

Faculty Handbook 2014-15

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 Faculty.

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 Faculty

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1. 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.

2. 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 Faculty, the Vice President for Business and Finance, the Vice President for Enrollment, the Vice President for Development, the Vice President for Student Life, and the Special Assistant to the President.

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 Dean of the Faculty, 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 Dean of the Faculty, 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 Vice President for Academic Affairs and Dean of the Faculty, 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 Dean 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 Dean of the Faculty 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 Dean of the Faculty 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 Dean of the Faculty;
 - submit academic equipment and computer equipment (hardware and software) budget requests upon invitation from the Dean;
 - submit all departmental requests for supplements to the budget to the Dean;
 - 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 Dean of the Faculty 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, Theatre and Communication;
- **Humanities:** English, History, Modern Languages, Philosophy, 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.

The General Education breadth-of-study requirements are based on the four academic divisions.

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 ten years by MSCHE. In conjunction with that formal review, the College conducts its own self-study.

3. 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>

4. 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, intersession) with the approval of the Dean;
- opportunities to speak at alumni events and functions with the approval of the Dean;
- 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 (Labor Day picnic, 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 Faculty 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 Faculty.

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 Dean;

- access to on-campus office space for professional purposes;
- 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.

5. 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](#).

PROTECTION SERVICES, EMERGENCIES

In the event of an emergency or breach of security, call the Department of Protection Services at ext. 6032. The office is staffed 24 hours a day under the supervision of the director of Protection Services and is located in Old Main near the Visitors Parking Lot.

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 Protection Services. 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 the Assistant Dean of Academic Affairs (Steve Malinak, ext. 6135). Keys are collected from Protection Services in Old Main.

MAIL, FAX, EXPRESS SERVICES

The campus mailroom is located on the lower level of the Rossin Campus Center. Each faculty member has a mailbox with a combination lock. 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 the maintenance department 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 (Nora Semler). 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 bookstore 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 the website of the College bookstore ([Faculty Adoptions](#); register the first time). The bookstore sends out reminders midway through the previous term. Observing deadlines established by the bookstore ensures that books arrive before the start of classes.

WEB SERVICES

Course Management System (Sakai)

Accessed from the [Faculty 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 automatically enrolled. Information and training are available through Information Technology Services. Log-in required.

WebAdvisor

Accessed from the [Faculty 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 pages](#) 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 from the [Staff & Faculty 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 (SonicWALL NetExtender).

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. 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 Parkhurst.

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 offers a swimming pool, diving pool, main gym, small back gym, two racquetball courts, and two squash courts. 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.

6. 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, Intersession, and spring terms. Other teaching experiences (labs, ensembles, studios, team-teaching, etc.) may have variable credit. Full-time, tenure-track faculty members are not required to teach Intersession during their first year of employment.

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, Intersession trips, 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 summer term are normally compensated for their efforts. Overloads are arranged as needed. The Dean's Office sends out solicitations for summer-school offerings during the spring term. Summer 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

Washington & Jefferson College is committed to providing reasonable accommodations to students with disabilities who are admitted through our regular admission process. 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.

For students with physical disabilities, the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs on a case-by-case basis. Although not all facilities and programs are accessible, students with physical disabilities can expect classes or activities to be moved to accessible buildings, adaptive environments to be created, or auxiliary equipment to be allowed on an individual basis and in a manner reasonable for both the student and the College. Accommodations for students with physical disabilities will be based on documentation (prepared by an attending physician) that meets the College's standards.

For students with learning and psychological disabilities, the College accommodates on a case-by-case basis. W&J's goal is to work with students in order both to provide reasonable accommodations and to help students develop learning strategies that will enable them to succeed in the world beyond W&J. Accommodations for students with such disabilities will be based on documentation (prepared by a psychologist or other qualified professional) that meets the College's standards.

W&J does not offer a specialized curriculum for persons with disabilities. Instead, the College works with the student to provide reasonable accommodations within the W&J curricular framework. Such reasonable accommodations may involve curricular modifications only if they do not substantially alter course content or requirements essential to the academic program. While W&J is committed to working in partnership with students with disabilities, the College reserves the right to make educational decisions on a case-by-case basis about what are the most reasonable accommodations.

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

- Students may request accommodations by filing a request with the Assistant Director of Student Transitions/Disability Support Services.
- Accommodations will not be granted without student disclosure and appropriate documentation.
- Students are not required to disclose any disabilities that they may have.
- A faculty member is not required to provide any accommodations without written notification from the Assistant Director.
- Accommodations are not retroactive.
- A faculty member is permitted (but not required) to provide alternate accommodations (different from what Assistant Director suggests), provided that the accommodation meets the student's needs.
- Faculty may refer students with disabilities to Disability Support Services (dss@washjeff.edu).
- Faculty members are never required to change course content or requirements to accommodate a student with disabilities.
- Faculty members may need to adapt some of the learning or testing mechanisms.

