
STONEHILL COLLEGE

FACULTY HANDBOOK

2023 – 2024



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.

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 Manual¹ as of June 31, 2023. The Online Policy Manual represents the only official version of the College's policies. The Employee Handbook contains general information for all individuals employed by the College and 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 the [Office of the General Counsel's website](#). Inquiries concerning interpretation of College policies should be directed to the Office of the General Counsel, 508-565-1413.

The College's Academic Catalog (the Hill Book) contains the official academic requirements, and an online version for the current class year is available at <http://catalog.stonehill.edu/>. Advisor and accessibility resources are also available on the websites of the [Office of Academic Advising](#) and [Office of Accessibility Resources](#).

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 – Office of the Vice President for Academic Affairs). Approved changes will be compiled by the Faculty Handbook editor and will be incorporated into the revised Faculty Handbook.

¹ The Stonehill College Policies can be found in the General Counsel's webpage under College Policies. For example, when referring to these policies they are listed as Policy A XX.XX

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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 engage with other members of the community with respect and consideration.

INSTRUCTION AND COURSE MANAGEMENT

Teaching Loads and Assignments

Teaching is the primary responsibility of Stonehill faculty. Teaching responsibilities and specific course assignments for a faculty member are established in consultation with the Dean, the department chair or program director and the faculty member. For full-time tenure-line faculty, the normal teaching load is 18 credits over a two-semester cycle. For professors of practice, the teaching load is typically 24 credits over a two-semester cycle. A faculty member receives three (3) credits for teaching a lab section. For term-renewable faculty, teaching loads vary and are specified in their terms of appointment letter. There may be exceptions to these loads based on class size, significant research or administrative responsibilities, external grants, historical teaching loads, etc. These exceptions are negotiated between the faculty member, department chair, and the appropriate Dean. Teaching loads for Visiting Professors are negotiated at the time of hiring.

Through the work of the Center for Excellence in Teaching and Learning (CETL), academic departments and the Office of Academic Affairs, the College seeks to support effective and innovative teaching. Faculty are encouraged to participate in the activities of CETL and avail themselves of the other resources available in the areas of pedagogy and technology, and library resources.

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 and communicating with the Bookstore in a timely manner to ensure best pricing for students.
- Faculty must have a syllabus for each course section either in Simple Syllabus or as a downloadable file (i.e., Word, PowerPoint, or PDF file) with, as of spring 2024, a file name that follows this convention so it can be archived by semester and then easily identified and retrieved when needed: Spring_2024_BIO_211_A_Kelley_Syllabus.
- Meeting classes at scheduled times and locations.

- Honoring the College's reading and examination periods. Faculty members must inform their department chairs or program directors and the Registrar's Office if they do not hold an in-class final as scheduled by the Registrar. Please refer to the College's Online Policy Manual, Policy A10.1.
- Evaluating students' work, including providing adequate and timely feedback to students.
- Submitting grades by the dates established by the Registrar's Office.

Syllabi

Every course taught at Stonehill must have a syllabus that summarizes for the students the key elements of the course. For accreditation and other purposes, the Office of Academic Affairs must have access to the syllabi for all course sections. Faculty must have a syllabus for each course section either in Simple Syllabus or as a downloadable file (i.e., Word, PowerPoint, or PDF file) with, as of spring 2024, a file name that follows this convention so it can be archived by semester and then easily identified and retrieved when needed:
Spring_2024_BIO_211_A_Kelley_Syllabus.

When faculty are designing a syllabus, they should keep in mind course credit value and try to follow the recommended guidelines of minimum work expectations of students based on the definition of the credit hour as defined by NECHE:² "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is consistent with commonly accepted practice in postsecondary education and that reasonably approximates not less than:

- One hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks (about three and a half months) for one semester or the equivalent amount of work over a different amount of time.
- 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 determining the amount of work associated with a credit hour, Stonehill may consider a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

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

- Course number and title
 - Semester, year
 - Information about the instructor:
 - Instructor's name

² Taken from the New England Association of Schools & Colleges, Inc. Commission on Institutions of Higher Education- Fifth Interim Report Manual

- Instructor's office, extension, email
- Instructor's office hours
- Information about the course:
 - Course Description (from catalog or departmental website)
 - General overview of the course content
 - Student learning objectives
- Information about student expectations and evaluation
 - Plan for assignments and examinations
 - Detailed explanation of grading policy
 - Expectations for students in terms of attendance, class participation, etc.;
- Statement of policy on academic integrity
- Statement regarding disabilities accommodations
- Statement regarding available academic student support

You can access suggested wording for the statements on academic integrity, disabilities accommodations, and academic student support in the Syllabus Guidelines document on the Academic Affairs myHill webpage, and other resources and policies can be found on the [Faculty Resources Guide webpage](#).

Copyright Permissions

For those materials you print from other sources to give to your students (either as hand-outs or as part of a course pack), please make sure all of your materials have copyright permission or can be copied under "Fair Use," see the Copyright Guidelines in the Library's website under [Information for Faculty](#). The Library is willing to review your course pack materials and will obtain the proper copyrights through course reserves. Once they obtain the copyright you will be able to add the items to your Canvas course site. At this point you will be able to make them accessible to your students via your Canvas course site or print them to create a course pack. When the copyright permissions are obtained, your materials can be submitted to Print & Mail Services Office in the Roche Commons to be printed and sent to the Bookstore.

NOTE: Advance preparation is encouraged to prevent bottlenecks. It takes time to get the copyright permissions (approximately two weeks for reserves processing), it takes a couple of days to get the copies done in the Print & Mail Services depending on demand and on a first-come first-serve basis. When the course packs get to the Bookstore, it takes a couple of business days to determine price based on the document copying cost and price approval from their central office before they are placed on the shelves.

The Library's website has instructions about posting materials on the Canvas site. **These instructions also apply to printing them for distribution to students.** You may scan and post to Canvas or print material from books and print journals as long as it meets the requirements for fair use. For each item:

- (a) You must include a copy of the page containing the copyright statement from the original publication, a complete citation, and a statement that the material is covered under Title 17 of the US Code.
- (b) You should keep in mind the substantiality considerations of fair use in deciding how much of a work to post. However, the law does not specify a limit. As noted above, it is

widely accepted that one article from a journal or no more than 10% of a book meet the substantiality requirement (i.e., 10% represents a “safe harbor”), but fair use would usually allow larger excerpts.

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 the absence was legitimate or not; 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 to provide an opportunity to make up the work.

For the College's policy on attendance for student-athletes, consult the [Student-Athlete Handbook](#). Generally, student athletes should not be excused from classes to attend practices, but faculty members 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 the student will be permitted to make up the work missed.

After the Add/Drop Period, faculty must contact the Registrar's Office when a student is attending class, but their 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 Standards and Standing Committee.

Any student who is unable, because of their 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 their use of these provisions.

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 students in course syllabi and preferably also be posted in Canvas and on faculty doors. 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 either at their offices or virtually, with availability at other times by appointment.**

Class Times and Locations

After consultation with Department Chairpersons and Deans, the Registrar schedules the times and locations of all courses. 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 courses 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.

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, they are expected to try to find a colleague to cover the class. If that is not possible, the faculty member must attempt to contact their students, the chair of the respective department and the Office of Academic Affairs (508-565-1311; academicaffairs@stonehill.edu). In the event they are unable to contact their students, they should inform the office of Academic Affairs. If time permits, your class will be notified. If there is advanced knowledge of an absence, a faculty member may choose to contact Career Development, 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 those 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.

Evaluative Criteria/Grading/Final Examinations

Faculty members 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 (See Policy A18.1 in the College's Policies). The faculty is reminded of its responsibility in grading and promptly returning student work/assignments. Faculty are required to enter a Mid-Semester Assessment for every student by the midpoint of the semester. The mid-semester assessment policy and grading system used by the College are found in the Hill Book and in the College's Policies A18.8 and A18.2.

Final grades must be submitted by the deadline established on the Academic Calendar. Once a student's semester grade has been submitted to the Registrar's Office, should a grade need to be changed, the faculty member (the only person authorized to change the grade) must 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 in which the course is offered. 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 Policy 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.³ 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.) It is not acceptable to reschedule a final exam because of student or faculty preference.

If a faculty member chooses not to give the conventional two-hour final examination, they must notify the department chair and the Registrar's Office. See Policy A16.1 of the [College's Policies](#).

If a student indicates to the faculty member ahead of time that they 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 Academic Advising. The examination will be administered at an alternative time set by the Academic Advising.

Under FERPA regulations, faculty are expected to keep student grades and graded assignments in confidence. Only students have the right to see their individual grades or graded assignments. **Graded assignments should not be left in a public place for students to pick up.** FERPA provisions are summarized in the College's Policy A5.12.

³ Dixon, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory into Practice*, 55, 153-159. doi: 10.1080/00405841.2016.1148989

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, they are 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 from a course after the Drop/Add period see the Hill Book and the College’s Policy A15.6. For the Policy regarding dismissal of a student from a course see the College’s Policy A15.7.

Course Activities Off-Campus

For documentation purposes, faculty members 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, during 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 course schedules of enrolled students.

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 one year after the course is offered. It is the responsibility of faculty members to maintain a

copy of all assigned grades for the requisite one year. Mid-semester assessments 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 (see section 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 [College Policy A10.1](#) on the requirement to submit syllabi each semester.

Stonehill College Academic Honor Code, Policy and Procedures

All faculty have the responsibility to be familiar with, to support, and to abide by the College's Academic Integrity Policy A17.1.

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.

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 Executive Director for Student Success (EDSS) or designee.

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

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

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

Authority

The VPAA is responsible for the overall administration of the Academic Honor Code. Under the direction of the VPAA, the EDSS 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 EDSS 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 Navigation Center for Student Success.

The EDSS or designee gives each faculty member the right to approach a student suspected of violating the Academic Integrity Policy to determine if a violation has occurred, and if so, decide the appropriate sanction for the violation.

The EDSS 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.

The EDSS or designee gives authority to the Academic Appeals Board (AAB) to hear appeal cases regarding violations of the academic integrity policy.

Academic Hearing Boards

The purpose of the Academic Integrity Board (AIB) is to review statements from a charged student, the faculty member, and witnesses with knowledge of the incident when there is a dispute over either the alleged violation or sanction. The AIB determines if the charged student violated the academic integrity policy and determines the nature of the sanction if the charged student is found responsible.

The AIB contains representatives from students, faculty, and administrators. Because these hearings must occur soon after the alleged event, a group of faculty and students will be trained so that a quorum of five AIB members can be present to conduct a hearing. The Board will be comprised of two faculty, two students, and the EDSS or designee who serves as chair of the Board. The Director of Community Standards serves as an “ex officio” member of the Board, ensuring appropriate procedures are followed. Members of the College community may nominate student members of AIB. The Faculty Senate will appoint two faculty members from each division and additional volunteers will be solicited from general faculty to serve in instances when the appointed members are unavailable. Members of the AIB may not serve on the Academic Appeals Board.

The Academic Appeals Board (AAB) is charged with hearing all requests for appeals resulting from an AIB hearing. A quorum of three AAB members must be present to conduct a hearing. The AAB is comprised of one faculty member and one student representative, chaired by the Associate Vice President for Academic Operations. From these nominations, the Student Government Association will appoint students to serve on the AAB for the following academic year. The Faculty Senate will appoint faculty from each school and fill any vacancies during the year by appointment. Members of the AAB may not serve on the Academic Integrity Board. It is expected that all hearing board members be impartial. All decisions by the AIB and AAB will be arrived at by a simple majority vote. The chairperson will vote only in case of a tie. All board findings are reviewed by the Vice President of Academic Affairs before being released.

To participate on either board, all members must complete a training process. The term of office for appointed AIB and AAB board members will be two years for faculty members and one year for students. There are no specific term limits for board members. Student members of the AIB and AAB must be full-time students in good academic and disciplinary standing. If a student member does not maintain good academic or disciplinary standing, they will be removed from the AIB or AAB for that academic year. A member of the AIB or AAB may be removed from the Board for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.

Charged students are required to attend all hearings related to academic integrity violations. Hearings are not open to the public and are confidential in nature. Therefore, friends, parents, siblings, or legal counsel may not be permitted in the room where the hearing takes place but may wait nearby for support purposes. However, charged students are encouraged to be advised by an advocate during the process, which is defined as a faculty member, staff member or member from the student body who is not an attorney.

In the absence of a functioning AIB or AAB, such as before the appointment of members or at the end of an academic semester, the EDSS or designee may appoint an impartial group of faculty, administrators, and students to review the case.

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 EDSS or designee. Faculty who are aware of a prior violation either directly or indirectly must limit their navigation of the procedures below to each individual infraction or make no reference to a prior offense. The Faculty member and the student may arrive at one of the following conclusions:

- A. Both agree that a violation did not occur**, and the case is dismissed. No written report is necessary.

B. 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 Tutoring Services personnel for assistance on proper procedure, etc.) within five business days of their initial meeting. Reporting of the incident to the EDSS is left to the discretion of the faculty member. If reported, the faculty member provides an informal/formative or formal letter to the EDSS or designee who will review all reports to determine if a repeat offense has occurred. Refer to sections C and D for additional information on informal/formative and formal letters.

C. Both agree that an academic integrity incident did occur but that the incident is not serious enough to be considered a formal academic performance or conduct violation. Within five business days of their initial meeting, the faculty member imposes developmental, educational, and course outcomes, and provides an informal/formative letter, which describes the incident and outcomes to the student and to the EDSS.

An informal/formative letter is a temporary record created by a faculty member and does not constitute action by the College. The letter allows the faculty member to address an academic integrity incident through guidance and accountability within the faculty-student relationship. An informal/formative letter is not considered part of a student's permanent academic record and is destroyed either after graduation or one year after the student has voluntarily withdrawn from the College. If the student authorizes the release of college disciplinary records to a third party (such as an undergraduate college, graduate school, employer, etc.), an informal/formative letter is not disclosed. Prior to its being destroyed, an informal/formative letter is disclosed only under the following circumstances:

- a) With the relevant members of the Academic Integrity or Academic Appeals Board in the case of a repeated violation of the Academic Integrity Policy; or,
- b) When disclosure is appropriate or necessary under the Family Educational Rights and Privacy Act of 1974 (FERPA; e.g., upon request from law enforcement, in conjunction with the issuance of a valid subpoena, etc.).

D. Both agree that an academic integrity incident did occur and that the incident is serious enough to be considered a formal academic performance or conduct violation. Within five business days of their initial meeting, the faculty member imposes developmental, educational, and course outcomes, and provides a formal letter that describes the incident and outcomes to the student and to the EDSS.

A formal letter is an academic discipline record that is destroyed seven years post-graduation. Prior to its being destroyed, a formal letter is disclosed only under the following circumstances:

- a) With the relevant members of the Academic Integrity or Academic Appeals Board in the case of a repeated violation of the Academic Integrity Policy;
- b) Upon request of the student (often as part of the application and/or admission process to graduate and professional schools, jobs, service programs, etc.); or,
- c) When disclosure is appropriate or necessary under the Family Educational Rights and Privacy Act of 1974 (FERPA; e.g., upon request from law enforcement, in conjunction with the issuance of a valid subpoena, etc.).

E. The faculty member and student are not able to reach an agreement about either the violation or the sanction. The faculty member 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 EDSS or designee who will send a copy of the report to the student. The EDSS or designee will refer the case to the AIB.

F. In the case of a repeat violation, the Executive Director for Students Success or designee will call a hearing of the Academic Integrity Board. The AIB will be charged with reviewing all relevant facts and documentation from each infraction to determine the appropriate sanction.

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.

At the discretion of the Chair of the AIB, the details of the violation and incident report can be shared with recommended witnesses. The Chair of the AIB has the authority to reject recommended witnesses as well as invite other witnesses deemed only to be relevant to the case in question.

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 EDSS or designee. A notification of an extension in the allowed timeline will be shared with all faculty, witnesses, victims, and the accused student by email.

Based on the guidance provided by the Family Educational Rights and Privacy Act (FERPA), faculty members must respect the student's right to privacy during this process. Discussion of any matters related to the event that would violate the student's privacy 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. Faculty are permitted to share relevant details of the alleged infraction on a need-to-know basis with other instructors who are considered partnered with the course where the violation took place, such as in the case with a Learning Community, lab/lecture paring or other team-taught environments. Designated staff members in Academic Advising are available for confidential consultation.

During the investigative period before an AIB or AAB hearing, the EDSS as well as the designated Chair of each committee has the right to share information about the case with relevant parties on a need-to-know basis as defined by FERPA.

Students Rights to Formal AIB and AAB Hearings

A charged student will be considered notified of the charges once the Academic Integrity Incident Report has been mailed to the student's local, campus, or home address on file with the College.

