To issue warnings to students of their failure to meet acceptable standards of performance and to place students on academic probation for deficiencies in academic performance.
3. To remove students from academic probation.
4. To recommend to the Faculty the disenrollment of students for failure to meet academic standards.
5. To recommend to the Faculty policies governing the following issues:
  - Course registration
  - Course auditing
  - Class attendance
  - Course withdrawal
  - Grading system and grading reports
  - Satisfactory/unsatisfactory option
  - Examinations
  - Incomplete grades and grade changes
  - Repeating of courses
  - Plagiarism and academic misconduct
6. To recommend to the Faculty criteria for awarding academic honors.
7. To oversee the program for graduation with departmental honors.
8. To recommend to the Faculty students for graduation.
9. To monitor and review the "Academic Regulations" section of the College catalog and assure that information contained therein is an accurate description of academic policies adopted by the Faculty.

## **Section 4. Faculty Review Committee (FRC)**

The specific membership provisions and charge of Faculty Review Committee are as follows:

### A. Membership

Six tenured faculty members, a minimum of three of whom have the rank of Professor, elected by the Faculty from among those faculty willing to serve.

## B. General Charge

To represent the Faculty as the Faculty-at-large, as distinct from the department, in the processes of appointment, review, granting of tenure and promotion of faculty members.

## C. Specific Charge

The specific charge of the committee is as follows:

1. To recommend to the VPAA policies regarding education and experience requirements for the appointment of both full-time and adjunct faculty.
2. To interview candidates for full-time (both tenure-track and non-tenure track) faculty appointments and make recommendations to the VPAA as to appointment of candidates.
3. To recommend to the VPAA policies regarding performance standards for evaluation of faculty and the instruments/mechanisms used to collect performance data.
4. To recommend to the VPAA standards for the evaluation of faculty with respect to tenure and promotion.
5. To perform intermediate reviews of the all tenure-track faculty and make written evaluations so as to assist tenure-track faculty in their development as effective members of the Faculty, such written evaluations to be submitted to the VPAA with a copy to the faculty member.
6. To review each faculty member being considered for tenure and make a written recommendation to the VPAA regarding such, specifically enumerating the reasons for the recommendation.

## **Section 5. Faculty Development Committee (FDC)**

The specific membership provisions and charge of the Faculty Development Committee are as follows:

### A. Membership

(revised April 2017)

Six faculty members, at least two tenured and at least two untenured, elected by the Faculty from among those eligible to serve; VPAA or the VPAA's designee as an administrative liaison.

### B. General Charge

To monitor the support by the College for the professional development of faculty members and to make recommendations to the VPAA regarding policies which directly impact the professional development of faculty members. To assist the professional development of the Faculty by sponsoring an ongoing program of seminars, workshops and colloquia.

### C. Specific Charge

The specific charge of the committee is as follows:

1. To recommend to the VPAA policies regarding faculty workload including policies regarding sabbaticals, release time, and leaves of absence.
2. To assist faculty members in the sabbatical proposal process and to represent the faculty as a whole in reviewing and making recommendations on sabbatical and other academic leave proposals.
3. To recommend to the VPAA policies regarding reimbursements to faculty for the cost of attendance at professional conferences and meetings. To conduct a biennial review of faculty attendance at professional conferences and meetings to assess the effectiveness of current reimbursement policies in encouraging faculty attendance.

4. To assist faculty members in their professional development as teachers by providing an ongoing program of seminars, workshops and colloquia regarding pedagogy.
5. To assist faculty members in their development as scholars by conducting a ongoing program of seminars and colloquia at which faculty members may present the results of their scholarship and through which faculty may engage together in intellectual activity.
6. To recommend to the VPAA policies for the application by faculty for research and professional development grants from funds administered by the College, both restricted funds and unrestricted resources designated for this purpose. To review applications for such grants and make recommendations to the VPAA regarding the recipients of awards.

## **Section 6. Graduate Programs Committee (GPC)**

(added November 2012)

The specific membership provisions and charge of Graduate Programs Committee are as follows:

### **A. Membership**

(revised April 2017)

Six faculty members, at least four tenured, elected by the Faculty from among those eligible to serve; VPAA or the VPAA's designee as an administrative liaison.