The Office of Academic Affairs will assist faculty and students in identifying and providing reasonable accommodations.

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 with neither FYS nor major advisor will be assigned open-major faculty advisors by the Office of Academic Affairs. Faculty may volunteer to serve as open-major advisors.

For faculty taking sabbaticals, leaving the College, or needing to adjust their advising loads, the Assistant Dean for Academic Advising, 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.

SUMMER ADVISING FOR INCOMING FRESHMEN

Volunteer faculty advisors review and approve first-year fall course schedules during the month of July. Contact the Office of Academic Affairs if you are interested in participating.

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 [Staff & Faculty 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 (Nora Semler, ext. 6006).

The wearing of academic regalia appropriate to final degree and graduate institution is expected at these ceremonies; the bookstore 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, Convocation, Family Weekend, Homecoming, Honors Day, and the Retirement Reception.

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.

7. 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

A course syllabus or outline, given to enrolled students at the start of the term, includes, among other information, a statement of course goals and expectations, dates for examinations and due dates for other work, a full description of how students will be evaluated, the course's student-learning outcomes, and the instructor's contact information and scheduled office hours.

In addition, the syllabus should reference the [College's policies on academic honesty](#) and include a statement briefly explaining the College's policy on accommodation for students with disabilities (see above) as well as the instructor's policies on attendance and other matters (e. g., phone or computer use in class).

Any questions students may have about the schedule or the basis for grading should be resolved at the outset.

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.

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 Assistant Dean of Academic Advising. 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 Protection Services 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 Protection Services 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 Dean'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 14-week term.

END-OF-COURSE EVALUATIONS

All courses are evaluated by enrolled students during the final two weeks of the fall and spring terms, either through paper forms or on computer (either in-class or out-of-class). The Office of Academic Affairs will handle the evaluation process, assisted by the faculty secretaries. Faculty will be asked for their preference of delivery method (paper or electronic), for a copy of each course's student-learning objectives, and for a list of any additional questions they would like to add to their evaluation forms.

Faculty member and their department chairs or program directors will receive PDFs of the evaluations several weeks after the submission of final grades for the term.

End-of-course evaluations are optional for intersession classes.

8. 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 fall are lecture courses, discussion courses, seminars, laboratories, or studios. Enrollment caps are determined by departments and programs, with input from the Office of Academic Affairs and the Registrar.

First Year Seminars (FYS)

First Year Seminars are graded courses that give students the opportunity to study a well-defined subject in a small group. Seminars aim to develop a range of learning skills, such as reading, writing, speaking, and quantitative analysis, depending on the content of the individual seminar. Special emphasis will be placed on critical analysis of the subject in question, both in writing and class discussion. Seminars also provide opportunities to participate in a range of cultural and intellectual events. FYS instructors serve as academic advisors to students in the freshman class

Although the topics will vary widely, all first-year seminars will have common objectives:

- To cultivate intellectual curiosity and engagement;
- To demonstrate critical skills like thinking, reading, writing, and discussion. Other skills, like quantitative reasoning, research, oral presentations and the like, may also be introduced and practiced if they are relevant to the goals of the specific seminar;
- To explore the meaning of the term "liberal arts";
- To transition into college through a collaborative experience with the help of thoughtful advising.

For additional information regarding First Year Seminars, please contact the current FYS program director. Departments normally rotate faculty members in the FYS program.

Intersession Courses

The Intersession or January term, a distinctive feature of the W&J's academic calendar, features sharply focused topics and a change of pace from the standard curriculum. Faculty members teach only one course. Popular formats include on-campus classes that meet daily for several hours and travel courses, often to locations abroad. Faculty may also find themselves supervising for-credit internships (198) or independent studies (299J). On occasion, a travel course may be scheduled for May instead of January.

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, summer-school, or intersession 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 [Staff & Faculty 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 (Arts, Humanities, Natural Sciences/Mathematics, Social Sciences) are approved by the Associate Dean of the Faculty.
- Academic Skills designations for Oral Communication and Quantitative Reasoning are approved by the Associate Dean of the Faculty.
- Diversity and Writing courses are approved by the faculty associates in these areas.

TIME SLOTS AVAILABLE FOR COURSES DURING THE REGULAR TERMS

The following time slots for courses are possible:

M/W/F	Option 1	Option 2
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Period 1	8:00-8:50	8:00-9:05
Period 2	9:15-10:05	9:15-10:20
Period 3	10:30-11:20	10:30-11:35
Period 4	11:45-12:35	11:45-12:50
Period 5	1:00-1:50	1:00-2:05
Period 6	2:15-3:05	2:15-3:20
Period 7	3:30-4:20	3:30-4:35
T/H	Option 1	Option 2
Period 8	8:00-9:15	8:00-9:30
Period 9	9:45-11:00	9:45-11:15
Period 10	11:30-12:45	
Period 11	1:00-2:15	
Period 12	2:30-3:45	2:30-4:00

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

Periods 8, 9, and 12 provide the option of 90-minute class meetings.