A student charged with allegedly violating the Academic Integrity Policy will be entitled to:

- a. Be notified of the date, time and place of the formal discipline hearing, as well as the names of the witnesses (if applicable) called to the hearing;
- b. Receive notice of the fact that failure to appear for a formal hearing may result in the hearing being conducted in the absence of the charged student;
- c. Provide in writing the names of witnesses with knowledge of the incident that may appear at a formal discipline hearing on their behalf to the Director of Academic Advising or designee, within twenty-four hours of the hearing. Character witnesses are not permitted;
- d. Be notified of the fact that they may request additional information about the Academic Honor Code;
- e. Challenge the composition of the hearing board with cause;
- f. Present their case;
- g. Decline to answer any questions or make any statements during a formal board hearing. Such silence will not be used against the charged student; however, the outcome of the formal hearing will be based upon the information or lack thereof presented at the hearing;
- h. Be advised by an advocate, who is defined as a faculty member, staff member or member of the student body who is not an attorney.
- i. Be informed in writing of the decision and sanction, if any, within three business days of a hearing; and,
- j. Request an appeal of the decision resulting from an AIB hearing within five business days of receiving the decision in writing. A charged student is entitled to one appeal.

In cases where the AIB is meeting as a result of a student's second (or repeat) infraction, the AIB will meet independently with the student to review all prior violations and determine the appropriate sanction.

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 EDSS 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 board 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 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.

Academic Integrity Board Hearings Procedure

The order of Academic Integrity Board hearings will proceed as follows:

- a. Introduction of the Board Members and hearing participants;
- b. Charged student's opportunity to challenge member(s) of the Academic Integrity Board for bias;
- c. Review and signing of the Honesty Statement;
- d. Reading of the alleged violations(s);
- e. Charged student's plea;
- f. Faculty member's statement;
- g. Charged student's statement;
- h. Witness' statement(s) (If applicable);
- i. Person who believes they were the victim of the student's Academic Integrity Violation (If applicable);
- j. Faculty member's closing statement;
- k. Charged student's closing statement;
- l. Dismissal of hearing participants;
- m. Discussion and decision making in closed session; and,
- n. Students may be invited to wait outside (time permitting) in order to be notified of the sanction in person.

Sanctions

Faculty members and hearing boards review cases on their own individual merit and determine appropriate sanctions. Possible sanctions can include but are not limited to one or more of the following: warning, reduction or loss of credit for the assignment, rework of the assignment, failure of the course, informal letter, formal letter, separation from the College, and dismissal from the College.

Sanctions of separation or dismissal from the College may only be imposed by the AIB and AAB. For an egregious academic integrity violation, the Board may separate or dismiss the student from the College. The Board may also separate the student from the College because of repeated academic integrity violations. If a student has already been separated for an academic

integrity violation, has been re-admitted, and has committed another academic integrity violation, the AIB may permanently dismiss the student from the College. In the case of a student with repeated academic integrity violations, these violations will only be considered when a decision has been made about the current violation and a sanction for the current violation has been determined.

The EDSS or designee may impose interim restriction(s) upon a student pending a formal board hearing. Interim restrictions become effective immediately without prior notice whenever the EDSS or designee believes the student may cause serious disruption to the College community. Interim restrictions may include separation from the College; restriction of communication with named individuals within the College community; or the restriction from attending a particular class.

Whenever reasonably possible, a meeting between the charged student and EDSS or designee will be held prior to the imposition of interim restrictions. The charged students will have the opportunity to meet with the EDSS or designee to present their version of the facts, and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the EDSS or designee will be final.

Appeals

If a student and faculty member both agree that a violation did occur and they are able to come to an agreement on an appropriate sanction, then this outcome may not be appealed. A charged student or faculty member may submit a request for an appeal of a decision or sanction resulting from the AIB hearing no later than five business days after receiving written notice of the decision or sanction. Then the following process will be used:

- a. A request for an appeal is to be submitted in writing to the EDSS or designee.
- b. The EDSS or designee will refer the request within ten (10) business days to the Associate Vice President for Academic Operations.
- c. Appeals will be considered based on the following criteria:
 - i. Failure to follow the stated processes or procedures that significantly prejudices the outcome;
 - ii. Insufficient or inappropriate evidence used to justify a decision; or,
 - iii. Unjustified sanction.
- d. In reviewing the request, the AAB may:
 - i. Determine there are no grounds for the appeal, thus upholding the AIB decision;
 - ii. Refer the case to the AIB that originally heard the case for re-consideration of special issues;
 - iii. Change the original decision or sanction after reasonable review of the appeal request and the decision rationale of the AIB; or,
 - iv. Determine the appeal request merits a formal appeal hearing and schedule a hearing no later than 10 business days from the date the request is reviewed. Typically, a formal appeal hearing would not be granted unless significant prejudices result from deviations of designated procedures.
- e. All decisions, once realized by the AAB, are binding.

Academic Discipline Records

Academic discipline records are educational records maintained in the Navigation Center for Student Success. A formal letter is a discipline record that is retained for seven (7) years post-graduation. Prior to its being destroyed, a formal letter is disclosed only under the following circumstances:

- a. With the relevant members of the Academic Integrity or Academic Appeals Board in the case of a repeated violation of the Academic Integrity Policy;
- b. Upon request of the student (often as part of the application and/or admission process to graduate and professional schools, jobs, service programs, etc.); or
- c. When disclosure is appropriate or necessary under the Family Educational Rights and Privacy Act of 1974 (FERPA; e.g., upon request from law enforcement, in conjunction with the issuance of a valid subpoena, etc.).

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.

Interpretation and Revisions

Any questions of interpretation or application of the Academic Integrity Procedures will be referred to the EDSS or designee for determination.

Course Evaluations

Every semester, students will be asked to complete online evaluations for each of their courses. The online evaluations are used for student feedback and faculty self-evaluation and as such, faculty will have the option to add questions to the evaluations for their eyes only. The evaluations (without the faculty-added questions) will also be available to department chairs, deans, and the Rank & 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 Excellence in Teaching and Learning provides a number of confidential services meant to assist faculty in developing and administering effective mid-term evaluations for the purpose of formative self-assessment. The Center additionally offers confidential assistance in interpreting and usefully implementing student feedback." See the [CETL's website](#) 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 Associate Vice President for Academic Operations if they wish to exercise this option.

Faculty members who plan to apply for promotion must have course evaluations for all their classes during five teaching semesters immediately preceding the semester in which the promotion reviews are to take place. Candidates applying for tenure and/or promotion in the Fall 2024 semester may choose four out of the last six semesters. Discuss with your department chair or program director or the Center for Excellence in Teaching and Learning Faculty Director methods for increasing participation and evaluation process. Course evaluations shall be solicited for all courses being taught for the first time.

Mentoring and Advising of Students

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, research, 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.

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 course schedule; explore possible career paths, graduate or professional schools, and other post-graduate efforts that meet their goals, values, interests and abilities.

Typically beginning in their second year, all full-time faculty are expected to serve as academic advisors or to perform comparable departmental service, at the discretion of the department chair. If possible, the department chair should try to balance advising loads across the faculty within a department.

Accessibility Compliance

Audio-Visual Media

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 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 courses.

- When purchasing new media, captioned versions of that media must be purchased when available. If no captioned version is available, faculty will consult with Accessibility Resources (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:
 - Choose materials that are already captioned;
 - Request that captioned versions of the materials be purchased by the Library;
 - Consult with the Office of Accessibility Resources as to which of the following is the most suitable solution:
 - Submit materials for captioning
 - Request an interpreter
 - 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 Assistant General Counsel 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.

DEPARTMENTAL AND COLLEGE-WIDE CONTRIBUTIONS

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 a.m. - 12:45 p.m.) 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 and recommendations for books are accepted throughout the year via the [Library's Book Request Form](#) or by contacting the departmental Subject Liaison; requests for streaming media, journal titles and databases may require budget approvals. Requests for these materials and all other extraordinary requests should be

discussed with Heather O'Leary, the Collection Development Librarian (508-565-1318; holeary@stonehill.edu).

College-Wide Responsibilities

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 Activity Period whenever there is a fifth Monday of a month and/or 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 unless the Senate meeting goes into executive session.

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 committee 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 Governance 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 & 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 & Tenure."

Attendance at College Functions

Faculty members are expected to attend the major academic events of the College, including the Welcome Back Days, Academic Convocation, Commencement, Academic Development Days, 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 that 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.

PROFESSIONAL DEVELOPMENT

According to the procedures governing the Rank & Tenure process for tenure-line 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 and pedagogical 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 & Promotion, as outlined on the [Faculty Resources Guide webpage](#), and in the following chapter.

CHAPTER TWO: FACULTY DEVELOPMENT

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 Vice President for Academic Affairs encompasses a number of incentives and initiatives. These include traditional sabbatical leaves, competitive grant and release-time opportunities, the New Faculty Mentoring Program for all faculty new to the College, and ongoing support through the Center for Excellence in Teaching and Learning.

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. This chapter and chapter 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.

In their development as teachers and scholars, tenure-track, tenured, and term renewable faculty members are encouraged to establish a plan for teaching, scholarship, and service in coheir department chair. The plan should outline the faculty member's goals and objectives with an indication of the potential funding sources and other resources, if needed, for the activities.

Term renewable faculty in the Meehan School of Business and Professors of Practice are not required to have a scholarship plan. However, they should establish a plan for pedagogical development.

Decisions regarding sabbatical and internal grant applications will be influenced in part, by the degree to which a faculty member describes a plan for their scholarly work or pedagogical development, 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.

MENTORING PROGRAM FOR NEW FACULTY

The CETL's website has a webpage with information on the [New Faculty Mentoring Program](#).

FACULTY DEVELOPMENT FUNDS

Each faculty member has access to an annual Faculty Development Fund of \$2,000 that can be used to assist with their professional development.

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 use of funds is consistent with the faculty member's professional development plans.

Faculty must seek pre-approval from the respective Dean to spend their Faculty Development Funds on any conference that involves international travel.

Pre-approval is also required for travel to a conference at which the faculty member is not a presenter.

In addition, faculty must adhere to guidelines for travel expenses as outlined in the travel and expense policy F1.8 found in the College's Policy Manual (see Appendix D of this Handbook). The College's Travel and Expense Policy is available online, both on myHill and on the [Faculty Resources Guide webpage](#). The policy provides information about acceptable reimbursable expenses. Acceptable expenses include transportation, registration, housing and food, and workshop fees. Reimbursements should be submitted through the [Online Request for Payment Form](#) found on the [Accounts Payable page](#) of the Finance section in myHill. When arrangements are made far enough in advance, a Request for Payment Form may be used to pay for the charges.

Professional Memberships

A portion of the funds may be used for reimbursement for professional memberships. Normally the amount of the reimbursement does not exceed 30% of the total Faculty Development Funds in one year.

Lab Equipment, Books, and Research Materials

Faculty may use up to 30% of their yearly allotment for the purchase of laboratory supplies, equipment and books to be used for their research and pedagogical activities. Faculty should check with IT, the Library, and other relevant departments to avoid duplication of resources. Receipts for such materials must be submitted within 30 days of purchase. Receipts for purchases made in the month of June must be submitted no later than June 30.

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).

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 30% of the total Faculty Development Funds (in lieu of books or supply purchases listed in C. 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 Vice President for Academic Affairs 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 can only help the professor explore the use of this technology for teaching and learning.

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

Timing of Submissions for Reimbursement

All reimbursements should be filed within 45 days of the charges incurred. By April 1, please inform the Office of Academic Affairs of any travel still expected between April 1 and June 30. This will allow the 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 1.

Exceptions

When a faculty member has exhausted their funding, they 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 respective Dean. Development fund allotments are subject to modification at the discretion of the Vice President for Academic Affairs or designee.

EXTERNALLY FUNDED GRANTS

Support for searching and applying for externally funded grants is provided by the Office of Research, Grants & Sponsored Projects (RGSP). The RGSP will work with individual faculty through the application and submission process. Any grant awarded through an external

source should be reported to the RGSP. RGSP will help faculty in the administration of funds, tracking of the budget and any other administrative support. Further information on the RGSP can be found in Chapter Four of this Handbook and on the [RGSP website](#).

FACULTY GRANTS FUNDED BY STONEHILL

Faculty are encouraged to apply for institutional grants to support their research, professional travel, or teaching related expenses in several ways listed in this section. If a faculty member is awarded a grant, the faculty member may be given a stipend, Stonehill may pay for expenses from their grant award account or be reimbursed following institutional financial policies and guidelines.

For example, if the faculty member needs to pay for professional services (such as editing, indexing, research assistants), these expenses need to be paid through Stonehill regardless of who the contractor/consultant is and require a W-9 form. Payments or reimbursements cannot be made for work done by spouses or relatives of the faculty member. Expenses such as travel, research materials, and memberships can either be reimbursed or paid through Stonehill or by requesting a cash advance. All expenses require original receipts.

Professors of Practice and Visiting Professors are not eligible for Research, Writing and Artistic Production Grants and publishing support funds. They are eligible to apply for the Student Undergraduate Research Experience (SURE). They also are eligible for annual Faculty Development Funds and may apply for Seminar/Institute Grants and grants sponsored by CETL.

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 Sponsored Research, Grants & Projects, for more information, see Chapter 4.

Publishing Support Grants

Publishing Support Grants are available to help subsidize the cost of publication for scholarly works (e.g., page charges, indexing, editing). Limited funds are available. Application is made to the appropriate Dean; there is no specific deadline.

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 conduct significant, publishable full-time research under the guidance of, and in collaboration with, a full-time faculty member for either eight or 10 weeks during the summer. 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 their participation in the Program. SURE benefits faculty by providing them with research

assistance on their scholarship, as well as the opportunity to work more closely with their students. SURE applications are submitted jointly by the student and the faculty mentor and are due the third Monday in December with notification made by mid-February. The SURE Program is administered by the Office of the Associate Vice President for Academic Operations. For more information, visit the [SURE website](#).

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.

Sabbatical Leaves

A 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. The deadline for the electronic submission of sabbatical applications to the Administrative Assistants of the Deans is 4:30 p.m. on the second Friday of October. Eligibility and application format is available on the Faculty Resources website and in Appendix B. Faculty will be notified by January 1. Reports are due within three months of the end of the sabbatical.

Course Releases for Professors of Practice

Professors of Practice are eligible after sixteen (16) semesters of full-time teaching at Stonehill College to apply for a two-course reduction in their teaching load for one semester to focus on pedagogical issues. The process for applying for the two-course release is being developed and will be in the 2024 – 2025 Faculty Handbook.

Conboy Award for Faculty Development

The Conboy Award 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 two years. Criteria and procedure for application are available on the Faculty Resources website. The deadline for the electronic submission of applications to the Administrative Assistants of the Deans is 4:30 p.m. on the first Friday of December. 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. Visiting faculty and Professors of Practice are not eligible to apply for the Conboy Award for Faculty Development.

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 Vice President for Academic Affairs who, after consultation with the appropriate Dean and 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.

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.

FACULTY OFFICES

The 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 those departments in College Center, Cushing Martin, Martin Institute, May Hall, Meehan Hall, 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.**

TELEPHONE

Each full-time faculty office is provided with a telephone. Full-time faculty members are assigned individual extensions. Part-time faculty office spaces are equipped with a shared telephone and individual telephone extensions are available on request. Questions about telephones should be directed to the IT Service Desk (service-desk@stonehill.edu, x1111).

PARKING

All faculty and staff must register their vehicle(s). Please go to your myHill account, and in the “Applications & Resources” section, click on the “My Parking” link, then click on the “Apply for a permit” link in the lefthand menu, and complete the Permit Application. The College will provide one vehicle transponder to registered faculty and staff and reserves the right to charge a fee for any additional transponder requests. Faculty can pick up their parking decal and gate transponder during business hours, 8:30 a.m. – 4:30 p.m. at Campus Police, which is located at the Brother James Madigan Carriage House. Alternatively, a pickup time can be arranged by calling Campus Police at (508) 565-5100. Please affix both the parking decal and vehicle transponder to your windshield in the designated location.

ID CARD

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

TECHNOLOGY & SUPPORT SERVICES

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

Stonehill User Account

Your Stonehill email address, username, and password are the keys to your digital life at Stonehill. You will use your email address to log in to all our Office 365-powered applications and services (including important applications like myHill and Canvas), and your username to log in to campus computers, register your devices, connect to wireless, and more. Your password is the same for all these things.

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 Department of Information Technology (IT) in the event that a faculty member leaves full-time employment of the College.

Network

All buildings have multiple connections to our [wired network](#), providing high-speed access to our network. Our secure wireless network, called [hillspot](#), is also available in all buildings on campus. Information about how to set up hillspot on your devices can be found under the [Network Access](#) category on our [Knowledge Base](#).

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 are held regularly throughout the year. Educational technologists are available for one-on-one consultations on a variety of topics, including Canvas course design, Canvas gradebook, online collaboration, lecture capture, and incorporating technology into a class assignment. For more information visit [the IT website](#), where there is also a link to request an appointment.

Email, Calendar, and Personal File Storage

Each faculty member is assigned an email address through an account in Stonehill's Office 365 environment. Faculty members are expected to check their Stonehill email regularly as this is the communication venue used to conduct college business. Stonehill email is the property of the College and can be accessed by the College at its discretion.

Each individual's Office 365 account provides a calendar, which is the recommended method to track and schedule appointments and meetings. Faculty are also provided with file storage through their personal OneDrive, which can be used to share and collaborate on documents.

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, view paystubs and employment benefits, and more. Browse to myHill.stonehill.edu to log in to myHill.

Learning Management System (LMS) - Canvas

The College uses Canvas as its Learning Management System. Canvas provides simple yet powerful tools that enable delivery of course content, management of student outcomes, and enhanced collaboration.