### **B. General Charge**

To represent the Faculty and assist the College in oversight of all Graduate and Continuing Studies programs.

### **C. Specific Charge**

(revised November 2017)

The specific charge of the committee is as follows:

1. To recommend to the Faculty standards for degree requirements, academic policy, and academic standards for Graduate and Continuing Studies programs.
2. To recommend to the Faculty standards for courses of study in Graduate and Continuing Studies.
3. To recommend for Faculty approval particular programs and courses of study within Graduate and Continuing Studies.
4. To approve on behalf of the Faculty individual courses within Faculty-approved programs and to keep the Faculty informed of these changes.
5. To establish policies with respect to the periodic review of the Graduate and Continuing Studies Program and of particular programs offered. To recommend to the Faculty the continuance or cessation of programs reviewed.
6. To consult with the Faculty Executive Committee and the administrator responsible for Graduate and Continuing Studies on the revenues, expenses, and financial contributions to the College of these programs.
7. To recommend to the VPAA policies regarding education and experience requirements for the appointment of Graduate and Continuing Studies faculty and to represent the faculty at large in interviews when needed.
8. To recommend to the VPAA policies regarding performance standards for evaluation of Graduate and Continuing Studies faculty and the instruments/mechanisms used to collect performance data and to represent the faculty at large in the review process when needed.

9. To monitor and review the “Graduate and Continuing Studies” section of the College catalog and ensure that the information contained therein is an accurate description of the curriculum and related policies adopted by the Faculty.
10. To nominate, on behalf of the faculty, graduate and certificate students of the College for awards and degrees in course, and to keep the Faculty informed of these nominations.

### **Section 7. Academic Planning Council (APC)**

(added April 2017)

The specific membership provisions and charge of the Academic Planning Council are as follows:

#### **A. Membership**

The VPAA and five tenured faculty members. One faculty member shall be elected by the faculty at large according to procedures of the Faculty Executive Committee, and shall serve as Chair for a three-year term. The remaining four will be elected by (and from) the respective membership of the Faculty Executive Committee (two members); the Curriculum and Program Committee (one member); and the Faculty Review Committee (one member). The term of service for faculty other than the Chair is one year, renewable, with a preference for continuity.

#### **B. General Charge**

To serve as a strategic advisory council that considers the institutional implications of academic program development, faculty hiring, and the composition of the faculty. The committee meets once each month August-May, or more often as assembled by the Chair or the VPAA.

#### **C. Specific Charge**

The specific charge of the council is as follows:

1. To act in an advisory capacity to the VPAA regarding the liberal arts identity of the College and the interpretation and execution of strategic planning as it relates to Academic Affairs programs and to the allocation of budgetary resources.
2. To periodically review existing academic programs to ensure that they align with the mission and vision of the Office of Academic Affairs, and with the College mission, and that they have appropriate resources.
3. To review Intent to Propose forms for new (and significant revisions of existing) academic programs, with the context of strategic planning and the coordination of resource allocations.
4. To review annually the white papers of academic departments and programs, and identify areas of coordination and cooperation in faculty hiring, faculty development, and academic program development.
5. To review requests for new or replacement faculty and to make recommendations to the VPAA regarding the creation, assignment, or reassignment of tenure and non-tenure track faculty positions to academic departments and programs.
6. To monitor the size and composition of the faculty, especially with regard to the use of tenure and non-tenure track positions, and make recommendations to the VPAA on the results of this monitoring.
7. In the case of declared financial exigency, the act alongside the full Faculty Executive Committee as an advisory council to the VPAA regarding Academic Affairs resource allocation decisions.

## **ARTICLE IV. NON-GOVERNANCE COMMITTEES: MEMBERSHIP AND CHARGES**

Program Steering Committees, Program Advisory Committees, Academic Support Committees, and Pre-Professional Advisory Committees are created and maintained under the authority of the VPAA and members of these committees are appointed by the VPAA. The VPAA must advise the faculty in a timely fashion of the creation of any new committee, including a specification of the committee's charge, and of the cessation of any existing committee. Additionally, the VPAA must at least annually, at the beginning of the academic year, provide to the faculty an update of these committees, which may be communicated through the ongoing maintenance of information provided on the College's website. Additionally, the VPAA shall provide the faculty at the beginning of each academic year with information regarding the faculty members currently serving on each of these committees. The FEC will provide similar updates with regard to Co-Curricular Committees.

