



STONEHILL  

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COLLEGE

**Part-Time Faculty  
Handbook  
2013-2014**



Dear Colleagues,

Welcome to Stonehill College! Thank you for your work on behalf of Stonehill Students.

This handbook has been compiled to provide you with important information related to your role as an instructor. I hope you will find it helpful.

If you have any questions, please don't hesitate to be in touch. All the best.

Sincerely,



Maria A. Curtin  
Interim Dean of the Faculty

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This handbook is published for information purposes only and does not constitute a contract between the College and any faculty member. The policies and information summarized herein were in effect at the time of publication. The College reserves the right at its discretion to make changes, additions, or deletions to any matters covered herein. The College published the official version of its Policies on the College's Website. If there is a conflict between the language or explanations contained herein and any College policy, the policy takes precedent.



## **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](mailto:syllabus@stonehill.edu), or [mboyd@stonehill.edu](mailto: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<sup>1</sup>:

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<sup>1</sup> 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 one hour per three credit course should be scheduled before or after class.**

### ***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.

## **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.

## **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, and some of its components are available to part-time faculty.

#### **A. New Faculty Orientation**

All new part-time faculty are invited to meet with the Dean of the Faculty for an orientation prior to the beginning of classes. This meeting will provide useful information about teaching and technology resources.

#### **B. 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 faculty 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**

Each part-time faculty member is assigned a shared office which has at least one computer, to be used while they are employees of the College. The College has established basic system characteristics which should provide enough computing power to support the average faculty member throughout the four year replacement cycle; some individualized options are possible, in consultation with the Director of IT (Information Technology) User Support Services ([fkarakaya@stonehill.edu](mailto:fkarakaya@stonehill.edu)).

All requests for replacement computers, upgrades, peripherals or software should be forwarded to the Director of IT User Support Services.

Computers and peripherals are the property of the College and the College can access computer content at its discretion.

## **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/) (<http://www.stonehill.edu/offices-services/it/>) or contact Janice Harrison ([jharrison@stonehill.edu](mailto: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](http://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 (XI225)
- 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

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#### **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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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 information, 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](http://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](mailto: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](mailto: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](mailto:echase2@stonehill.edu)

*Serials and Databases:* Geri Sheehan: x1293 [gsheehan@stonehill.edu](mailto:gsheehan@stonehill.edu)

*Streaming Media:* Heather Perry x1538 [hperry@stonehill.edu](mailto:hperry@stonehill.edu)

### **Library Liaisons**

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

<b>Trish McPherson</b>	<b>Heather Perry</b>	<b>Jane Swiszc</b>	<b>Liz Chase</b>	<b>Joe Middleton</b>
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 15<sup>th</sup> 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](mailto:jconnelly@sotnehill.edu) or**

**Joyce Vacchi, [jvacchi@stonehill.edu](mailto: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](mailto: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](mailto:hperry@stonehill.edu)**