In the fall, Period 9 (TH 9:45-11:00) and Period 11 (TH, 1:00-2:15) are used for First Year Seminars, so chairs should be aware that many freshmen will be unable to take other courses at these times.

Though instructors are encouraged to take advantage of the new schedule's flexibility, classes must conform to the following guidelines:

- Meeting times should be clearly indicated;
- No single class can take up more than two consecutive periods.

TIME SLOTS AVAILABLE FOR COURSES DURING INTERSESSION

Scheduling is more flexible during January, but on-campus courses are required to meet a minimum of ten hours a week. Most meet four or five days a week in the morning or in the afternoon. A few meet all day.

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.

9. FACULTY SUPPORT: MONEY

FACULTY TRAVEL FUND

The Faculty Travel Fund, administered by the Faculty Development Committee, is an entitlement available to all full-time faculty at W&J (tenured, tenure-track, non-tenure-track). It 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.

Before travel, the faculty member should submit a Faculty Travel Fund Application; upon return, a Statement of Expenses should be submitted. Both forms are at the [Staff & Faculty Wiki](#), and they should be sent to FDC's designated Faculty Travel Coordinator.

There are currently no deadlines for submission of applications or expense reports; however, faculty should submit them in a timely manner and certainly before the end of each fiscal year (30 June).

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. There were two grants available in 2013 for \$3550 each. Application forms are available at the [Staff & Faculty 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.

DEAN'S FUND FOR INNOVATION AND DEVELOPMENT

The Dean's Fund for Innovation and Development is available to faculty members to support, invigorate, enhance, and expand what they want to do as teachers; permit them to move beyond their traditional disciplines for their own and curricular enrichment; and enable them and/or their supervised students to conduct research, scholarship, or creative activities.

Personal scholarship may be supported by the Dean's Fund for Innovation and Development, but preference in awarding of grants will be shown for projects that permit a faculty member to extend her or his scholarship into different scholarly areas and enrich the curriculum with that extension. Applications forms are available at the [Staff & Faculty Wiki](#). Grant applications are typically due in mid-March.

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, Theatre and Communication).

DIVISION FUNDS

Funds are available to encourage interdisciplinary projects, lectures, and other work within and across divisions. Contact the Associate Dean 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.

10. FACULTY SUPPORT: TIME

COURSE RELEASE

Faculty may make requests for course release during the fall term, spring term, or Intersession 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 and Intersession, Intersession and 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 (with the exception of Intersession); 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 and an adjoining intersession at full pay or for two terms and an intersession 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.

11. 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 Academic Technology, 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.

12. FACULTY RESOURCES: OFFICES AND PROGRAMS

OFFICE OF ACADEMIC ADVISING

For the 2014-2015 academic year, questions about advising services, and the accommodations process for students with documented learning, physical, and psychological disabilities, can be referred to the Office of Academic Affairs (ext. 6006).

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, ext. 6022).

OFFICE OF STUDY ABROAD

The Office of Study Abroad, located on the ground floor of The Commons, can provide faculty with information about semester-long off-campus study programs for students. Contact Sara Kochuba by phone (x 6045) or email skochuba@washjeff.edu.

OFFICE OF INTERNATIONAL STUDENT SERVICES

The Office of International Student Services offers a friendly support system to help guide new international students, both exchange and degree-seeking, during their time at W&J. The office organizes international student orientation and cultural exchange events, provides peer counseling and visa information, and offers support to international students in academic, social, personal and cultural adjustment. Contact Kara Kauffman, Assistant Director of International Student Services & Multicultural Programming by phone (x3318) or email kkauffman@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 W courses can arrange for a course-linked PAL tutor. Contact the Associate Dean of the Faculty (Charles Hannon).

U. GRANT MILLER LIBRARY

The U. Grant Miller Library supports the academic community in a variety of ways. Subscribing to over a hundred databases with access to 40,000 individual electronic journal subscriptions, faculty and students can easily access materials off-campus. The Library supports audio visual needs with almost 5,000 videos (PAL and NTSC) and 5,000 sound recordings with convenient listening and viewing stations on-site.

Additionally, the Library has a collection of digital audio/video recorders, tripods, adaptors, and PAL DVD players available for check-out.

Services and LibGuides

Library services include course specific instruction, interlibrary loan, copyright assistance, in-house reserves, and faculty-initiated purchase requests.

The U. Grant Miller Library has [online LibGuides](#) available to assist faculty and students. Topics of particular interest to faculty include “Copyright and Course Packs” and “Library Instruction.”

Reciprocal Borrowing Agreement with the University of Pittsburgh

A form is available at the circulation desk that allows faculty to borrow books directly from Hillman Library. When presented along with a faculty ID, Hillman Library issues the W&J faculty member a card that allows borrowing privileges. The U. Grant Miller Library will return items to Hillman. For more information, consult with a librarian about the reciprocal borrowing policy.

