STONEHILL
C O L L E G E

Faculty Handbook
2013-2014

Introduction

The Faculty Handbook is designed to provide information that will assist Stonehill faculty to become more effective in their roles as teachers, scholars, and members of the College community. A PDF version of the Handbook is accessible on line at www.stonehill.edu/facultyhandbook

The Faculty Handbook is a product of a cooperative effort between the elected Faculty Senate and the academic leadership of Stonehill College. In preparing this handbook, we have incorporated actions of the Senate and agreements between the academic leadership and the Senate, as well as historical college practices. The Handbook has been revised over the years since its first publication to reflect policy and procedural changes, as well as changes in expectations and resources for faculty. This year's Faculty Handbook reflects the updated policies and procedures found in the College's Online Policy Manual as of June 30, 2013.

The Online Policy Manual represents the only official version of the College's policies. An Employee Handbook, which contains general information for all individuals employed by the College, is maintained by the Office of Human Resources. A copy of the Employee Handbook is available upon request by contacting the Human Resources Office at 508-565-1105. *If anything contained in the Faculty Handbook or Employee Handbook contradicts or is inconsistent with College policy, the online Policy Manual shall control.* Faculty and Employee handbooks are provided as a reference guide only and do not constitute a contract between a faculty member and the College. The College Policies can be accessed online on MyHill under the Employee Services tab. Inquiries concerning interpretation of College policies should be directed to the Office of the General Counsel, 508-565-1413.

Suggestions for revisions to the Handbook should be addressed to the person or committee responsible for the relevant section of the book (Faculty Responsibilities – Faculty Senate; Faculty Resources, Faculty Membership, Faculty Evaluation – Dean of the Faculty). Approved changes will be compiled by the Faculty Handbook editor, and will be incorporated into the revised Faculty Handbook distributed at the beginning of the Fall semester.

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APPENDICES

CHAPTER ONE: FACULTY RESPONSIBILITIES

College faculty have responsibilities in the areas of teaching, research and professional work, and service to the college and community. These responsibilities are mutually interactive; for example, teaching and research inform and sustain each other. In addition, through mentoring of students, service on committees, attendance at faculty assemblies and other gatherings and college events, faculty members contribute actively to the work of the departments and the institution. As members of a community that includes students, staff, and faculty colleagues, faculty are expected to deal with other members of the community with respect and consideration.

I.   INSTRUCTION AND COURSE MANAGEMENT

A. Teaching Loads and Assignments

Teaching is the primary responsibility of Stonehill faculty. Teaching responsibilities and specific course assignments are established in consultation between the Dean of the Faculty, the department chair or program director and the faculty member. For full-time, tenure-track faculty in the Liberal Arts and Business, the normal teaching load is 35-37 credits over a four-semester cycle. For full-time, tenure-track faculty in the Natural Sciences, the normal teaching load is 34.8 to 37.2 credits over a four-semester cycle. For full-time term renewable and visiting faculty who do not have research or service obligations, the normal teaching load is 24 credits per academic year. There may be exceptions to these standard loads, based on class size, significant research or administrative responsibilities, external grants, etc. These exceptions are negotiated between the faculty member, department chair and Dean of the Faculty.

Through the work of the Center for Teaching and Learning (CTL)), academic departments and the Office of the Provost, the College seeks to support effective and innovative teaching. Faculty are encouraged to participate in the activities of the Center and avail themselves of the other resources that are available to them in the areas of pedagogy and technology, and the Scholarship of Teaching and Learning (SOTL).

B. Course Management

Each member of the faculty is responsible for ordering books and other required teaching materials in advance of the beginning of the semester, meeting classes at scheduled times and locations, honoring the College's reading and examination periods, and evaluating students' work, including providing adequate and timely feedback to students and submitting grades by the dates established by the Registrar's Office.

1. Syllabi

Every course taught at Stonehill must have a syllabus that summarizes for the student the key elements of the course. For accreditation and other purposes, the Office of the Provost maintains copies of syllabi for all courses offered. Each Semester faculty must provide electronic copies of syllabi to the department chair and to the Academic Affairs office via syllabus@stonehill.edu, or mboyd@stonehill.edu. The subject line of your email should note the course number and semester, followed by instructor's last name (e.g., BI203, F08, Smith).

When you are designing your syllabus please keep in mind your course credit value and try to follow the recommended guidelines of work expectations of students based on the definition of the Credit Hour as defined by the Federal Government[1]:.

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[1] Taken from the New England Association of Schools & Colleges, Inc. Commission on Institutions of Higher Education- Fifth Interim Report Manual

 "… an amount of work represented in intended learning outcomes and verified evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than-

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

In order to be most useful to students, a syllabus should contain the following elements:

- Semester, year
- Course number and title
- Instructor's name
- Instructor's office, extension, email
- Instructor's office hours
- Course Description (from catalog or departmental website)
- general overview of the course content
- plan for assignments and examinations;
- student learning objectives;
- detailed explanation of grading policy;
- expectations for students in terms of attendance, class participation, etc.;
- statement of policy on academic integrity.
- A statement regarding accommodation for disabilities should also be included: the Office of Academic Services will provide faculty with a standard statement.

2. Student Attendance

Students are expected to be regular and prompt in their class attendance. In case of absence, students are responsible for all class work, assignments, and examinations. Any student who misses an examination (other than the Final Examination), a quiz, or any required classroom activity to which a grade is assigned, must consult the instructor as soon as possible regarding the opportunity to make up the work missed. In such cases, it is the instructor who determines whether or not the absence was legitimate; if it was, the instructor has the obligation to give a make-up examination or a quiz, or to provide the student with an equivalent basis for evaluation. If the absence is deemed not to have been legitimate, the instructor has the option to decide whether or not to provide an opportunity to make up the work. For the College's policy on attendance for student-athletes, consult the Athlete's Handbook. Generally, student athletes should not be excused from classes in order to attend practices, but faculty are encouraged to make reasonable accommodations for game attendance. Student athletes are expected to notify instructors of game schedules prior to the beginning of the semester and to work with instructors to satisfy the attendance and assignment requirements of the course.

If, due to prolonged illness or any other reason, any student misses three consecutive weeks of classes, the instructor has the right to decide whether or not the student will be permitted to make up the work missed.

After the drop/add period, faculty must contact the Registrar's Office when a student is attending class but his/her name does not appear on the class roster. Faculty also need to report a student whose name continues to appear in the roster but is not attending class. A student may be added to a class after the add/drop period has ended with the permission of both the instructor and the Academic Review Board.

Any student who is unable, because of his/her religious beliefs, to attend classes or participate in any required activities related to the course shall be provided at no extra cost with an opportunity to make up any of these activities as long as it does not create an unreasonable burden on the faculty or the school. No adverse or prejudicial effects to the student shall result because of his/her use of these provisions.

3. Office Hours

Faculty should be generously accessible to their students and to the community outside of scheduled class meetings. Sufficient office hours can serve as an important extension of the learning environment. Office hours must be communicated to departmental administrative assistants and department chairs, and posted on faculty doors. In addition, office hours must be posted through myHill in order for students and others to access that information through the internet. Faculty are encouraged to be regularly available during their office hours and at other times of the academic schedule for meetings with students and colleagues and institutional committees. **At least four hours a week of scheduled office hours are recommended for full-time faculty, with availability at other times by appointment.**

4. Class Times and Locations

After consultation with Department Chairpersons, the Registrar schedules the times and locations of all classes. Several standard time blocks are available. Requests for non-standard time blocks require the permission of the Registrar's Office.

Faculty members may request a specific classroom. However, all classroom assignments are determined by the Registrar in order to maximize space and utilization. Individual requests will be accommodated when possible.

Once the schedules are issued, the times and/or locations of classes may not be changed by faculty members without the approval of the Registrar. Time changes also must be approved by the Department Chairperson. No change in time will be allowed if such would force a student to withdraw from a course.

To avoid inconvenience to others, classes must begin at and end by the assigned times.

5. Class Meetings and Cancellation Policy

A faculty member is expected to hold all class meetings throughout the semester, at the time and location scheduled by the Registrar's Office. This is important not only for student learning but also for accreditation purposes. In addition, if the College needs to contact a student in an emergency, their course schedule is used to locate them.

If a faculty member is unable to meet a class due to illness, emergency or other unexpected reason, s/he is expected to try to find a colleague to cover the class. If that is not possible, the faculty member should contact the chair of the respective department and the Office of the Provost (508-565-1311). If time permits your class will be notified. If there is advanced knowledge of an absence, a faculty member may choose to contact the Office of Career Services, Office of Health Services, or Office of Intercultural Affairs, which have implemented a program entitled "Don't Cancel That Class." A professional in one of these offices will meet with the class in the faculty member's absence to discuss an agreed upon topic.

If an instructor has not arrived ten minutes after the beginning of a class period, students should assume that the class has been cancelled unless they have been otherwise notified.

6. Evaluative Criteria/Grading/Final Examinations

Faculty are encouraged to view exams, quizzes, and papers as learning experiences and not merely as grading opportunities. The criteria for the grading of examinations, quizzes, and papers are to be

determined by the individual faculty member in accordance with usual and accepted professional standards. The Faculty is reminded of its responsibility in grading and promptly returning student work/assignments. Faculty are responsible for submitting mid-semester deficiencies where applicable at the discretion of the faculty member and final grades by the deadline established on the academic calendar. The grading system used by the college is found in the Hillbook and in the College's Policies & Procedures section A18.2.

Once a student's semester grade has been submitted to the Registrar's Office, the faculty member (the only person authorized to change the grade) needs to submit a Grade Change form to the Registrar's office for processing. Grade changes that are older than one semester require the additional approval of the Dean of Faculty. Although it is very rare, a student has the option to dispute a grade, the process followed in this case can be found in the College's Policies & Procedures section A18.11

Research on learning suggests that some type of comprehensive examination or relevant assignment or project will facilitate a student's integration and synthesis of knowledge and/or skills. Therefore, faculty are expected to give final exams in their courses, or an equivalent type of cumulative learning experience. Obviously the nature of the examination or project is left to the discretion of the faculty member and will be influenced greatly by the discipline and specific course. Final examinations are scheduled by the Registrar's Office and are to be administered only during the Final Exam Period (see the Academic Calendar for the dates of the Final Exam periods for 2013-14.) It is not acceptable to re-schedule a final exam because of student or faculty preference.

If a faculty member chooses not to give the conventional two-hour final examination, he/she must notify the department chair and the Registrar's Office.

If a student indicates to the faculty member ahead of time that he/she will not be able to take a final examination at the scheduled time due to an urgent or compelling reason such as illness or a death in the family, the student must notify the Office of Academic Services. The examination will be administered at an alternative time set by the Office of Academic Services.

Under FERPA regulations you are expected to keep student grades and graded assignments in confidence. Only the student has the right to see his/her grades or graded assignments. **Graded assignments should not be left in a public place for students to pick-up.**

7. *Incomplete Course Work*
A faculty member can submit the grade of "I'' or Incomplete. This grade will be given to the student only when the failure to complete the work of the course is due to a serious reason as approved by the faculty member.

When a student receives an Incomplete grade, he/she is granted a period of 30 days, beginning from the last day of final exams, to complete the course work. Failure to complete the course work during this period results in a grade of "IF" or Incomplete/Failure. Once all course work has been submitted to the faculty member, a final grade must be submitted to the Registrar's Office by following the Grade Change process within 14 days.

For serious reasons, a faculty member may grant the student an extension beyond the 30-day requirement by notifying the Registrar's Office. However, an extension must not be granted beyond the semester following the one in which the Incomplete grade was given.

Students who are issued an Incomplete in their final semester will not be eligible to graduate until the final grade is submitted and may not receive their degree until the next official College graduation date.

For the policy regarding students withdrawing for a course after the Drop/Add period see the Hill Book and the College's Policies & Procedures section A15.6. For the policy regarding dismissal of a student from a class see the College's Policies & Procedures section A15.7.

8. Course Activities Off-campus
For documentation purposes, faculty are asked to provide notification prior to traveling off campus with students by completing the Travel Notification Form.

Due to safety and liability issues, faculty and staff members should avoid traveling alone with a student or using a personal vehicle for travel whenever possible. In cases where travel in a personal vehicle with students is considered necessary and proper by a faculty member in the course of their duties, the faculty member's insurance will be the primary carrier in the event of an accident. Any faculty member performing their duties off-campus remains indemnified under article VI of the Bylaws of Stonehill College.

Off campus activities should not conflict with the course schedules of enrolled students.

9. Retention of Course Records
A faculty member must preserve all pertinent course records for at least one full year following the completion of a particular course. Course records include:
- Student Work: Any student work such as papers, projects or examinations that remain in the possession of a faculty member may be discarded after one year.

- Assigned Grades: All grades for course assignments should be retained for at least four years after the course is offered. Since grade records in eLearn will be kept for one year after the completion of the course, it is the responsibility of faculty members to maintain a copy of all assigned grades for the requisite four years. Mid-semester deficiency grades and final grades for every student are permanently maintained by the Registrar's Office.

- Course Artifacts: The retention of course artifacts such as the syllabus (B. 1), assignments and tests are left to the discretion of the faculty member; however, course artifacts are necessary for annual, pre-tenure, tenure and promotion reviews. See Policy 10.1 on the requirement to submit syllabi each semester

C. Stonehill College Academic Honor Code, Policy and Procedures

1. Academic Honor Code

In the context of a community of scholarship and faith, and anchored in a belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust, fairness, and responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

2. Academic Integrity Policy

All members of the College community have the responsibility to be familiar with, to support, and to abide by the College's Academic Honor Code. This responsibility includes reporting knowledge of or suspected violations of this policy to the appropriate faculty member or to the Director of Academic Services and Advising or designee.

Violations of the Academic Integrity Policy include but are not limited to the following actions:

a. Presenting another's work as if it were one's own;
b. Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
c. Giving or attempting to give unauthorized assistance or information in an assignment or examination;
d. Receiving or attempting to receive unauthorized assistance or information in an assignment or examination;
e. Fabricating data;
f. Submitting the same assignment in two or more courses without prior permission of the respective instructors;
g. Having another person write a paper or sit for an examination;
h. Unauthorized use of electronic devices to complete work; or
i. Furnishing false information, including lying or fabricating excuses, for incomplete work.

Each year, the Vice President for Academic Affairs is responsible for maintaining and publishing a set of procedures relative to the Academic Integrity Policy. These procedures are available through the Office of Academic Services and Advising.

3. Academic Integrity Procedures

Authority

1. The Vice President for Academic Affairs (VPAA) is responsible for the overall administration of the Academic Honor Code. Under the direction of the VPAA, the Director of Academic Services and Advising or designee has been charged with the day-to-day responsibility for the administration of the Academic Honor Code, including the development and execution of all procedural rules related to academic integrity. The Director of Academic Services and Advising or designee is also responsible for protecting the rights of all parties involved throughout the entire hearing process. All Academic Integrity Reports will be held in confidential files in the Office of Academic Services and Advising.
2. The Director of Academic Services and Advising or designee gives each faculty member the right to approach a student suspected of violating the Academic Integrity Policy to determine whether or not a violation has occurred, and if so, decide the appropriate sanction for the violation.
3. The Director of Academic Services and Advising or designee gives authority to the Academic Integrity Board (AIB) to conduct hearings on alleged violations of the academic integrity policy when an agreement cannot be reached between the faculty member and student regarding the violation or the sanction.
4. The Director of Academic Services and Advising or designee gives authority to the Academic Appeals Board (AAB) to hear appeal cases regarding violations of the academic integrity policy.

4. *Initiation of Academic Integrity Procedures*

When a faculty member suspects a violation of the Academic Integrity Policy, the faculty member meets privately with the student (in person, or by phone with email documentation, if a face-to-face meeting is impossible, as can happen at the end of a semester) as soon as possible but within five business days of discovering the alleged violation, presents the evidence, and asks for an explanation. Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services and Advising or designee. The faculty member and the student may arrive at one of the following conclusions:

- Both agree that violation did not occur and the case is dismissed. No written report is necessary.
- Both agree that the action was an unintentional matter resulting from miscommunication or lack of understanding. The faculty member and student agree to a limited sanction (e.g. a reduction in the grade for the assignment, a requirement to rewrite and resubmit the assignment and/or the requirement that the student schedule an appointment with the Writing Center personnel for assistance on proper procedure, etc.) within five business days of their initial meeting. Reporting of the incident to the Director of Academic Services and Advising is left to the discretion of the faculty member. If reported, the faculty member should indicate whether a formal or informal letter is most appropriate.
- Both agree a violation did occur and come to an agreement on an appropriate sanction(s) within five business days of their initial meeting. The faculty member imposes the appropriate sanction, depending on the nature and severity of the violation. The faculty member submits an Academic Integrity Incident Report to the Director of Academic Services and Advising or designee indicating whether a formal or informal letter is most appropriate and a copy of the report and letter will be sent to the student. The Director of Academic Services and Advising or designee will review all reports to determine if a repeated offense has occurred. In the case of a repeated offense, the AIB will be convened.
- The faculty member and student are not able to reach an agreement about either the violation or the sanction. The faculty members is then required to submit, within five business days from when the initial meeting occurred with the student, an Academic Integrity Incident Report to the Director of Academic Services and Advising or designee who will send a copy of the report to the student. The Director of Academic Services and Advising or designee will refer the case to the AIB.

In cases where the personal safety of a faculty member is a concern, the faculty member may either request a third party to be present when meeting with the student or may report the violation directly to the chair of the AIB or designee without prior discussion of the incident with the student.

The student and faculty member involved will be contacted by the chair of the AIB to arrange a date, time and place of the hearing through a written notice. During this contact, the faculty member and student can recommend witnesses.