Learning Spaces

Classrooms are equipped with a computer and projection system. Faculty also have the option to connect their own laptop to the projection system. Most classrooms have a camera and speakerphone to facilitate lecture capture and video conferencing. Additionally, teaching labs with Windows and Mac computers are available in various locations around campus. Students utilize general access labs in the Library and the Meehan School of Business 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 Knowledge Base](#) under [the classroom technology heading](#).

IT staff provide assistance with all classroom multimedia technology including projection, sound, cameras, and web conferencing. Contact the IT Service Desk if you need assistance with technology in a classroom or event space (see contact information in the below Support section).

Support

The IT Service 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

service-desk@stonehill.edu

508-565-1111

COPYING AND PRINTING

Multi-Function Devices for Print, Scan or Copy

The College's print management partner is Flo-Tech who provides and services HP laser printers and multi-function devices that print, scan, and copy. These devices are located in departments, labs, and public areas around campus. Instructions for the devices can be found on the IT Knowledge Base [under the printing heading](#). The [Mobility Print](#) option allows printing from any device to the Find-Me queue and then walking up to any Mobility Print printer and tapping your Hill Card or logging in to release your job. [Support procedures for the devices](#) are detailed in the IT Knowledge Base.

Copying and Printing Custom Jobs

The College has revised the printing model. Printing shall be done in-house at the department level for most jobs. Large-scale jobs can utilize outside printing sources such as WB Mason and Omni Print. Print & Mail Services are available as back-up and have the capability to do booklets

as needed. Course packs should utilize the College's Ares system provided through the Library by emailing librarydeskgroup@stonehill.edu. Large, multi-function jobs can take up to two weeks to be completed; smaller jobs can be ready in three days. Large jobs can also be printed through Omni Color Print, our preferred vendor. Please refer to the Stonehill [Print & Mail Services webpage](#) for further information or call Print & Mail Services at 508-565-1264.

Course Packs and Classroom Materials Including Digital Copies (see also Library Course Reserves)

It is strongly recommended that you make use of the Library's electronic reserves system (Ares) rather than printing a course pack. For both electronic reserves and course packs, the Library will determine if copyright permissions are required and obtain permissions from the [Copyright Clearance Center \(CCC\)](#). To place materials on reserve, please contact the Library's Access Services department (508-565-1313). The Library does prioritize adding electronic material to reserves over print.

Course packs are compilations of articles, chapters and other texts that are bound together for use in a particular class. Courts have ruled that course packs require copyright permission if they are produced by a commercial copying firm. Although some experts claim these rulings do not apply to copying done by (non-profit) college copy centers, most schools assume that permission is required, and this is Stonehill's policy.

The College will not print course packs unless proof of copyright compliance under Fair Use or by paid permission is provided. It is the responsibility of faculty to provide this information. The reserves staff at the Library can assist in this process.

Procedure for putting together a course pack to be sold at the Bookstore:

1. Submit requests with original documents or full citations to the Library staff at The Desk (librarydeskgroup@stonehill.edu).
2. Deadline: At least five full weeks prior to the start of a semester. Please note that the Library expects that course pack and reserves processing will take longer than normal during Fall 2023.
3. All materials included in a course pack must include the original copyright notice (who owns the material) and attribution to the source.
4. Under no circumstances may a course pack include an entire book or journal, or material taken from consumables such as workbooks, lab manuals or standardized tests.
5. The staff will determine whether the materials are copyrighted and will sign a form indicating that the items are approved for a course pack. This form will go with the course pack to the Document Center and then to the Bookstore, where the form is kept on file.
6. Charges to students for course packs may only be used to recover production costs and immediate overhead, including royalty fees. (This allows a bookstore to include a reasonable markup for managing the distribution of a course pack.)

Library staff will request copyright permissions for materials that do not meet Fair Use guidelines. If permission is granted and the cost is affordable, these materials may be scanned, put into Ares

and added to Canvas. The Library staff will let you know if permissions are not granted, or the cost is prohibitive.

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

The following provides information for faculty who use copyrighted material. This information is found in the Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals ("Guidelines"). It should be noted that the Guidelines provide general guidance but have no legal force.

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, story or essay of up to 2,500 words and excerpts of longer works up to 1,000 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 Print & Mail Services.

The courts use the following four factors when determining whether a use is an infringement of the copyrighted work or is a fair use:

- (1) The purpose and charter of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes (the courts look to whether the use is transformative or adds something new);
- (2) The nature of the copyrighted work (e.g., whether the work is factual or fictional);
- (3) The amount and substantiality of the portion used in relation to the whole copyrighted work (whether the secondary use employs more of the copyrighted work than is necessary); and,
- (4) The effect of the use upon the potential market for or value of the copyrighted work (the courts look at the market harm that results when a secondary use serves as a substitute for the copyrighted work).

BOOKSTORE

The Stonehill College Bookstore is located in the basement level of Boland Hall and in May Hall (apparel and gifts only). It is operated by Follett. Faculty will be sent information each semester regarding textbook orders. Other information is available through the [Bookstore website](#).

FACULTY AND ADMINISTRATIVE ASSISTANTS

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

- May Hall – Erin Dzierzak (x1650)
- Business Department – Bobbi-Ann Ruggiero-Hickey (x1463)
- Office of Academic Affairs – Deb Norton (x1046)
- Cushing-Martin Hall – Elizabeth Pearson (x1622)
- Martin Institute – TBD (xxx)

- Education, Languages, Literatures and Cultures, and Mathematics Departments – Lisa Biederwolf (x1216)
- Shields Science Center – Kate Johns (x1247)

Support to Department Chairs

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

- Planning department functions: meetings, receptions, colloquia, and 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 they 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.

Support to 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 administrative assistant has time and is given enough notice; please speak to your administrative assistant 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.

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 that 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.

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 administrative assistant will be able to help you.

Mail

Mail is delivered on a daily basis. When books or large packages are delivered, the Print & Mail Services office 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 administrative assistant where books are delivered.

CHAPTER FOUR: ACADEMIC ADMINISTRATIVE OFFICES

OFFICE OF ACADEMIC AFFAIRS

Duffy 134

Vice President for Academic Affairs:

Peter Ubertaccio, x1311

Executive Assistant to the Vice President for Academic Affairs:

Deborah Norton, x1311

Associate Vice President for Academic Operations:

Craig A. Kelley, x1513

Associate Vice President for Diversity, Equity and Inclusion:

Joanna Ravello Goods, x1957

Administrative Assistant for the Associate Vice Presidents:

Sonia Velez x1513

Vice President for Academic Affairs

The Vice President for Academic Affairs (“VPAA”) 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 Senior 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 personnel and offices: Associate Vice President for Academic Operations; Associate Vice President for Diversity, Equity and Inclusion; Dean of the May School of Arts & Sciences; Dean of the Meehan School of Business; Executive Director for Student Success; Library Director; Registrar; Director of Research, Grants & Sponsored Projects. The VPAA evaluates faculty for hiring, sabbatical leaves, unpaid leaves of absence, professional development grants, pre-tenure review, tenure, and promotion.

Associate Vice President for Academic Operations

The Associate Vice President for Academic Operations works closely with college leadership, divisions, departments, offices, faculty and staff to strategically and collaboratively define, develop, and direct efficient systems, practices, and administrative policies of the Office of the Vice President for Academic Affairs and by extension the Academic Affairs Division. They are the primary point of contact to coordinate efforts and needed resources to ensure the accomplishment of mission-driven academic goals. The Associate Vice President for Academic Operations has direct responsibility for maintaining faculty records related to hiring, start-up support, Faculty Development Funds, faculty reviews, eligibility for and awarding of tenure,

promotion and sabbaticals; overseeing the fiscal year budget development process for the Academic Affairs Division; coordination of the pre-tenure review as well as the rank and tenure processes; administration of the SURE Program; establishment of affiliation and articulation agreements with graduate and professional schools; supporting students and alumni applying for nationally prestigious awards; and overseeing the Directors of the IDEAS and the Moreau Honors Programs.

Associate Vice President for Diversity, Equity, and Inclusion

The Office of Diversity, Equity, and Inclusion (ODEI) leads the development of a unifying strategic vision for diversity, equity, and inclusion (DEI), builds consensus for a campus-wide DEI strategic plan, operationalizes its goals, and establishes metrics to monitor progress and successful outcomes. The ODEI supports faculty development efforts in the areas of pedagogy, curriculum, scholarship, and leadership. The ODEI works with campus partners to strengthen the depth and complexity of teaching and learning about diversity, equity, and inclusion. The ODEI collaborates cross-divisionally with offices and personnel such as the Vice President for Academic Affairs, Deans, Office of Intercultural Affairs, Human Resources, and Enrollment Management to support diversity and inclusion initiatives for prospective and current students, faculty, and staff.

OFFICE OF THE DEAN OF GRADUATE & PROFESSIONAL STUDIES

Duffy 124/126

Dean, Graduate & Professional Studies:

Elizabeth Stringer Keefe, x1049

Dean of Graduate & Professional Studies

The Dean of Graduate and Professional Studies is the intellectual and administrative leader of all graduate academic and professional studies programs of the College, and the chief advocate for the mission, vision, and purposes of the College's graduate and professional programs. The Dean works with the Vice President for Academic Affairs to articulate the mission and strategic planning for GPS and serves as a pro-active advocate for the division, directors, faculty, staff, and degree and certificate programs.

Department	Director	Office Location	Extension
Teacher Education	Rebekah Louis	Duffy 290	1167
Marketing	Kristin McGillicuddy	Duffy 288	1147
Data Analytics	TBD		
Photonics Certificate	Cheryl Schnitzer	Shields 312	1298

OFFICE OF THE DEAN OF THE THOMAS & DONNA MAY SCHOOL OF ARTS & SCIENCES

May Hall 227

Dean, Thomas & Donna May School of Arts and Sciences:

Rev. Kevin P. Spicer, C.S.C., x1090

Assistant to the Dean:

Erin Dzierzak, x1650 (May Hall 228)

Dean of the May School of Arts & Sciences

The Dean of the May School of Arts & Sciences is the chief advocate for the mission, vision, and purposes of the School of Arts & Sciences and has oversight authority over the departments of Biology, Chemistry, Communication, Computer Science, Criminology, Education, English, Environmental Sciences & Studies, Health Science, History, Languages, Literatures and Cultures, Mathematics, Philosophy, Physics & Astronomy, Political Science & International Studies, Psychology, Religious Studies, Sociology & Anthropology, and Visual & Performing Arts; the Directors of major and minor programs embedded within these departments; and interdisciplinary programs. The Center for Race, Ethnicity, and Social Justice, the Martin Institute for Law & Society, and the Stonehill Farm are located within the May School. The Dean works with the Vice President for Academic Affairs to articulate the mission and strategic planning for the School of Arts & Sciences and serves as a proactive advocate for the school, its departments, programs, and faculty.

Department	Chairperson	Office Location	Extension
Biology	Irvin Pan	Shields 105	1346
Chemistry	Daniel Rogers	Shields 302	1589
Communications	Ronald Leone	Cushing Martin 112	1113
Computer Science	Hassan Bajwa	College Center 226	1126
Criminology	Katie Currul Dykeman	Martin Institute 233	1941
Education	Donna Lehr	Duffy 263	1443
Engineering	Hassan Bajwa	College Center 226	1126
English	Jared Green	Cushing Martin 122	1711
Environmental Sciences & Studies	Kristin Burkholder	Shields 101	1047
Health Sciences	Kate Harris	Shields 306	5393
History	James Wadsworth	May 223	1281
Languages, Literatures and Cultures	Peter Mahoney	Duffy 236	1680
Mathematics	Heiko Todt	Duffy 284	1765
Philosophy	Brendan O'Sullivan	May 218	1253
Physics	Alessandro Massarotti	Shields 309	1430
Political Science	Robert Rodgers	Martin Institute 220	1173
Psychology	Erin O'Hea	Shields 205	1708

Department	Chairperson	Office Location	Extension
Religious Studies	Nathaniel DesRosiers	May 202	1252
Sociology & Anthropology	Erica Tucker	Martin Institute 202	1278
Visual and Performing Arts	Adam Lampton	Cushing Martin 028	1954

OFFICE OF THE DEAN OF THE LEO J. MEEHAN SCHOOL OF BUSINESS

Meehan School of Business 108

Interim Dean, Meehan School of Business:

John Duggan, x1463

Assistant to the Dean:

Bobbi-Ann Ruggiero-Hickey, x1463

Dean of the Meehan School of Business

The Dean of the Meehan School of Business is the chief advocate for the mission, vision, and purposes of the Business School and has oversight authority over chairs of the business, economics and healthcare administration departments and directors of major and minor programs embedded within these departments and the Center for Non-Profit Management. The Dean will work with the Vice President for Academic Affairs to articulate the mission and strategic planning for the Meehan School and serves as a pro-active advocate for the school, departments, programs, and faculty.

Department	Chairperson	Office	Extension
Accounting and Taxation	Alex Yen	Meehan 204	1976
Finance	Elif Sisli Ciamarra	Meehan 203	1975
Global Business & Strategy	Jennifer Swanson	Meehan 234	1349
Management & Business Analytics	Michael Salé	Meehan 229	5629
Marketing	Eddie Rhee	Meehan 232	1854
Sports Management	Michael Salé	Meehan 229	5629
Economics	Akira Motomura	Meehan 310	1149
Healthcare Management	Mitchell Glavin	Meehan 326	1012

ACADEMIC 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 and the Vice President for Academic Affairs, the Department Chairperson or Program Director is appointed by the Dean. Chairpersons and Directors ordinarily will serve three-year terms with the possibility of renewal. Chairpersons and Directors receive an annual stipend and/or teaching load reduction for the work associated with their office during the academic year and the summer. Chairpersons and Directors are directly responsible to the Dean in which their department or program resides. Chairpersons and Directors are the principal staff administrators of their Departments and Programs and supervise the teaching faculty. Some responsibilities can

be delegated to other faculty as part of their departmental service; if the workload is significant, however, a Chairperson or Director may elect to shift some portion of their stipend to the faculty member. The roles and responsibilities of a department chairperson can be found in policy A10.9 Responsibilities of Department Chairperson, which can be accessed in the [online College Policies Manual](#).

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Duffy 114

Faculty Director:

Karen L. Anderson

Mission

Stonehill College values innovation and teaching excellence. The Center for Excellence in Teaching and Learning at Stonehill College provides a responsive structure for the development and refinement of pedagogy and practice. Designed to build upon existing expertise at the College, the Center cultivates collaborative relationships and campus-wide dialogue. Driven by intellectual curiosity and experimentation, the Center brings together faculty to engage in and disseminate the scholarship of teaching and learning (SoTL), both within the Stonehill community and beyond.

To support this mission the Center is led by a Faculty Director (CETL FD), in concert with the Programming Liaisons (CETL PLs), the Vice President for Academic Affairs' Advisory Committee (CETL VPAAAC), and a cadre of Faculty Fellows (CETL FFs).

Faculty Director

The CETL Faculty Director (FD) is a full-time faculty member responsible for the Center's daily operations. The FD supports and coordinates all programmatic opportunities of the Center, including working with the CETL PAC to define and enact the Center's strategic priorities, chairing monthly meetings with CETL PLs to improve programmatic connections between offices, and working directly with faculty who seek support for their teaching.

Throughout the academic year the CETL Faculty Director will be available for individual consultations. Individual consultations will serve as the beginning of a conversation with a faculty member and allow the director to work with the faculty member to determine the best next steps for developing their teaching practice. For more information on individual consultations, please see the [CETL webpage](#).

Programming Liaisons (CETL PLs)

CETL PLs are drawn from offices and programs that already support faculty through various opportunities, including workshops, one-on-one consultations, and online documentation. CETL PLs meet monthly to coordinate opportunities between offices and programs, build connections between offices and programs, and identify areas of need they can address to help faculty seeking support for their teaching, and therefore student learning.

Vice President for Academic Affairs' Advisory Committee

The [CETL VPAA Advisory Committee](#) serves as an advisory committee to the CETL FD. This committee of five faculty members helps set the strategic direction and programming opportunities for the Center. Members of the Advisory Committee will bring their knowledge and expertise about areas of need and interest in their departments, programs, and schools to the Center with the strategic goal of ensuring that the Center is responsive and evolves to support faculty needs and interests in a way that aligns with best practices in teaching and learning.

Faculty Fellows (CETL FFs)

FFs will be selected through an application process by members of CETL PAC. FFs are members of the full-time faculty at Stonehill College who are recognized for their teaching excellence or emerging teaching excellence, their desire to continually improve their practice, and their desire to disseminate innovative ideas and practices to the Stonehill community and beyond. Successful applicants will serve for a two-year, four-semester term. For more information about the CETL FF program, or to apply please see the [CETL website](#).

Teaching Circles (TCs)

Designed to build upon existing expertise at the College, this program provides an opportunity for faculty to apply for stipends to further develop their pedagogical skills as they engage with their colleagues – through the facilitation of Teaching Circles. These Grants have two phases, a semester long planning phase and a semester long implementation phase. Successful applicants will receive a \$1,000 stipend upon completion of each phase (\$2,000 total). Depending upon faculty interest, TC facilitators may request, or be asked to consider, offering their TC more than once. If this occurs, TC facilitators will receive an additional \$500 stipend upon completion of the subsequent semester of the TC and its associated finalized written project evaluation. For more information, please see the [Teaching Circles webpage](#).