Photocopying

The Library has a photocopier and two microfilm reader-printers. Photocopying can be charged to a department: ask for the key and sign the book at the circulation desk.

13. 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 (Barbara Rea, ext. 6028).

STUDENT WORKERS

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 the [College Central Network](#). A Campus Job Fair is held annually at the beginning of the fall term, and all hiring supervisors are encouraged to participate. Upperclassmen who wish to return to a job held in previous years may contact their supervisor upon return to campus as long as they are still eligible for work-study. For positions that remain unfilled after the Fair or become open during the academic year, interested students are instructed to contact supervisors directly. Faculty who need a College Central account should contact Chris Shaffer in the Office of Financial Aid (ext. 6019) for instructions.

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 with the assistance of Human Resources 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.

14. 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). Contact Dr. Lynn Wilson (Psychology) 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 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 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 Assistant Dean of Academic Advising.

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 Robert Allison (Title IX Coordinator) or Charles Hannon (Title IX Deputy Coordinator). In all cases, the Title IX Coordinator will be informed of the complaint.

ACCEPTABLE USE OF TECHNOLOGY RESOURCES

Faculty members are 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](#).

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 (Dennis McMaster, ext. 6526) for assistance.

15. COPYRIGHT AND FAIR USE

The College adheres to current copyright law as stated in Title 17, United States Code, paying specific attention to:

- Section 106, concerning the exclusive rights of copyright holders.
- Section 107, detailing Fair Use guidelines.
- Section 108, defining specific exceptions for libraries and archives.

The College community should abide by copyright law in all aspects of teaching, learning, research, and academic or social campus events. The U. Grant Miller Library makes every effort to educate and support the community about using copyrighted material in an educational setting.

LIBRARY-SUBSCRIBED MATERIALS

The U. Grant Miller Library provides access to electronic resources through individual contracts or license agreements. These agreements differ based on publisher and vendor and permit various levels of reproduction. For more information, please contact the Copyright & Subscription Services Librarian (Beth Miller, ext. 6069).

GUIDELINES FOR COMMON EDUCATIONAL USES

Print Materials

These guidelines apply to legally obtained, College-owned materials.

All photocopied items must include a notice of copyright. (e.g., Notice: This material may be protected by copyright law (Title 17 U.S. Code).)

Copyrighted materials may not be distributed unless permitted according to Fair Use guidelines or by obtaining permission from the copyright holder.

Classroom Use. Copyrighted materials are permitted to be distributed for in-class use only according to the Fair Use guidelines under the following circumstances:

- Copies shall not exceed one per student;
- Copies are to be collected at the conclusion of the class period and destroyed; and
- Copies may not be used in subsequent terms of the same or similar course.

In-House Reserve. Copyrighted materials may be placed on reserve in the Library. The number of copies should be the minimum necessary considering course enrollment, length of the work, and circulation period.

Course Pack. Copyrighted materials may not be distributed as part of a course pack unless permitted according to the Fair Use guidelines or by obtaining permission from the copyright holder.

Converting materials to an electronic format requires permission from the copyright holder, regardless of the posting method.

Online Images and Text

Copyright experts recommend linking directly to the original source of the material. Links may be posted in Sakai, on the W&J Wiki, or emailed.

PDFs with secured permission and some Library-licensed materials may be posted in Sakai. See “Library Subscribed Materials,” above.

Website content, although freely viewable, is copyright protected. Copying/pasting website content is not permitted, except according to the Fair Use guidelines below or by obtaining permission from the copyright holder.

Physical Media (LPs, CDs, Videotapes, DVDs, Etc.)

These guidelines apply to lawfully obtained physical media.

Classroom Use. Physical media may be played under the following circumstance: The performance is part of the course curriculum and is offered only to students enrolled in the course.

In-House Reserve. Physical media may be placed on reserve in the Library. Materials obtained from other institutions may not be placed on reserve.

Streaming Media (Podcasts, Online Video, Music)

Classroom Use. Streaming media may be played under the following circumstance: The performance is part of the course curriculum and is offered only to students enrolled in the course.

Sakai or the W&J Wiki. Links to streaming media may be posted.

Fair Use note: The minimum amount of a streaming file required for instruction may be posted in Sakai. These files will be available solely to enrolled students and for a limited time period, not to exceed the final exam.

Pirated material is not permitted to be posted or used within the classroom.

Software

All software is copyrighted material.

Commercial software may not be duplicated or distributed without permission of the copyright holder. Purchase is typically a license to use the software, not to own it. The license will specifically state the terms and conditions under which the software may legally be used.

Legally owned commercial software may be demonstrated in a classroom as part of the course curriculum. It may not be placed in Sakai or the W&J Wiki without permission of the copyright holder.