Formal AIB hearings will be conducted as soon as possible but no sooner than two business days nor more than ten business days after the charged student has been notified.

Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services and Advising or designee.

Faculty members must respect the student's right to confidentiality during this process. Discussion of any matters related to the event that would violate the student's confidentiality should be avoided. Faculty

members seeking advice from others should not use the names of the alleged students and should be careful not to reveal confidential information. Designated staff members in the Office of Academic Services and Advising are available for confidential consultation.

5. *Academic Discipline Records*

Academic discipline records are educational records maintained in the Office of Academic Services and Advising. There are two types of discipline records: informal and formal letters.

An informal letter is a temporary record that is destroyed after graduation. The letter is kept confidential and is shared with appropriate College officials in the case of a repeated violation of the Academic Integrity Policy or where disclosure is appropriate or necessary under the Family Educational Rights and Privacy Act (FERPA).

A formal letter is a discipline record that is retained for seven years post-graduation. The letter is kept confidential and is shared under the following circumstances: (a) with appropriate College officials in the case of a repeated violation of the Academic Integrity Policy; (b) upon request of student (often as part of the admission process to graduate school, medical school, dental school, service programs, etc.); and (c) where disclosure is appropriate or necessary under FERPA (for example, upon request from law enforcement or in conjunction with the issuance of a valid subpoena).

Academic discipline records are not considered to be part of a student's permanent academic record maintained by the College. However, a violation of the Academic Integrity Policy that results in a sanction of college separation or college dismissal is considered part of the student's permanent record.

D. Course Evaluations

This year the Office of the Provost will be implementing Online Evaluations for instructional improvement in place of paper evaluations. The online evaluations are used for faculty self-evaluation and as such, faculty will have the option to add questions to the evaluations *for their eyes only.* In addition evaluations also will be used by department chairs, deans and the Rank and Tenure Committee for evaluation of programs and faculty. For first-year faculty, course evaluations are formative only.

In addition to using the formal evaluations, faculty members are encouraged to experiment with soliciting feedback from their students at other times during the semester. This can be particularly useful at the point of mid-semester. The Center for Teaching and Learning provides a number of confidential services meant to assist faculty in developing, administering, and evaluating mid-semester feedback for the purpose of formative self-assessment. See the CTL's website at http://www.stonehill.edu/offices-services/ctl/ for more information.

Tenured faculty who have been on the faculty for longer than six years have the option to evaluate their courses every third semester and must notify the Provost's Office if they wish to exercise this option.

Faculty members who plan to apply for promotion must have course evaluations for all of their classes during five teaching semesters immediately preceding the semester in which the promotion reviews are to take place. Finally, the course evaluations shall be solicited for all courses being taught for the first time.

Special note: Tenure-track faculty who are applying for tenure and promotion for the Fall of 2014 or Fall of 2015 can continue to administer the paper evaluations. Faculty who are applying for promotion in the next two years also have the option to administer paper evaluations in their courses.

E. Mentoring and Advising of Students

1. Mentoring

Close faculty-student interaction is an important characteristic of the Stonehill academic experience. This interaction can be an important aspect of mentoring and can take many different forms, influenced by factors such as the discipline, the faculty member and the students. For example, in the sciences mentoring is often accomplished through collaborative research. In other disciplines, students work closely with faculty through Directed Study courses and student interest groups. In all areas, faculty are asked to encourage students to meet with them during office hours and other times to discuss course material, other topics of interest, career opportunities, etc. These interactions are often described by students as one of the most important aspects of their undergraduate experience.

2. Academic Advising

Academic advising helps students to understand their goals, values, interests and abilities; discuss majors, minors, and course work that coincide with their abilities and interests; choose appropriate courses, and develop an efficient class schedule; explore possible career paths, graduate or professional schools, and other post-graduate efforts that meet their goals, values, interests and abilities.

Beginning in their second year, all full-time, tenure-track faculty are expected to serve as academic advisors, or to perform comparable departmental service, at the discretion of the department chair. Some term renewable faculty who are very familiar with our students and curriculum may also be asked to serve as advisors. If possible, the department chair should try to balance advising loads across the faculty within a department.

II. DEPARTMENTAL AND COLLEGE-WIDE CONTRIBUTIONS

A. Departmental responsibilities

As members of a College community, faculty are expected to be active participants and contributors to their respective academic departments. This responsibility includes attendance at alumni reunions and career nights, admissions events, seminars and student activities. Faculty are expected to contribute to curriculum review and development, faculty searches, and other departmental functions, as requested by the department chair.

Full-time faculty members are expected to attend all meetings of their department, normally scheduled during the Activity Period (11:30 - 12:45) on the fourth Monday of each month.

In addition, faculty must attend to the development of the Library collection, most particularly within their own disciplines. Typically, requests or recommendations are to be submitted to the Acquisitions Librarian though extraordinary requests should be discussed with the Library Director.

B. College-wide responsibilities

1. Faculty Senate and Faculty Assembly Meetings

The Faculty Senate expects all full-time faculty members to attend all meetings of the Faculty Assembly (held during the activities period whenever there is a fifth Monday of a month and at other times) and to vote in all faculty elections, unless prevented from doing so by official duties or other serious reasons.

Faculty members are invited to attend all meetings of the Faculty Senate, normally scheduled on the first Monday of each month during the Activity Period.

2. Committee Participation

The College encourages active participation by the faculty in the governance of the College and considers this essential to collegiate life. Faculty members will serve on committees when appointed or elected. Generally, no faculty member should serve on more than two College standing committees at any one time. For the convenience of these committees, the third Monday of each month is reserved for meetings, though some committees may need to meet more frequently, or at alternative times.

A College standing committee is any permanent (not ad-hoc) committee of the college to which a faculty member is elected or asked to serve.

In the spring of 2006, the Faculty Senate approved the following statement: "The Faculty of Stonehill College value the important role faculty members have on institutional and academic committees. All faculty are expected to serve their colleagues and the college community through participation in the nomination and electoral process. The Faculty Senate's Nominating Committee will attempt to ensure that both committee nominations and committee membership are representative of the gender and ethnic diversity of the Faculty as well as diversity of discipline and rank. Of particular importance to the Senate and the Faculty is membership in the Rank and Tenure Committee. Awarding tenure to a junior colleague is an important decision for the long-term success of Stonehill College. Senior faculty members are encouraged to consider this important role and the long term benefits to their junior colleagues by serving on Rank and Tenure."

3. Attendance at College Functions

Faculty members are expected to attend the major academic events of the College, including the Opening Meeting of the Faculty, Academic Convocation, Commencement, Academic Development Days, Celebration of Student Achievement and Stonehill Scholars Celebration. In addition, faculty members are encouraged to support other College-related activities and forums, especially those coordinated by their own department. Faculty may be asked to represent their department at College events and events sponsored by other departments, a responsibility which can be shared among members of the department.

For Convocation and Commencement, faculty members must furnish their own caps and gowns. Rental orders can be placed through the College Bookstore.

III. PROFESSIONAL DEVELOPMENT

According to the procedures governing the Rank and Tenure process for fulltime faculty, "Significant scholarly and professional contributions to a candidate's academic discipline are an essential component of the criteria for tenure. In order to be granted tenure, a candidate must have a record of scholarly contributions that indicates strong potential for further accomplishment." Stonehill takes seriously the scholarly development of all faculty members at all stages of their careers. To that end the College supports a number of Professional Development opportunities. Faculty members are encouraged to take advantage of the benefits of these opportunities, which are described in this Handbook under the Procedures for Tenure and Promotion as outlined on the Faculty Resources website and in the following chapter.

CHAPTER TWO: FACULTY DEVELOPMENT

I.   FACULTY DEVELOPMENT - RESOURCES FOR TEACHING AND SCHOLARSHIP

In order to attract and sustain a vital and productive faculty at all ranks, Stonehill College provides a comprehensive Faculty Development Program that is designed to encourage, support, and reward faculty activities in the areas of improvement of teaching and learning; to enhance scholarship, service and other professional endeavors related to the mission of the College; and to develop leadership capabilities. This program, under the direction of the Provost/Vice President for Academic Affairs and the Dean of the Faculty, encompasses a number of incentives and initiatives. These include traditional sabbatical leaves, competitive grant and release-time opportunities, pedagogy workshops and seminars, extensive orientation and mentoring for new faculty and ongoing support through the Center for Teaching and Learning.

A.   Faculty Development Goals and Planning

Faculty are able to take advantage of available resources, both internal and external to the College, in order to achieve their own expectations for sustained professional development and to contribute to the College's goal of academic excellence. Chapters Two and Three of the Handbook describe many of the internal resources available to support and promote faculty teaching and scholarship. Faculty are encouraged to discuss their professional goals and plans to achieve those goals with colleagues, department chairs and others who are familiar with the College's expectations for tenure and promotion.

To assist in their development as teachers and scholars, probationary faculty members are encouraged to produce a three-year Faculty Development Plans (FDP) in collaboration with his/her department chair. The Plan outlines the faculty member's goals and objectives for professional development over a period normally of three years, in the areas of teaching, scholarship, and service, with an indication of the potential sources of funding and other resources, if needed, for the activities.

Tenured or term renewable faculty are not required to submit formal FDP's. However, decisions regarding sabbatical and internal grant applications will be influenced in part, by the degree to which a faculty member describes a plan for his/her scholarly work, and a clear indication of how the sabbatical or grant will facilitate that work. Subsequent grants and sabbaticals will be decided, in part, on the degree to which the faculty member has achieved the plan's goals.

B.   New Faculty Seminar

A year-long program of orientation for new faculty introduces faculty to the resources and expectations of the College. The first event of the program takes place during the week before fall semester classes begin, when the Dean of the Faculty and the Director of the Center for Teaching and Learning coordinate two days of activities and discussions with all new faculty and fellows. The program continues throughout the year with monthly lunch meetings, with topics chosen based on the interest of each new group of faculty.

C.   Mentoring Program

To facilitate a smooth transition and to provide additional support to new faculty in scholarship, instruction and service, new tenure-track faculty members will be paired with mentors outside their own

departments. Non tenure-track faculty will be paired with a mentor in their respective department. This mentor will encourage the new faculty member to be open about needs and concerns with someone who is not in an evaluative role. This mentor will serve as a guide, not only to the policies and procedures at Stonehill, but to career development, effective teaching strategies, and to engagement in the life of the College as an institution. This program is not a substitute for the important departmental mentoring that takes place both at the level of the chair and colleagues within the department.

The New Faculty Mentoring Program is designed to help new faculty members:

- Learn about Stonehill College and its resources.
- Adjust to their new environment and position as a faculty member.
- Gain insight about teaching and career development from a senior faculty member from outside their department.
- Network with other faculty and develop a support system across the campus.
- Address questions, concerns and special needs in a confidential manner.

The Program also encourages senior faculty to:

- Share their knowledge and experience with new faculty.
- Assist new faculty colleagues through the challenges of their new position.
- Provide a valuable service to the college by promoting collegiality.
- Contribute to the overall improvement in teaching, research and service.
- Enjoy opportunities for self-renewal.

Process:

- A list of potential mentors is maintained in the Office of the Dean of the Faculty.
- Mentors attend a training session at the beginning of the year and will join faculty for lunch during New Faculty Orientation.

Prior to the start of classes, the Dean of the Faculty and the Director of the Center for Teaching and Learning assign mentors. Mentors and mentees are encouraged to meet face to face at least 3 times per semester. Suggested mentoring activities:

- Discuss short-term and long-term career goals and professional interests.
- Attend the programs offered through the Deans' offices and the Center for Teaching and Learning.
- Share information on academic and student support services on campus.
- Discuss effective instructional techniques, course development and curricular issues.
- Discuss academic policies, guidelines and governance.
- Attend campus events such as theatrical productions, cultural programs and athletic events.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.
- Discuss preparing for tenure and promotion and career advancement.
- Explore professional development opportunities available to new faculty.
- Address special needs, questions or help needed in troubleshooting difficult situations (within courses, within department, across the college).

No set duration is required. It is recommended that mentors and mentees interact frequently during the first two semesters. After that, they can decide if it is necessary to continue the mentoring relationship at the same pace, or on an as needed basis, or conclude it if the goals have been met.

Both the mentors and mentees have the responsibility for gaining each other's trust and confidence, interacting in a collegial manner so as to value each other's time, and professional and personal commitments, and to consider the mentoring conversations confidential.

At any point during the mentoring process, if a mentor and/or mentee feels that the relationship is not productive, the Director of the Center for Teaching and Learning should be informed so that a different mentor or mentee can be assigned. Mentors and mentees will be requested to provide feedback on the progress of their relationships at the end of the second semester so that the program can be evaluated and improved.

D.   Faculty Development Funds

Each faculty member has access to an annual professional development fund of $1500.

1. Professional Travel
For most faculty, travel expenses will use up the major portion of the allocation of funds each year. This includes travel for the purpose of attending a conference or meeting, presenting a paper at a conference, participating in a workshop, seminar or board meeting of a professional organization, traveling for research purposes, and other such activities. The faculty member will discuss plans for travel with the department chair to ensure that the expenditure of funds is consistent with the faculty member's professional development plans.

Faculty must seek pre-approval from the Dean of the Faculty to spend their faculty development funds on any conference that involves international travel.

Preapproval is also required for travel to a conference at which the faculty member is not a presenter. We will take a conservative approach to approval of these funds during 2013-14.

The College's Travel and Expense Policy is available online, both on the college's intranet and on the Faculty Resources website. Faculty must follow the rules and guidelines of this policy when using college funds. The policy provides information about acceptable reimbursable expenses. Acceptable expenses include: transportation, registration, housing and food, and workshop fees. Reimbursements should be submitted either through a Request for Payment Form, or a Travel Accounting Form, both of which can be found on the Controller's website under Finance Forms (http://www.stonehill.edu/offices-services/controllers-office/finance-forms/). Reimbursement forms are also available through departmental or building administrative assistants. When arrangements are made far enough in advance, a Request for Payment Form may be used to pay for the charges.

2. Professional Memberships
A portion of the funds may be used for reimbursement for professional memberships. Normally the amount of the reimbursement does not exceed $300 in one year.

3. Lab equipment, books and research materials
Faculty may use a portion of their allotment for the purchase of laboratory supplies, equipment and books to be used for their research activities. Normally, these expenditures do not exceed $300 in one year.

Receipts for such materials must be submitted by April 1st or within 45 days of purchase, whichever is earlier.

4. Computer Supplies or Equipment

Normally, the College does not support the purchase of computer equipment or supplies with Faculty Development funds. All technology requests should first be requested through Information Technology (IT). Faculty interested in start-up funds to pilot new classroom technology can also apply for a Classroom Innovation Grant through the Center for Teaching and Learning or a Faculty Initiatives in Technology grant (FIT) through the office of Instructional Technology.

An exception is made for the purchase of a personal technology device such as a tablet. The following are the requirements for such purchases:
- Each full-time professor in a continuing appointment may propose using up to $300 funds (in lieu of books or supply purchases listed in 3. above) to fund or partially fund the purchase of a new personal device such as a tablet. This type of purchase can be made every other year.
- A REQUEST FOR PURCHASE OF A TABLET form must be submitted to the office of the Provost for approval **prior to the purchase of the device**.
- The personal device/technology purchased with these funds is the property of the individual professor who has purchased it. The professor must keep the original receipts and will be responsible for following up on any warranty issues with the manufacturer if there are any problems with the device, if it needs to be repaired, or is stolen.
- The professor will take the initiative to learn how to use the device.
- Information Technology will help the professor explore the use of this technology for teaching and learning.

  Note: The Information Technology Department (IT) will not be involved in the purchase or technical support of the tablet.

5. Timing of submissions for reimbursement

 All reimbursements should be filed within 45 days of the charges incurred. By April 1st. please inform us of any travel still expected between April 1 and June 30. This will allow our office to evaluate whether or not there will be excess faculty development funds to assist those whose research agendas are particularly heavy in that year. Notice of any additional available funding will be made by May 1st.

6 .Exceptions

When a faculty member has exhausted their funding, s/he will receive no other funding from this account for the rest of the fiscal year. However, if money is left in the account at the end of the fiscal year, faculty members will be notified that additional reimbursements or travel allowances might be possible, upon application to the Dean of the Faculty. Development fund allotments are subject to modification at the discretion of the Provost or designee.

E. Faculty Grants

1. *Professional Development Grants*

Annually, Stonehill College awards grants to individuals or groups of faculty members for Research, Writing and Artistic Production and Seminar/Institute Support. These grants are competitive in nature. (See Appendix A for details.) Applications for externally funded grants and/or contracts must be submitted through the Office of Academic Development, for more information see Chapter 4.

2. *Publishing Support Grants*

Publishing Support Grants are available to help subsidize the cost of publication for scholarly works (e.g., page charges, indexing, editing). Application is made to the Dean of the Faculty; there is no specific deadline. Approximately $10,000 is available each year; maximum of $1,500 per faculty member.

3. *Instructional Development Grants*

The Center for Teaching and Learning seeks to support and reward faculty efforts in classroom and curricular innovation, professional development focused on teaching, and the scholarship of teaching and learning. To   that end, the following grant opportunities are available through the CTL:

- **SOTL Research Grant** (one grant awarded per year): Awarded annually, this $2,500 grant provides support for a faculty member or faculty team engaged in research related to the scholarship of teaching and learning (SOTL). A maximum of $1000 of the grant will be awarded as a stipend, and the remaining funds are available to cover research and travel costs related to the project, as well as funding for student research assistance. If the research proposed involves human subjects, applicants should first consult with the Director of Academic Development about Institutional Review Board requirements. Preference will be given to projects leading towards publication. **Applications are due April 1st**.