### **Section 1. Program Steering and Program Advisory Committees**

The membership and charge of program steering and program advisory committees are determined in each case by the VPAA in collaboration with the program director or coordinator.

### **Section 2. Academic Support Committees**

#### **A. Academic Affairs Assessment Committee (AAAC)**

(added October 2015)

The specific membership provisions and charge of the Academic Affairs Assessment Committee are as follows:

##### **a. Membership**

Director of Assessment and Institutional Research; five faculty members representing a diverse group of faculty with attention to gender, race, and area of specialty appointed by the VPAA; one faculty member representing the Curriculum and Program Committee (CPC) as a liaison.

##### **b. General Charge**

The Academic Affairs Assessment Committee will provide oversight, identify needs, develop recommendations for policies regarding institution-wide assessment of student learning in order to strengthen the College and help create a culture of assessment. It will also recommend changes to academic assessment processes; review the usefulness of academic assessment strategies, reporting strategies and feedback processes; and ensure that assessment data is used to inform decision-making. The committee will support faculty initiatives related to improving academic assessment programs.

##### **c. Specific Charge**

The specific charge of the committee is as follows:

1. Assist in developing a comprehensive academic assessment plan.
2. Evaluate academic assessment plans and processes and recommend ways to improve them.
3. Advise faculty and departments on assessment procedures and methods.
4. Review policies for sharing assessment data.

## B. Committee on Library and Educational Technology (COLET)

(revised September 2013)

### a. Membership

The Dean appoints five faculty members, for an indefinite period, from those willing to serve. Administrative Liaisons include administrative staff from Information Technology Services, and the Director of the Library.

### b. General Charge

COLET advocates for academic needs in regard to library resources, academic uses of technology on campus, as well as campus classroom resources for instructional technology. This committee also facilitates communication between the faculty, Information Technology Services, and library staff.

## C. Committee on Arts and Lectures (COAL)

### a. Membership

The Dean appoints five faculty members from all divisions of the College, for an indefinite period, from those willing to serve. The Technical Director of the Performing Arts Center chairs the committee.

### b. General Charge

Arts and Lectures sets the schedule and makes performer recommendations for the annual College Arts Series. As need warrants and opportunity applies, this committee may also assist the editor of *Topic: The Washington & Jefferson College Review*

## D. Committee on International Programs and Study Abroad (CIPSA)

(Revised February 2019)

The specific membership provisions and charge of the Committee on International Programs and Study Abroad are as follows:

### a. Membership

CIPSA membership includes the following: Director of Study Abroad; Director of International Student Initiatives; six faculty members representing a diverse group of faculty and academic disciplines appointed by the VPAA.

### b. Charge

CIPSA advises the VPAA on policies and initiatives designed to strengthen W&J's internationally oriented academic and support programs. In doing so, the committee contributes to comprehensive global education strategy and efforts on campus.

More specifically, the committee shall

- provide advice and support for:
  - international exchange partnerships and other international cooperative agreements.
  - efforts to encourage participation in credit bearing study abroad experiences.
  - efforts to matriculate, support, and retain international students on campus.

- international programs related to teaching, research, creative work and community engagement.
- provide advice and support for short term credit bearing faculty led travel programs.
- act as a liaison between the faculty at large and academic programs that require study abroad and the Office of International Programs.
- serve on study abroad scholarship selection committees as appropriate.
- review and provide advice to the Director of Study Abroad regarding student petitions for non-approved study abroad programs.
- provide feedback and guidance on the study abroad program portfolio.

### **Section 3. Pre-Professional Advisory Committees.**

#### **A. Committee on the Legal Professions (CLP)**

##### **a. Membership**

The Dean appoints committee membership, for an indefinite period, from faculty willing to serve.

##### **B. General Charge**

CLP advises pre-law students, helps prepare students for admission to law school, and makes recommendations on their behalf when they apply to professional law schools.

#### **B. Pre-Health Professions Committee (PHPC)**

##### **a. Membership**

The Dean appoints committee membership, for an indefinite period, from faculty willing to serve.