Pedagogical Design Grants (PDGs)

The Pedagogical Design Grant program provides Stonehill faculty with an opportunity to apply for grants up to \$1,000 to support significant teaching interventions designed to enhance student learning. Pedagogical Design Grants applications are reviewed twice per academic year. The deadline for projects starting in the Spring is noon on October 1st. The deadline for projects starting in the Summer or Fall is noon on April 1st. These one-time grants are designed to serve as springboards for the exploration, design, and implementation of new and innovative pedagogical approaches, to develop or refine new instructional resources, or to expand existing projects, all with an aim of improving the student learning experience.

CENTER FOR NONPROFIT MANAGEMENT (Inactive for 2023-2024)

Meehan School of Business 101

Director:

John Duggan x1463

Administrative Assistant

Bobbi-Ann Ruggiero-Hickey, x1463

The Center for Nonprofit Management (CNM) builds the leadership and management capacity of nonprofits in southeastern Massachusetts and raises critical awareness about social justice and public policy issues that influence the work of nonprofits. CNM offers a suite of learning programs throughout the year. CNM focuses its programs and services in three main areas: Learning, Networking and Best Practice Programs; Resource Room Offerings; and Internship Programs.

CENTER FOR THE STUDY OF RACE, ETHNICITY AND SOCIAL JUSTICE

May Hall 234

Director:

Stanley Thangaraj, Ph.D.

James E. Hayden Chair for the Study of Race, Ethnicity and Social Justice & Professor of Sociology and Anthropology

The Center for the Study of Race, Ethnicity, and Social Justice (CRES) provides an interdisciplinary hub to theorize expansively about the intersections of race, ethnicity, and social justice. CRES offers an intellectual terrain where members of the Stonehill College community are equipped to understand and deconstruct power on the broadest terms while underscoring the forms of resistance. As a result, CRES provides programming, mentoring spaces, writing circles, and public-facing talks to support intellectual collaborations across campus and with the local communities.

OFFICE OF COMMUNITY-BASED LEARNING (Inactive for 2023 – 2024)

Martin 110A

Director, Community Based Learning:

TBD

Initially funded by a generous grant from the Davis Foundation, the Office of Community-Based Learning (CBL) is charged with building faculty and community capacity to adopt best practices for civically engaged teaching that positively impact student learning and community life. The CBL Office offers workshops, support with course creation, and site visit coordination.

What is Community-Based Learning?

While there are many competing definitions of CBL (and the Office recognizes a diversity of approaches and pedagogies), an effective working definition is “a pedagogical approach that integrates community service, research and/or action with academic study to enrich learning, teach civic responsibility, and strengthen communities.”

Best practices in CBL include such goals as:

- Meeting community needs through service, research and action projects;
- Collaborative design between faculty and community partners;
- Fully integrating experiences into course curriculum and related academic experiences;

- Structured reflection and assessment of student learning and community impact;
- Fostering participatory citizenship and social responsibility.

CORNERSTONE PROGRAM FOR GENERAL EDUCATION

May Hall 227

Dean of the May School of Arts & Sciences

Rev. Kevin P. Spicer, C.S.C.

Program Coordinator:

Patricia Mead, x1799

The Dean of the May School of Arts & Sciences is responsible for the administration of the Cornerstone Program of General Education. The Dean works with Academic Departments to develop, assess, revise, and coordinate the curriculum for the Cornerstone Program and ensure that students in both schools have the opportunity to fulfill the General Education requirements for graduation. The Dean chairs the General Education Advisory Committee, provides curriculum design support and training for faculty teaching General Education courses and manages assessment of the core curriculum. Questions about General Education, about courses fulfilling General Education requirements, or about advisees' general education concerns should be directed to the Dean.

IDEAS PROGRAM

Cushing Martin 007

Director:

Shane Savage-Rumbaugh, M.F.A.

Professor of Studio Arts

Administrative Assistant

Beth Pearson, x1622

The [IDEAS \(Integrating Democratic Education at Stonehill\) Program](#) provides students a unique opportunity to take charge of their own learning by facilitating one-credit, semester-long courses of their own design. Now in its 10th year, this interdisciplinary program fosters active intellectual engagement for both the student-facilitators and their peers who enroll in these small, discussion-based classes.

Once accepted into the Program, facilitators spend the fall developing their courses with the assistance of the program's Faculty Director and Student Co-Directors and enroll in IND 300: Building IDEAS: Pedagogy for Student-Instructors. In the spring, the student facilitators teach their own IDEAS course and take IND 333: Democratic Education, a seminar that explores pedagogical strategies and current issues in higher education. Faculty advisors with students interested in IDEAS should contact the IDEAS Faculty Director.

OFFICE OF INTERNATIONAL PROGRAMS

Duffy 131

Director:

Hillary Sabbagh, X1537

Program Coordinator

Patricia Mead, x1799

Mission

The Office of International Programs (OIP) connects students with study abroad, internship, research, and service-learning programs all over the world. These high-impact experiential learning experiences facilitate intercultural dialogue and expand international awareness, challenging students to take authorship of their personal and intellectual growth within a global context. Through intentional mentorship, students learn to apply their academic pursuits, co-curricular interests, and career goals to their international experience, inspiring a commitment to lifelong global learning. The OIP's guided programming supports students before, during, and after an abroad experience, empowering each student to become an agent of social change and inspiring them to mindfully contribute and provide leadership within an increasingly interdependent and complex multinational society.

Study Abroad

Recognizing the benefits of immersion in another culture and study outside one's home country, Stonehill College encourages every student to consider spending a summer, semester, or year studying or interning overseas. The OIP maintains an approved list of about 39 programs in over 24 countries. Students participating in an approved international program will remain fully enrolled at Stonehill, paying the equivalent of Stonehill tuition and housing, while also maintaining their financial aid.

Courses Taken Abroad

All courses taken abroad must be pre-approved by the appropriate Department chair in conjunction with the Office of International Programs and the Registrar's Office.

Students may take courses to fulfill major and/or minor requirements, General Education requirements, and/or electives within or outside their major/minor. Based upon the credit-transfer policy of each academic department, students may transfer no more than half of the required credits within the major and/or minor.

Courses taken abroad to fulfill General Education Cornerstone Program requirements must be pre-approved by the Dean of Arts and Sciences and/or the Chairperson of the Department of Foreign Languages, if fulfilling the language requirement.

Faculty Advising

As part of the Office of International Programs application process, students are advised to meet with their Faculty Advisor and to develop a four-year plan that includes studying or interning abroad. Students and their advisors should discuss how being abroad for one or more semesters will complement their overall academic plan, as well as how taking courses abroad will support their academic and professional goals and encourage researching course equivalencies at least one academic year in advance. The approval of transfer of credit for courses taken abroad is the responsibility of the respective Department Chairs and the Office of International Programs, in conjunction with the Registrar's Office.

THE MARTIN INSTITUTE FOR LAW & SOCIETY

Martin 234

Director:

Kathleen Currul-Dykeman, J.D., Ph.D.

Department Chair & Associate Professor of Criminology

Administrative Assistant:

TBD x1131

The Joseph W. Martin Institute for Law & Society was established in memory of Joseph Martin Jr. (1884-1968), the former Speaker of the House of Representatives. As a Congressman representing a nearby district, Speaker Martin had a close relationship with the College and received an honorary Doctor of Letters degree in 1955. In 1986, President Ronald Reagan signed into law legislation for the creation of an institute at Stonehill College in Martin's honor. Joseph W. Martin Institute for Law & Society was constructed by Stonehill in 1990 with Congressional funding. Today the Martin Institute seeks to prepare students for leadership positions as active citizens in service to their communities. Through rigorous, critical interdisciplinary inquiry, the Institute challenges students to explore vital issues of social justice. It is committed to a curriculum that bridges theory and practice, inviting students' curiosity in and engagement with the pressing issues of the day.

MOREAU HONORS PROGRAM

Cushing-Martin Hall

Director:

Fall 2023 Semester:

Sarah Gracombe

Professor of English

Spring 2024 Semester:

Edward McGushin

Professor of Philosophy

Administrative Assistant

Beth Pearson, x1605

Moreau Honors Scholars both enter into and help create an inclusive community that fosters intellectual curiosity, interdisciplinary inquiry, and student agency. The program empowers students through an enhanced, rigorous curriculum featuring smaller courses with highly motivated peers and talented professors. Students select five Honors courses that cross disciplines; they also take two Honors seminars that provide opportunities for reflection, interdisciplinary problem-solving, and preparation for the future. In addition, students forge close bonds by living together in Honors Housing during their first year and participating in co-curricular events and service organized partly by Honors students themselves. Over four years, the Moreau Honors Program helps students develop skills for collaborative leadership *and* independent thought, preparing them to become 21st-century scholars, professionals, and citizens dedicated to a more just and compassionate world.

For questions about the Moreau Honors Program, including faculty interested in teaching an Honors course, please contact the Director.

OFFICE OF RESEARCH, GRANTS & SPONSORED PROJECTS

Duffy 119

Director:

Bonnie L. Troupe, x1069

Administrative Assistant:

Stephanie DesRosiers, x1069

Role of the Office

The Office of Research, Grants & Sponsored Projects serves the faculty and staff of the College in helping to 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 this office. Additional information about roles, policies, and procedures as they relate to seeking and securing external funding can be found in the *Grants and Sponsored Projects Procedures Manual*.

Services Offered by the Office

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

- Facilitates proposal development and post-award management.
- Provides information on potential sources of grant funds through targeted announcements and in response to individual requests.
- Helps faculty search for funding using online sources that include Grants Search, a database supported by the Grants Resource Center.
- Maintains a mini-library of resources on project development and proposal-writing (e.g., books, sample proposals).
- Helps edit draft proposals.

- Works closely with faculty on project budget development.
- Processes proposals through institutional channels and obtains required institutional signatures.
- Transmits final proposals, including electronic submissions.
- Helps to set up funded projects and monitor them through closeout, ensuring compliance with external agency policies.
- Collaborates with other College offices to manage funded projects.
- Serves as the College's liaison to external funding sources.

How Do We Work Together?

We encourage faculty to discuss ideas about 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 his or her Department Chair and the Dean of his or her respective School, 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 Vice President for Academic Affairs. The Office will confirm all institutional commitments and will shepherd the approval process. All proposals for external funding need to be submitted through the Office [and in conjunction with the Office of Corporate, Foundation and Donor Relations (OCFDR) when warranted].

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 Research, Grants & Sponsored Projects will oversee the post-award administration of the funded project, serving as a liaison among the Principal Investigator (PI) or Project Director (PD), the College's financial offices, and the funding agency.
- The College Controller will establish a separate account for the grant project. All purchase orders and check requests must be processed through the Office of Research, Grants & Sponsored Projects. The PI or PD is responsible for incurring expenses as presented in the project budget. Variations from the original budget, even minor changes, generally must be approved by the funding agency. The Controller, together with the Office of Research, Grants & Sponsored Projects, 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), the individual faculty member will most likely be responsible for reporting programmatic and expenditure information to the funding agency, but the Office of Research, Grants & Sponsored Projects is happy to assist you. Faculty members are responsible for taxes on such fellowships/direct awards.

- 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 Office of Research, Grants & Sponsored Projects will help the individual submit these reports and remind them when they are due.

Institutional Review Board

The Institutional Review Board (IRB) is an institution-wide committee certified by the U.S. Department of Health and Human Service's Office of Human Research Protections whose job is to protect the rights of human participants in research conducted at the College. Any research involving human participants conducted at Stonehill College or under its sponsorship at another location, must be reviewed and approved by the College's IRB. For more information visit the [IRB website](#).

THE NAVIGATION CENTER FOR STUDENT SUCCESS

Executive Director for Student Success:

Christina Burney, x1326

Office Manager:

Donna Myles x1470

The Navigation Center for Student Success at Stonehill supports students throughout their academic journey at the College. From academic advising to resources for accessibility, to tutoring, academic coaching, and writing support, and four-year career planning, our team works alongside students to navigate their curricular and cocurricular pathway through Stonehill and beyond.

The Executive Director is charged with running the Navigation Center and is responsible for the coordination and delivery of all academic and professional development resources to Stonehill students to ensure their academic success across the continuum of ability and achievement. The Executive Director oversees the following areas: Academic Advising, Accessibility Resources, Tutoring Services and Career Development.

Academic Advising

Duffy 104

Phone: 508-565-1306 | academic-advising@stonehill.edu

Director: Shannon Balliro, Ed.D., x1479

Associate Director of Advising & Assessment: Courtney Ruggles, x1332

Assistant Director for Advising Operations: Clare Morrison, x1013

Assistant Director for Advising & Retention Programming: Omar Rodriguez, x1211

Academic Success Coach (part-time): Kristine Buss

Office Manager: Donna Myles, x1470

Advising Philosophy

The Office of Academic Advising (OAA) provides developmental, intentional, and proactive advising to students. This holistic approach takes the whole student into consideration when understanding factors that contribute to a student's ability to be productive. Advisors have in-depth conversations with students about the role their individual cultures, goals, values, housing arrangements, interpersonal pressures, and other life circumstances have on their outcomes.

Advisors also help students understand how to make decisions. We assist students with the major exploration process, as well as how to navigate the College's policies and procedures (e.g., dropping a class, withdrawing from the College, academic integrity, transferring credit from another institution, etc.).

At its core, advising is a learning process in which students are guided towards discovering meaning and purpose in their academic and co-curricular lives. The Office of Academic Advising works with students, faculty, and when appropriate parents, to foster the personal and professional development of students. The office also partners with the larger Campus community through various collaborative opportunities.

Faculty Advisors

All students are assigned a primary advisor; often, these advisors are members of the faculty. Faculty advisors play a critical role in the development of students. In addition to helping students select courses and learn more about the department or major, faculty advisors are also an important resource for Academic Advising staff. OAA depends on faculty to refer struggling students to the appropriate resources using the [Student Concern Referral webpage](#).

Signature Programs

OAA offers multiple programs and is launching significant initiatives designed to support student success. These programs vary from proactive student support to cohort-specific programming that increases yield and retention.

Academic Pathways Program

The Academic Pathways Program (APP) aims to provide comprehensive, collaborative advising support to students in a proactive and intentional format. This program will allow the Academic Advisors in OAA to offer individualized, comprehensive support to all students at Stonehill College, not exclusively those who are already in academic jeopardy. Students will be referred to AAP through formal referrals from different areas on campus including, but not limited to Athletics, Accessibility Resources, Intercultural Affairs, and Admission.

Academic Recovery Program

The Academic Advising office's most time-intensive program is the Academic Recovery Program (ARP). This initiative is aimed at students who are on academic warning, suspended separation or dismissal, or are returning to the College from an academic separation.

Academic Recovery is an intentional, high-touch advising program that is uniquely tailored to address the needs of individual students. Academic coaching strives to help students understand their academic status, reevaluate goals and develop new ones, explore different avenues that will help them be successful, refer them to additional resources on campus, and serve as a robust, structured, and consistent connection between the student and their OAA advisor. Through a series of guided conversations, a typical coaching session will facilitate continual reflection of the students' time in college and assessment of what has worked and has not worked for them.

First-Gen Scholars Program (FGSP)

FGSP is a collaborative transition program that is designed to provide academic, professional, financial, and social support to select incoming first-gen students. Knowing that intersectionality is paramount with any successful first-gen program, students with a higher financial need are given priority for admission into the program. The first-gen scholar program was created using research-based techniques and protocols that increase student engagement, sense of worth, and retention. The program aims to support first-gen students in all areas, connecting them with administrative and peer mentors across campus.

Accessibility Services

MacPháidín 106C and 106D

Phone: 508-565- 1014 | accessibility-resources@stonehill.edu

General Counsel ADA Compliance Officer Alana Clark Aclark7@stonehill.edu 508-565-1910	Executive Director for Student Success Christina Burney cburney@stonehill.edu 508-565-1326	Advisor for Accessibility Services Brooke Butler Bbultner4@stonehill.edu 508-565-1909
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Accessibility Services at Stonehill is a cross-divisional team with members from the General Counsel's Office as well as the Navigation Center for Student Success. The team is committed to leading the campus community in its mission to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to ensure that all aspects of campus life are universally accessible. They seek to create an accessible campus experience by providing a point of coordination, resources, and support for our students and the campus community.

The Accessibility Services team works with each student on a case-by-case basis to provide reasonable accommodations that facilitate access to learning, living, and other experiences at Stonehill. Some of the accommodations used by students include extended time on exams, a

distraction-reduced exam setting, use of computer for notetaking, accessible formats of print materials, assistive listening devices, and accessible campus housing.

When providing equal opportunities for students with disabilities, it's important to be mindful of the challenges these students face and how we can support their success by leveling the playing field. Self-identifying as having a disability and asking for accommodations is a personal decision for each student. Students interested in requesting accommodations are responsible for self-disclosing and engaging in an interactive process with Accessibility Services. Stonehill neither imposes accommodations on students nor preempts their responsibility to disclose and define their need for accommodations.