Shareware, freeware, open-source software may allow for copying, distribution, and some modifications under certain circumstances. Please be sure to read the copyright notice or license that accompanies the software.

FAIR USE GUIDELINES

The College understands Fair Use as outlined in Circular 21: "Reproduction of Copyrighted Works by Educators and Librarians published by the United States Copyright Office."

Single Copies for Teachers' Own Use

Teachers may photocopy/scan, print, or download a single copy of any of the following for scholarly or teaching purposes:

- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay, or short poem, whether or not from a collective work;
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use

Multiple copies (not to exceed one copy per student in the course) may be made for teaching purposes provided that:

- Each copy must include a notice of copyright. For example: "Notice: This material may be protected by copyright law (Title 17 U.S. Code)";
- No charge shall be made to the student beyond the actual cost of photocopying;
- Material may not be used to create, replace, or substitute for anthologies, compilations, or collective work;
- Copying may not be repeated with respect to the same item by the same teacher from term to term;
- There is no distribution of works intended to be "consumable" in the course of study or teaching (such as workbooks, exercises, standardized tests, text booklets, or answer sheets); and
- The use meets the required criteria for spontaneity, brevity, and cumulative effect (see below).

REQUIRED CRITERIA FOR FAIR USE

Spontaneity

- The copying is at the instance and inspiration of the individual teacher, and
- The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Brevity (how much can be copied from a given work)

Prose Works*

- A complete article, story, or essay if less than 2,500 words, or
- An excerpt from a longer work which does not exceed 1,000 words or 10% of the work (whichever is less) but such an excerpt can always be at least 500 words.

Poetic Works*

- A short poem if less than 250 words and if printed on not more than two pages, or
- A long poem, an excerpt of not more than 250 words.

Illustrated Works

- One chart, graph, diagram drawing, cartoon, or picture per book or periodical issue.

Special Works**

- An excerpt, not more than 2 published pages, or
- An amount not to exceed 10% of the work.
**Any copying under the rules above may be expanded to complete an unfinished line of a poem or unfinished prose paragraph.*
***These works can include poetry, prose, or "poetic prose," are less than 2,500 words in their entirety, and often combine language with illustration. Sometimes they are intended for children and at other times for a general audience.*

Cumulative Effect (how frequently copyrighted materials can be used)

- Material can be used only for one course during one term (e.g., the same material cannot be copied for use in two courses or reused in successive terms).
- No more than one short poem, article, story, essay or two excerpts may be copied from a single author.
- No more than three excerpts may be copied from a single collective work or periodical volume.*
- There shall not be more than nine instances of such multiple copying for one course during one class term.*
**Does not apply to current news periodicals and newspapers and current news sections of other periodicals.*

16. W&J FACULTY EVALUATION GUIDELINES

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

Approved March 22, 2004

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 ACTIVITY, 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., assistant 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., Scholarship 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. LAUNCH/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

17. FACULTY EVALUATION

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

Problematic Annual Review

If the Dean 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 Dean will write a letter to the faculty member involved, with a copy to the department chair, identifying these specific concerns. The Dean 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 Dean 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 Dean 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 Dean 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 Dean prior to the meeting between the Dean and the President. Upon receiving the committee report, the Dean of the Faculty will meet with the President to determine what action should be taken. The decision of the Dean of the Faculty 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 Dean of Faculty and the new faculty member. The following review schedules are possible:

	First-year Review	Intermediate Review	Tenure Review
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 Dean of the Faculty 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 too few 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 Dean of the Faculty 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 Dean of the Faculty will meet with the faculty member being reviewed to discuss the results of the evaluation. A formal letter from the Dean of the Faculty 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 Dean of the Faculty, copied to the President of the College, and to the faculty member being reviewed.
By July 1	The department chair and the Dean of the Faculty meet with the faculty member being reviewed.
By August 15	The Dean 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 Dean of the Faculty 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 in the most current Faculty Handbook. 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 term following the first year review and provide a written report of these observations to the chair of the Departmental Review Committee (and the department chair, if different), 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 Faculty Review Committee, the Dean of the Faculty 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 Dean of the Faculty with copies to the faculty member being reviewed and his or her department chair.
5. The Dean of the Faculty 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 Dean of the Faculty 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 Dean of the Faculty, the chair of the Departmental Review Committee, and the chair of the Faculty Review Committee to discuss the results of the review.
7. The Dean of the Faculty 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 Dean of the Faculty 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 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 December 1. Previous terms' 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 Dean, 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.

The chair of the Departmental Review Committee sends a copy of the complete candidate portfolio to the Dean of the Faculty by the end of the fall 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 Dean of the Faculty 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 Dean of the College 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 Dean of the Faculty, 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.
By April 15 of previous year	Dean of the Faculty sends chair of FRC official list of faculty who will undergo intermediate review in subsequent academic year.
By Sept 1	Dean of the Faculty 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 department chair (who will insert such reports, along with reports from the previous two terms, into the portfolio of the faculty under review).