##### **b. General Charge**

PHPC advises pre-health students and makes recommendations on their behalf when they apply to professional health schools.

#### **C. Committee on the Teaching Profession (CTP)**

##### **a. Membership**

The chair of the Department of Education and a Faculty representative from each subject area in which the College grants certification. The Dean appoints committee membership, for an indefinite period, from faculty willing to serve.

##### **b. General Charge**

CTP exists to admit eligible students into the Teacher Certification Program, and to observe and evaluate student teachers in their academic areas. The committee recommends students for certification as teachers who have personally and professionally met State of Pennsylvania certification program standards.

## **Section 4. Co-Curricular Committees**

### **A. Co-Curricular Advisory Committee**

#### **a. Membership**

(revised February 2018)

Four faculty members and two students. The Vice President for Enrollment, the Vice President of Student Life and Dean of Students, and the Athletic Director (or their designees) will serve as administrative liaisons. The NCAA Faculty Athletic Representative, and the Director of the First Year Seminar Program, will fill two of the faculty seats (when these are different people). Remaining faculty seats will be filled through appointment by the Faculty Executive Committee, in consultation with the VPAA, for three-year terms. The Student Government president, in consultation with the Vice President of Student Life and Dean of Students, will appoint the student positions, one of whom will be a member of the Student Athlete Advisory Committee (SAAC). The FEC, in consultation with the VPAA, will appoint one of the faculty members to serve as chair.

#### **b. General Charge**

To provide advice and support for divisions beyond Academic Affairs-- including Enrollment, Student Life, and Athletics--and to the faculty on matters concerning the interface between Co-Curricular areas and Academics.

#### **c. Specific Charge**

The specific charge of the committee is as follows:

1. Provide faculty and student advice upon request to Enrollment, Student Life, Athletics, or other co-curricular departments on issues of planning, policy, and assessment;
2. Bring issues of concern to the attention of the heads of co-curricular departments and, when appropriate, recommend action;
3. Provide support for Enrollment, Student Life, and Athletics on activities that will benefit from faculty and student involvement (e.g. search committees, strategic planning, etc.)
4. Provide a communication link between co-curricular departments and the faculty;
5. At least once a term, report on the work of the committee at a faculty meeting;
6. Seek input from faculty and students on relevant issues (via surveys, straw polls, open discussion meetings, etc.);
7. Bring issues demanding further action or deliberation by Academic Affairs to the VPAA, the Faculty Executive Committee, and/or the faculty at large.

## **ARTICLE V. STANDING FACULTY COMMITTEES: ELIGIBILITY, TERMS, ELECTION, APPOINTMENT**

### **Section 1. Service Eligibility and Terms of Service**

#### **A. Term of Service, Faculty Members**

The term of service for faculty members on faculty governance committees shall be three years. Terms of service shall be staggered, so that no less than one third of the members are newly elected each year. A faculty member may *not* be re-elected or re-appointed to a faculty governance committee for successive terms. After completing a term on a faculty governance



committee, one year must elapse before the faculty member is eligible again for service on that same committee. Faculty members on non-governance committees, with the exception of co-curricular committees, serve at the pleasure of the VPAA, without term limitation. Faculty members on standing institutional committees serve at the pleasure of the President, without term limitation.

#### B. Replacement of Members

Occasionally, circumstances may preclude a faculty member from fulfilling committee service obligations (e.g., sabbaticals, etc.). In these cases, the affected committee may request that a replacement member be chosen. Replacements to faculty governance committees will be chosen by special elections conducted by the Faculty Executive Committee (Article VI, Section 3). Replacements to co-curricular committees will be appointed by the Faculty Executive Committee; replacements to other non-governance committees will be appointed by the VPAA. A replacement faculty member may not serve beyond the term of the faculty member being replaced and replacement service of more than one year will be considered as service for a full term when determining service eligibility.

#### C. Concurrent Committee Service

Faculty members may not serve concurrently on more than one faculty governance committee or more than one co-curricular committee. However, faculty members may serve concurrently on one faculty governance committee and one faculty co-curricular committee. Faculty members may serve concurrently on multiple program steering and program advisory committees, standing institutional committees, and ad hoc committees. Service on faculty governance or non-governance committees does not preclude service on academic program, standing institutional and ad hoc committees.