The process of addressing the academic needs of students registered with Accessibility Services, roughly 20% of Stonehill's population, is a collaborative effort between the staff, the student, and the instructor. Accessibility Services determines eligibility for disability-related services and approves accommodations based on limitations caused by the student's impairment. Instructors are responsible for providing the approved accommodations for students enrolled in their courses. Accommodation needs are communicated through a Letter of Accommodation (LOA), which serves as official verification that a student has registered with the office and is eligible for services. Students are responsible for providing the LOA to faculty and having a conversation with them about the specific accommodations they are requesting. While faculty are required to provide accommodations when reasonable and necessary, they are not expected to compromise essential elements of the course or to lower standards. Students and faculty should contact Accessibility Services as soon as possible if questions or concerns arise about the provision of accommodations.

Career Development

Cushing Martin – Kruse Center

Phone: 508-565-1325 | careerdevelopment@stonehill.edu

Director:

Andrew Leahy, aleahy@stonehill.edu, x1325

Administrative Assistant:

Karen Santo, x1325

The Career Development team is available year-round to help all Stonehill students and alumni achieve their career goals. Each academic department is assigned a career liaison that they are encouraged to reach out to, and to direct students to. All students have access to the [Handshake](#) database where they can book appointments, register to attend events and search for job, internship, and post graduate service opportunities. Advisors meet with students of all years and all stages of post grad development to help them define strategic next steps on an individual basis. Please encourage your students to utilize this valuable resource, and please reach out to your liaison to collaborate on career development programming for your students.

Meehan School of Business

Business – Renee Bernier

Economics – Renee Bernier

Healthcare Management – Renee Bernier

School of Arts & Sciences

American Studies – Karlie Garden

Arts – Karlie Garden

- Art History
- Arts Administration
- Graphic Design
- Performing Arts
- Studio Arts

STEM – Andrew Leahy

- Astronomy
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Earth & Planetary Science
- Engineering Dual-Degree Program at the University of Notre Dame
- Environmental Sciences & Studies
- Health Science
- Mathematics
- Neuroscience
- Photonics
- Physics

Catholic Studies – Karlie Garden

Communication – Karlie Garden

Criminology – Karlie Garden

Dual Languages – Karlie Garden

Education – Karlie Garden

- Early Childhood Education
- Elementary Education
- Secondary Education

English – Karlie Garden

French – Karlie Garden

Gender & Sexuality Studies – Karlie Garden

History – Karlie Garden

Interdisciplinary Studies – Karlie Garden

Philosophy – Karlie Garden

Psychology – Karlie Garden

Religious Studies – Karlie Garden

Sociology – Karlie Garden

Spanish – Karlie Garden

Undeclared – Karlie Garden

Tutoring Services

Phone: 508-565-5014 | tutoring-services@stonehill.edu

MacPháidín Library 314

Director:

Devon Deery x1751

Administrative Assistant:

Leona O'Neil x1572

The Tutoring Services team includes two professional staff, a large cohort of trained peer tutors, and a professional writing tutor. Tutoring is available for all introductory courses (100 and 200 level) as well as writing tutoring for any assignment, in any discipline, and at any stage of the process. Individual appointments can be scheduled for in-person or online. We accommodate drop-ins when possible.

Our services are College Reading and Learning Certified. Undergraduate peer tutors undergo a rigorous application process and must complete a for-credit training program. Tutors benefit by gaining more in-depth knowledge in their respective subjects while acquiring valuable experience in facilitating learning outside the classroom. Peer tutors must demonstrate disciplinary knowledge and provide a faculty recommendation as part of the hiring process. We also offer students the opportunity to work with a professional writing tutor by appointment at no additional cost burden.

Booking an Appointment & Drop-In Tutoring

All students have access to TutorTrac, our online appointment manager. Faculty cannot login to TutorTrac, but it is updated on a semester-basis meaning students can search our schedule and book appointments with ease. Please check your email for our newsletters and feel free to reach-out, if you would like to request a poster, flyer, or class visit.

Faculty Reports

You may receive a series of emails from TutorTrac if your student(s) attend tutoring. The first email will include a link to your individualized Faculty Report. The second email will include an access code required to open your report. Tutoring Services gives students the option to share their visit with you. If a student is not listed on the Faculty Report, this does not mean students are not attending tutoring; it simply means that students have chosen not to share.

Referrals for Tutoring & Questions about Services

Faculty referral is a key determinant in whether a student seeks out tutoring services. But what is the best way to do that? Discussing tutoring support in the beginning of the course and before midterms/finals or posting our flyer in your office or on Canvas can remind students about our services. It is helpful to emphasize that everyone uses Tutoring Services, and you encourage students to take the extra time to sit down with a tutor to review their work. An important

message for students is that tutoring is not simply for struggling students, but even students who want to go from a B+ to an A.

CHAPTER FIVE: THE MACPHÁIDÍN LIBRARY

Director, MacPháidín Library:

Jennifer Macaulay x1238

MACPHÁIDÍN LIBRARY & ARCHIVES

Transformation via Discovery: Explore Evaluate Engage

The Stonehill College [MacPháidín Library](#) provides 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.

Stonehill College offers students and faculty a wide variety of resources, services, and spaces where teaching, learning and research thrive. The College curates collections and develops spaces throughout the campus to meet specific needs of faculty and students to engage students in rigorous academic programs and develop life-long learners.

Stonehill College's investment in space and resources extend beyond the core collection housed in the MacPháidín Library building and the archival collections house in both the Martin Institute and the Cushing-Martin Building.

Library Spaces

Collections, resources, and study areas are located in multiple spaces across the campus.

[MacPháidín Library](#) houses the main collection. Books, journals, films and music are available in print and online. The space includes:

Ace's Place café

Group study rooms

Tutoring Services (third floor).

Huddle Spaces

Podcasting/virtual reality space

Collaborative seminar room

Flynn Discovery and Collaboration Space (DisCo)

Contact: x1103, librarydeskgroup@stonehill.edu

The Flynn DisCo is the room that is used by librarians for teaching Information Skills, by faculty as a collaborative space for single classes, and by students to study, collaborate on projects, and relax. The DisCo serves as a highly interactive space utilizing advanced technology and innovative learning space design to maximize student learning outcomes.

Library Information Skills Curriculum

The [Library's information skills curriculum](#) fosters the development of independent thinkers capable of analyzing, evaluating and creating information with expertise and flexibility in their careers and life. We support Stonehill's diverse community by cultivating students' ability to use information responsibly within a fluid technological and social environment.

The information skills curriculum is designed to teach students increasingly sophisticated research strategies throughout their Stonehill careers and to produce graduates who are adept at articulating their information needs, finding the resources to meet them, and using that data ethically to create new knowledge.

By the time they graduate, students who participate in the full information skills curriculum can:

- Define their information need
- Identify appropriate source types and research tools to meet their information need
- Evaluate information to determine its validity, accuracy, authority, timeliness and bias
- Synthesize information from research with existing understanding in order to create new knowledge
- Identify the legal, ethical, economic and social issues related to the use of information and recognize relevant intellectual property laws

In addition to collaborating with faculty to enhance student learning:

- Librarians are available for consultations for faculty research projects.

Committees may request a librarian to assist with research.

Library Collections

Contact: librarycollectionsgroup@stonehill.edu

The Library's Collection Development Policies are available on the Library website. Our primary focus is support for the curriculum; we support faculty research needs via a combination of Interlibrary Loan and Collection Development. Faculty can contact us about purchases to support their teaching of print and electronic books, serials, and media, databases.

The Center for Excellence in Teaching & Learning library collection is located on the first floor of the Library.

Interlibrary loan

Contact: [The Desk, x1313](#) or librarydeskgroup@stonehill.edu

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.

Course Reserves

Contact: The Desk x1313

Amy Francis, afrancis@stonehill.edu

To place materials on reserve, contact Access Services by the first week of August for fall courses and the first week of January for spring courses. Formats can be electronic (accessible via our web page or your Canvas site) or hard copy. Guidelines for placing materials on reserve are available on the [Library website](#)

NOTE: Advance preparation is encouraged to prevent bottlenecks. It takes time to get the copyright permissions (approximately two weeks for reserves processing). The Library expects there to be delays during the fall of 2023 due to staffing changes.

Library Liaisons

Contact: librarydeskgroup@stonehill.edu, x1313

Each department has a liaison librarian available to provide instruction, research assistance, and collection development support. Subject Liaisons are listed on the [library's website](#).

DIGITAL INNOVATION LAB

MacPháidín Library 106

Digital Scholarship and Research Librarian:
Garrett McComas, x1433

Part digital sandbox for teaching and learning, part cross-disciplinary center for pedagogy and scholarship, the [Digital Innovation Lab](#) was established in 2016 as an initiative to facilitate conversation around how we use digital technologies in our work as teachers, scholars, researchers, and artists. The Lab's primary aim is to offer opportunities to consider and pilot different emerging technologies that show promise for enhancing student learning.

Current initiatives:

- Web publishing with Stonehill Domains (digstonehill.org)
- Podcasting for public broadcast and in-class audiences
- Digital humanities labs and studios
- Digital literacy and digital critical pedagogy

The Digital Innovation Lab provides guidance, technical support, and project management expertise to selected digital projects. The Lab hires nominated students to serve as Digital Fellows and work on lab projects. To propose a project, email the Digital Scholarship and Research Librarian (gmccomas@stonehill.edu).

CHAPTER SIX: REGISTRAR'S OFFICE

Duffy 112

Registrar:

Katherine Walo, x1432

Associate Registrar:

Lisa D. Tressel, x1656

Assistant Registrar & Transfer Coordinator:

TBD, x1464

Data Specialist:

Veronica M. Dunn, x1473

Records Assistant:

Robin L. Gendreau, x1317

Scheduling Assistant:

Julie Murteira, x1104

Manager of Student Information Systems:

Irene M. Whitney, x1027

Mission Statement

The [Registrar's Office](#) mission is to safeguard the accuracy, integrity, confidentiality, and security of the student information system and of students' academic records; and to provide the accurate and timely dissemination of academic policy, curriculum, and course scheduling information. The Registrar's Office is dedicated to supporting the academic mission of the College by providing quality support services that are responsive to the needs of the entire College community; and to do so with integrity, fairness, and respect for others.

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.

RESOURCES ON MYHILL

Faculty Resources

- View your schedule of courses, class rosters and photos, and waitlists.
- Enter mid-semester assessments and final grades.
- Send e-mail to all students in each of your classes.

- View student profiles with photos and links to the achievement record, degree audit, contact information and test scores.
- View a list of your advisees and their schedules, their major/minor information, their degree audit, and their on-line transcript.
- Send e-mail to your advisees individually or as a group.
- Curriculum Forms
- Faculty Forms, Guidelines, Policies and Procedures
- Teaching Support

Student Resources

- Advising, Career Services, and International Programs information
- Technology Services
- Academic Assessment resources
- Research Support

REGISTRATION

Registration is the process by which all students select their courses online for the following semester. It involves each student meeting with their academic advisor, obtaining a Registration PIN, and selecting courses on myHill. Registration is typically held in late October/early November and late March/early April for the following semesters.

1. 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 courses, though it is encouraged. Add/Drop is typically open from the final day of registration through the first 10 days of classes.

2. Auditing Courses

Students may enroll in courses on an “Audit” basis, for no academic credit during the first two weeks of the semester, with the approval of the course instructor. The fee for auditing a course is one-half of the per-course tuition fee, unless it is being taken as part of a full-time course load. The audit is recorded on the student’s academic record as “AU”, but no grade or credits are assigned. An auditor is expected to attend classes but is not required to complete assignments or to take examinations.

CREDIT OVERLOAD

The typical semester credit load for students pursuing a B.S.B.A. or a B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Health Science, Mathematics, or Physics) is 15-17 credits. These students may enroll in up to 17 credits per semester without authorization.

The typical semester credit load for students pursuing a B.S. or a B.A. in Actuarial Mathematics, Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Health Science, Mathematics, or Physics is 16-18 credits. These students may enroll in up to 18 credits per semester without authorization.

First-Year students may register for a maximum of two one-credit courses in a semester, but they may not take an additional 3- or 4-credit course.

Students may petition to take a credit overload beyond 17 or 18 under the following conditions: Only in rare circumstances would a student be allowed take more than 20 credits in a-given semester.

- 1) All students must have a minimum semester GPA or cumulative GPA of 3.30 prior to registering for an overload.
- 2) Students must receive the approval of their primary faculty advisor and the Registrar's Office to overload.
- 3) Additional tuition will be charged on a per-credit basis once students have reached the following semester limits:
 - i) B.S.B.A and B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Health Science, Mathematics, or Physics) students will be charged for any credits beyond 17 in a-given semester. First-Year students may need to exceed the credit overload cap in their first year due to core course requirements and may register for up to 18 credits in their first two semesters only without additional charge.
 - ii) B.S. and B.A. in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Health Science, Mathematics, or Physics students will be charged for any credits beyond 18 in a-given semester. First-Year students may need to exceed the credit overload cap in their first year due to core course requirements and may register for up to 19 credits in their first two semesters only without additional charge.
- 4) Required R.O.T.C. Military Science courses will be automatically approved, but the credit limits for tuition still apply.
- 5) Courses taken through the SACHEM or other consortium programs count toward the credit limits for tuition.
- 6) Registration for a credit overload will normally take place the week prior to the beginning of each semester. Exceptions may be made for courses that have no enrollment caps (e.g., Directed Studies, Internships, or one-credit music classes).
- 7) The Director of Academic Services in –connection with the Standards & Standing Committee may approve academic exceptions to this policy in the case of extenuating circumstances.

DEGREE/MAJOR	FIRST-YEARS (currently 2027)	SOPHOMORES (currently 2026)	JUNIORS & SENIORS (currently 2025 & 2024)
B.S.B.A & B.A. (<i>Except</i> Actuarial Mathematics, Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Mathematics, Photonics, or Physics)	May register for up to 17 credits without permission. Students may apply for up to two 1-credit courses in a semester (without charge) with a Credit Overload Application (COA) - up to a max of 18 credits	May register for up to 17 credits without permission. Students may apply for up to two 1-credit courses in a semester (without charge) with a Credit Overload Application (COA) - up to a max of 18 credits	May register for up to 17 credits without permission. Credit Overload Application (COA) & additional charges apply for 17+ credits except for automatically exempted courses
DEGREE/MAJOR	FIRST-YEARS (2027)	SOPHOMORES (2026)	JUNIORS & SENIORS (2025 & 2024)
B.S. & B.A. in Actuarial Mathematics, Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Mathematics, Photonics, or Physics	May register for up to 18 credits without permission. Students may apply for up to two 1-credit courses in a semester (without charge) with a Credit Overload Application (COA) - up to a max of 19 credits	May register for up to 18 credits without permission. Students may apply for up to two 1-credit courses in a semester (without charge) with a Credit Overload Application (COA) - up to a max of 19 credits	May register for up to 18 credits without permission; Credit Overload Application (COA) & additional charges apply for 18+ credits except for automatically exempted courses

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 Registrar's Office using the following guidelines:

- **Major and Minor courses:** Students are taken off the waitlist in class year order with majors and minors given priority.
- **General Education courses:** Students are taken off the waitlist in class year order with those who have not completed that requirement given priority.
- **Elective courses:** Students are taken off the waitlist in class year order on a first-come-first-served basis.

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.

DEGREE AUDIT (myAUDIT)

myAudit includes all the requirements for the student's degree including cornerstone, major and minor requirements. You will find the link to myAudit on myHill in the Student Information section. myAudit has many advantages. It is color coded: Yellow for "completed" courses, blue for "in progress", and pink for courses that are "still needed." The layout is easy to read and hierarchical in order. The myAudit blocks are Degree, Cornerstone, Major, Concentration, 2nd Major, 2nd Concentration, Minor, electives, Insufficient, and In-progress. Several other blocks you may see include Not Counted Toward Degree and Exceptions.

There are areas where advice is given such as in the degree area where it tells if the student has met the 2.00 GPA requirement, how many courses or credits completed, overall GPA, etc. In most cases there will be a line of advice that says "Minimum classes (or credits) unsatisfied" until the student's senior spring semester.

Completed areas have a green box with a checkmark. If an area is not completed, you may see a list of courses that would fulfill that requirement and there would be a red-outlined box. If a course is in progress, there is a blue box with a tilde (squiggle line).

- **Exceptions** are those courses that have been approved as substitutes by the Chair of the major or minor department and are used to fulfill requirements.
- **What-if Scenarios:** One link that may be helpful to you is the "What-if." You can select a different major or add a minor to see what courses are needed to complete the requirements.
- **Printing:** You can also print a copy of the audit. Select Save PDF and you will be able to print a copy for yourself.
- **Notes:** You can add, modify, delete and view notes from your meetings with students. Please remember that anything you write in the Notes area is at the bottom of the degree audit and can be seen by everyone including the student.

If you have any questions regarding the myAudit, please contact the Registrar's Office at registrar@stonehill.edu.