- **Classroom Innovation Grant** (six grants awarded per year): Awarded each semester, these grants provide "start-up" funds for innovative projects meant to enhance student learning. Typically capped at $1,000, the grant can support a range of projects: development of curricular materials, course-related student publications, and instructional technology innovations (in some circumstances, technology requests may exceed the typical $1,000 cap). This grant cannot be used for a faculty stipend. Applications for spring semester are due October 1st. **Applications for fall semester are due April 1st.**

- **Pedagogy Travel Grant** (ten grants awarded per year): Awarded monthly, these grants (typically capped at $750) support faculty travel to teaching-related conferences and workshops. As grant availability is dependent on available funding, applications received earlier in the year have a greater chance of being funded. **Applications are due on the 1st of every month.**

All Instructional Development Grant applications should be submitted online through the Center for Teaching and Learning's website (http://www.stonehill.edu/offices-services/ctl/).

4. *Stonehill Undergraduate Research Experience (SURE)*

The Stonehill Undergraduate Research Experience (SURE) Program provides an opportunity for students who have completed their first year at Stonehill to perform significant, publishable full-time research under the guidance of, and in collaboration with, an experienced faculty   researcher. The experience, available in all disciplines, helps to solidify and define students' career choices, both through graduate school decisions and in post-college employment. All SURE Scholars and faculty mentors receive a stipend for an eight or ten-week full time summer session.

The SURE Program is administered by the Office of Academic Development. Applications for the summer program are made jointly by the student and the faculty mentor. Applications will be due in the Office for Academic Development by the first Friday in December (December 7th). Notification is normally made by mid February.

F. Leaves and Awards/Release Time

The College offers several opportunities for leaves and release time awards, to provide additional time for faculty to pursue research/scholarship or other professional activities.

1. Sabbatical

Sabbatical leave is granted for the express purpose of providing an opportunity for faculty members to enhance their professional development through projects of research, written scholarship, or similar creative endeavors. The project must enhance the individual's ability as an educator in the classroom and/or promote scholarship in one's academic discipline. Sabbatical leaves can be awarded for one year at half-salary, or one semester at full salary. Deadline for sabbatical applications is the second Friday of October (October 14th) to the Provost/Vice President for Academic Affairs. Eligibility and application format is available on the Faculty Resources website and in Appendix B. Faculty will be notified by February 1st. Reports are due within three months of the end of the sabbatical.

2. Conboy Award for Faculty Development

Provides a course release in one semester to advance the research of an Assistant or Associate Professor; two offered per year; competitive; priority given to faculty who have not benefited from a course load reduction in the previous 2 years. Criteria and procedure for application are available on the Faculty Resources website. Deadline is the first Friday of December (December 6, 2013) to the Dean of the Faculty. Applicants will be notified by the end of December. Reports are due at the beginning of the semester following the one in which release time was awarded.

3. Teaching and Learning Strategies Seminar

This seminar which is facilitated by the Center for Teaching and Learning takes place one semester each year. Faculty apply for one of several openings and will be given release time from one course to spend the semester working with colleagues and experts from within and outside the College on specific issues related to teaching and learning. Applications are submitted on-line and are due December 1st. Criteria and procedure for application are available on the CTL website (www.stonehill.edu/ctl.xml).

4. Special Leave of Absence

If opportunities such as funded fellowships or research grants become available, faculty are encouraged to consider them. An authorized Leave of Absence (for purposes other than those covered under the Family and Medical Leave Act Policy) without pay is not considered a Sabbatical Leave. The College grants such leaves only under special circumstances and only if the leave does not seriously impair the teaching mission of the College.

The application for a Leave of Absence must be presented to the Provost/Vice President for Academic Affairs who, after consultation with the appropriate Department Chairperson, forwards a recommendation to the President for final action. The application must normally be submitted 12 months in advance, but this schedule is flexible.

An authorized Leave of Absence for one academic year or less is not ordinarily considered to be an interruption of service to the College, in consideration of tenure, promotion, retirement, or salary increments.

G. Center for Teaching and Learning

Stacy Grooters, Director
Center for Teaching and Learning – x1324

The Center, located in Duffy 114, was founded to support faculty in their various roles and responsibilities as educators at Stonehill. It also exists to advance excellence in learning, teaching, and assessment through programs meant to support faculty development and research in the scholarship of teaching and learning.

To that end, the CTL strives to provide faculty opportunities for:

- Consultation: providing confidential consultation services for faculty regarding a wide range of questions related to teaching, including course planning, classroom management, assessment strategies, inclusive teaching techniques, and active learning strategies;

- Collaboration: organizing on-going programs and other events where faculty can exchange ideas regarding teaching and learning with each other and with leading experts in the field; and

- Research: collecting resources related to the latest scholarship on teaching and learning (SOTL) in addition to supporting faculty in their own SOTL research.

Specifics about consultation services, teaching resources, and instructional development programming can be found below. Details about grant opportunities are addressed earlier in Chapter Two and detailed in the Appendix.

1. Individual Consultation

The CTL Director is available to consult one-on-one with all full- and part-time faculty on a range of teaching-related concerns and questions. The Director can serve as a sounding board, help brainstorm options, and identify useful resources. Rather than taking a prescriptive, "one-size-fits-all" approach, the Director seeks to understand a professor's particular goals and teaching contexts before considering possible courses of action.

Consultations are always initiated by the faculty member and are kept completely confidential. To learn more about individual consultation services, visit the CTL website: http://www.stonehill.edu/offices-services/ctl/.

2. Mid-semester Assessment

The CTL is also available to assist faculty in gathering feedback about a course while it is still in progress. While end-of-semester evaluations can be useful for making adjustments to future courses, they don't allow for "midstream" adjustments. Midterm assessment, on the other hand, enables faculty to:

- make adjustments to a course while there is still time to do so,
- signal to students the professor's investment in their learning, and
- provide additional evidence of teaching effectiveness (to supplement end-of-semester evaluations and peer review).

The CTL offers the following options to faculty interested in gathering mid-semester feedback:

- Student written feedback
- Small Group Interview
- Classroom observation
- Classroom videotaping

The Director is also eager to work with faculty to develop assessment tools and procedures particular to their needs. Contact the CTL to talk about developing an approach that works for you.

3. Teaching Resources

The CTL has a growing collection of print and online teaching resources for faculty.

a. The "Class Notes" blog is updated weekly with announcements about teaching conferences and publication opportunities, CTL events, teaching tips, faculty innovations, and other information of interest to Stonehill's teaching community.

b. The CTL website provides information about the events and services offered by the CTL as well as hosts a growing collection of online resources related to teaching and the Scholarship of Teaching and Learning (or SOTL).

c. The Faculty Reading Room is located in the Center for Teaching and Learning (Duffy 114). It holds the CTL's collection of print teaching resources. **Furnished with a table and chairs** – as well as a microwave, refrigerator, water cooler, and single-serve coffee maker – the Reading Room is also a quiet place for faculty to do individual and collaborative work or to relax between classes or over lunch.

H. Instructional Development Programs

The Center for Teaching and Learning schedules programs and other events on a regular basis to support faculty development in a variety of areas. Further information about the following programs is available on the CTL website: http://www.stonehill.edu/offices-services/ctl/.

1. Academic Development Day

Each semester, a half-day or full day workshop is scheduled to provide faculty and academic administrators an opportunity to discuss topics related to teaching, general education, curricular design, academic advising and other relevant issues. Suggestions for AD Day topics or speakers should be directed to the Director of the Center for Teaching and Learning. The dates for AD Day are October 15, 2013 and April 2, 2014.

2. Teaching Roundtables

Teaching roundtables are faculty-led conversations meant to provide faculty and others at Stonehill informal opportunities to discuss various teaching topics with their colleagues. Scheduled regularly throughout the semester, these one-hour roundtables are typically led by faculty interested in engaging in interdisciplinary dialogue about pedagogical strategies and theories. Suggested roundtable topics should be directed to the Director of the Center for Teaching and Learning.

3. Pedagogy Reading Groups

Pedagogy Reading Groups are organized to focus on a single book or topic chosen at the suggestion of faculty members. The CTL provides faculty with copies of the readings. Reading groups typically meet five or six times throughout the semester (though group members agree to a schedule that works best for them). Faculty who wish to organize a reading group should contact the Director of the CTL.

4. Workshops

The Center for Teaching and Learning also hosts more intensive, formal workshops at the request of faculty groups or departments.

CHAPTER THREE: FACULTY RESOURCES

Stonehill College provides the following resources in order to create a supportive atmosphere for faculty that facilitates their development, both in teaching and scholarship.

I.   Faculty Offices

The Provost/Vice President for Academic Affairs has a standard policy for assigning faculty offices. The assignments are made during the summer.

Except when Departments have been assigned specific areas (such as the Departments of Business Administration, Education, and those departments in Cushing Martin, the Martin Institute, Student Union and the Science Center), office space is assigned on a priority basis, as follows:

1.   Seniority at the College
2.   Faculty Rank

Due to a shortage of offices, when faculty are away from the college (e.g., during a sabbatical or other leave) it will be necessary to assign the office to another faculty member.

II. Telephones

Each faculty office is provided with a telephone; full-time facility members are assigned individual extensions. Part-time faculty share offices and phones but can be assigned separate phone message mailboxes. Long distance calls can be made by requesting an outside line from the operator (0). Questions about telephones should be directed to the Telecommunications Office (X1330).

III. Parking

All employees may obtain a parking hang-tag from the Office of Campus Police, located in the Student Union Building.   Faculty and staff must now register their vehicle(s) and apply for parking credentials online through "myHill." In order to register a vehicle and apply for parking credentials online, please go to the "myCampus" tab on "myHill." Click on the "register your car online" link under "Security and Parking" which will bring you to the "MyParking" page. Click on "Apply for a Permit" and follow the instructions.

IV. ID Card

The Hill Card is an identification card which also serves as a library card and can function as a debit card for purchases on campus (meals, bookstore). This is a photo ID card and is issued by Campus Police.

V. Technology and Support Services

A. Information Technology (IT)

IT provides a robust infrastructure, a variety of networked resources and accessible support services to enhance the teaching and learning environment for Stonehill community.

1. *Stonehill User Account*

You will use your Stonehill user account to access many campus services including the campus network, the wireless network, email, the learning management system (eLearn) and the campus portal (myHill).

2. *Faculty Computers*

Full-time faculty members are provided with a computer and can select from our standard offerings either a desktop computer or a laptop with the Windows or MAC operating system. Computers and peripherals are the property of the College and the College can access computer content at its discretion. Computers must be returned to the Office of Information Technology (IT) in the event that a faculty member leaves the full-time employment of the College.

3. *Network Access*

Network access is available by plugging into the jack in your office or connecting your laptop to the cable provided on the classroom podium.

Wireless network access is available in almost all campus buildings in locations marked by HillSpot Wireless Zone signs. Buildings that have complete coverage throughout are marked with similar signs indicating HillSpot Wireless Building. Coverage details are provided on the IT web page under the network heading.

Some resources, such as the Central File Share service which allows secure network storage require that you use our Virtual Private Network (VPN) for access when you are not on campus. Visit the IT web page under the network heading for more information about using the VPN from home.

4. *Teaching with Technology*

IT provides a wide range of instructional applications and support services for faculty to enable the integration of technology into their teaching. Workshops and showcases are held regularly throughout the year. Unique hardware and software resources are available in the Instructional Technology Center located in Duffy 019 which allows experimentation and development in a supportive environment. Hours of operation are M-F, 8:30 to 4:30 or by request. For more information visit the IT website (http://www.stonehill.edu/offices-services/it/) or contact Janice Harrison (jharrison@stonehill.edu) to set up an appointment.

5. *Email*

Each faculty member is assigned an email account and is given access to the College Network. Email is the property of the College and can be accessed by the College at its discretion. The primary purpose of Internet usage is for professional activities; minimal personal use is acceptable so long as it does not interfere with the integrity of the network.

6. *myHill Portal*

myHill is a personalized platform where students, faculty and staff access announcements, information and online services. Portal content is targeted to specific user groups, enabling access to relevant information in a single location. Faculty use myHill to obtain their class schedules, view student rosters, email their class or advisees, post grades and more. Browse to myHill.stonehill.edu to access the portal.

7. *eLearn Learning Management System*

eLearn utilizes the Angel learning platform and was introduced on campus for the Fall 2009 semester. eLearn provides simple yet powerful tools that enable delivery of course content, management of student outcomes and enhanced collaboration.

8.   *ResponseCard RF Clickers*

The College standard for classroom response systems is the ResponseCard RF from Turning Technologies and student purchase through the Bookstore. Faculty members who plan to use clickers must contact the Bookstore to place an order for the ResponseCard RF as part of the course requirement. The IT Help Desk provides a receiver for the faculty members using clickers in their classes. A loaner set for short term experimentation is also available.

9.   *Learning Spaces*

Most classrooms are equipped with a Windows based PC as the instructor desktop at the podium and a projector. Faculty also have the option of connecting their laptop (PC or Mac) at the podium. Additionally, 10 teaching labs with Windows based computers are available in various locations around campus. The graphic design studio in Cushing-Martin Hall is equipped with 20 high-end Mac computers. Students utilize general access labs in Stanger Hall and the library as well as the teaching labs when classes are not in session. More information including the list of installed software can be found on the IT web page under the classroom technology heading.

10. *Audio-Visual Media*

IT staff provide assistance with all classroom multimedia technology including projection, sound, filming, editing, CD/ DVD duplication and web conferencing.

Both to maintain Stonehill's compliance with ADA expectations and because of Stonehill's commitment to creating an inclusive campus that treats all individuals with dignity, faculty must ensure that all students have access to audio-visual materials used for instruction, such as video tapes, film, DVDs, streaming digital media, video files, and any other material that includes an audio portion accompanying the video portion. This policy applies to all videos shown to students enrolled in Stonehill College classes.

- ❖ When purchasing new media, captioned versions of that media must be purchased when available. If no captioned version is available, faculty will consult with the Center for Writing and Academic Achievement about alternative options (see C3 below).

- ❖ When choosing to assign or use media in a course, faculty must ensure that it will be accessible to the students in that course. Faculty can either:

    1)   choose materials that are already captioned;
    2)   request that captioned versions of the materials be purchased by the library;
    3)   consult with the Center for Writing and Academic Achievement as to which of the following is the most suitable solution:
        i.   Submit materials for captioning
        ii.   Request an interpreter
        iii. Provide a transcript

- ❖ When a faculty member has a clear pedagogical need that requires that no captioning be used (for example, when teaching hearing comprehension of a foreign language film), that faculty member should meet with the Center for Writing and Academic Achievement to discuss reasonable accommodation alternatives.

❖ In the spirit of universal design (which seeks to create environments that are *already* accessible for the largest range of individuals), faculty are encouraged to always use captioning, even when no student has requested it as an accommodation. Captioning is not only useful for students with hearing loss; students with learning disabilities, students who are second language speakers, and students who are "visual" learners can all benefit from captioning.

❖ The faculty member will ensure that students requiring captioning will be seated to ensure that the line of sight and lighting supports the captioning.

❖ All media equipment and computers used in classrooms must be capable of displaying captions when using media. Classroom projectors will be set to show captions as their default mode (faculty can choose to turn off captioning when necessary). Labels with clear instructions for displaying captions should appear on all equipment and media (as needed).

11. Support

The Service Desk (previously named Help Desk) is the single place to seek assistance with technology issues and is accessible via email, the phone or in person. Contact the Service Desk with any technology problems or
questions at

> Service Desk, Duffy 025
> servicedesk@stonehill.edu
> 508-565-4357

B. Copying and Printing

1. Centralized Copying Services
The College offers centralized copying services in the Document Center, located in Duffy 264. Faculty can bring jobs to the Document Center, or e-mail them to documentcenter@stonehill.edu. Services include copying, folding, cutting and binding.

2. Satellite Copiers
There are satellite copier/printers available to faculty in all buildings. Most require a department code to be entered for access. These are meant for smaller jobs fewer than 200 total impressions. Faculty can copy on these machines, and they can also forward print jobs to them, with the added benefits of collating, double-siding and stapling. Jobs larger than 200 pages should always be sent to the Document Center, where the larger machines and staff are better equipped for these jobs.

3. Course Packs and Classroom Materials
The College also offers help with course-packs. These are collections of materials that are combined to be used as the text for a course instead of a single book. In most cases, these materials need copyright approval, which can be obtained from CCC (http://www.copyright.com). After copyright approval has been obtained by the faculty member (or administrative assistant), materials should be collected and brought to the Document Center, who can create the course pack in-house. Because the course packs are produced on campus, a limited number can be created initially with additional copies made if the enrollment changes.

The following are general guidelines (based upon the Fair Use Statute) for copyright requirement:

Single Copying for Teachers-

A single copy may be made of any of the following or any part of the following for research or instructional use, without copyright permission:
- A chapter from a book,
- An article from a periodical or newspaper,
- A short story, short essay or short poem,
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

Multiple Copies for Classroom Use-

Multiple copies (not to exceed more than one copy per student) may be made for classroom use or discussion, provided that:

- The copying meets the tests of brevity, spontaneity and cumulative effect as defined below, and
- Each copy includes a notice of copyright.

Brevity: Guidelines permit course packs to include up to 250 words from a particular poem, a complete article of up to 2500 words and excerpts of longer works up to 1000 words or 10% of the total words whichever is less, and one diagram/chart/illustration per copyrighted work.

Spontaneity: A further requirement is that 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. Note that this last requirement has no basis in the fair use statute and, if taken literally, would probably only help the instructor in instances of fast-breaking developments part-way through the term.