#### D. Service of First-Year Faculty

Members of the Faculty shall not be eligible to serve on committees during their first year of service on the Faculty, except under special circumstances approved by both the faculty member's department chair and the VPAA, subject to the specific eligibility requirements of each committee

#### E. Student Members

Appointment of student members to committees shall be made by the Faculty Executive Committee from a slate of students nominated by Student Government, such appointments also being approved by the senior-level administrator of student life. The term of service for student members of a committee will be one year with the possibility of reappointment to one additional term. No student should serve concurrently on more than one committee.

### **Section 2. Annual Elections for Faculty Governance Committees**

All faculty governance committees are elected committees. Election procedures shall provide access to faculty governance committee membership to all faculty who meet the criteria for committee membership and are willing to serve.

Annual elections of members to the faculty governance committees will be conducted each April. The Faculty Executive Committee shall determine the eligibility requirements for maintaining the required composition of the committees, communicate these to the faculty, and invite nominations of candidates to stand for election to each committee. Nominations may come from the following sources:

- Individual faculty members may nominate themselves.

- Individual faculty members may nominate others.
- A committee may nominate a faculty member to address an area of need.
- The Faculty Executive Committee may nominate additional faculty members as necessary to provide a sufficient number of candidates and to address areas of need.

A faculty member may accept a nomination to only one faculty governance committee. A nomination will not go forward without the consent of the nominee. All eligible and willing candidates will appear on the ballot. At least two qualified candidates will be nominated for each open position.

To be elected, a candidate must receive the votes of a majority of the faculty members voting. On the first ballot, each voter will cast one vote for each available position. Any candidate who receives the votes of a majority of voters is elected. Any position not filled by a majority will be placed on a second ballot with the top two unelected candidates per position running. Again, any candidate receiving the votes of a majority of the voters is elected. This process will be repeated on a third ballot if necessary.

These elections may be conducted by paper ballots during a regular meeting of the faculty or by electronic means using secure procedures.

### **Section 3. Special Elections and Appointments**

(revised May 2013)

In a situation where a faculty member serving on an elected governance committee is precluded from fulfilling the obligation, the Faculty Executive Committee may conduct an election for a replacement depending upon the current needs of the committee. The Faculty Executive Committee will nominate two candidates for the replacement position each of whom, if chosen, would continue to maintain the composition requirements of the committee. The replacement member will be chosen from these two candidates by an election held at the next scheduled faculty meeting or conducted electronically using secure procedures.

In circumstances where the need for the replacement of a committee member arises after the initiation of the spring term, the Faculty Executive Committee may appoint a faculty member to serve on the committee for the remainder of the spring term. If the unexpired term of the replaced member extends beyond the end of the spring term, the Faculty Executive Committee shall conduct a special election to determine the faculty member to fill the unexpired term of the replaced member beginning with the fall term of the next academic year.

## **ARTICLE VI. STANDING FACULTY COMMITTEES: OPERATING POLICIES**

### **Section 1. Meetings**

Standing Faculty Committees shall conduct meetings in accordance with the following practices:

#### **A. Annual Convening of Committee**

The chair of each committee, chosen at the conclusion of the previous academic year in accordance with item D of this section is responsible for convening the committee at the beginning of the academic year. If for unforeseen reasons the chair so chosen is prevented from actually serving in that capacity, the VPAA shall convene the first meeting of the committee and oversee the process of choosing a chair for that academic year.

#### **B. Frequency of Meetings**

Each committee shall meet on a regular basis sufficient to discharge their responsibilities. Depending on the type of committee, the number of meetings in an academic year could vary

widely. Certainly, governance committees would be expected to meet more than non-governance committees. Faculty governance and non-governance committees shall meet at least once in each academic term.

### C. Open Meetings

The meetings of all faculty standing committees, except the Faculty Review Committee, shall be open to all faculty members except where by a majority vote of the committee the committee declares a meeting to be an executive session, thereby open only to committee members and specific invitees of the committee, for the purpose of considering confidential or privileged information. To ensure confidentiality, all meetings of the Faculty Review Committee are to be considered executive sessions.