By December 1	Candidate delivers portfolio to department chair. The results will be included in the portfolio by 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. Department sends complete candidate portfolio to the Dean of the Faculty. The Dean arranges for an electronic copy of the portfolio to be made available to members of the Faculty Review Committee.
By spring break	FRC interviews are to be completed.
By April 15	Departmental Review Committee and Faculty Review Committee letters sent to the Dean of the Faculty, with copies of the letters sent to the candidate under review.
By early May	Dean of the Faculty, department chair, and chair of Faculty Review Committee meet to discuss the results of the review. In preparation for that meeting, the Dean sends each chair a copy of the other's letter.
By May 15	Meeting of the Dean of the Faculty, the department chair, the chair of the Faculty Review Committee and the faculty member under review.
By May 30	Letter from the Dean of the Faculty sent to the President of the College and the faculty member under review, with copies to the department chair and the chair of the Faculty Review Committee.
Within one year	Faculty member under review has option of writing response letter to Dean of the Faculty, with copies to FRC chair and Department chair

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 Dean of the Faculty, 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 Dean of the Faculty, 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 Dean of the Faculty and the President.

4. The Dean 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 Dean 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 November 15. The candidate may, if desired, additionally include evaluations from an intersession course. Note: The Dean'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 Dean of the Faculty and 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 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 1 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 Dean 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 Dean 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 Dean 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. The Dean also informs external reviewers that they may share their letter with the candidate; excepting this, all such letters will remain confidential. 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.

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

External reviewers return their reports to the Dean by November 1. The Dean makes copies of the reports and sends them to the DRC chair for inclusion in the 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 Dean 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 Dean 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 1. The Dean makes copies of the letters and sends them to the DRC chair.

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 Dean, 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 Dean by December 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 Dean and the President, by January 15.

ROLE OF THE FACULTY REVIEW COMMITTEE

The Faculty Review Committee represents the faculty-at-large in the intermediate-review and tenure-review process. The Dean of the College arranges to make available an electronic copy of the complete portfolio, including all of the above items *excepting 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 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 Dean of the Faculty, with copies to the President, the candidate, and the DRC chair (and department chair, if different) before the middle of April.

TIMELINE FOR TENURE REVIEW

By April 15 of previous year	Dean of the Faculty 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 Dean.
September 1	Dean sends letters to external reviewers and service reviewers.
October 1	Candidate submits portfolio to chair of the department.
November 1	External review and service letters arrive; Dean sends copies to department chair, to be added to the portfolio.
December 8	If the candidate is using course evaluations from the current term, it is his or her responsibility that they be completed by this date.
December 15	Department meets to vote. Chair sends recommendation to Dean in a letter, with a copy to the President. Chair sends complete candidate portfolio to Dean and FRC. <i>Chair does not send department recommendation letter to the FRC.</i>
January 15	(Optional) Candidate sends response to department chair, with copy to Dean and President.
Before Spring Break	FRC interviews are to be completed.
April 1	FRC sends letters to the Dean, candidate, department chair, and President.
April 15	(Optional) Candidate sends response to FRC, with copy to the department chair, the Dean, and the President.
By mid-April	Dean holds interviews with candidates.
Mid-April	Dean sends letters to President, with copies to candidate, FRC, and department chair.

Early May	President holds interviews with candidates, upon receipt of Dean's letter.
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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 Dean. 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 teacher 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.

18. 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 Dean of the Faculty.

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 Dean of the Faculty.

An unsuccessful candidate for promotion to professor must wait two years before reapplying for promotion. Thus, if a candidate were denied promotion in the 2007-2008 academic year, he or she would not be eligible for re-nomination until the 2009-2010 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 Dean of the Faculty, 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 Dean of the Faculty, copied to the nominee. The faculty member can decline the nomination
- The Dean of the Faculty can nominate a faculty member for promotion to professor. The Dean 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 Dean of the Faculty 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 Dean 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 Dean of the Faculty 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 Dean of the Faculty. In most cases, external reviewers are tenured professors at their institutions.

1. The candidate submits a portfolio to the Dean of the Faculty by **September 1** of the review year.
2. The Dean of the Faculty 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 **December 15** and sends a letter to the Dean of the Faculty by **February 1** 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 **February 15**, with copies sent to the Dean of the Faculty and the President of the College.
5. **Prior to the end of April**, The Dean of the Faculty and chair of the PRC meet with the promotion candidate. By **April 30** the Dean of the Faculty 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 Dean of the Faculty and the PRC. If the President denies the promotion, she or he will inform the candidate, the Dean, 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 DEAN OF THE FACULTY

All material added to the portfolio by the Dean 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 Dean of the Faculty 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 Dean of the Faculty requests that these review letters be submitted by November 1. The Dean 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 Dean of the Faculty 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 Dean of the Faculty requests that these review letters be submitted by November 1. The Dean 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 Dean of the Faculty 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 Dean of the Faculty requests that these review letters be submitted by November 1. The Dean 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 Dean 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 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 Dean of the Faculty 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 Dean of the Faculty, in consultation with FEC chair and the promotion candidate, will select the necessary number of faculty from closely related disciplines outside the department.