Cumulative Effect: Another limitation is the "cumulative effect" limitation that no more than two excerpts from the same author and no more than three pieces from the same collective work may be used in the same course packet. And, the copying of the material is for only one course in the school in which the copies are made. These limitations do not apply to current news periodicals and newspapers and current news sections of other periodicals. Finally, the Guidelines say that course packets are not supposed to contain more than nine copyrighted works and that no items may be included in the same packet "from term to term" (presumably meaning in successive offerings of the course).

 Prohibitions:

A. Copying may not be used to create or substitute for anthologies, compilations or collective works.

B. There shall be no copying from workbooks, exercises, standardized tests and test booklets and answer sheets and similar consumable material.

C. Copying shall not substitute for the purchase of books, publisher's reprints or periodicals or be repeated with respect to the same item by the same teacher from term to term.

D. No charge may be made to the student beyond the actual cost of the photocopying.

If the copied material does not meet the criteria or contains a prohibition, then the faculty member is required to get copyright approval before sending the material to the Document Center.

C. Bookstore

The Stonehill College Bookstore is located in the basement level of Boland Hall. It is operated by Follett's. Faculty will be sent information each semester regarding textbook orders. Other information is available through the bookstore website

D. Faculty and Administrative Assistants (A.A.)

Administrative support for faculty at Stonehill is organized by building rather than by department. If you have a question or need assistance, speak to the AA in your building. As of this printing, the assignment of Administrative Assistants is as follows:

- Business Department - Carolyn McGuinness (XI463)
- Duffy Faculty/Religious Studies Faculty/Computer Science Faculty - Wendy Hanawalt (X1225)
- Cushing-Martin Building - Elizabeth Pearson (XI622)
- Martin Institute - Noelle Preston (X1131)
- Education Building/Department - Donna Driscoll (XI216)
- Shields Science Center (Biology & Chemistry) - Romelle Berry (XI201)
- Shields Science Center (Physics & Psychology) – Frances Foote (X1956)

If your AA is not available (illness or vacation), and you need support, please speak to Lead Administrative Assistant Wendy Hanawalt (XI225); she will find someone to help you.

Assistance Provided By Administrative Assistants

1. Support to Department Chairs

The primary responsibility of Faculty Administrative Assistants is to support departments and their chairs with administrative responsibilities and other department activities. These are some of the tasks for which AAs provide support:

- Planning department functions: meetings, receptions, colloquia, student information sessions.
- Receiving and responding to requests for general information from students and the public.
- Organizing and administering personnel searches: receiving correspondence, creating and maintaining applicant files, scheduling interviews, making travel and hotel arrangements, and generating correspondence from applicant databases. (Please let your administrative assistant know as soon as possible when your department is having a personnel search so that she/he can plan accordingly.)
- Assisting department chairs with records retention.
- Maintaining departmental databases of majors, minors, and alumni/ae and generating correspondence.
- Monitoring department budgets.
- Correspondence and file maintenance relating to department administration.
- Taking minutes of departmental meetings, if requested.

2. Support for Faculty

Administrative Assistants will handle larger or special projects for faculty, such as mailings, database management for research and other studies, internship evaluation material, etc.

It is expected that faculty will word process and copy their own syllabi, exams and other classroom materials, as well as correspondence, unless there is a special situation where help is needed.   Exceptions can be made, if the AA has time and is given enough notice; please speak to your AA if you have a special need. Requests for word processing for faculty research or projects will be considered on a time-available basis.

NOTE: Administrative Assistants should not be asked to administer or proctor tests or examinations.

3.   *Office Supplies*

Administrative Assistants are responsible for ordering supplies. Please ask them where supplies are kept in your building. If you cannot find what you need there, the AA will be able to help you.

4.   *Mail*

Mail is delivered on a daily basis. When books or large packages are delivered, the Mailroom generates an email alerting the recipient to the fact that a package has arrived for them. These packages will be delivered to building mail drop off points. Ask your AA where books are delivered.

5.   *Teaching Assistants (TAs) and Work Study Students*

Teaching Assistants are assigned to faculty by the Center for Writing and Academic Achievement. Faculty may request TAs on a semester by semester basis. In addition, work study students are sometimes available to work on other projects for faculty as needed. Please see your Administrative Assistant for details. Faculty should use work study students only for projects which will support their educational experience at Stonehill. Examples include research, website updating, or planning department projects and events.

This list is not all-inclusive. If you need help, please feel free to discuss it with the administrative assistant in your building; however, be aware that, due to the nature of their work, they may not be able to assist you, especially during the busiest times of the semester. Prepare for this possibility by allowing as much lead time as possible for the completion of projects.

CHAPTER FOUR: ACADEMIC ADMINISTRATIVE OFFICES

OFFICE OF THE PROVOST
Duffy 134

Provost and Vice President for Academic Affairs:
Joe Favazza, X1311
Assistant to the Vice President for Academic Affairs:
Nancy Dunsing, X1311

Interim Dean of the Faculty:
Maria Curtin, X1650
Assistant to the Dean of the Faculty
Mary Boyd, X1650

Dean of Academic Achievement:
Craig Almeida, X1024
Assistant to the Dean of Academic Achievement
Paula Lutton, X1840

Provost and Vice President for Academic Affairs

The Vice President for Academic Affairs works to shape the intellectual culture of the College by building a community of teaching, learning, and scholarly excellence; providing the organizational and financial structure to support that community; and collaborating with the President and other members of the leadership team at the College to advance institution-wide goals. The VPAA is responsible for academic strategic planning, academic budget planning and management, overall assessment of student achievement, and professional growth for faculty and administrators in the Academic Division. The VPAA oversees the work of the following Offices: Dean of Academic Achievement, Academic Development, Career Services, Dean of the Faculty, Library, Registrar, and Academic Assessment. The VPAA evaluates faculty for hiring, sabbatical leave, unpaid leave of absence, professional development grants, pre-tenure review, tenure, and promotion.

Dean of the Faculty

The Dean of the Faculty has direct oversight of the academic departments, curriculum in all major programs of study, faculty development and evaluation, and faculty advising. She oversees the Assistant Dean of General Education and the Writing Program, the Director of the Martin Institute, and the Director of the Center for Teaching and Learning. She works with department chairs on curriculum development and program assessment. She is responsible for coordination of the New Faculty Orientation, the Faculty Mentoring Program, the Conboy Award and the Publishing Support Grant program. She also chairs the Academic Appeals Board Committee.

Dean of Academic Achievement

The Dean of Academic Achievement is responsible for the coordination and delivery of all academic resources to Stonehill students to insure their academic success across the continuum of ability and achievement. In addition to having direct responsibility for the Post-Graduate Fellowship Program, the Dean oversees the work of the Associate Dean of Student Achievement/Director of Academic Services, Director of International Programs, Director of the Honors Program and the Director of the Writing Center. The Dean works very collaboratively with the Office of Career Services.

Department Chairpersons

The Department Chairperson or Program Director should be a faculty member's first contact for questions about resources or teaching or student issues. After consultation with the members of the Department, the Department Chairperson is recommended by the Dean of the Faculty and is appointed by the Provost/Vice President for Academic Affairs. He/She ordinarily will serve for a 3-year term with the possibility of renewal. Department Chairpersons receive an annual stipend or teaching load reduction, or a combination of the two for the work associated with their office during the academic year and the summer.

The Department Chairperson is directly responsible to the Dean of the Faculty. He/She is the principal staff administrator of his/her Department, and supervises the teaching faculty. Some responsibilities can be delegated to other faculty as part of their departmental service; if the workload is significant, however, the chair may elect to shift some portion of the chair's stipend to the faculty member.

Within the Department

Faculty

- Coordinate searches for full and part-time faculty
- Carry out reappointment, tenure and promotion reviews
- Resolve conflicts among peers
- Resolve student complaints
- Mentor new faculty members
- Encourage and facilitate faculty development
- Facilitate a sense of intellectual community and shared vision

Planning and Assessment

- Provide oversight of the process
- Coordinate implementation of assessment plan for department
- Coordinate program review

Departmental Curriculum

- Facilitate curricular discussion among department members
- Serve as primary liaison between department and Curriculum Committee for changes in curriculum (proposals for new courses, deletions, changes in prerequisites, etc.)
- Coordinate scheduling of courses and work with Offices of Registrar and Academic Affairs to finalize course schedule each semester.
- Review and revise catalog copy

Students

- Supervise advising of majors and minors (individual and group)
- Administer advanced placement credit; review and approve courses taken off campus
- Facilitate preparation for post-Stonehill careers, education through seminars, alumni connections, etc.
- Supervise the Senior's Transition Project for the department.
- Confirm completion of graduation requirements for students.
- Sign all Declaration of Major Forms for students.

Manage resources (non-personnel; variable by department)
- Equipment, space
- Budget
- Research facilities, supplies
- Instructional supplies

Within the College
- Attend chairs' meetings, including Summer Chairs' Institute
- Work with other departments on interdepartmental activities, curriculum
- Work with Assistant Dean of General Education on Cornerstone courses
- Provide primary contact with Offices of Admissions, Development and Alumni Affairs

Outside the College
- Provide information directly or indirectly through staff for outside requests
- Respond to surveys
- Serve as liaison with state agencies, organizations, where appropriate

OFFICE OF ACADEMIC ASSESSMENT

Linda Dillon, Director of Academic Assessment
Duffy 128
X1475 ldillon@stonehill.edu

The Office of Academic Assessment has primary responsibility for the College's academic assessment processes and supports continuous improvement of student learning, academic program review, senior transitions and graduate outcomes. The Director works closely with Department Chairs and Program Directors to develop and implement manageable and meaningful program-level assessment plans.

OFFICE OF ACADEMIC SERVICES AND ADVISING

Kevin Piskadlo, Assistant Dean of Academic Services and Advising
Duffy 104
X1306
kpiskadlo@stonehill.edu

Mission Statement
The Office of Academic Services develops, coordinates, and provides systems that enable students to reach their educational and career goals. Working within the strategic plans of the College, the Office of Academic Services marshals all of the College's resources to focus on and advocate for individual student success. The Office fosters advising and support services that bring faculty and students together to work toward intellectual and personal excellence.
Academic Advising
Stonehill College prides itself on providing Developmental Advising to students. Every first-year student is assigned an academic advisor for the academic year. In some instances, the advisor will change when the student decides on, or changes his or her major. In other instances, the advisor will meet with the student at least once per semester---during the registration period. However, advisors are available to meet with students as often as needed.
Academic Intervention Programs
Academic Community Experience (ACE) - An intensive three-week program that prepares incoming, academically at-risk students for college life and study through actual coursework, writing support, and

skill-building workshops. Students take a full-credit Critical Encounters course in a small-seminar format, a linked writing practicum, and a variety of workshops to sharpen critical reading, note taking, time management, and other essential skills. Students will benefit from adjusting to the demands of college before the semester begins, and because they complete one of their general education requirements in ACE, students will have a lightened course load in the fall, which can also smooth the transition from high school to college. Because they make connections to faculty, staff, advisors, and future classmates during the program, ACE students hit the ground running with an established support network behind them. The ACE program is offered at no additional charge to accepted Stonehill students, but space is limited.

 APL 042 Applications of Learning Theory - A one-credit study skills class for first-year students. Students assess their own individual learning styles as well as become familiar with the Cornell system of note-taking, strategies to prepare for and take exams, the SQ3R method of textbook reading, how to break up large tasks and complex ideas into small understandable parts, etc.

Back on Track - Program designed to assist second year students who have experienced academic difficulty during their first year. Students will meet with an academic advisor for four sessions over the semester. This program is intended to be an academic survival kit for the students next three years at Stonehill College.

Academic Warning - Fourth week into the semester an email is sent to all faculty asking to report any student who is experiencing academic difficulty.

Mid Term Deficiencies - Eighth week into the semester professors are asked to submit deficiency notices of any student who currently has a grade of C- or below to the Registrar's Office.

End of Semester Report - Twelfth week into the semester an email is sent to all faculty asking if any student is in danger of failing a course.

** **NOTE** - All of the above are followed up by an academic advisor.

Advanced Placement
Stonehill College participates in the Advanced Placement program administered by the College Entrance Examination Board. Each academic department establishes criteria for awarding placement and credit.

Students who have taken part in the Advanced Placement program during high school may request advanced credit. To receive credit, students must request that an official transcript be sent to the Office of Academic Services for approval. Transcript requests should be made to: AP Exams, P.O. Box 6671, Princeton, NJ 08541-6671. A score of 4 or higher is accepted for transfer as major or elective credit.

Course Withdrawal
Students may withdraw from individual courses until approximately two weeks after mid-semester, as indicated in the Academic Calendar. Requests for course withdrawal after the deadline will be considered only for a serious reason such as prolonged illness. To withdraw, students must receive approval from the Office of Academic Services. Authorized withdrawal from a course will be indicated on the student's permanent academic record. Unauthorized withdrawal results in a failing grade in the course.

Student Absence
Students are responsible for notifying their professors directly if they will be absent on a short term basis. In the event of a long term absence due to a serious illness, injury or other matter, the student should

contact the Office of Academic Services. The Office will in turn notify faculty and provide any information that may be helpful in assisting the student during the period of absence.

Academic Warning System

Professors who have concerns about a particular student who misses a number of classes, does poorly on assignments and exams, or who seems to have difficulties with a particular course should call or come to the Academic Services Office to report their concerns. The office will arrange to meet with the student to determine how best to be of assistance.

Parent Notification

Our academic contract is with our students. We do not routinely notify parents about academic difficulties that students may be experiencing. It is usually far more effective for us to work directly with the student. We do strongly encourage students to communicate with their parents whenever they are having difficulty. However, in serious situations, such as extended absences from class, we will make contact with the parents of dependent students.

OFFICE OF DISABILITY SERVICES
Elizabeth Orlando, Director
MacPháidín Library, Third Floor
Ext. 1033, eorlando@stonehill.edu

Stonehill College is committed to providing all students equal access to learning opportunities. The Center for Writing and Academic Achievement is the campus office that works with students who have documented disabilities, in order to provide and/or arrange reasonable accommodations. Students are encouraged to visit the Center if they have, or think they may have, a disability.

GENERAL EDUCATION AND THE WRITING PROGRAM
Todd Gernes, Assistant Dean of General Education and Director of the Writing Program
Duffy 131
X1946 tgernes@stonehill.edu

General Education Program

The Director of General Education has direct oversight of the Critical Encounters Program, Learning Communities, Moral Inquiry, and other distribution requirements. The Director monitors the implementation and assessment of all aspects of General Education, including the Writing Program, and works with departments to ensure that senior capstone courses measure appropriate all-college outcomes. Questions about General Education, about courses fulfilling General Education requirements, or about advisees' general education concerns should be directed to Todd Gernes.

THE CENTER FOR WRITING AND ACADEMIC ACHIEVEMENT
Devon Sprague, Director
MacPháidín Library, Third Floor
Ext. 1751, dsprague@stonehill.edu

The center for Writing and Academic Achievement coordinates supplemental instruction for students seeking to improve their academic performance at the College. With over 100 faculty-selected undergraduate Teaching Assistants and 10 Shields Scholar Mentors, the Center provides one-on-one support and small group tutoring in over 60 courses. The tutor program is certified by the College Reading and Learning Association. Students are eligible to receive Level 1 from the International

Tutoring Certification Program (ITCP). All services are offered at no additional cost. Students are invited to take advantage of this great opportunity to enrich their academic experience.

The Writing Center is dedicated to assisting students and faculty in the preparation of documents for course work, publication, and applications. Using a series of questions, trained student tutors lead the writer from topic to question, from question to thesis, from thesis to main points and parts, to connectives, to grammar, and to word choice. Students may walk-in or make an appointment.

REGISTRAR'S OFFICE

John Pestana, Registrar
Duffy 112
X1104 jpestana@stonehill.edu

The Registrar's Office is responsible for the scheduling of courses, classrooms, registration, the Academic Calendar, final exam schedule, grading process, degree clearance, transcripts, and general information about enrollment. The office also coordinates myHill, the Banner student information system, with Information Technology.

myHill (under the Faculty Services tab)

- View your schedule of courses, class lists, and waitlists.
- Enter mid-semester and final grades.
- Send e-mail to all of the students in each of your classes.
- View a list of your advisees and their schedules, their major/minor in formation, and their online transcript.
- Send e-mail to your advisees individually or as a group.

Registration

Registration is the process by which all students select their courses on-line for the following semester. It involves each student meeting with their academic advisor, obtaining a Registration PIN card, and selecting courses on myHill. Registration is typically held in November and March for the following semester.

Add/Drop

Add/Drop is the period of time when students may change their course registration on myHill. It is not required that students receive advising prior to Adding/Dropping though it is encouraged. Add/Drop is typically open from the final day of registration through the first 10 days of classes.

Waitlists

Waitlists are created during registration once a course fills to the established capacity. Only students who meet the prerequisites of the course may add themselves to the waitlist. Students are taken off the waitlist, added to the class, and contacted by the Registrar's Office in a priority order determined by the faculty member or Academic Department, in collaboration with the Registrar's Office. It is up to the individual faculty member to accept extra students into their class. These requests will be processed provided there are enough seats in the assigned classroom to accommodate the extra students.

Check-In

Check-In is the method for students to check holds, confirm attendance and verify personal and emergency contact information each semester. This is mandatory and occurs during the first week of each semester.

Mid-Semester Deficiency Reports

Midway in each semester, on a date announced in the Academic Calendar, faculty members are expected to submit a grade in myHill for each student whose present grade is C-, D, or in danger of failing the course.