### D. Annual Meeting to Choose Committee Chair

(revised May 2013)

Subsequent to the faculty elections in April of each year and before June 30, the end of the fiscal year, the current chair of each faculty governance committee shall oversee the choosing of a committee chair for the next academic year by those who will serve as members of the committee in that year.

### E. Administrative Liaisons and Invitees

The VPAA or an administrative staff member designated by the VPAA serve as administrative liaisons to several of the faculty governance committees. However, to effectively discharge their duties, committees may need other members of the administrative staff of the College to be present at some or all meetings. Committees are free to invite such staff members to their meetings. The VPAA, the VPAA's designated administrative liaisons and other invited staff members are *not* to be considered *ex officio* members of the committee and therefore have no voting privileges. At the pleasure of the committee, the VPAA, the VPAA's designated administrative liaison or other invited staff members may attend executive sessions of the committee.

## Section 2. Minutes, Reports and Archives

### A. Minutes

Each governance, academic support, and co-curricular committee shall appoint a secretary who shall compile minutes of all meetings of the committee. Except for the Faculty Review Committee (whose work is confidential), these minutes shall be made available on a timely basis to all faculty members via the Intranet.

### B. Reports

A brief written report of the activities of each governance, academic support, and co-curricular committee shall be submitted to the Faculty Executive Committee by May 31 of each year. This report should specifically describe the status of ongoing committee projects and enumerate possible agenda items for the forthcoming year.

### C. Archives

The chair of each governance, academic support, and co-curricular committee shall maintain an archive of documents pertinent the activities of the committee sufficient to provide for operational continuity from year to year. New committee chairs should be responsible for securing such archives from the preceding chairs of the various committees.

### **Section 3. Motions**

#### **A. Authority to Initiate Motions and Resolutions**

Only faculty governance committees shall initiate motions for action by the Faculty at a regularly scheduled faculty meeting. The role of non-governance committees is advisory. If faculty members serving on non-governance committees become aware of issues that should be brought to the attention of the Faculty and for which the Faculty should register their collective response, these faculty may petition the Faculty Executive Committee, or another relevant governance committee, for action.

#### **B. Notices of Motion**

Matters arising out of faculty governance committees shall be presented as motions to the Faculty at faculty meetings. Notices of motions shall be made to the Faculty ten days in advance of the meeting. These notices of motion may be communicated electronically via the Intranet. Each notice of motion must include a detailed justification for the proposed action and names of faculty who may be contacted for more explanation. Minority reports are permissible and each notice of motion shall include such a report when requested by those supporting a minority view.

### **Section 4. Coordination among Committees**

At least once each academic term the chair and vice-chair of the Faculty Executive Committee shall meet collectively with the chairs of the other faculty governance committees. The purpose of this meeting is to facilitate cooperation, coordination and communication among the faculty governance committees.

### **Section 5. Conflicts of Interest**

Faculty serving on the Faculty Review Committee will recuse themselves if they have directly served in the departmental process for the faculty member under review.

### **Section 6. Subcommittees of Standing Faculty Committees**

Standing faculty committees, both governance and non-governance, may form temporary subcommittees as warranted to effectively accomplish the charge of the committee. Such subcommittees are to be used for specific, limited duration tasks and are to be dissolved upon the conclusion of the task. Additional faculty who are not members of the standing committee may be asked by the standing committee to serve as guest members on a subcommittee. Guest members of the subcommittee are members of the subcommittee only and have no voting privileges on the standing faculty committee. The service of guest members expires with the dissolution of the subcommittee. The standing faculty governance committee will notify the Faculty Executive Committee of the formation of any subcommittee, including the identification of the proposed regular and guest members of the subcommittee. Appointments of guest members are to be approved by the Faculty Executive Committee.

## **ARTICLE VII. FACULTY MEETINGS**

### **Section 1. Purpose of Faculty Meetings**

Faculty meetings are to operate as just that, a meeting of the Faculty, attended by faculty or their invitees and with an agenda created by the Faculty that is designed to serve faculty interests. Specifically, the objectives for faculty meetings are as follows:

To provide a forum in which the Faculty may meet to discharge their responsibilities as defined by the governance structure, specifically with regard to the curriculum and the academic status of students as defined by Article VII, Section 4 of the College's By-laws.