The Dean of the Faculty arranges for copies 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 **December 15** of the review year.

The chair of the PRC sends to the Dean of the Faculty, with copies to the President of the College and the promotion candidate, by **February 1** 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 Dean of the Faculty and the President of the College, by **February 15**.

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.
By August 1	The candidate submits names and addresses of external and internal reviewers to the Dean of the Faculty.
By September 1	The candidate submits portfolio to the Dean of the Faculty.
By September 10	The Dean of the Faculty sends letters to reviewers.
By September 15	The Dean of the Faculty forms the PRC in consultation with the candidate's department, the FRC, and the FEC
By November 1	Review letters arrive and the Dean of the Faculty inserts copies in the candidate's portfolio.
By November 15	Final, completed portfolios are sent by the Dean of the Faculty to the PRC, with a copy sent to the President of the College.
By December 15	The PRC interviews with candidates for promotion are completed.
By February 1	The PRC recommendation goes to Dean of the Faculty, copied to the President of the College and the promotion candidate.
By February 15 January 15	Candidates who opt to write a response to the PRC letter(s) of recommendation send their response, with a copy sent to the Dean of the Faculty and the President of the College.
By end of April	The Dean of the Faculty and the chair of the PRC meet with the promotion candidate. The Dean of the Faculty makes a recommendation to the President of the College (with the recommendation letter copied to 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 Dean of the Faculty and the PRC). If the President denies the promotion, he or she will inform the candidate, the Dean, 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.

19. 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.

20. 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 no later than the last day of August each year. 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 Protection Services 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.

21. 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 (including Intersession) 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.

22. 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 Faculty. Such requests will need to provide a compelling justification for the addition of a new line in the department. The Dean of the Faculty 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.

23. 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.

EARLY RETIREMENT

Employees who are at least 58 years old with a minimum of 15 years continuous full time service are eligible for the early retirement program. Between ages 58 and 62 the College agrees to pay a monthly

payment equivalent to the Social Security benefit the employee would be eligible for at age 62. This monthly payment ceases at age 62.

In addition the employee, spouse or partner, and eligible dependents may remain in their current medical plan for up to 18 months from the date of early retirement, under the provisions of COBRA (Consolidated Omnibus Budget Reduction Act). During this period, the College will make the same premium contribution towards the cost of COBRA as towards the Bronze Plan. Any additional premiums will be paid by the retiree. At the expiration of the 18 months or when the retiree reaches age 65 (whichever comes first), the College will establish for the retiree and his or her spouse/partner a Health Reimbursement Account (HRA). The College will make the same annual contribution to the HRA for the early retiree as they do for retirees aged 65 or older.

The employee must submit an irrevocable letter of intent to retire to the President of the College at least one year in advance of retirement. Retirement for faculty must take place at the end of Fall Term (December 31), Intersession (January 31), or Spring Term (June 30). Other eligible employees may retire at a mutually agreed upon date.

Early retirees, their dependents, or, in the case of death, their surviving spouse and/or dependents will be eligible for tuition remission for credit courses taught at W&J as provided to full-time employees of the College, unless eligible for tuition remission from another college or university.

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”).

24. 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.

25. FACULTY GOVERNANCE POLICY

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

(revised 1 July 2010 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 IX.

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:

- Faculty Governance Committees
- Academic Program and Support Committees
- Co-Curricular Advisory 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. Faculty Governance Committees: General Description

(revised November 2012)

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)

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

B. Academic Program and Support Committees: General Description

The academic department is the primary unit of organizing faculty for the purpose of delivering educational programs and for the purpose of human resource (faculty) administration. However, this basic unit is supplemented by the use of committees which provide for alternate organizations of faculty for the delivery of interdisciplinary programs, advising students, and providing support activities directly related to academic affairs. These committees consist of the following types:

1. Program Steering Committees

Committees which administer interdisciplinary/interdepartmental programs. Comprised of faculty affiliated with the particular program. Chaired by the Program Director. (e.g., Gender and Women's Studies Steering Committee, Professional Writing Steering Committee, Biochemistry Steering Committee).

2. Departmental and Program Advisory Committees

Committees 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. (e.g., Entrepreneurial Studies Advisory Committee, International Studies Advisory Committee).

3. Pre-Professional Support Committees

Committees comprised of faculty providing specialized and focused advisory programs for students preparing for particular professions. (e.g., Committee on the Health Professions, Committee on the Legal Profession, Committee on the Teaching Profession).