Final Grades

Final grades are due in myHill at the end of the semester according to the dates specified in the Academic Calendar.

Grade Changes

Once a student's semester grade has been entered into myHill, only the faculty member is authorized to subsequently change the grade. Such a change must be reported on the appropriate form available in the Registrar's Office or on the Registrar's website, http://www.stonehill.edu/offices-services/registrar/faculty-forms/. Grade changes are submitted to the Registrar's Office for processing. Grade changes that are older than one semester require the additional approval of the Dean of the Faculty.

Grade Re-Evaluation and Dispute Process

Only the instructor can give a grade in a course or change a grade given. Any question on the part of the student concerning the correctness of a grade should be raised first with the instructor. If, after contacting the instructor, a student does not believe the grade to be equitable, he/she should contact the relevant department chairperson. If the student still disputes the grade, a Grade Re-Evaluation request should be filed in the Dean of the Faculty's office. Such a request must be made before the middle of the semester following the one in which the grade was given. If, after receiving the explanation of the instructor, the student still feels that the grade is unjust, he or she may appeal to the Academic Appeals Board within two weeks. Appeals should be filed in the Dean of the Faculty's office.

Final Examinations

The Registrar's Office schedules all final examinations; a final examination schedule will be posted to the Registrar's webpage prior to the beginning of each semester. Policies related to the administration of Final Examinations are found in the online Policy and Procedures Manual. Faculty who choose to give students a take-home exam, paper or project instead of a traditional comprehensive exam need to notify the Registrar's Office each semester so that the final exam time and location can be removed from the final exam schedule.

Family Rights and Privacy Act Of 1974

The Family Rights and Privacy Act is a Federal law requiring the confidentiality of student's records. Learn more about FERPA from the Registrar's Office webpage (www.stonehill.edu/registrar.xml).
To avoid violation of FERPA rules, DO NOT:

- Link the name of a student with that student's ID on the public posting of grades.
- At any time use the full or partial Social Security Number of a student on any class rosters, grade sheets, or posting of grades.
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students.
- Circulate a printed class list with student name & ID number or grades as an attendance roster.
- Post student grades alphabetically or with ID numbers.
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.
- Provide anyone with lists of students enrolled in your classes for any commercial purposes.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

- E-mail grades to students. There is no guarantee of confidentiality of e-mail. Students may check their mid-semester and final grades in myHill.
- Include in a student recommendation letter any personally identifiable information obtained from a student's education record (Grades, GPA, ranking in class, etc.) without a signed release from the student. (Release Forms are available on the registrar's webpage under "Forms").

OFFICE OF ACADEMIC DEVELOPMENT

Bonnie Troupe, Director of Academic Development
Stephanie DesRosiers, Administrative Assistant
Duffy Room 119a
X1069 btroupe@stonehill.edu

The Role of the Office Of Academic Development
The Office of Academic Development (OAD) serves the faculty and staff of the College in helping obtain external funding for scholarly research, academic program and curriculum development, and community service projects. The College requires that all applications for external funding for academic projects be submitted through the Office of Academic Development. This Office serves the Academic Division and reports to the Provost/Vice President for Academic Affairs.

Services Offered by the OAD

The OAD offers the following services to members of the Stonehill College community seeking outside grant support:

- Provides information on potential sources of grant funds through the "Stonehill Grants Bulletin," published four times a year, and in response to individual requests.
- Helps faculty search for funding using Grants Search, an electronic database supported by the Grants Resource Center.
- Obtains application materials and information from funding agencies.
- Maintains a mini-library of resources on project development and proposal-writing (e.g., books, videotapes, sample proposals).
- Helps edit draft proposals.
- Works closely with faculty on project budget development.
- Processes proposals through institutional channels and obtains required institutional signatures.
- Prepares cover sheets and other official forms.
- Duplicates, assembles, and transmits final proposals.
- Helps to set up funded projects and monitor them through closeout, insuring compliance with external agency policies.
- Assists in dealing with other College offices working with funded projects, such as the Controller's Office and Purchasing.
- Serves as the College's liaison to external funding sources.

How do we work together?

We encourage faculty to discuss ideas about academically-related projects with us, whether they are individual scholarly research or institutional programs. We can be the most helpful in the early stages of grant-seeking, but we are also helpful if discussions begin when a faculty member is ready to write and submit a proposal. It is important to let us know as early as possible of any plans, so that we can build the project into our office schedule and give it the attention it deserves.

Early in the planning process, the faculty member should discuss the project with the Department Chair and the Dean of the Faculty, particularly with respect to the commitment of college resources that might be required to carry out proposed activities (e.g. project director's and other staff member's time, matching funds, use of campus facilities). Almost all awards take the form of a grant to the College, and most proposals will require the endorsement and signature of a College official, usually the President or the Provost/Vice President for Academic Affairs.

What happens when a grant proposal is funded?

If it is an institutional award; that is, if Stonehill College receives the grant (most grants are made to institutions, rather than to individuals):

- The Office of Academic Development will oversee the administration of the funded project, serving as a liaison among the Principal Investigator or Project Director, the College's financial office, and the funding agency.

- Shortly after the award letter and other award documents have been received, the OAD will schedule a meeting of everyone involved in administration of the project, including the Principal Investigator(s), the College Controller, and any departmental personnel who may be affected, e.g. computer personnel or purchasing. This meeting will consist of a review of the project, its origins and purpose, as well as any special conditions of the grant. Fiscal policies and procedures will be covered in detail. All participants will be able to ask questions and clarify any issues about the project or the grant, as well as to make plans for a well-coordinated administration.

- The College Controller will establish a separate account, or Cost Center, for the grant project. All purchase orders and check requests must be processed through the OAD. The PI or Project Director is responsible for incurring expenses as presented in the project budget. Variations from the original budget, even minor changes, generally must be cleared with the funding agency. The Controller, together with the OAD, will be responsible for submitting required fiscal reports to the funding agency.

- If the award is made directly to the faculty member (some fellowship awards, for example): In most cases, the individual responsible for reporting to the funding agency but the OAD is happy to assist you. Faculty members are responsible for taxes on such fellowships/awards.

- Program reporting: most grant awards require a follow-up report on the programmatic use of grant funds. In some cases, the PI will be required to complete several interim reports, as well as a final report; in others, only a final report is requested. Frequently, some format for these reports is furnished. The OAD will help the individual submit these reports and remind them when they are due.

- Additionally, the Office works in conjunction with the Kruse Center and reviews all student opportunities to external sources for major fellowships and scholarships.

LIBRARY

Cheryl McGrath, Library Director
X1223, cmcgrath1@stonehill.edu

Transformation via Discovery: Explore Evaluate Engage

The MacPháidín Library, Archives, and Historical Collections provide faculty with the resources needed to teach students to become successful seekers and users of information. Through our collections and consultations we enable faculty to transform their teaching via discovery and delivery of new ideas. In the Library and Archives, faculty can engage with rich collections and find unique opportunities for experiential teaching.

The librarians are available to assist you in integrating library resources and research into your class assignments. Please do not hesitate to contact us if we can be of assistance.

Library Web Page   http://www.stonehill.edu/library/

Library Research

You will find information about the library and links to our catalog, electronic reserves, subscription databases, streaming media, and other Internet sites on our home page. Virtually all of our electronic resources are available campus-wide and most are accessible from off campus.

Librarians are able to create research guides for your course, including content in your eLearn site.

Librarians are available for consultations for faculty research projects.

Committees may request a librarian to assist with research.

Library Collections

Faculty members are invited to order print and electronic books, print and streaming media, and journals and databases for the library's collections. Our primary focus is support for the curriculum, but we also purchase material to support faculty research needs.
Collections: Liz Chase, x1329 echase2@stonehill.edu
Serials and Databases: Geri Sheehan: x1293 gsheehan@stonehill.edu
Streaming Media: Heather Perry x1538 hperry@stonehill.edu

Library Liaisons

Each department has a liaison librarian available to provide instruction, research assistance, and collection development support.

Trish McPherson	Heather Perry	Jane Swiszcz	Liz Chase	Joe Middleton
Philosophy	Chemistry/ Biology	Sociology	English	Business
History	Math	Crimonology	Writing	Economics

Religious Studies	Physics	Psychology	Visual and Performing Arts	Healthcare
Foreign Languages	Environmental Studies		Gender Studies	
	Computer Science		Communication	
	Neuroscience			
	Education			

Course Reserves

Contact the circulation desk by August 15th to put material on reserve for your fall courses. Formats can be electronic (accessible via our web page or your eLearn page) or in hard copy.
Contact: Circulation Desk x1313
Jennifer Connelly, jconnelly@sotnehill.edu or
Joyce Vacchi, jvacchi@stonehill.edu

Information Fluency

Librarians will be happy to work with you to provide course-related instruction in research methods and help students learn to identify their information needs, evaluate sources and use data to answer questions and solve problems. Librarians will customize assignments, create specialized web pages for your courses and tailor instruction throughout the course for point of need access to information for students.
Contact: Trish McPherson, ext1844 pmcpherson@stonehill.edu

Interlibrary loan

The library provides free interlibrary loan services for faculty and students. You can fill out a request form online or contact the reference department to make a request. Interlibrary Loan is provided for you free of charge.
Contact: Heather Perry x1538 hperry@stonehill.edu

CHAPTER FIVE: FACULTY MEMBERSHIP, APPOINTMENTS AND EVALUATION

A. MEMBERSHIP

1. Faculty:

Only persons employed at Stonehill College whose contract specifies appointment as Stonehill College faculty as described in this section are defined as faculty.

2.   College Staff With Faculty Rank:

Only staff who previously held Stonehill faculty rank or staff hired with faculty rank as defined above, or staff who share faculty teaching and research responsibilities and professional concerns as determined by the American Association of University Professors (e.g., librarians), are defined as college staff with faculty rank.

3.   College Staff With Honorary Faculty Rank:

Some staff currently listed in the Stonehill College Academic Catalogue (The Hill Book) as college staff with faculty rank possess that rank on an honorary basis. As an honorary rank, it neither confers membership in the Stonehill faculty nor in a specific department. This designation of staff with honorary faculty rank will not be conferred upon subsequent staff and will cease to exist with the attrition of all current staff so defined.

4.   Emeritus Faculty

Upon retirement from the College and upon recommendation by the department and the Provost and Vice President for Academic Affairs, a full-time faculty member may be designated Emeritus by the President and Board of Trustees. Ordinarily, faculty members receiving the Emeritus appointment will have served at least twenty years on the faculty. Those holding Emeritus rank are entitled to use College facilities, such as the library and sports complex, and to receive, upon request, all publications of the College. They are encouraged to participate in the social and ceremonial functions of the Faculty. If a need arises, an academic department may request that an Emeritus professor teach.

B. FACULTY SEARCHES AND APPOINTMENTS

The recruitment procedure is designed to attract a diverse pool of qualified applicants from whom we can select faculty members who support the mission and academic goals of the college. We want to recruit faculty who are committed to excellence in undergraduate teaching and close mentoring of our students, as well as to professional and scholarly achievement in their disciplines. We are looking for faculty who want to be active members of a close and collegial academic community, and who recognize the importance of service to that community.

Procedures for Tenure-Track Faculty Searches

1. Overview of General Responsibilities

The hiring of tenure-track faculty is a collaborative endeavor. After a search is authorized, the academic department determines the desired qualifications and expertise of the potential candidates, reviews candidates' academic credentials, selects the finalists to be brought to the College for interviews, and recommends to the Provost/Vice President for Academic Affairs and Dean of the Faculty the candidates qualified for the position. The Provost/Vice President for Academic Affairs, Dean of the Faculty, and Vice President for Mission reviews the academic credentials of the finalists, participates in the

interviewing process, and gives the department feedback regarding College-wide needs and the degree to which candidates meet those needs. The President receives the recommendation of the Provost/Vice President for Academic Affairs and makes the appointment. The Provost/Vice President for Academic Affairs offers the candidate the position.

2. *Requesting A Search*

A search is usually justified in terms of staffing needs based on (a) enrollment trends and (b) curricular requirements. The Dean of the Faculty works with department chairs in determining their overall needs and reviews departmental requests for new or replacement faculty with the Vice President for Academic Affairs. The Vice President considers the department's request in light of the overall needs of the academic division. If need is confirmed and funding is available, the Vice President for Academic Affairs then recommends to the President that a search be authorized. After the search is authorized, the Dean of the Faculty and the Director of Human Resources approve the final form of the announcement.

3. *Advertising*

Searches for tenure-track positions normally are nationally advertised; each advertisement includes the rank at which the faculty appointee will be hired, and a deadline or time line for the search process. All candidates submit a letter of application, curriculum vitae, three letters of recommendation, a statement of teaching philosophy, and whatever other supporting materials the department deems relevant.

Once the job announcement has been approved, it is sent to the office of Human Resources, along with the department's list of desired electronic and print sites, and the dates the chair would like the ads to run. Human Resources then place the advertisement. Applications should be received early enough so that department members can review them and set up interviews at the discipline's national conference, if appropriate.

4. *Interviews*

Each department determines an appropriate process for identifying candidates, including a specific plan for identifying diversity candidates. The Dean of the Faculty should approve this process. Interviews may be conducted on campus, at conferences, or both. Interviews are an essential step in the hiring process because they allow the department to gain a clearer sense of candidates and give candidates a sense of the department.

Prior to meeting a candidate, department members involved in the interview read the candidate's file carefully, preparing to ask questions and to anticipate questions posed by the candidate. Each department has questions it deems most important, but all candidates should be asked questions about their teaching and how they see themselves contributing to the goals and mission of the department and College. This conversation with candidates should include an explanation of the College's tenure process and criteria and a discussion of Stonehill's Catholic identity and Holy Cross tradition as they relate to the culture of the College.

Off-Campus Interviews

When interviewing takes place at a national conference, the department reviews the applications and decides which candidates to interview at the conference. The department contacts selected candidates to verify that they will be at the conference and to set up specific times for the interviews. If there is an Employment Information Service affiliated with the conference, the department chair or the member responsible for the search contacts the Service to reserve an interview room or booth. The Office of Academic Affairs will assist with the costs of travel, so that two members of the department will be able to interview candidates.

On-Campus Interviews

After consultation with the Dean of the Faculty, the department decides how many candidates to invite to on-campus interviews, and which candidates will be invited. Four on-campus interviews should be sufficient; the final number may, in part, depend on the candidates' distance from the College.

The chair promptly contacts each candidate to schedule the campus visit, selecting periods when it will be possible to meet with department members, the Dean of the Faculty, and the Provost/Vice Presidents for Academic Affairs and for Mission. In some cases the department or the office of the Dean of the Faculty may agree to schedule additional meetings with other members of the College.

Travel and housing arrangements are made by the administrative assistant who supports the department, with assistance from the Office of Academic Affairs.

Each department sets the agenda for the campus visit, but candidates might be invited to

- teach a class
- meet with a group of students, majors and minors in the discipline, ~ give a lecture to faculty and/or students on his or her research
- meet with faculty in other departments with overlapping interests ~ eat lunch and/or dinner with faculty members
- have a formal interview with the entire department

Each candidate is given a tour of the Stonehill campus, including the library and as many other relevant buildings as possible within the time constraints of the visit. Each candidate will meet briefly with Human Resources in order to complete a Faculty Application.

The Department chair also arranges for interviews to be scheduled with the Dean of the Faculty, the Provost/Vice President for Academic Affairs, and the Vice President for Mission.

The Department chair solicits and collects feedback from students, faculty, and others who have met the candidates. The Provost/Vice President for Academic Affairs gathers feedback from administrators who have met the finalists and provides a summary response to the department prior to their deliberations.

5. *Negotiating an Offer*

During the on-campus interview, each candidate is told approximately when he or she can expect to hear from the College about its decision.

After gathering information from students, administrators, and department members, the department meets to select its choices for the position. The department's recommendation -- which should include a written ranking of the acceptable candidates in order of preference and an explanation of their strengths and weaknesses -- is communicated to the Provost. If the Provost or the Dean of the Faculty has questions about the recommendation, department members meet with the Provost and the Dean of the Faculty to discuss how to proceed. After review of the recommendation, and any discussion, the recommendation is then presented to the President.

The Provost/Vice President for Academic Affairs provides to the President the materials of the recommended candidate, the recommendations of the Department and the administration, and any other information deemed necessary for the President to make the appointment. The President may choose to interview the candidate prior to appointment. Ordinarily, the President will approve the candidate, set the initial rank and fix salary pursuant to Article 4.8 (b) of the Bylaws of the College. In cases where the

President's institutional perspective raises questions about the suitability of the candidate for the position, he may request further information from the academic administration, the department, or the candidate or request that another candidate be presented for approval.

Once the President has approved the appointment, the Provost/Vice President for Academic Affairs shall make the offer to the candidate and shall negotiate the terms.

As soon as the offer is accepted in writing, the department notifies other candidates who have visited the College.

6. CSC Appointments

Given the fact that the Congregation of Holy Cross founded and continues to sponsor Stonehill College, the procedures for assigning Religious to the faculty vary from the procedures outlined above. In all searches, the Congregation of Holy Cross may nominate qualified candidates from its membership. After nomination to the College, the President requests that the department members review the candidate's academic credentials and interview him to determine whether the candidate is qualified in the relevant area. The Administrators also interview the Religious to determine his qualifications for the position. The department and the Administrators recommend to the President whether the candidate is qualified for the position. The President then reports back to the appropriate Religious Superior the College's determination of the candidate's qualifications. If the College determines that the Candidate is qualified, the Religious Superior then may assign the Religious to the College. If the College determines that the Candidate is not qualified for the position, then the Religious will not be assigned to the College in that position.