CHECK-IN

Check-In is the process in myHill whereby students view 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 ASSESSMENTS

Faculty are required to give a Mid-Semester Assessment (MSA) to each undergraduate student in every course taken for credit. MSAs represent the faculty member's judgment regarding student performance up to the mid-point of the semester in three key areas: (1) attendance, (2) class participation, and (3) performance on any assessed course work (e.g., homework, quizzes, tests,

presentations, etc.). MSAs must be submitted to the Registrar's Office by the established deadline using the following rubric:

Mid-Semester Assessments	
Assessment Scale	Description
S1	Satisfactory, currently performing at an A or A- level
S2	Satisfactory, currently performing at a B+ or B level
S3	Satisfactory, currently performing at a B-, C+ or C level
C- 1	Passing; C- level performance due to the lack of quality in assessed course work
C- 2	Passing; C- level performance due to excessive absences, missing/late assignments and/or lack of class participation
C- 3	Passing; C- level performance due to lack of quality in assessed course work, missing/late assignments and excessive absences and/or lack of class participation
D1	Passing; poor performance due to the lack of quality in assessed course work
D2	Passing; poor performance due to excessive absences, missing/late assignments and/or lack of class participation
D3	Passing; poor performance due to lack of quality in assessed course work, missing/late assignments and excessive absences and/or lack of class participation
F1	Failing; unsatisfactory performance due to the lack of quality in assessed course work
F2	Failing; unsatisfactory performance due to excessive absences, missing/late assignments and/or lack of class participation
F3	Failing; unsatisfactory performance due to lack of quality in assessed course work, missing/late assignments and excessive absences and/or lack of class participation

MSAs are only an indication of current progress and are not recorded on student transcripts. Students, their academic advisor(s) and First-Year Experience staff facilitators, the Office of Academic Advising, the Office of Accessibility Resources, and Student Affairs will be notified of MSAs so that outreach can be made to offer the students any and all available support services.

INCOMPLETE OR "I" GRADES

A faculty member can submit the grade of "I" or Incomplete for a 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, they are 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 within 14 days by submitting a Change of Grade Form (myHill > Offices > Registrar > Faculty Forms).

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.

FINAL GRADES

The Faculty is reminded of its responsibility in grading and promptly returning student work/assignments. Faculty are responsible for submitting mid-semester assessments and final grades in myHill by the date established on the academic calendar. The deadline for the submission of final grades is three full business days after the end of the examination period, except for senior grades in the spring semester, which are due on the Monday immediately prior to Commencement. Once the deadline for final grade submission has passed, the Registrar's Office will inform the Deans and Vice President for Academic Affairs of any missing grades.

Undergraduate Grade Scale

Grade	Definition	Quality Points Per Credit Hour
A	Excellent , work that is of the highest standard, showing distinction	4.00
A-		3.70
B+	Good , work that is of high quality	3.30
B		3.00
B-	Satisfactory , work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	2.70
C+		2.30
C		2.00
C-	Passing , work that falls below graduation standard, yet is deserving of credit	1.70
D+		1.30
D		1.00
F	Failure , work undeserving of credit	0.00
IF	Incomplete/Failure	0.00

AU	Audit , no credit earned	
I	Incomplete	
P	Pass	
S	Satisfactory , for non-credit courses only	
U	Unsatisfactory , for non-credit courses only	
W	Withdrew	

1. Administrator's Grading Scale

Grades of "AU", "I", "P", "S", "U", and "W" are not assigned quality points and are not included in the computing of the quality-point average.

"IF" (Incomplete/Failure) is issued when a student has failed to meet the 30-day deadline for completing the work in an incomplete ("I") course. An "IF" is assigned 0.00 quality points, and is calculated as an "F" when computing the students' grade-point average.

"IP" (In Progress) is an administrative grade marker automatically assigned to any course that is currently in progress. Quality points are not assigned and are not included in the computing of the grade-point average.

"NS" (Not Submitted) is an administrative grade marker used to indicate that the instructor did not submit a grade by the final grading deadline. The "NS" will be replaced with a final grade upon receipt from the course instructor. Quality points are not assigned and the NS grade is not included in the computing of the grade-point average.

GRADE CHANGES

Once a student's semester grade has been submitted to the Registrar's Office, only the faculty member is authorized to subsequently change the grade. Grade changes are also submitted to the Registrar's Office online for processing. Grade changes that are older than one semester require the additional approval of the appropriate Dean of the Department where the course resides.

GRADE RE-EVALUATION AND DISPUTE PROCESS

Any question on the part of the student concerning the accuracy of a grade should be raised first with the course instructor. If, after contacting the course instructor, a student still does not believe the grade to be correct, the student should contact the respective Department Chairperson or Program Director of the course.

If after contacting the Department Chair or Program Director, the student still believes the issue has not been resolved, a Grade Re-evaluation Request should be filed in the office of the respective Dean. Such a request must be made by the 7th week of the semester following the one

in which the grade was given. The Dean will request a written explanation of the grade from the instructor. Once received, this explanation is sent to the student.

If after receiving this explanation, the student still believes that the issue has not been resolved, s/he may submit a petition to the Academic Appeals Board within two (2) weeks from the receipt of the Dean's written explanation of the grade. The petition must be filed with the Dean through which the course is offered. For a course not associated with a particular School, the petition is to be submitted to the Dean of the School of Arts & Sciences. If the student is still not satisfied with the resolution, they may appeal to the Academic Appeals Board.

REPEATING A COURSE

Across the curriculum, some courses are considered repeatable (i.e., topical courses, internships, research, applied music, etc.) This will be noted in the course description.

Any student who fails to earn a passing grade in a course may repeat the course and can secure credit by passing it. Even after a course has been repeated, the original failure remains in the cumulative grade-point-average and on the permanent transcript.

Students who earn a grade of C-, D or D+ in a course may repeat the course once under the following rules:

- A course for which a grade of C-, D or D+ is earned may be repeated only once. A course for which a grade of F is earned may be repeated until passed.
- In the calculation of the cumulative GPA, all grades for repeated courses are included and will appear on the permanent academic record (transcript). However, only the higher grade of a repeated course will be calculated in the major or minor GPA.
- The repeated course must have the same number as the original course and may not be taken as a directed study.
- Repeated courses must be taken for a standard letter grade and may not be taken Pass/Fail.
- No more than one course for which a grade of C-, D or D+ was earned may be repeated in a semester.
- When repeating a course, a student must take a minimum of twelve (12) additional credits to maintain full-time status. It is the student's responsibility to consult with the Offices of Student Financial Assistance as well as Academic Services and Advising regarding potential impact on financial aid.
- Academic probationary status is not removed as a result of repeating a course.
- The course must be taken prior to the completion of the degree.
- The student must complete the course repeat approval process established by the Registrar'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.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB)

Stonehill College participates in the Advanced Placement Program administered by the College Entrance Board. Each academic department establishes its own criteria for awarding placement and credit for Advanced Placement. A maximum of three (3) credits are awarded for test scores of 4 or 5; the Stonehill equivalent course(s) and number of credits for each Advanced Placement course is published in the Hill Book.

Stonehill College also recognizes the level of academic achievement represented by the successful completion of coursework in the International Baccalaureate (IB) program. Stonehill will award up to six (6) credits of transfer credit for each Higher Level (HL) exam with a score of 5, 6, or 7. Credit will not be given for Standard Level (SL) examinations.

Students who have taken both AP and IB examinations in the same subject area may not receive credit for both. Students who are granted Stonehill College credit for AP or IB examinations are not allowed to enroll in introductory courses in the same area(s) in which credit has been granted. General Education credit will be awarded for AP and IB credit at the discretion of the Dean of Arts & Sciences.

A maximum of 18 credits may be transferred in combination of AP and IB examinations. Students who have completed AP or IB examinations must request that an official score report be sent to the Registrar's Office to receive credit.

TRANSFER CREDITS

Transfer credit is only granted for college-level, credit-bearing courses taken at other institutions whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA), regardless of delivery method (e.g., online courses, hybrid courses, MOOCs, etc.). Credits may also be awarded through the College Board Advanced Placement Exam Program, International Baccalaureate Program or through approved abroad programs.

Credit will only be granted for courses in which the student has received the equivalent of a grade of "C" or better. An earned grade of "C-" or below will not transfer. However, since Stonehill lecture/lab courses are graded with a single grade, transfer lecture/lab courses for which each component is graded separately may be accepted even if one of the grades is lower than a "C" if the weighted combined average grade is equivalent to a "C" (2.00 at Stonehill) or better. Pass/Fail courses will only be accepted in transfer if the official transcript indicates that a passing grade is the equivalent of a "C" or better.

To qualify for a Stonehill degree, a transfer student is required to complete at least 50% of their credits at the College, with their final two semesters taken at Stonehill or in a Stonehill sponsored program. At least 50% of courses required by the Stonehill General Education Cornerstone Program, a major, or minor must be taken in residency at Stonehill or through a Stonehill sponsored program. Individual academic departments may further restrict which major or minor courses may be transferred into Stonehill College.

Only credit hours are transferred. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point-average. Credits transferred in from quarter hour, trimester, or other non-semester hour institutions may be adjusted to make them equivalent to a Stonehill semester-hour credit.

Students wishing to take and transfer in courses from another institution after initial matriculation at Stonehill must have the courses pre-approved by the Registrar's Office. Courses taken abroad must be pre-approved by the Office of International Programs.

The Registrar's Office, in consultation with the appropriate academic departments, makes the final determination of the applicability of courses in transfer; however

- credit will only be granted for courses that are comparable in nature and content to courses and credits offered through Stonehill College programs; and,
- credits may only be accepted in transfer toward completion of major or minor requirements with approval from the appropriate Department Chairperson or Program Director.

Credits may only be accepted in transfer toward completion of General Education requirements with the approval of the Dean of Arts and Sciences and/or the chairperson of the Department of Foreign Languages, for courses fulfilling the language requirement.

Transfer credits may be granted for coursework completed as part of advanced or occupational military training that is comparable in nature and content to courses and credits offered through Stonehill College programs. Credits earned for Basic Training are not transferable. Students wishing to transfer in credits for military courses must provide Stonehill with an official college transcript from an accredited institution of higher education or from The American Council on Education (ACE).

Stonehill does not grant transfer credit for:

- Completion of the College Level Examination Program (CLEP) exam;
- Life experience;
- Remedial courses below the 100-level or college transition/study skills courses;
- Directed or independent study/research and internships, unless taken as part of a Stonehill sponsored program or abroad experience; or
- Courses taken in the natural and computer sciences more than 10 years ago.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act (“FERPA”) is a Federal law requiring the confidentiality of student’s records and information. Learn more about FERPA from the [Registrar's Office webpage](#).

To protect your student’s confidentiality and to avoid violation of FERPA rules, DO NOT:

- Post grades publicly.
- 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.
- 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 assessments 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 FERPA Consent Form from the student. (FERPA Consent Forms are available in myHill: Offices > Registrar > Top of the page).

Directory Information

At its discretion, the College may provide Directory Information without the consent of the student in accordance with the provisions of the Act, which information includes: student name, current enrollment, address, e-mail address, telephone number, class standing (first-year, sophomore, junior, senior), full- or part-time status, schedule of classes, photograph, date and place of birth, major and minor fields of study, dates of attendance, degrees and awards received, including Dean's List and graduation honors, most recent previous educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams.

Students may instruct the College to withhold Directory Information by notifying the Registrar in writing within two weeks after the first day of class for each semester. Request for nondisclosure will be honored by the institution for only one academic semester; therefore, authorization to withhold Directory Information must be filed each semester in the Registrar's Office. Please note that requesting nondisclosure will prevent the College from releasing any directory information to anyone or any agency (including, College news releases, potential employers, and family or friends) without consent of the student.

Dealing with Parents and FERPA

Every student is asked to submit a FERPA release form to the Registrar's Office in their first year. This form indicates which College Officials and Faculty are authorized to talk to regarding academic, student life and financial situations. That information is kept on file in the Registrar's Office so if there is ever a question or contact from a parent or other outside source claiming to know the student, please contact the Registrar's Office or Academic Advising before responding, so that you can be sure you are not violating the student's privacy rights.

CHAPTER SEVEN: FACULTY MEMBERSHIP, APPOINTMENTS, AND EVALUATION

FACULTY MEMBERSHIP

Faculty:

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

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.

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.

Emeritus Faculty:

Upon retirement from the College and upon recommendation by the department and the 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.

FACULTY SEARCHES

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 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. For procedures regarding faculty requests, searches and hiring, see the Faculty Hiring Guide, which can be accessed from the Academic Affairs myHill page.

RANK & APPOINTMENTS

Upon receiving an appointment, whether regular or temporary, faculty shall be given the rank of Instructor, Professor of Practice, Assistant Professor, Associate Professor, or Professor, depending on academic preparation and experience (See Policy A9.2 of the College's Policies and Procedures). The Rank & Tenure Committee shall be informed of tenure-track appointments to the rank of Associate Professor from outside Stonehill College and must approve tenure or tenure-track appointments to the rank of Professor from outside the College. Appointments shall be of the following types:

Tenure and Tenure Track:

A tenure and tenure-track appointment is made with a person who devotes full time to duties at the College on a continuing basis. The comprehensive search procedures described in the Faculty Hiring Guide apply only to appointments of this type. Ordinarily, persons receiving tenure-track appointments must hold a terminal degree in their field.

Associate Professor Term Renewable:

An Associate Professor Term Renewable appointment is made with a person who devotes full time to duties at the College for a specified length of time, without the obligation to reappointment. Such appointments and the nature of the responsibilities shall be made by the Vice President for Academic Affairs after consultation with the Dean and appropriate Department Chairpersons or Program Directors. For full-time Associate Professor term renewable faculty, the teaching load is specified in their terms of appointment letter. Beginning with the 2024 – 2025 academic year, term-renewable Associate Professors will receive five-year contracts.

Assistant Professor Term Renewable:

An Assistant Professor Term Renewable appointment is made with a person who devotes full time to duties at the College for a specified length of time, without the obligation to reappointment. Such appointments and the nature of the responsibilities shall be made by the Vice President for Academic Affairs after consultation with the appropriate Dean and appropriate Department Chairpersons or Program Directors. For term-renewable faculty who held the rank Assistant Professor in Fall 2023, the teaching load is specified in their Fall 2023 terms-of-appointment letter with the College, so long as their contract is renewed. Beginning Fall 2023, Assistant Term-Renewable faculty have six years (12 semesters of full-time teaching) to apply for promotion to Associate. If after six years, a term-renewable Assistant Professor has not applied for promotion or the application is unsuccessful, their position will automatically convert to Professor of Practice. In such cases, these faculty will maintain the teaching load specified in their Fall 2023 terms-of-appointment letter with the College, so long as their contract is renewed, and they can apply for promotion to Senior Professor of Practice after six additional semesters of full-time employment.

Professor of Practice:

A Professor of Practice appointment is made with a person who devotes full time to teaching duties at the College, without the obligation to reappointment. For purposes of promotion, Professors of Practice will not be evaluated on research, but only on teaching and service. Professors of Practice with no previous teaching experience must teach sixteen semesters before they can apply for senior status. This time may be shortened for previous teaching or work experience outside of Stonehill and is determined by the School Dean, in consultation with the Vice President of Academic Affairs. If credit is awarded for previous teaching or work experience, a Professor of Practice must teach at Stonehill a minimum of six semesters before being eligible to apply for senior status. The teaching effectiveness of Professors of Practice shall be reviewed annually by the Dean and appropriate Chairpersons and Program Directors ~~before~~ until successful promotion to Senior status. Job offer letters will be issued annually for the first five years of a Professor of Practice's appointment to Stonehill. After five years of successful annual reviews, job offer letters will be issued every three years. Annual reviews will still occur. A faculty review must be completed before a second 3-year contract is issued. Upon promotion to Senior status, contracts will be issued for a five-year term, and faculty reviews will take place the year before issuing a new five-year job offer letter. Typically, Professors of Practice lines are not eligible for conversion to tenure track.

Visiting:

A Visiting Professor appointment is made with a person who devotes part or full time to duties at the College for a term of one year, without the obligation to reappoint. The appointment may be renewed for one additional year. Such appointments and the nature of the responsibilities shall be made by the Vice President for Academic Affairs after consultation with the Dean and appropriate Department Chairpersons and Program Directors.

Adjuncts:

An Adjunct Professor appointment is made with a person who normally teaches no more than two courses per semester. Appointments of this kind shall be made by the Dean 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. Adjuncts who teach for ten or more years at Stonehill receive the title Senior Adjunct.

FACULTY EVALUATIONS: GUIDELINES

Department Chairpersons must evaluate all tenure-track faculty members on an annual basis. Professors of Practice are evaluated annually until promotion to Senior status. Tenured and Term-Renewable faculty at the rank of Associate Professor are evaluated every three years and tenured faculty at the rank of Professor are evaluated every five years unless the Chairperson or the appropriate Dean deem it necessary to evaluate a faculty member more frequently (See Policy A10.10 of the College's Policies and Procedures). Senior Professors of Practice are evaluated every five years unless the Chairperson or the appropriate Dean deems it necessary to

evaluate a faculty member more frequently. Templates for the evaluations can be accessed through the Faculty Forms link on the Academic Affairs myHill page.