4. Other Academic Support Committees

Committees comprised of faculty providing direct assistance in managing resources in support of the academic programs. (e.g., Committee on Arts and Lectures, Committee on Publications, Committee on Educational Technology, Admission Support Committee).

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.

C. Co-Curricular Advisory Committees: General Description

(revised May 2013)

The purpose of Co-Curricular Advisory Committees is to provide a link for communication, advice, and support among faculty, students, and the co-curricular divisions of the College. The membership shall be 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 will serve as administrative liaisons. A faculty member appointed by the Faculty Executive Committee in consultation with the VPAA will serve 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
- Human Resources Committee
- Information Technology 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. STANDING FACULTY 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

Six faculty members elected by the Faculty from among those eligible faculty willing to serve: five tenured professors who have at least three years of service with the College as of the start of their terms and one tenure-track, untenured faculty member who has at least three years of service with the College as of the start of his or her term. The term of service is three years; however, the term of an untenured professor may not extend beyond his or her 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

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. To act within the context of planning and budgeting activities as an advisory council to the VPAA regarding resource allocation decisions made within the academic affairs division.
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 institutions and to act as an advocate for faculty compensation issues to both the administration and the Board of Trustees.
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

Six faculty members, at least two tenured and at least two non-tenured (tenure-track), elected by the Faculty from among those faculty willing 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

Six faculty members, at least two tenured and at least two non-tenured (tenure-track), elected by the Faculty from among those faculty willing 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 as 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

Six faculty members, at least two tenured and at least two non-tenured (tenure-track), elected by the Faculty from among those faculty willing 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

Six faculty members, at least four tenured, elected by the Faculty from among those faculty members willing 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

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.

ARTICLE IV. STANDING FACULTY ACADEMIC PROGRAM AND SUPPORT COMMITTEES: MEMBERSHIP AND CHARGES

Academic Program and Support Committees are created and maintained under the authority of the VPAA and members of these committees are appointed by the VPAA. Article X of this policy statement enumerates the various committees in this category which are in current operation along with the charge of each committee. 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 Article X of this policy statement. This annual update of Article X 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.

ARTICLE V. STANDING FACULTY CO-CURRICULAR ADVISORY COMMITTEES: MEMBERSHIP AND CHARGES

(revised May 2013)

Section 1: Co-Curricular Advisory Committee (CAC)

The specific membership provisions and charge for the Co-Curricular Advisory Committee are as follows:

A. Membership

Seven faculty members and four students. The Vice President for Enrollment, the Vice President for Student Life, and the Athletic Director (or their designees) will serve as administrative

liaisons. The NCAA Faculty Athletic Representative will fill one of the faculty seats, and a member of the Student Athlete Advisory Committee (SAAC) will fill one of the student seats. The faculty members shall be appointed by the Faculty Executive Committee in consultation with the VPAA. The students will be appointed by student government. 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 VI. 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 both faculty governance and faculty advisory 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 or advisory committee for successive terms. After completing a term on a faculty governance or faculty advisory committee, one year must elapse before the faculty member is eligible again for service on that same committee. Faculty members on academic program 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 VIII, Section 1). Replacements to faculty advisory committees will be appointed by the Faculty Executive Committee. 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 advisory committee. However, faculty members may serve concurrently on one faculty governance committee and one faculty co-curricular advisory committee. Faculty members may serve concurrently on multiple academic program, standing institutional and ad hoc committees. Service on faculty governance or faculty advisory 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 over the campus network.

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 over the campus network.

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 VII. 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, faculty governance committees would be expected to meet more than faculty advisory committees. Faculty governance committees and faculty advisory 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 standing faculty 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 standing faculty 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 standing faculty 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

By virtue of the defining nature of faculty *governance* vs. faculty *advisory* committees, only faculty governance committees shall initiate motions for action by the Faculty at a regularly scheduled faculty meeting. The role of the advisory committees is just that—advisory. If faculty members serving on an advisory committee become aware of issues that should be brought to the attention the Faculty and for which the Faculty should register their collective response, these faculty may initiate a Faculty Resolution.

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 notions 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 twice 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 advisory, 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 with 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 VIII. 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 resolutions and 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 and act on reports/motions by faculty governance committees and to 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 VII, Section 3A).

Section 3. Informal Faculty Discussion Sessions

Nothing shall preclude the convening of informal faculty discussion sessions by any of the governance 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 IX. 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. Human Resources 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 3. Information Technology 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 4. Facilities Committee

A. General Charge

To provide advice and support for...

B. Specific Charge

The specific charge of the committee is as follows:

1. Provide ...

ARTICLE X. ACADEMIC PROGRAM AND SUPPORT COMMITTEE MEMBERSHIP AND CHARGES

Section 1. Committee on the Legal Profession (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.

Section 2. Committee on the Health Profession (CHP)

A. Membership

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

B. Charge

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

Section 3. 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. 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. 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. Charge

COET 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.

Section 5. 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. 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*