C. RANK AND APPOINTMENTS

Upon receiving an appointment, whether regular or temporary, faculty shall be given the rank of Instructor, Assistant Professor, Associate Professor, or Professor, depending on academic preparation and experience. The Rank and Tenure Committee shall be informed of appointments to the rank of Associate Professor from outside Stonehill College and must approve appointments to the rank of Professor from outside the College.

Appointments shall be of the following types:

1. Tenure and Tenure Track:

Made with a person who devotes full time to duties at the College on a continuing basis. The comprehensive search procedures described above apply only to appointments of this type. Ordinarily persons receiving tenure-track appointments must hold a terminal degree in their field.

2. Term Renewable:

Made with a person who devotes full time to duties at the College for a specified length of time, without the obligation to reappoint. Such appointments and the nature of the responsibilities shall be made by the Provost/Vice President for Academic Affairs after consultation with the Dean of the Faculty and appropriate Department Chairpersons or Program Directors. The Dean of the Faculty shall inform the Rank and Tenure Committee of the number of such appointments at the initial meeting of the Committee in the Fall Semester of each year. The teaching effectiveness of faculty members with temporary appointments shall be periodically reviewed by the Dean of the Faculty and appropriate Chairpersons or Program Directors.

3. Visiting:

Made with a person who devotes full time to duties at the College for a term of one year, without the obligation to reappoint. Such appointments and the nature of the responsibilities shall be made by the Provost/Vice President for Academic Affairs after consultation with the Dean of the Faculty and appropriate Department Chairpersons or Program Directors.

4. Adjuncts:

Made with a person who normally teaches no more than two courses per semester. Appointments of this kind shall be made by the Dean of Faculty after consultation with the appropriate Department Chairpersons or Program Directors. Such appointments may be continued from semester to semester, but do not lead to tenure or obligation to reappoint.

D.   FACULTY EVALUATIONS: GUIDELINES

Department Chairpersons must evaluate all non-tenured faculty members on an annual basis. All tenured faculty members are evaluated every three years unless the Chairperson or the Dean of the Faculty deem it necessary to evaluate a faculty member more frequently. Templates for the evaluations can be found on the Faculty website.

In the evaluation of the faculty in a Department, due by June 30th of each year, the following serve as guidelines for Department Chairpersons:

1.   **Teaching effectiveness, based on:**
     a.   A review of student and peer evaluations of teaching (other than course evaluations for first year faculty which are formative only).
     b.   Nature of courses taught, based on course syllabi assignments, and teaching materials.
     c.   Supervision of directed studies, internships, field studies.

2.   **Effectiveness in mentoring students:**
     a.   Advising students on curricular matters, post-graduate plans, etc.
     b.   Helping students with problems in their courses

3.   **Fulfillment of all institutional and departmental obligations:**
     a.   Participating in departmental meetings and projects (and effectiveness of same)
     b.   Conscientiously carrying out obligations to students - meeting classes regularly, advance notification of unavoidable absence, keeping office hours, returning assignments and examinations within a reasonable period of time, etc.

4.   **Successful integration within the College community:**
     a.   Participating in faculty seminars and other campus academic and co curricular activities
     b.   Stimulating interest in cultural, political, and social affairs
     c.   Encouraging interdepartmental dialogue
     d.   Experimenting with innovative pedagogy
     e.   Participating in committee functions

5.   **Efforts at professional growth:**
     a.   Progress toward completion of terminal degrees (if applicable)
     b.   Research, scholarship, publication, etc.
     c.   Presenting at regional, national and international professional meetings
     c.   Active membership in professional societies

Should the Chairperson make recommendations for improvement in any area, the Chairperson and the faculty member should work together to develop a plan of action to address such recommendations.

E. PRE-TENURE REVIEW PROCESS

To provide tenure-track faculty recognition and support beyond that given by a Department or Program, probationary faculty members will undergo a pre-tenure review. The pre-tenure review should assist the faculty member, the Department, the Provost/Vice President for Academic Affairs and the Dean of the Faculty in assessing the faculty member's progress toward tenure. Ordinarily, the tenure-track faculty member will be reviewed in the spring semester of the third year of service. If the faculty member is eligible for an early tenure decision, the faculty member and the Dean of the Faculty will determine the date for pre-tenure review at the time of the initial contract.
All tenure track faculty hired at the rank of Assistant Professor will have a pre-tenure review.

1. *Early in the fall semester (by October 1), the Dean of the Faculty will notify all faculty members who are scheduled for pre-tenure review.*

2. *No later than January 25th in that academic year, the faculty member under review will provide her/his Department Chairperson with the following information:*

   a. A one-page personal statement which describes current projects and future aims in the three areas of teaching, scholarship, and service;
   b. A current curriculum vitae;
   c. Copies of all publications and papers referred to in the curriculum vitae;
   d. Representative course materials, including syllabi and assignments
   e. Any other relevant information.

3. *Departmental Evaluation*
   a. The tenured faculty members in the Department/Program will assess the faculty member's performance in all three areas (teaching, scholarship, service). This evaluation should include an assessment of the candidate's teaching based on peer review and class observation of every course by the tenured members of the Department; on the faculty member's syllabi, examinations, and other course materials; and on student evaluations. In the event that there are not two tenured members in a Department, the Chairperson and the faculty member under review shall select other faculty members to observe teaching. The Department members should also review all publications and work in progress.

   b. The Chairperson should oversee the production of a single, written departmental report on the faculty member's teaching, professional development, contributions to her/his field and the college community. A copy of this evaluation will be made available to the faculty member under review by March 1st. The faculty member may then respond in writing to the Department's assessment and may elect to have the response included in her/his materials.

4. *Pre-Tenure Review Committee*
   a. By March 1st, the department chairperson or program director for the faculty member under review will assemble a Pre-Tenure Review Committee, and notify the Dean of the Faculty of the committee composition. The Pre-Tenure Review Committee will consist of two faculty from outside the department, (at least one of whom has recently served on the Rank and Tenure

Committee), plus a faculty member of the department or program (usually the chair). Normally the departmental representative will serve as chair of the Pre-Tenure Review Committee.

b.   All of the faculty member's submitted materials, together with the departmental evaluation, shall be forwarded to the Pre-Tenure Review Committee no later than March 15th. The Pre-Tenure Review Committee will review the materials and produce a written evaluation signed by all members of the committee; in addition to an evaluation of the faculty member's progress towards tenure, it may include recommendations, such as mentoring or additional support for professional development. A copy of the evaluation will be sent to the faculty member and the department chair.

5.   *Administration Review*
a.   The Pre-Tenure Review Committee evaluation, the departmental recommendation, and the faculty materials will be sent by May 1 to the Dean of the Faculty by the department chair. The Dean of the Faculty will review all materials, develop a recommendation, and present all materials to the Provost/Vice President for Academic Affairs by May 30.

b.   The Provost/Vice President for Academic Affairs will send written comments to the candidate by the end of the academic year (June 30).

c.   When requested to do so, the faculty member will meet with the Dean of the Faculty to review the Provost/Vice President's comments and recommendations, and to incorporate suggestions into a Development Plan.

d.   The Pre-Tenure Review Committee is not itself responsible for implementing the recommendations for individual faculty members. This responsibility falls on the faculty member, with the assistance of the Department Chairperson, the Dean of the Faculty, and, if necessary the Provost/Vice President for Academic Affairs.

6.   *The Pre- Tenure Review*
The Pre-Tenure Review Committee's recommendations, as well as the departmental evaluation, will become part of the faculty member's permanent record. Both should be available when the faculty member becomes a candidate for tenure and promotion.

A report indicating suitable progress is not a guarantee of tenure.

In circumstances where the probationary faculty member shows little promise of achieving tenure, an administrative decision may be made to issue a terminal contract.

F.   TENURE AND PROMOTION PROCESS

Current procedures and criteria are available on the faculty resources website and in Appendix C. Departmental scholarship statements are available from the department chair or the Dean of the Faculty.

Stonehill College subscribes to the Association of American College's statement on Tenure and the AAUP Statement of Principles Concerning Tenure as formulated in 1940 and as modified in the Policies and Procedures Manual. (The AAUP statements to which the College subscribes are available in the Academic Affairs Office.)

G. PROCEDURES FOR DISCIPLINARY REVIEW OF FACULTY MEMBERS

Disciplinary Action and Termination

No disciplinary penalty, including termination, shall be imposed on a faculty member except in accordance with the provisions stated in the Policies and Procedures manual (section A9.4 TERMINATION OF FACULTY APPOINTMENTS). The College subscribes to the 1971 AAUP Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments, which states in part, "faculty status and related matters are primarily a faculty responsibility; this area includes ... dismissal."

If a person wishes to decline renewal he/she shall give notice no less than three months before the end of his/her contract termination date.

H. FACULTY GRIEVANCES

Consistent with Policy E.41, Employee Grievances, a grievance is a complaint concerning the interpretation of a policy, practice, and rule or working condition. There should be no assumption that all disagreements will be resolved or that there will be agreement that an individual's perception that a problem exists is correct or accurate.

The Faculty Grievance Committee is established to hear faculty grievances. The membership of the Committee consists of five (5) faculty members: three (3) tenured or tenurable faculty and two (2) non-tenured faculty selected by the Faculty Senate by a process determined by the Faculty Senate. The Committee shall convene as needed to address grievances submitted by a faculty member. It shall provide notice of meeting to the grieving party and shall conduct a hearing under established policies and procedures. It shall provide a written notice of its decision to the grieving party within a reasonable time after the hearing is concluded and shall report its findings and decision to the Vice President for Academic Affairs.

A grieving party who is not satisfied with the decision of the Committee shall have the right to appeal in writing to the Vice President for Academic Affairs within five (5) days of receiving the decision from the Committee. The Vice President for Academic Affairs shall review the findings and decision of the Committee and may "confirm", "reverse" or "return for further clarification and review" the decision of the Committee and shall provide his/her decision in writing to the Committee and the grieving party.

A grieving party may make a final appeal to the President of the College in writing within five (5) days of the written decision of the Vice President for Academic Affairs. The President may either review the findings and decisions of the Committee and the Vice President for Academic Affairs or conduct a *de novo* review before providing a written decision to the grieving party.

A subcommittee of the Grievance Committee hears appeals of tenure or promotion decisions based on alleged violations of procedure. The members of the Grievance Committee who hold tenure or are tenurable compose the subcommittee for these appeals. See Policy A9.8.

I. ADDITIONAL COMPENSATION

In addition to the faculty member's contractual salary, stipends are paid to Department Chairpersons and may be paid to other faculty members performing administrative tasks. In unusual circumstances, the College may also grant a reduction in course load for those performing administrative tasks.

J. OUTSIDE EMPLOYMENT

Stonehill College recognizes that faculty members, on occasion, are presented with opportunities to engage in professional activities outside the College, for which they are compensated. Such activities may provide valuable experience and enhance the teaching and research capabilities of faculty members. Because the primary professional commitment of full time faculty members is to Stonehill College, it is important that such activities not interfere with the performance of their duties at the College, as defined in the Faculty Handbook, and must be approved by the Provost/Vice President of Academic Affairs. Normally, full-time faculty will not teach more than one course per semester outside of Stonehill.

1. The policy applies to full-time faculty members during the period of their contracts with Stonehill College and to the activities during that period for which they are compensated over and above their compensation from Stonehill College.

2. At the time of reappointment each year, all faculty will be asked to indicate whether they will be compensated for outside employment during the upcoming contract period (academic year). A Remunerative Employment Request Form must be submitted with the signed contract or salary agreement. The form asks for the following information:
    a. the institution;
    b. the position held;
    c. the nature of the outside activity;
    d. the amount of time involved.

3. The Office of Academic Affairs will inform individual faculty members if their request for outside employment has been approved by the Provost/Vice President for Academic Affairs.

CHAPTER SIX: FACULTY BENEFITS

A full description of Employee Benefits can be obtained from the Office of Human Resources (X1105).

A. INSURANCE BENEFITS

All full-time and regular faculty members are eligible to participate in the following insurance benefit programs:

1. Health Insurance - either Individual or Family coverage
2. Dental Insurance
3. Life Insurance
4. Long-Term Disability Insurance
5. Accidental Death and Dismemberment Insurance
6. Worker's Compensation Insurance
7. Liability Insurance
8. Social Security
9. Rental Vehicles

The College reserves the right, from time to time, to change the above described insurance benefit programs. The College, whenever possible, will communicate any changes in advance to the Faculty, or to the appropriate Faculty committee. The schedule of benefits, as well as conditions and exclusions that apply to any of the coverages, may be obtained from the Office of Human Resources (X1105).

B. RETIREMENT PLAN

1. Defined Contribution and Tax Deferred Annuity Plans

All employees, regardless of work schedule, may participate in the voluntary Tax Deferred Annuity Plan. Employees who complete a full year of service (12 consecutive months with at least 1,000 paid hours) may join the Defined Contribution Plan on the first day of the following month. Years of service with any educational organization during the 12 month period immediately preceding the eligible employee's date of employment with the Institution will be counted for satisfying this requirement. You must provide proof and documentation from previous employer.

Both plans permit employees to save tax-deferred dollars for retirement. Details of the plan policies and procedures for contributions can be obtained from the Office of Human Resources (X1105).

2. Voluntary Retirement Incentive Plans

Stonehill offers two separate voluntary retirement incentive programs to provide financial assistance to eligible tenured faculty who would like to retire from Stonehill:

- The Early Retirement Incentive Plan
- The Reduced Academic Schedule Plan
- Interested faculty should contact the Office of Human Resources (X1105) for details of eligibility, deadlines and application procedures.

C. TUITION REMISSION AND EXCHANGE PROGRAMS

Tuition Remission

In certain cases the College provides tuition remission to dependent children and spouses of full-time and regular faculty members and to nieces and nephews of members of the Congregation of Holy Cross. The remission applies only to that portion of a student's tuition not covered by grants and scholarships received from other sources, including the College. The remission does not cover the costs of room, board, books, and fees.

A formal request for the tuition remission must be made through the Office of Human Resources at the time of application to the College. Failure to meet Satisfactory Academic Progress guidelines as outlined in the Hill Book disqualifies the student from tuition remission.

For details of eligibility and application procedures contact the Office of Human Resources (X1105).

The spouses and children of retired or deceased faculty members who have served the College full-time for at least seven years immediately prior to their retirement or death shall be entitled to this same scholarship aid upon their admission to the College.

Religious who teach at the College are allowed to divide a total of two full scholarships per year among their nieces and nephews. The same stipulation applies to these scholarships as to those which are provided for the spouses and children of lay faculty members.

Tuition Remission at Other Congregation of the Holy Cross Institutions

Children of faculty, and college staff of Stonehill College who are eligible for tuition remission, in whole or in part, at the College are eligible for the same remission, subject to the same criteria, at the following institutions:

- King's College (Wilkes-Barre, PA)
- Our Lady of Holy Cross College (New Orleans, LA)

Tuition Exchange (TE) Scholarship Program

Tuition Exchange is not a guaranteed benefit. TE is open to dependent children of employees eligible for full tuition remission to include a wider range of choices, at over 500 institutions. Initial and renewal applications, available in the Office of Human Resources, must be submitted to that Office for priority consideration in the subsequent academic year. TE guidelines and selection criteria are available from the Benefits Coordinator of Human Resources.

Contact the Office of Human Resources (ext. 1105) for details regarding eligibility for participation in the Tuition Remission and Tuition Exchange Programs.

<u>*APPENDICES*</u>

A. *Professional Development Grants*

B. *Sabbatical Leave Policy*

C. *Procedures for Rank and Tenure*

APPENDIX A

Professional Development Grants

Annually, Stonehill College awards grants to individuals or groups of faculty members in two categories:
   A. Research, Writing, and Artistic Production
   B. Seminar/Institute Support.
These grants are competitive in nature.

1. Guidelines and Restrictions
The following guidelines and restrictions are placed on Professional Development Grants

a)   Professional Development Grants for research, writing and artistic production may include proposals for projects that:
   - Advance knowledge through original and/or creative research
   - Integrate or synthesize knowledge (e.g., create textbooks, edit anthologies or volumes; conduct interdisciplinary research; educate non-specialists within and outside the college; review the work of others; and develop technology to assist faculty in their work)
   - Apply knowledge (e.g., public programming, collaboration with other institutions and groups, design and lead workshops and seminars)
   - Transform knowledge through pedagogical and curricular development (e.g., develop museum catalogues and exhibits, film and radio presentations; research and write in order to improve teaching at the college or K-12 levels, develop assessment tools, educate faculty peers in web-based or other instructional technologies)

b) During the designated award time for the Professional Development Grant the faculty member may not:
   - teach an overload;
   - teach part-time at a neighboring institution;
   - teach any additional courses, such as Winter-Session or Summer-Session courses.

The Professional Development Grant is designed to allow faculty members freedom from extra teaching responsibilities in order to devote their efforts full time to scholarly pursuits (research, writing, artistic creation, post graduate education).

c)   A faculty member may apply and receive a Professional Development Grant in order to augment other sources of funding for this research.   However, the Standards and Evaluation Committee will have discretion in recommending college funding for needs beyond those covered by any outside sources of funding.

d)   A faculty member who receives a SURE grant may also apply for a Professional Development Grant to supplement the cost of research not covered by SURE grant. However, because the college has limited funds to award, proposals that are not associated with the SURE grant will be given priority for funding.

e)   It is recognized that in many disciplines there are several steps to research that may take significant periods for data collection and analysis. Therefore, it is understood that certain projects might not immediately result in a publication.   However, when applying for grants for consecutive academic years, it is important that the faculty member clarify the various steps of the project in order to receive continued

funding. In addition, when applying for grants for consecutive academic years, it is imperative for the faculty member to show evidence that he/she is actively seeking external funding for the project.

f)   Seminar/Institute Grants are awarded to enable faculty members to participate in continuing education that is directly related to their research, artistic production, or teaching. A Seminar/Institute Grant should only be requested to cover the actual costs above the financial awards from the sponsoring institution.

g)   Faculty members have the right to appeal their grant award decisions to the Faculty Grievance Committee.

h)   A list of the faculty members and a description of the successful grant proposals will be published by the Office of Academic Development.   The Provost/Vice President for Academic Affairs must provide a written explanation for any grant decisions that differ from the Standards and Evaluation Committee recommendations.