To provide a forum in which the Faculty may meet to discuss issues of concern across all facets of college operations and decide upon appropriate courses of action to pursue with respect to these identified issues. This may involve the consideration of motions brought to the Faculty by its various governance committees.

## **Section 2. Faculty Meeting Policies**

Faculty meetings are to be conducted in a fashion which supports the primary purposes of the meeting. Particular requirements regarding the operation of faculty meetings are as follows:

### **A. Frequency of Meetings**

At least one such meeting shall be held in September, October, November, February, March, and April, as scheduled by the President.

### **B. Presiding Officer**

In accordance with College's by-laws, the meeting shall be presided over by the President or the President's designee.

### **C. Robert's Rules of Order**

The meeting shall be conducted using *Robert's Rules of Order*. The President shall appoint a member of the Faculty to serve as parliamentarian.

### **D. Minutes**

Minutes are to be recorded by the Secretary and published via the Intranet.

### **E. Committee Reports**

Written reports by each faculty governance committee shall be submitted to the Secretary two days before the meeting and published via the Intranet.

### **F. Preservation of Purpose**

The purpose of the meeting will be maintained as primarily a forum in which the Faculty may receive reports from standing faculty committees, act on motions by faculty governance committees, and receive an institutional report by the President.

### **G. Notices of Motion**

Notices of motions from governance committees shall be made in advance of meeting (Article VI, Section 3B).

### **H. Attendance**

According to the College Bylaws, faculty of the College are "those persons holding the academic rank of Instructor or higher who are currently appointed to teach one or more courses in the regularly scheduled courses of instruction of the Bachelor of Arts degree program of the College." All College faculty are welcome to attend faculty meetings. Faculty with voting privileges are expected to attend.

## I. Voting Rights

Voting privileges at faculty meetings are limited to fulltime faculty (those whose teaching appointments are not contracted on a course-by-course or adjunct basis), and faculty who direct academic programs that house one or more courses of study or courses that are required in the undergraduate program. Fulltime faculty with temporary administrative appointments retain their vote. By convention, the President and VPAA do not vote at faculty meetings and therefore are not included in the quorum count.

## J. Quorum

The minimum number of voting faculty members ( $Q$ ) who must be present in order to conduct business will be determined each semester or term as

$$Q = \frac{(n_v - n_s)}{2} + 1$$

where  $n_v$  and  $n_s$  represent the numbers of voting faculty and faculty on sabbatical or other leave, respectively. An exception to this provision will be made when the business of the faculty is the nomination of students of the College for awards and degrees in course, or the dismissal of students from the College, on which occasions, if there is no quorum, a vote may be taken on these issues by those voting faculty members in attendance at the meeting.

### Section 3. Informal Faculty Discussion Sessions

Nothing shall preclude the convening of informal faculty discussion sessions by any of the standing faculty committees. These discussion sessions provide a forum in which faculty can discuss items of common concern and could thereby possibly lead to requests for action by faculty governance committees, eventually resulting in actionable motions at regularly scheduled business meetings.

## ARTICLE VIII. INSTITUTIONAL SUPPORT COMMITTEES MEMBERSHIP AND CHARGES

Members of these committees are to be appointed by the President with each committee having at least one member who is a faculty member. The number of members on each committee shall be appropriate to the task as determined by the President. An administrator appointed by the President shall serve as chair of each of these committees.

Specifically, this category of committees currently is comprised of the following committees:

### Section 1. Safety Committee

#### A. General Charge

To provide advice and support for ...

#### B. Specific Charge

The specific charge of the committee is as follows:

1. Provide ...

## **Section 2. Facilities Committee**

### **A. Membership**

Supervisors from each of the academic buildings (appointed by the VPAA from those willing to serve), the Associate Dean for Academic Affairs in charge of space utilization, and the Associate Vice President for Facilities and Planning. The Associate Dean for Academic Affairs chairs the committee.

### **B. Charge**

The Facilities Committee meets to discuss the upkeep and maintenance (routine and deferred) of the academic buildings on campus, and makes recommendations to the VPAA regarding related capital expenditures.