In the evaluation of the faculty in a Department, due in the Dean's office by July 30th of each year, the following serve as guidelines for Department Chairpersons. Professors of Practice are evaluated on all criteria except for 5b, 5c and 5d:

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 degree (if applicable)
- b. Research, scholarship, publication, etc.
- c. Presenting at regional, national and international professional meetings
- d. 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. The Associate Vice President for Academic Operations will report to the Deans and Vice President for Academic Affairs each August the status of all faculty reviews.

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 (College Policy A9.5 Pre-Tenure Review Process.) The pre-tenure review should assist the faculty member, the Department, the Dean and the Vice President for Academic Affairs 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 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:

- I. **Early in the fall semester (by October 1), the Associate Vice President for Academic Operations will notify all faculty members who are scheduled for pre-tenure review.**
- II. **No later than January 25 in that academic year, the faculty member under review will provide their Department Chairperson with the following information:**
 - a. A one-page personal statement that 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, documentation of performances or exhibits, and publications and papers referred to in the *curriculum vitae*; and,
 - d. Representative course materials, including syllabi and assignments, and any other relevant information.
- III. **Departmental Evaluation**
 - a. The tenured faculty members in the Department/Program will assess the faculty member's performance in all three areas (teaching, scholarship and 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 letter on the faculty member's teaching, professional development, contributions to their field and the college community. A copy of this evaluation will be made available to the faculty member under review by March 1. The faculty member may then respond in writing to the Department's assessment and may elect to have the response included in their materials.

IV. Pre-Tenure Review Committee

- a. By March 1, the Department Chairperson or Program Director for the faculty member under review will assemble a Pre-Tenure Review Committee and notify the Associate Vice President for Academic Operations 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 & 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 15. 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.

V. Administration Review

- a. The Pre-Tenure Review Committee evaluation, the departmental evaluation, and the faculty materials will be shared by May 1 with the Dean by the Department Chair. The Dean will review all materials, develop a recommendation, provide it to the faculty member, and present all materials to the Vice President for Academic Affairs by May 30.
- b. The Vice President for Academic Affairs will send a recommendation 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 to review the comments and recommendations of the Dean and Vice President for Academic Affairs, 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, and, if necessary the Vice President for Academic Affairs.

The departmental and Pre-Tenure Review Committee's evaluations, as well as the Dean's and Vice President for Academic Affairs' recommendations, will become part of the faculty member's permanent record. All evaluations and recommendations will be made 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.

TENURE & 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 Associate Vice President for Academic Operations.

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 Office of Academic.)

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 online Colleges Policies, policy 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 (as modified and informed by the policy), 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, they shall give notice no less than three months before the end of their contract termination date.

In order to maintain the integrity of its teaching and research and to preserve academic freedom, Stonehill College demands high standards of professional conduct from its faculty. In the case of a serious violation of these standards, a faculty member may face disciplinary charges under the process outlined in policy A9.9, Disciplinary Review of Faculty Members. These disciplinary procedures may be invoked when the Vice President for Academic Affairs or Dean formally charges a faculty member with personal or professional misconduct that may warrant a serious sanction, which includes censure (a public statement), a fine and/or reduction in pay, a reduction in rank, or dismissal from the College.

The Faculty Disciplinary Committee is established to hear the professional misconduct cases of faculty members. The membership of the Committee consists of five (5) tenured faculty members including two full professors, normally from both the May School of Arts & Sciences and the Meehan School of Business. The Committee shall convene as needed to address charges brought by the Vice President for Academic Affairs. It shall provide notice of meeting to the charged faculty member and shall conduct a hearing under established policies and procedures. It shall provide a written notice of its decision to the charged faculty member within a reasonable time after the hearing is concluded and shall report its findings and decision, including a recommendation of a sanction where relevant, to the Vice President for Academic Affairs. The Vice President for Academic Affairs will make a recommendation to the President, who will make a final decision.

If the decision involves the dismissal of the faculty member, reduction in rank, or rescission of tenure, the faculty member may inform the Vice President for Academic Affairs within 30 days that they wish to appeal the decision to the Academic Affairs Committee of the Board of Trustees, who may establish procedures to review the decision consistent with the rules established under the College's Bylaws governing the powers of committees established by the Board of Trustees.

At any time prior to a final decision, the faculty member may be suspended or assigned to other duties in lieu of suspension if, in the opinion of the President or Vice President for Academic Affairs, immediate harm to the College, the faculty (including the charged faculty member), students, or others is threatened by the faculty member's continued performance of their duties.

FACULTY GRIEVANCES

Pursuant to Policy A13.2, Faculty Grievances, any faculty member may petition the faculty Grievance Committee for recommendations for redress concerning the fairness, interpretation, or application of a policy, practice, rule, or working condition, as they apply to scholarship, academic integrity, academic freedom, teaching, or service-related activities or matters.

The membership of the Committee consists of five (5) faculty members – three (3) tenured faculty, one each from the School of Business, STEM, and LASSE, and two (2) non-tenured faculty, one each from the School of Business and the School of Arts & Sciences

Confidentiality is important to the success of any grievance procedure. Only the members of the Grievance Committee and Faculty Senate President shall have access to confidential documents made available to them. No member of the Grievance Committee shall discuss the grievance, confidential documents, or oral testimony outside the Grievance Committee meetings, except with other members of the Grievance Committee. In the event that it is necessary to consult with other individuals in order to obtain information pertinent to the grievance, the grievant and respondent will be notified.

Any faculty member may file a grievance with the Grievance Committee under the process outlined in Policy A13.2, Administrators with faculty rank who are functioning as teaching faculty may file a grievance with the Grievance Committee if the issue involves scholarship, academic integrity, academic freedom, and/or other teaching-related matters.

The Policy also provides for an informal and alternative resolution process for complaints. However, an attempt to informally or alternatively resolve a complaint is not a prerequisite to invoking the formal grievance procedure, nor does attempting informal or alternative resolutions obviate access to the Grievance Committee. If the complaint is resolved informally or alternatively, this will be considered binding.

Some matters fall outside the purview of the Faculty Grievance Committee. Any matters of harassment and/or discrimination or criminal conduct are governed by Policy E3.35, Opposition to Harassment Discrimination. Committee responses to grievance will comply with any Clery or Title IX mandated reporting that becomes necessary.

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.

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 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 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; and,
 - 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 Vice President for Academic Affairs

CHAPTER EIGHT: FACULTY BENEFITS

A full description of Employee Benefits can be obtained from the Office of Human Resources (x1105).

INSURANCE BENEFITS

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

1. Health Insurance - Individual, Individual + Spouse, Individual + Child(ren) or Family coverage
2. Dental Insurance
3. Vision Insurance
4. Life Insurance
5. Long-Term Disability Insurance
6. Accidental Death and Dismemberment Insurance
7. Worker's Compensation Insurance
8. Liability Insurance

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).

RETIREMENT PLAN

Defined Contribution and Tax Deferred Annuity Plans

Eligibility for Elective Employee Deferrals: Eligible employees may elect to reduce their base pay and have Elective Employee Deferrals made on their behalf upon becoming employed by Stonehill College and as soon as administratively possible.

Eligibility for College & Discretionary Matching Contributions: Following one year of service, eligible employees become eligible for College and Discretionary Matching Contributions. The College contribution is 5% of base pay. In addition, there is a 3% Matching Contribution for the 7/1/23 – 6/30/24 plan year.

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).

Voluntary Retirement Incentive Plans for Tenured Faculty

Stonehill offers two separate voluntary retirement incentive programs 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.

Voluntary Reduced Academic Schedule Retirement Plan for Full-Time Faculty

Stonehill offers a voluntary two year reduced academic schedule retirement plan for eligible full-time faculty 65-70 years old who would like to retire from Stonehill. Interested faculty should contact the Office of Human Resources (x1105) for details of eligibility, deadlines and application procedures.

TUITION REMISSION AND EXCHANGE PROGRAMS

Tuition Remission

After four years of full-time employment, 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 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 that 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 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, rather it is a scholarship awarded by the export institution. After four years of full-time employment, Tuition Exchange is open to dependent children of employees and may pay full tuition or a guaranteed amount toward tuition and 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 consideration in the subsequent academic year. Tuition Exchange guidelines and selection criteria are available from the Office 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.

CHAPTER NINE: FACULTY GOVERNANCE

Faculty governance rests on the assumption that faculty hold a substantive role in decision-making in several identified areas in the life of the College including the curriculum, faculty professional development, and criteria for tenure and promotion.

THE FACULTY SENATE

As the elected representative body of the faculty, the Senate has legislative responsibility for these areas. However, to ensure that the work of the Faculty Senate is effective and occurs in an environment where decision-making is valued, the Senate affirms that:

- A shared commitment to the mission of the College informs all decision-making and structures of governance.
- Governance is informed by maximum collaboration and consultation, respectful and reasoned discussion, trust between administration and faculty, and consistent communication.
- Governance occurs in multiple venues, is flexible to accommodate emerging institutional challenges and opportunities, and is accomplished in an institutional culture that balances stability and innovation.
- Areas of responsibility and the roles of faculty involved in governance must be unambiguous.
- Structures of governance must be as simple and straightforward as possible and respect the time commitment of all involved.

The Senate shall have legislative powers concerning academic policies and procedures including curriculum, faculty governance, and promotion and tenure criteria. After the Senate approves or rejects policies and/or procedures, said action(s) shall be presented to the Vice President for Academic Affairs and the President of the College for ratification. If the Vice President for Academic Affairs and/or the President of the College do not ratify the proposed action(s), they must give written notice of the basis of their decision within sixty (60) days of the submission for ratification.

FACULTY COMMITTEES

Committee seats with school, department, or program designations use the following abbreviations: LASSE (Liberal Arts, Social Sciences, and Education), SAS (May School of Arts and Sciences), MSOB (Meehan School of Business), STEM (Science, Technology, Engineering, and Mathematics).

Faculty Senate - 18 seats

LASSE: Mary Joan Leith (Expires 2025)

LASSE: Laura Scales (Expires 2024), AY 2023-24 sabbatical replacement Adam Lampton

LASSE: Anne Mattina (Expires 2024)

LASSE: Andrea Opitz (Expires 2025)

MSOB: Ginger Meng (Expires 2024)

MSOB: Oltiana Muharremi (Expires 2025)
STEM: Jane Lee (Expires 2026)
STEM: Kristi Burkholder (Expires 2024)
Graduate: Lee McGinnis (Expires 2025)
At-Large: Suzanne Edinger (Expires 2026)
At-Large: Shahrokh Sani (Expires 2026)
At-Large: Ruby Gu (Expires 2024)
At-Large: Ben Marcus (Expires 2024; Vice President 2023 - 2024)
At-Large: Anwar Mhajne (Expires 2024)
At-Large: Shane Savage-Rumbaugh (Expires 2025)
At-Large: Anna Lannstrom (Expires 2025), AY 2023-24 sabbatical replacement, Megan Mitchell, Senate President 2023-2024
At-Large: Martha Hauff (Expires 2025) AY 2023-24 replacement, Clay King
At-Large: Nick Block (Expires 2025)

Academic Appeals Board – 3 seats

Eddie Rhee (MSOB, Expires 2026)
Pamela Lombardi (STEM, Expires 2024)
Chris Poirier (LASSE, Expires 2025)

Academic Integrity Board – 6 seats

Paige Frost (MSOB, Expires 2026)
Heiko Todt (STEM, Expires 2026)
Andrea Opitz (LASSE, Expires 2024)
Greg Maniero (STEM, Expires 2024)
Mike Salé (MSOB, Expires 2025)
Adam Booth (LASSE, Expires 2025)

Board of Fellows – 3 seats

Adam Lampton (SAS, Expires 2026)
Anne Mattina (SAS, Expires 2024)
Glen Ilacqua (MSOB, Expires 2025)

Catholic Identity Committee – 4 seats, including one from Religious Studies

José Martinez (SAS, Expires 2026)
Ed McGushin (SAS, Expires 2024)
Daniel Ullucci (Religious Studies Department, Expires 2024)
Geoff Lantos (MSOB, Expires 2025)

Committee on Diversity, Equity, and Inclusion – 8 seats

Amra Brooks (At-Large, Expires 2026)
Rebecca Corso (At-Large, Expires 2026)
Eunhye Flavin (At-Large, Expires 2026)
Andrea Opitz (At-Large, Expires 2024)
Shane Savage-Rumbaugh (At-Large, Expires 2024)

Martha Hauff (At-Large, Expires 2024)
Hilary Gettman (MSOB, Expires 2024)
Juan Carlos Martin (SAS, Expires 2025)
Jungyun Gill (At-Large, Expires 2025)
David Sander (At-Large, Expires 2025)

Committee on Faculty Searches – 3 seats

Marilena Hall (At-large, Expires 2025)
Margaret Pierce (At-large, Expires 2024)
Piyush Chandra (At-large, Expires 2026)

Compensation Committee – 6 seats

Open (At-Large, Expires 2026)
Open (Business Administration Department, Expires 2026)
Mark Kazarosian (At-Large, Expires 2026)
Daniel Itzkovitz (At-Large, Expires 2024)
Michael McCall (Adjunct, Expires 2025)

Curriculum Committee – 7 seats + Faculty Senate VP (ex officio)

Allison LeClair (Education, by appointment)
Open (Interdisciplinary Studies, ex officio)
Ben Marcus (Faculty Senate Vice President, ex officio)
Danielle Carkin Lacorazza (LASSE, Expires 2026)
Monique Myers (At-Large, Expires 2026)
Moon Chung (Graduate, Expires 2026)
Tracy Rosebrock (STEM, Expires 2024)
Jim Bohn (At-Large, Expires 2024)
Ginger Meng (MSOB, Expires 2025)
Rebekah Louis (Graduate, Expires 2025)

Faculty Disciplinary Committee – 5 seats + 5 alternates

Margy Pierce (LASSE, Expires 2024)
Amy Houston (LASSE, Alternate, Expires 2025)

Open (MSOB, Expires 2026)
Ben Marcus (MSOB, Alternate, Expires 2026)

Magda James-Pederson (STEM, Expires 2025)
Tim Woodcock (STEM, Alternate, Expires 2024)

Lee McGinnis (Meehan Full Professor, Expires 2024)
Jenn Swanson (Meehan Full Professor, Alternate, Expires 2025)

Mary Joan Leith (May Full Professor, Expires 2026)
Erin O’Hea (May Full Professor, Alternate, Expires 2024)

Faculty Grievance Committee – 5 seats

Candice Smith Corby (SAS, Untenured, Expires 2026)

Todd Gernes (SAS, Untenured, Alternate, Expires 2024)

Lee McGinnis (MSOB, Tenured, Expires 2026)

Hilary Gettman (MSOB, Tenured, Alternate, Expires 2024)

Greg Maneiro (STEM, Tenured, Expires 2024)

Tim Woodcock (STEM, Tenured, Alternate, Expires 2025)

Nicole Capezza (LASSE, Tenured, Expires 2025)

Ann Marie Rocheleau (LASSE, Tenured, Alternate, Expires 2026)

Ferdi Eruysal (MSOB, Untenured, Expires 2025)

Paige Frost (MSOB, Untenured, Alternate, Expires 2026)

General Education Advisory Committee – 6 seats

Adam Booth (Cornerstone, Expires 2026)

Peter Mahoney (Foreign Languages, Expires 2026)

Danielle Carkin Lacorazza (Social Sciences, Expires 2024)

Hsin-Hao Su (Natural Sciences, Expires 2026)

Dinos Mekios (Cornerstone, Expires 2025)

Janelle Hammond (Statistical Reasoning, Expires 2025)

Governance Committee – 4 seats plus Senate President & Vice President

Rob Rodgers (SAS, Expires 2026)

Stephen Wilbricht (SAS, Expires 2026)

Marilena Hall (At-Large, Expires 2025)

Solange Lopes (MSOB, Expires 2025)

Megan Mitchell (Faculty Senate President)

Ben Marcus (Faculty Senate Vice President)

Human Resources Advisory Committee – 3 seats

Irvin Pan (At-Large, Expires 2026)

Nick Block (At-Large, Expires 2024)

Candice Smith Corby (At-Large, Expires 2025)

Learning Spaces Committee – 3 seats

Rebecca Corso (LASSE, Expires 2026)

Tracy Rosebrock (STEM, Expires 2024)

Danielle Waldron (MSOB, Expires 2025)

Planning Committee – 3 seats plus Senate President

Megan Mitchell (Faculty Senate President)

Brendan O'Sullivan (At-Large, Expires 2026)
Matt Borushko (SAS, Expires 2024)
Glen Ilacqua (Business Administration Department, Expires 2025)

Professional Development Committee – 6 seats

Magda James Pederson (STEM, Expires 2026)
Monique Myers (At-Large, Expires 2026)
Alex Yen (MSOB, Expires 2024)
Nicole Capezza (At-Large, Expires 2024)
Jenny Cooper (LASSE, Expires 2025)
Ginger Meng (At-Large, Expires 2025)

Rank & Tenure Committee – 7 seats

(Whenever possible: 4 Professors + 3 Associate Professors)
Oltiana Muharremi (MSOB, Expires 2026)
John McCoy (SAS, Expires 2026)
Steve Wilbricht (At-Large, Expires 2024)
David Simon (STEM, Expires 2024)
Stan Thangaraj (LASSE, Expires 2024)
Nicole Cyr (SAS, Expires 2025)
Suzanne Edinger (MSOB, Expires 2025) – *Fall 2023 replacement is Elif Sisli Ciamarra*

Standards and Standing Committee – 5 seats

Eddie Rhee (MSOB, Expires 2023)
Leon Tilly (STEM, Expires 2026)
Chris Poirier (LASSE, Expires 2024)
Jane Lee (At-Large, Expires 2024)
Leyda Almodovar Velazquez (At-Large, Expires 2025)

Student and Family Orientation Committee – 2 seats

Margaret Pierce (SAS, Expires 2026)
Mitch Glavin (MSOB, Expires 2025)

**Teaching Excellence Award Committee (2-year term for last two Hegarty Award winners)
– 2 seats**

Pam Lombardi (Expires 2024)
Tracy Rosebrock (Expires 2025)

Technology Advisory Committee – 7 seats

Karen Anderson (At-Large, Expires 2026)
Mary Joan Leith (At-Large, Expires 2026)
Ali Bazarah (At-Large, Expires 2026)
Mike Salé (Business Administration Department, Expires 2024)
Janelle Hammond (At-Large, Expires 2024)

Francesca Fornasini (At-Large, Expires 2025)
Daniel Ullucci (At-Large, Expires 2025)

CHAPTER TEN: COVID-19 RELATED INTERIM POLICIES

Updates on teaching and learning resources and logistical information regarding the 2023-2024 academic year will be maintained on the [COVID-19 Updates webpages](#).