2.   *Process*

All full-time faculty members with continuing employment at the College are eligible to apply for a Professional Development Grant. Applications must follow the official format for applications as noted below. Applications are due in the office of the Provost/Vice President for Academic Affairs the first Friday in October. The Standards and Evaluation Committee evaluates and submits recommendations to the Provost/Vice President for Academic Affairs. In consultation with the Dean of the Faculty, the Provost/Vice President for Academic Affairs makes recommendations for these awards to the President. Based on these recommendations, the President confers the grant. The applicants are notified of the outcome of this process by the Provost/Vice President for Academic Affairs by January 15th. The grant funds will be available to the faculty member immediately upon notification of award. The faculty member may either accept the funds as a taxable income or be reimbursed for expenses.

3.   *Application*

The application for a Professional Development Grant must follow one of the following formats:

 For a Research, Writing, and Artistic Production grant:

- Name
- Primary email address
- Office address
- Telephone
- Current Position at Stonehill College
- Rank
- Discipline
- Specialization
- Department
- List amount of funds requested:
  *Maximum request is $5,000 with up to $3,000 paid as a stipend (this is recorded as taxable income).

Research Project
- Give a brief descriptive title of your research proposal.
- State length of time requested for funding.
- List where and when you plan to conduct your proposed research project.
- If applicable, list any countries/geographical areas where you have done or will conduct research.
- List foreign language proficiency, if relevant to the project.

Proposal

Your project proposal should be sufficient in length to address the points below. It should make your project clear to an interdisciplinary academic panel of peers on the Standards and Evaluation Committee. It is recognized that project proposals will vary according to the author's discipline or professional background; however, the basic elements requested below must be incorporated into the text.

An analysis of the problem to be addressed, its background, and its significance to the field, which may include:
- The basic ideas and hypotheses to be explored
- Reference to the originality of the proposed study through a brief statement that locates it within the current literature of the field
- The methods or approaches to be used
- The body of research materials that will be drawn upon in archives, libraries, and research centers, laboratories, or the equivalent, depending on the field of specialization
- A specific work plan that indicates what will actually be done during the period of funding
- An indication of where and how the project's results will be disseminated
- An explanation of how the project will directly strengthen your teaching, research, and/or artistic production and how it fits into your scholarly trajectory.

Budget justification (for up to $5000) outlining how you will spend funds:
- Travel expenses
- Books
- Other supplies
- Child care (a taxable expense) maximum $1,000 per child, limit of $2,000.
- Stipend (a taxable expense)

List any outside grants for which you have applied for the same project.

Copy of your current CV (created according to the standards of the Office of Academic Affairs, http://www.stonehill.edu/faculty/forms/)

For Seminar/Institute Support
- Name
- Primary email address
- Office address
- Telephone
- Current Position at Stonehill College
- Rank
- Discipline
- Specialization
- Department

List amount of funds requested: Maximum request is $2,000
List the amount of funds awarded, if any, by the sponsoring institution.

Seminar/Institute
- List the seminar/institute title.
- Give a brief summary of the seminar/institute.
- List dates of the seminar/institute.

Proposal
Your proposal should be of sufficient length to address the points below. It should make your reasons for attending the seminar/institute clear to an interdisciplinary academic panel of peers on the Standards and Evaluation Committee. It is recognized that project descriptions will vary according to the author's discipline or professional background; however, the basic elements below must be incorporated into the text.

- A detailed description of the seminar/institute. Discuss the projects that you personally will explore.
- An explanation of how the seminar/institute will directly strengthen your teaching, research, and/or artistic production
- Budget (up to $2000) that details how the grant funds will be spent.

Copy of your current CV (created according to the standards of the Office of Academic Affairs, http://www.stonehill.edu/faculty/forms/)

4. Evaluation

In awarding the grants, the following criteria will be considered in addition to adherence to the application format:

Research, Writing and Artistic Production
- The degree to which the applicant's project will advance his/her research (as defined in Section 1.5, point a).
- Demonstration of fulfillment of previous proposals and submission of a Grant Completion Report to the Office of the Provost upon completion of the grant project.
- The history of publications of refereed books, articles, or creation of exhibitions that are the direct result of previously awarded grants either from Stonehill College or outside funding. However, this does not preclude the awarding of grants to faculty who, for whatever reasons, have not had a significant publication record, but can demonstrate a plan for beginning or reinvigorating their scholarly efforts and outcomes.

Seminar/Institute Support
- The degree to which the applicant's project will enable the applicant to enrich and strengthen the curriculum and the applicant's own teaching and/or scholarly activities
- Demonstration of fulfillment of previous proposals and submission of a Grant Completion Report to the Office of the Provost upon completion of the grant project

5. *Grant Completion Report*

A report that details the results of the Professional Development Grant project following the criteria listed below must be submitted to the Office of the Provost within three months following the completion of the grant award period.

Professional Development Grant Completion Report Criteria
- Name
- Brief description of your project
- One page narrative detailing activities during the grant period and listing specific outcomes/results (i.e., publications, exhibitions, course developments)
- Specific itemization of expenditures

The Grant Completion Report will be available for reference to the members of the Standards and Evaluation Committee in order to use them in their decision making process for future grant proposals by the same individual.

APPENDIX B

Sabbatical Leave Policy

I. Purpose

Sabbatical leave is granted for the express purpose of providing an opportunity for faculty members to enhance their professional development as educators through projects of research, writing, artistic production, and/or other professional activity. The leave will promote research in one's academic discipline.

II. Eligibility

Faculty members who have attained the rank of Associate Professor or above are eligible for their first sabbatical leave after 12 semesters of service to Stonehill College. Full-time faculty members holding long-standing term appointments may also be considered for sabbatical upon the approval of the Provost/Vice President for Academic Affairs. A faculty member will be eligible for future sabbaticals after every 12 semesters and should apply after ten semesters for the next year of eligibility. Since the college wishes to promote scholarship among its faculty, the college may include as part of the 12, semesters in which the College's President and Provost/Vice-President for Academic Affairs have granted the faculty member leave for academic pursuits. The Dean of the Faculty in consultation with the Provost/Vice-President for Academic Affairs will negotiate such arrangements on a case-by-case basis.

A sabbatical leave is granted consistent with the emphasis the college places on its teaching mission. In order to meet the teaching or administrative needs of the College, it may be necessary to delay or advance a specific faculty member's sabbatical leave. Consultation between the Provost/Vice President for Academic affairs and the relevant department chair will determine this criterion. Such a determination will not negatively affect the candidate's ongoing schedule of eligibility.

Faculty members who accept the benefit of a Sabbatical Leave are expected to return for full-time employment at Stonehill College for a minimum of one full academic year (9 months) following completion of the sabbatical. Agreements to the contrary must be negotiated and approved prior to participation. In those instances in which the faculty member neither returned to College duties for at least one year nor had a written agreement to the contrary, the faculty member may be required to return to the College the salary.

III. Process

Applications must be submitted to the Provost/Vice President of Academic Affairs the second Friday of October (October 11, 2013) of the year prior to that in which the faculty member intends to take a Sabbatical Leave.

The application must include (a) the approval of the appropriate Department Chairperson, (b) an explanation by the Chairperson of the impact of the sabbatical on teaching needs in the department, and (c) a sabbatical proposal that follows the official format. Proposals that do not follow the format cannot be approved. Sabbatical applications are evaluated by the Standards and Evaluation Committee, which

makes recommendations to the Provost/Vice President for Academic Affairs. The Provost then forwards the applications, with his/her recommendations, to the President for final action.

IV. *Application*

1. Preliminary Information

- Name
- Primary email address
- Office address
- Telephone
- Current Position at Stonehill College
- Rank
- Discipline
- Specialization
- Department

2. Sabbatical Project

- Brief descriptive title of your proposal, clearly indicating whether it will involve research, writing, artistic production, and/or professional activity.

- Specific time period of sabbatical (one semester or full academic year)

- If travel is required, where and when you will conduct research or other professional activity.

- If your proposed project involves human subjects, please indicate this, as well as whether or not you have received IRB approval. All grants projects involving research with human subjects must receive IRB approval before the grant period begins.

3. Proposal

Your description should make the project clear to an interdisciplinary academic panel of peers on the Standards and Evaluation Committee. It is recognized that project descriptions will vary according to the author's discipline or professional background; however, the basic elements below must be incorporated into the text.

- An analysis of the problem to be addressed, its background, and its significance to the field, which may include:
  - the basic ideas and hypotheses to be explored
  - reference to the originality of the proposed study through a brief statement that locates it within the current literature of the field
  - the methods or approaches to be used
- The body of research materials that will be drawn upon in archives, libraries, and research centers, laboratories, or the equivalent, depending on the field of specialization
- A specific work plan that indicates what will actually be done during the period of funding
- An indication of how the project's results will be disseminated to augment your abilities as a classroom educator and/or promote research
- An explanation of how the project will directly strengthen your teaching, research, and/or artistic production

4. **Up-to-date curriculum vitae** (for CV format go to http://www.stonehill.edu/faculty/forms/)

V. *Evaluation*

In awarding a sabbatical leave, the following criteria must be met:

- Clear evidence that the applicant's project will promote research in one's discipline, as defined in section VI, point 2.

- Demonstration of scholarly publication or similar results from previous sabbatical leaves (as applicable) through submission of Sabbatical Completion Report(s). See section VII.

- A record of publications of refereed books, articles or artistic creations as demonstrated on the CV, which reveals active and recent scholarship in the applicant's field. However, this does not preclude the awarding of sabbaticals to faculty who, for whatever reasons, have not had a significant publication record, but can demonstrate a plan for beginning or reinvigorating their scholarly efforts and outcomes.

VI. *Guidelines and Restrictions*

The following guidelines and restrictions are placed on Sabbatical Leaves:

1. Ordinarily, teaching or other employment of a non-research nature is not permitted during a sabbatical. Exceptions to this policy must be approved in advance by the Provost.

2. Sabbatical leave applications include such research, writing, artistic production, and/or other professional activities that:

- Advance knowledge through original and/or creative research

- Integrate or synthesize knowledge (e.g., create textbooks, edited anthologies or volumes; conduct interdisciplinary research; educate non-specialists within and outside the college; review the work of others; and develop technology to assist faculty in their work)

- Apply knowledge (e.g., public programming, collaboration with other institutions and groups, design and lead workshops and seminars)

- Transform knowledge through pedagogical and curricular development (e.g., develop museum catalogues and exhibits, film and radio presentations; research and write in order to improve teaching at the college or K-12 levels, develop assessment tools, educate faculty peers in web-based or other instructional technologies)

3. It is recognized that in some disciplines there are several steps and much time necessary for data collection, analysis and ultimately publication. Thus, while some sabbatical leave projects will not end with a final product, applicants must nonetheless provide a detailed Sabbatical Leave Completion Report, as outlined in section VII, point 1.

4. The Provost/Vice President for Academic Affairs will provide a written explanation for any sabbatical leave decision that deviates from the Standards and Evaluation Committee's recommendation.

5. Faculty members have the right to appeal decisions pertinent to sabbatical leaves to the Faculty Grievance Committee.

6. The Office of the Provost will publish a list of faculty members approved for a sabbatical leave as well as a description of their successful sabbatical leave proposals.

VII. *Reporting Sabbatical Results*

Within three months of returning to full-time teaching, a faculty member granted sabbatical will submit to the Provost/Vice President for Academic Affairs, the respective department chair and the chair of the Standards and Evaluation Committee three copies of a 1-2 page "Sabbatical Leave Completion Report." This summarizes (1) completed work and, if applicable, (2) future plans to finalize the project through publication, artistic exhibition, or similar, depending on one's discipline. Reports will be made available to any faculty member upon request.

Within the academic year following sabbatical, a faculty member will communicate the results of their sabbatical activities to the academic community by way of a seminar, printed summary, intranet discussion group, or any other forum open to the college community.

VIII. *Benefits*

During a sabbatical leave, a faculty member shall continue to enjoy all normal employee benefits.

A sabbatical leave, if granted, provides full salary for one semester, or half salary for two semesters. Faculty members may make efforts to secure outside funding for their sabbaticals. If the faculty member is successful in obtaining a grant or fellowship, that funding may be used to extend a paid sabbatical for one year. Faculty members who are on full salary sabbatical leave may not engage in salaried employment in this country or elsewhere, however desirable the experience, during the time covered by the sabbatical. This does not preclude acceptance of scholarships, fellowships, or grants for the purpose of research and study for which no services are required, or Fulbright lectureships when teaching is combined with research. A faculty member on a half-salary sabbatical leave may, with the prior approval of the Provost/Vice President for Academic Affairs, accept outside remuneration for work directly relevant to his or her teaching, research, creative or professional activity, or service.

APPENDIX C

Stonehill College - 2006

Tenure and Promotion - Criteria and Procedures

Except for where noted below, the procedure to apply for tenure is the same as the procedure to apply for promotion. This procedure allows candidates to demonstrate their proficiencies in teaching, scholarship, and service, and to provide the information needed for their evaluation.

Tenured and Tenurable: In 1973, the Board of Trustees capped the number of tenured faculty at 65% of the full-time faculty. If the current number of tenured faculty is at 65% or greater, candidates who are approved by the Board of Trustees are declared "tenurable" until such time when they can be granted tenure within the 65% cap. In such cases, "tenurable" faculty are granted three year contracts until such time they are tenured. "Tenurable" faculty enjoy all the rights, privileges and benefits of tenured faculty including eligibility for sabbatical and promotion.

Probationary period: The probationary period for tenure-track faculty is that time under contract to Stonehill College before becoming tenured; it lasts usually six years. A faculty member may request from the Provost/Vice President for Academic Affairs a shortening of the probationary period if the faculty member has already taught full-time at the college level after having earned the doctorate or equivalent terminal degree in his or her field. Any shortening of the probationary period is determined during the first year of the appointment and is stated in writing.

When does one apply for tenure or promotion? Table 1 gives a timeline for the typical route to tenure or promotion. It assumes that a new faculty hire is made without any previous full-time college-level teaching and upon completion of the doctorate. Any adjustment in the timing of the application for tenure or promotion is made against this timeline.

During the year in which a candidate is being evaluated for tenure or promotion to associate professor, the candidate will have completed at least five years of full-time college teaching, including two years at the rank of assistant professor, and will have taught full-time for at least two years at Stonehill College.

When the Rank and Tenure Committee is evaluating a candidate for promotion to the rank of professor, the candidate will have completed at least twelve years of full-time teaching, including five years at the rank of associate professor, and will have taught full-time for at least three years at Stonehill College.

Faculty who have interrupted their full-time teaching because of a maternity leave, sabbatical, or a grant, etc., will discuss with the Dean of the Faculty how their leave will have an impact on the tenure or promotion timetable. Any agreement is stated in writing.

When hiring faculty, endowed chairs, or administrators with faculty rank at the rank of professor, the Provost/Vice President for Academic Affairs, after consultation with the Rank and Tenure Committee and the appropriate department, may reduce or waive the requirement for three years of teaching at Stonehill College.

Criteria for Tenure or Promotion

Introduction: The criteria for tenure or promotion guide the evaluation of candidates by academic administrators, the Rank and Tenure Committee, the President, and the Board of Trustees. The intent of these criteria is to assure the highest quality faculty, objectivity in tenure and promotion decisions, and the vitality of the College. The criteria for tenure and for promotion to associate professor are the same; criteria for promotion to professor that differ from them are noted.

Faculty seeking tenure and promotion ordinarily will have attained a doctorate or equivalent terminal degree in his or her field. Faculty seeking promotion to professor must have achieved distinction and continued accomplishment in their professional and academic activities. In order of importance, candidates for tenure or promotion are evaluated on their teaching, scholarship, and service.

Teaching: Effectiveness in teaching is the most important criterion for the candidate and is a necessary prerequisite for tenure and promotion. Sustained effectiveness in teaching is necessary for promotion to professor. An effective teacher is knowledgeable in the subject matter, is enthusiastic about teaching, and uses a variety of teaching methodologies to promote student learning. Given the dynamic nature of learning, an effective teacher creates an environment that engages students' intellectual curiosity, critical thinking, and capacity for lifelong learning.

- *Documentation of effective teaching:*
  - The candidate's self-assessment, course evaluations, formal or informal peer reviews, departmental assessments, and other materials provided by the candidate.
  - The departmental recommendation letter may include summaries of letters of support from students who wish to comment on the candidate's teaching effectiveness —particularly those who have worked closely with the candidate, for example, teaching assistants, directed study students, or graduates.

- *Evidence of course content, rigor, and organization:*
  - Candidates submit syllabi, examinations, and assignments from the same semesters as those for which they requested teaching evaluations. Teaching materials illustrate topics covered in each course, learning objectives and expectations, the grading mechanisms, and other materials documenting course content and rigor.
  - The candidate's departmental evaluation and peer review address the appropriateness of the candidate's teaching materials and the content and rigor of the course relative to the departmental curriculum. Does the course, for example, meet the needs of students, whether majors or non-majors?
  - Student evaluations indicate student opinion of the candidate's teaching materials, content, and rigor.

- *Evidence of facilitating learning:*
  - The departmental evaluation addresses the level of the candidate's teaching success as reflected in student learning. The nature of the evaluation is influenced by the candidate and his or her discipline. Indicators of success include: the performance of students in advanced classes and internships that use the candidate's class as a prerequisite; student proficiency in the candidate's subject area on standardized tests; feedback from graduates after they have begun careers; or the number of the candidate's students who enter graduate school or distinguish themselves in their field.

- o Departmental peer review includes classroom visits to observe the candidate's encouragement of student involvement and interaction and the stimulation of intellectual curiosity. How effective is the candidate's teaching style and methodology? Is there an appropriate use of instructional technologies? Is the candidate sensitive to diversity regarding learning styles or students' backgrounds?
  - o Student evaluations indicate student opinion of the candidate's facilitation of their learning. If teaching is effective, many students will respond that course expectations are appropriate; that the professor provides an environment and opportunities to learn the material, and that the evaluation mechanisms are fair.
  - o The candidate is willing to supervise directed studies or independent studies.
  - o The candidate includes other materials that address pedagogical issues.

- *Evidence of ongoing development and improvement as a teacher:*
  - o The candidate's statement addresses mechanisms of self-evaluation of teaching and of attempts to improve teaching effectiveness, and includes other materials that address these issues: a series of syllabi for a specific course, examples of newly developed instructional technologies or methods, descriptions of new assessment methods, participation in teaching and pedagogy workshops.
  - o The departmental evaluation of the candidate specifically addresses how the candidate has improved his or her teaching. This assessment is based upon peer review and upon the department's evaluation of the candidate's willingness to improve his or her teaching given the feedback from students and peers.

- *Evidence of mentoring and advising:*
  - o The candidate's application materials include evidence of his or her commitment to advisement: remaining in regular contact with advisees, writing effective letters of recommendation, providing guidance and accurate information about academic progress and career preparation.
  - o The candidate's application materials include evidence of non-traditional and informal teaching or mentoring within the department or the wider college community; for example, the supervision of international internships, or informal non-credit groups.

Scholarship: In order to be tenured or promoted, a candidate must have a record of scholarship that contributes to his or her discipline and strongly indicates future accomplishments. A successful candidate for promotion to professor has a sustained record of acknowledged professional contributions within his or her field that includes national and/or international scholarly accomplishments, and also strongly indicates future accomplishments.

The critical elements of scholarship include the following: discipline-specific expertise and methodology, documented and disseminated results, and process or results judged to be significant or meritorious through peer review.

While publication in one's field remains the hallmark of scholarly excellence, the nature of scholarship varies by discipline.
- Advancement of knowledge through published research;
- Integration or synthesis of knowledge: creation of textbooks, edited anthologies or volumes; interdisciplinary research; education of non-specialists within and outside the college; reviewing the work of others; developing technology to assist faculty in their work;
- Application of knowledge: public programming, collaboration with other institutions and groups, designing and leading workshops and seminars;

- Transformation of knowledge through pedagogical and curricular development: museum catalogues and exhibits, film and radio presentations, other public programs, research and writing designed to improve teaching at the college or K-12 levels, development of assessment tools, education of faculty peers in web-based or other instructional technologies.

The quality and type of scholarly accomplishment that is appropriate for the granting of tenure or promotion depends on the candidate's academic discipline, level of training, postdoctoral experience, and the characteristics of his or her teaching load, or access to specialized facilities such as libraries or laboratories. The College expects a consistent pattern of ongoing, productive work that leads to significant scholarship in the candidate's field. Departmental reviews and external evaluators are important sources of information in the assessment of a candidate's level of scholarly accomplishment.

Each department provides criteria for the type and amount of scholarly accomplishment required for granting tenure or promotion. Departmental metrics for scholarship are reviewed by the Rank and Tenure Committee and submitted to the Faculty Senate for approval. If not approved by the Faculty Senate, the criteria will be sent back to the department for discussion and clarification. Upon approval by the Faculty Senate, the criteria will be submitted to the Provost/Vice President for Academic Affairs for final ratification. Departments review these criteria every three years and amend them to reflect changes in the academic discipline, the needs of the College, or available facilities. All changes are subject to the review process as previously indicated.

Service to the College: For tenure or promotion to associate professor, service to the College consists of contributions of time and effort that help to advance the College's mission. Service includes many activities; those involving leadership are particularly important, especially for promotion to professor.

Faculty service in the first two years of appointment normally focuses on service to the department, and naturally advances in further years to college-wide committees and to include positions of greater responsibility.

When describing service activities, the candidate should include the time commitment (e.g., approximate number of meetings per year, number of semesters of service) and the outcomes (e.g., number of seminars organized, number of students mentored). For example:
- Membership in standing or ad hoc College committees;
- Departmental service, e.g., department chair, committees, curriculum development, faculty search committees, recruitment of students, assessment, accreditation, program development;
- College activities, e.g., development of or participation in college-wide activities such as seminars, symposia, exhibitions, film series;
- Academic or student activities, e.g., development and active participation in activities such as the Honors Program, Community Associates, Encountering Stonehill, HOPE, SURE;
- Other service to the College's mission, within or beyond the campus.

Table 1: Timeline for tenure & promotion in typical cases

Year	Semester	Applying for Tenure; Promotion to Associate Professor	Applying for Professor
1	1	Beginning of probationary period	
	2		
2	3		
	4		
3	5	Pre-tenure review during this year.	
	6		
4	7		
	8		
5	9		
	10	To apply or not? This is the semester to decide.	
6	11	College evaluation: Rank and Tenure Committee and Academic Administration	
	12	Board of Trustees decision. End of probationary period.	
7	13	Tenured status and promotion starts. This semester begins the count for promotion to professor. Did you get a one-year extension? If so, College evaluation is this semester	Sabbaticals occur sometime around now. These semesters count towards the semesters needed to apply for promotion. Other types of leave probably do not count towards the ten semesters needed to apply for promotion.
	14	For those with extensions, the Board decides this semester and it is the last semester of your probationary period.	
8	15		
	16		
9	17		
	18		
10	19		
	20		
11	21		
	22		To apply for promotion to professor or not? This is your first opportunity. Is this at least your tenth semester as an associate professor? Is this at least your sixth semester at Stonehill?
12	23		College evaluation
	24		Board of Trustees decision
13	25		Promotion to professor begins

Procedure for Application for Tenure

Initiating the tenure review:
- By February 1, the Dean of the Faculty informs faculty who are eligible for tenure review in the coming fall term that if they intend to apply for tenure, they must submit by March 1 a current curriculum vitae to the Dean of the Faculty and to their department Chair.
- Faculty who intend to apply for tenure before the end of their probationary period submit by March 1 a current curriculum vitae to the Dean of the Faculty and the department chair. They must have fulfilled the minimum requirements for teaching, rank, and time of service at Stonehill College.
- Faculty whose probationary period has been extended by one year must submit by March 1 a current curriculum vitae to the Dean of the Faculty and to their department Chair. If a curriculum vitae is not submitted, the faculty member is given a one-year terminal contract for the following academic year.

Review by the Dean of the Faculty:
The Dean of the Faculty reviews the curriculum vitae, the pre-tenure review, and departmental evaluations of the candidate. After consultation with the Dean of the Faculty, a candidate chooses to:
- *Submit by a date set by the Dean of the Faculty a tenure application to the Rank and Tenure Committee*. By May 1, the Dean of the Faculty informs the candidate and the candidate's chairperson of the deadlines for submission of the tenure application and related materials. The deadline for the submission of the application is around August 15. The Rank and Tenure Committee is not obliged to review materials submitted after this date.
- *Request a one-year extension of the probationary period.* The request for this extension, including the justification for it, is submitted in writing to the Provost/Vice President for Academic Affairs before May 1 in the year before the end of the probationary period. After the Provost/Vice President for Academic Affairs consults with the candidate's chairperson and judges that the weaknesses of the candidate's case are likely to be addressed successfully within one year, the Provost/Vice President for Academic Affairs grants the extension. A faculty member is rarely granted more than one extension of the probationary period.
- *Withdraw from the tenure review anytime before the deadline for submission of the application to the Rank and Tenure Committee.* If the candidate has not reached the end of his or her probationary period, no record of this application is kept. If the candidate is applying during the next-to-last year of his or her probationary period and does not receive a one-year extension, the candidate is given a one-year terminal contract at the end of the probationary period. If the candidate has already received a one-year extension, he or she will be given a one-year terminal contract at the end of the next spring semester.

The tenure application:
A tenure application consists of the following materials:
- *Outside letters of review.* By May 1, the candidate, after consultation with his or her department, submits to the Office of the Dean of Faculty:
  - The names and contact information of at least six people from outside of Stonehill College (with brief descriptions of their credentials and appropriateness for this review) who can evaluate the candidate's professional stature and accomplishments, quality of scholarship, and likelihood of continued productivity. The candidate provides a brief description of their previous association with each person named as well as their qualifications to undertake the review. Outside reviewers should be recognized scholars in the discipline and the candidate should submit evidence of their scholarship when

> submitting their names. At least two of the reviewers must be professionally and personally "arm's length" reviewers. Faculty at the rank of Assistant Professor are discouraged unless they have a significant publication/research/artistic profile.
> - o Copies of all work to be reviewed and an indication of what work each outside reviewer should be asked to review.

- *Departmental letter of recommendation.* The Dean of Faculty requests a departmental letter of recommendation from the candidate's department; this letter is written by the candidate's department chair or by another member of the department designated by the Dean of Faculty. Normally, the Dean of Faculty meets with the Chair or designee by April 1 to discuss the process of preparing the departmental letter. The chairperson or designee writes this letter in consultation with the tenured faculty of the department; the chair and all the tenured faculty of the department should sign this letter. The letter is written in accordance with the "Guidelines for Annual Evaluation of Faculty" as found in the "Faculty Handbook." At the candidate's request and with the approval of the Dean of Faculty, the chairperson may consult untenured members of the department or faculty from other departments. So that the department may meet this requirement, the candidate should submit all scholarship and teaching materials to the department Chair or designee by June 15. These materials are completed at least two weeks before the application deadline, so that the candidate has time to respond to issues raised in them. Normally, departments strive for consensus in recommending a colleague for tenure and/or promotion. If consensus is difficult or even impossible to obtain, the letter should reflect the differences of opinion in the department. In the rare case of strong departmental disagreement, individual department members may submit a minority recommendation by means of a separate letter. The department letter or letters are due by August 1st, two weeks before the application deadline, to allow the candidate time to review the letter or letters and have the option to provide a written response to any issues raised. The response by the candidate will be included as part of the application.

  If a department chair is a candidate for tenure or promotion, the Dean of Faculty selects a tenured member of the department to organize and write the departmental letter of recommendation. If a department has no tenured faculty who can discharge this duty, the Dean of Faculty selects a tenured faculty member from another department.

- *Candidate's dossier.* By August 15th, the candidate submits to the Office of the Dean of Faculty:
  - o A statement matching the candidate's activities to the criteria for tenure;
  - o A current curriculum vitae;
  - o Copies of all scholarly work to be reviewed as part of the application, referred to in the curriculum vitae;
  - o Representative course syllabi, tests, and assignments;
  - o Any other relevant information.

- *Course Evaluations.* The Rank and Tenure Committee reviews student evaluations for four out of the last five semesters of teaching at Stonehill College; the semesters are to be selected by the candidate, who notifies the Dean of Faculty. If a candidate does not select the semesters, the last four semesters are used.

- *Grade distributions.* The Dean of Faculty provides to the Rank and Tenure Committee the candidate's grade distribution for the courses for which evaluations have been requested, as well as departmental and college-wide grade distributions.

- *Pre-tenure review.* The pre-tenure committee's and department's evaluations and recommendations are given to the Rank and Tenure Committee.

- *Additional information.* In response to specific questions from the Rank and Tenure Committee, the candidate may supply additional information. Questions or requests for additional information are communicated to the candidate by the Dean of Faculty. If new material becomes available after the application deadline, for example, a submitted manuscript is accepted for publication, the candidate informs the Dean of Faculty who informs the Rank and Tenure Committee.

Evaluation by the Rank and Tenure Committee: After reviewing and evaluating the candidate's materials, the Rank and Tenure Committee recommends either granting or denying tenure. The Rank and Tenure Committee's evaluation and vote are sent to the Provost/Vice President for Academic Affairs.

Evaluation by the Provost/Vice President for Academic Affairs: The Provost/Vice President for Academic Affairs reviews the Rank and Tenure Committee's evaluation and vote. The Provost/Vice President for Academic Affairs may request a meeting with the Rank and Tenure Committee if clarification of their report is needed. The Provost/Vice President for Academic Affairs also evaluates the candidate and then recommends either granting or denying tenure and informs the Dean of the Faculty of his or her recommendation.

Response of the candidate to the Rank and Tenure Committee and to the Provost/Vice President for Academic Affairs: The Dean of the Faculty provides the candidate with the evaluation, vote, and recommendation of the Rank and Tenure Committee and the evaluation and recommendation of the Provost/Vice President for Academic Affairs. Within one week of receiving this information, the candidate may send in writing to the Dean of the Faculty any correction of factual errors. The Dean of the Faculty sends this letter to the Rank and Tenure Committee or to the Provost/Vice President for Academic Affairs and asks for a revised evaluation or a correction of the original report. Any revisions or corrections are communicated to the Dean of the Faculty who informs the candidate. At this time in the tenure review, the candidate chooses to:

- Continue the review;
- Request a one-year extension of the probationary period;
- Withdraw from the review.

Evaluation by the President: For those candidates who continue the tenure review, the Provost/Vice President for Academic Affairs sends the evaluation, votes, and recommendations of the Rank and Tenure Committee and of the Provost/Vice President for Academic Affairs to the President. The President reviews the application and the materials sent from the Provost/Vice President for Academic Affairs. The President may request a meeting with the Rank and Tenure Committee or with the Provost/Vice President for Academic Affairs. The President evaluates the candidate and recommends either granting or denying tenure.

Response of the Candidate to the President: The President sends his evaluation and recommendation to the Provost/Vice President for Academic Affairs who informs the Dean of the Faculty. The Dean of the Faculty informs the candidate of the President's recommendation. At this time, the candidate chooses to:
- Continue the review;
- Request a one-year extension of the probationary period;
- Withdraw from the review.

Evaluation by the Board of Trustees: For those candidates who continue the tenure review, the Provost/Vice President for Academic Affairs sends their materials to the Academic Affairs Committee of the Board of Trustees.

- The Academic Affairs Committee of the Board of Trustees establishes its own procedure to review tenure applications. Changes in this procedure are communicated to the President, who informs the Provost/Vice President for Academic Affairs, the Rank and Tenure Committee, and the College.
- The Board of Trustees grants or denies tenure.
- The Provost/Vice President for Academic Affairs informs the candidate of the Board of Trustees' action usually by the end of the next working day following their decision.
- A candidate who is denied tenure is given a one-year terminal contract.

The hiring of faculty with tenure:

- When a search committee recommends that a candidate be hired with tenure, the President determines a schedule within which the home department, the Rank and Tenure Committee, the Provost/Vice President for Academic Affairs, and the President evaluate the candidate, demonstrate the extraordinary nature of the appointment, and recommend to the Board of Trustees granting or denying tenure.
- The candidate's dossier and the recommendations of the Department, the Rank and Tenure Committee, Provost/Vice President for Academic Affairs, and the President are sent to the Academic Affairs Committee of the Board of Trustees. Academic Affairs Committee members are expected to respond to the chair of that Committee within forty-eight hours of receiving the application in a manner determined by the chair of that Committee.
- The Chair of the Academic Affairs Committee sends the Committee's recommendation to the Executive Committee of the Board of Trustees. Whenever possible, the Executive Committee will reach a decision within forty-eight hours. In these extraordinary cases, the Board of Trustees delegates to the Executive Committee the authority to decide the candidate's tenure status.

Application for Promotion

The procedure to apply for promotion is the same as that used to apply for tenure, except for the following points:

- By February 1, the Dean of the Faculty informs those eligible for promotion review in the coming fall term that if they intend to apply for promotion, they must submit a current curriculum vitae to the Dean of the Faculty and to their department Chairs by March 1. If a curriculum vitae is not submitted, the faculty member is not considered for promotion. After consultation with the Dean of the Faculty, the faculty member may postpone an application for promotion.
- An assistant professor is evaluated for promotion to associate professor normally as part of a tenure review. Under some circumstances, however, an application for tenure may be separated from an application for promotion to assistant professor.
  o Before the end of his or her probationary period, a tenure-track assistant professor may apply for promotion to associate professor without applying for tenure. Candidates may withdraw from this review without change in contract or tenure status.
  o A non-tenure-track assistant professor may apply for promotion to associate professor. The granting or denying of promotion does not change his or her non-tenure-track status.
- Candidates for promotion may without prejudice withdraw their application after learning the results of the review by the Rank and Tenure Committee, the Provost/Vice President for Academic Affairs, or the President.

Summary of application deadlines:

Date	Action	Recipient
February 1	Dean of the Faculty informs faculty eligible for applying for tenure and/or promotion and their Chairs	Eligible faculty
March 1	Candidate submits curriculum vitae	Dean of the Faculty & department Chair
May 1	Candidate submits names of external reviewers and works to be reviewed	Dean of the Faculty
June 15	Candidate submits scholarship, teaching, and service materials	Department Chair
August 1	Department Chair or designee submits department letter	Dean of the Faculty
August 15	Candidate submits final application dossier	Dean of the Faculty