PREPARATION TO GO ONLINE

Faculty and departments will need to plan for possible disruptions to the semester that may force all courses online at some point in the semester and perhaps for the entire semester. As a result of this possibility, all courses should have an online shell prior to the beginning of class and identified provisions for running in a completely online environment. A course shell typically includes the following:

- A syllabus,
- Course orientation information (*e.g.*, how and when the class will meet, such as Zoom and discussion boards, how to meet with the professor, and how to turn in assignments), and,
- Space designated for class units/modules.

HOW TECHNOLOGY CAN ENSURE CONTINUITY OF LEARNING

Our return to in-person teaching does not mean we should abandon the learning technologies we adopted in the face of a global pandemic. None of us know the challenges that are ahead. We can still benefit from the range of technology investments that can enhance learning in courses. Many of these tools can help us meet challenges we may face this year.

For many months, we have all persevered despite an ever-changing teaching environment. We have adapted and improvised to provide our students with outstanding learning experiences, modeling for them how to be agile in the face of uncertainty.

We trust that you, as teacher-scholars, will employ technology in your classes in ways that benefit student learning. Please know that if you are teaching an in-person course, you have the freedom to use technology to enhance learning for your students up to the point of a course becoming a solely remote or online experience. A fully online experience is simply not what our students have signed up for this year. Public health circumstances beyond our control might alter our plans, and we will adjust as needed. Preparation, flexibility, and compassion will continue to put us in a good position.

We wish to convey to the students the following message regarding absences: They are expected to attend class in person unless they are ill or if surveillance testing protocols require them to quarantine. Of course, other serious, unforeseen events, like family emergencies, may also arise. In all cases, students should communicate with their instructors and develop a plan so they can maintain progress in their courses. Advance planning can assist students who cannot attend class in person. Students will continue to experience the Pandemic in different

ways, so we encourage you to continue to grant students reasonable accommodations that are grounded in compassion. If you believe a student's absences are excessive or unwarranted, then notify either Fr. Kevin Spicer, C.S.C., Dean of Arts & Sciences, or John Duggan, Interim Dean of Business, so that they may investigate the situation.

Here are a few useful digital tools that you can use to enhance learning this semester:

Zoom: the familiar web conferencing tool is also an effective live-close captioning/transcribing lecture capture tool. Installed on all classroom computers and connected to the classroom cameras and microphones, Zoom can produce a live transcription of your class or meeting. When you project the Zoom session in the classroom, students will be able to read captioning /subtitling. It is not a perfect transcription, but the copy is fairly accurate. Many [classrooms](#) have microphones or omnidirectional speakerphone "pucks" that will capture much of the discussion in the room. Recording a session is just a click away if that fits your plans. Zoom allows you to extend the physical classroom space, from hosting class visits of off-campus guests to keeping students on track when they are unable to attend class. In addition, Faculty Senate, committee meetings, and community events with Zoom links can leverage our technology investments to offer greater access to important discussions.

Zoom will also continue to allow students greater access to faculty during office hours. **Calendly is an efficient way to schedule meetings with students and colleagues**, offering a single location to schedule meetings and reserve time on your Outlook calendar.

Our Learning Management System (LMS), Canvas, **should be the primary point of contact for your courses**, the place where students can go to see updates for your courses and download materials.

Given the uncertainty of the semester and potential that some students might be unable to attend class, we strongly recommend that you record portions of your class through Zoom. Zoom recordings remain in the cloud for 150 days and can be easily viewed by students. For more permanent recordings, use **Panopto, our lecture capture and editing tool integrated into Canvas. Stored videos can be easily made available to students within Canvas.**

The Office 365 productivity toolset offers many options for teaching and learning, from Forms to collect feedback to "live" Word documents that serve as in-class backchannels where students can pose questions or solve problems.

These are just a few of the many universally available tools that will help us navigate the ongoing complexities presented by the COVID-19 Pandemic. In addition, when we thoughtfully use these technologies, we can create more inclusive and accessible classrooms. IT staff are available to meet you at the start of your class to help you with any of the technology in the room. Sign-up for a specific date, time, and classroom by clicking "Request Support" in the upper right [of this page](#). IT is also always available when you contact the Service Desk (service-desk@stonehill.edu 508-565-1111).

FACULTY LOAD

Faculty shall teach their courses according to the teaching load specified in their contract. Exceptions to the contractual agreement shall be made by application to the appropriate Dean.

MAINTAINING ATTENDANCE

Faculty are encouraged to keep attendance in all courses since it will allow us to better engage in contact tracing if that is necessary. Attendance logs are to be kept by faculty members. Canvas has an attendance feature that can also help faculty log attendance.

MAINTAINING A SEATING CHART

Any method of documenting a seating chart for in-person classes is valuable if contact tracing becomes necessary. This does not have to be anything elaborate; a basic chart showing student names that includes the course name, course number, and section is sufficient. Any format is acceptable. The Canvas Attendance tool also allows a faculty member to [create a seating chart](#).

APPENDICES

- A. [Professional Development Grants](#)
- B. [Sabbatical Leave Process](#)
- C. [Tenure & Promotion – Criteria and Procedures](#)
- D. [Travel & Expense Policy](#)

PROFESSIONAL DEVELOPMENT GRANTS

Stonehill College awards annual grants to individuals or groups of faculty members in two categories:

- A. Research, Writing, and Artistic Production
- B. Seminar/Institute Support.

The Professional Development Grant is designed to support faculty members in their scholarly pursuits, including research, writing, artistic creation, and additional post-graduate education. These grants are competitive in nature. Final decisions regarding these competitive awards are made by the Vice President for Academic Affairs (herein referred to as the VPAA), after consultation with the Professional Development Committee (PDC)—a peer advisory body made up of elected faculty members. The annual deadline for Research, Writing, and Artistic Production Professional Development Grant proposals is the first Friday in October. The annual deadline for Seminar/Institute Support Professional Development Grant proposals is the first Friday in March.

1. Guidelines and Restrictions for Professional Development Grants: Research, Writing and Artistic Production

Overview

- a) Professional Development Grants for research, writing, and artistic production ordinarily support projects that:
 - Advance knowledge through original research and/or creative work
 - 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., develop public programming, design and lead workshops and seminars, create museum exhibits and catalogs, and participate in film and radio presentations)

Scholarship of Teaching and Learning projects are eligible for funding through the Professional Development Grant. The grants offered through the Center for Excellence in Teaching and Learning (e.g., Teaching Circle Planning and Implementation Grants and Faculty Fellows) are ordinarily the appropriate venue for projects related to pedagogical and curricular innovation.

- a) A faculty member cannot hold both a Professional Development Grant and a Stonehill Undergraduate Research Experience (SURE) award simultaneously.
- b) During the designated award time for the Professional Development Grant the faculty member may not:
 - receive a departmental grant to support research as part of an accreditation process (e.g., AACSB);
 - hold an endowed Chair or professorship
 - that provides additional research support;
 - teach an overload;

- teach part-time at another institution;
- teach any additional courses, such as Winter-Session or Summer-Session courses.

Requests for an exception, with an explanation as to why such an exception is warranted, should be included in the application and will be reviewed by the Professional Development Committee. If after being awarded a Professional Development Grant, the member decides to participate in one of the activities listed above and forego the grant, they must notify the VPAA as soon as possible. If the faculty member has an urgent reason to keep the grant while participating in one of the above activities, they must submit a request to the VPAA as soon as possible. The petition should outline how the faculty member will devote his/her full attention to both projects. The VPAA, in consultation with the Professional Development Committee, will consider exceptions and the reallocation of any newly available funds.

- A faculty member may apply for and receive a Professional Development Grant in order to augment other sources of funding for this research. However, the Professional Development Committee will have discretion in recommending college funding for needs beyond those covered by any outside sources of funding.
- Faculty members may apply for a Professional Development Grant: Research, Writing, and Artistic Production and a Seminar/Institute Support Grant during the same academic year. However, in such a case the faculty member must demonstrate that the work on one project will not impede work on the second project.
- It is recognized that in many disciplines there are several steps to research that may take significant time for data collection and analysis. Therefore, it is understood that certain projects might not immediately result in a publication. However, when applying for Professional Development Grants for multiple years for the same project, it is imperative that the faculty member clarify their progress in the various steps of the project in order to receive continued funding. Faculty will be asked to address this progress specifically in the proposal narrative (see proposal guidelines below) and to include a copy of the Grant Completion Report. In the case of consecutive-year awards, priority will be given to faculty members seeking outside funding. An applicant should indicate to which funding source they have applied or will be applying for this project.
- Grant awards are merit based. All things being equal with regard to merit, priority will be given to applicants who have not previously received a Professional Development Grant, non-consecutive awards, applications that demonstrate that the projects are in the early stages, and applications demonstrating extenuating financial need required for conducting the research/project.
- Faculty members have the right to appeal the award decisions of this grant competition to the Faculty Grievance Committee.
- A list of the faculty members and a description of the successful grant proposals will be published by the Office of Academic Affairs. The VPAA must provide a written explanation for any grant decisions that differ from the Professional Development Committee recommendations.

Process

Full-time tenure-track, tenured and term-renewable faculty members are eligible to apply for a Professional Development Grant. Visiting Professors and Professors of Practice are ineligible for Professional Development Grants. Applications must follow the official format for applications as noted below. Applications must be submitted electronically to the Administrative Assistants of the Deans by 4:30 p.m. on the first Friday in October. Late submissions and applications that do not comply with any of the required elements will not be considered.

The PDC evaluates and submits recommendations to the VPAA, who makes the final decision on these awards. Applicants will be notified of the outcome of this process by the VPAA by January 1. Within ten business days of this notification, the VPAA will provide the PDC with (a) copies of the applicants' decision letters and (b) a written explanation for any decision that deviates from the committee's recommendation.

The grant funds will be available to the faculty member on January 1. Grant funds must be expended by December 31 of the year following notification.

Application:

The application for a Professional Development Grant: Research, Writing, and Artistic Production must follow the following format:

Cover page:

The first page of the application should be one separate page that includes the following information:

- 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 \$3,500 paid as a stipend (stipends are recorded as taxable income).
- List dates for requested period of funding (e.g., June 1-August 30)
- Give a brief descriptive title of your research proposal.
- 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.
- If the proposed project involves human subjects, outline plan for securing IRB [Institutional Review Board] approval before the research begins.

- If the proposed projects involve animal subjects, outline plan for securing IACUC [Institutional Animal Care and Use Committee] approval before the research begins.
- Date of your last Professional Development Grant award.

Proposal Narrative:

Your project proposal, starting on a separate page after the cover sheet, should be sufficient in length to address the points below, but no longer than five double-spaced pages. It should make your project clear to an interdisciplinary academic panel of peers on the Professional Development 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, but is not limited to:

- 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, research centers, laboratories, or the equivalent, depending on the field of specialization
- A specific work plan that indicates what activities will 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.
- If the project has received previous Professional Development Grant support, please specify how the proposed project builds on the work completed. For these ongoing projects, you must address what was accomplished under previous grants and what would be accomplished under the new grant.

Itemized Budget Justification:

The Budget Justification should begin on a separate page after the proposal narrative and should outline how you will spend funds. The maximum amount per award is \$5,000.

Allowable expenditures include:

- Travel expenses (itemized, e.g., airfare, train fare, car fare, rent)
- Other supplies (itemized)
- Equipment and books (ordinarily, available Faculty Development Funds should first be exhausted)
- Stipend (a taxable expense)

Appendices:

- Copy of current CV

- Professional Development Grant Completion Report – required for the last funded Professional Development Grant (for research, writing, or artistic production), whether it was for a related or unrelated project.
- Additional items that may help to inform the narrative (not required)
- In the case of consecutive year applications for the same project, list or description of external/internal grants for which the applicant is applying or has applied.

All materials must be included in the applicant's packet and submitted by the applicant no later than the stated deadline. Incomplete applications will not be considered. It is the applicant's responsibility to ensure that a complete application is submitted.

2. Guidelines and Restrictions for Professional Development Grants: Seminar/Institute Support

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.

Process:

All full-time faculty members with continuing employment at the College, including Term Renewable faculty and Professors of Practice, are eligible to apply for a Professional Development Grant: Seminar/Institute Support, due the first Friday in March. Applications must follow the official format for applications as noted below. Applications are to be submitted electronically to the Administrative Assistants of the Deans by 4:30 p.m. on the first Friday in March. Applications for seminars/institutes that will take place before this date may be submitted earlier for prompt consideration. Late submissions and applications that do not comply with any of the required elements will not be considered.

The PDC evaluates and submits recommendations to the VPAA, who makes the final decision on these awards. Applicants will be notified of the outcome of this process by the VPAA by May 1. The grant funds will be available to the faculty member immediately upon notification of award. Grant funds must be expended by December 31.

Application:

The application for a Professional Development Grant: Seminar/Institute Support must follow the following format.

Cover page:

The first page of the application should be one separate page that includes the following information:

- 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.
- List the seminar/institute title.
- Give a brief summary of the seminar/institute.
- List dates of the seminar/institute.
- If an applicant has been awarded a SURE Grant for the time period covered by the Seminar/Institute Grant, the applicant must reveal that. *On this matter, see Seminar/Institute Grants: Criteria for Selection*

Proposal Narrative:

The proposal narrative, starting on a separate page after the cover sheet, should be of sufficient length to address the points below, but no longer than three double-spaced pages. It should make your reasons for attending the seminar/institute clear to an interdisciplinary academic panel of peers on the Professional Development 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.

Itemized Budget Justification:

The Budget Justification should begin on a separate page after the proposal narrative and should outline how you will spend the funds. The maximum amount per award is \$2,000.

Allowable expenditures include:

- Registration/tuition fees
- Travel to and from the Seminar/Institute (itemized, e.g., airfare, train fare, cab fare, carfare)
- Participation expenses not covered by the Seminar/Institute sponsor (e.g., rent, materials)

Appendices:

- Copy of current CV
- Announcement/confirmation/brochure/award letter about the seminar
- Professional Development Grant Completion Report—required for the last funded Professional Development Grant (for seminar/institute support), whether it was for a related or unrelated project.
- Additional items that may help to inform the narrative (not required)

All materials must be included in the applicant's packet and submitted by the applicant no later than the stated deadline. Incomplete applications will not be considered. It is the applicant's responsibility to ensure that a complete application is submitted.

3. Evaluation

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

Research, Writing and Artistic Production

Criteria for Selection

Proposals are scored and ranked on each of the following criteria:

- Degree to which the applicant's project will advance their research (as defined in Section 1, point a)
- History of publications of refereed books, articles, or creation of exhibitions. This does not preclude the awarding of grants to faculty who have not had a significant publication record but who can demonstrate a plan for beginning or reinvigorating their scholarly efforts and outcomes.
- Potential for contributing new knowledge and/or insight within the discipline
- Potential for outcomes
- Justification of expenses
- For repeat applicants, evidence of outcomes of previous proposals, including Grant Completion Report
- Prior Professional Development Grants (priority will be given to applicants who have not held a grant previously. This does not preclude repeat applications.)
- Evidence of applying for outside grants

Seminar/Institute Support:

Criteria for Selection

Proposals are scored and ranked on each of the following criteria:

- 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 Vice President for Academic Affairs upon completion of the grant project
- Potential for contributing new knowledge and/or insight within the discipline
- Potential for outcomes
- Justification of expenses
- For repeat applicants, evidence of outcomes of previous proposals, including a Grant Completion Report for the Seminar/Institute program. An applicant who has held a Research, Writing, and Artistic Production grant need not include the Completion Report as part of an application for a Seminar/Institute Grant.

- Priority will be given to those who have not previously held a Professional Development: Seminar/Institute Support grant. However, this does not preclude repeat applications.
- A faculty member may normally not hold both a Seminar/Institute Grant and a SURE grant. However, extenuating circumstances *will* be considered. The applicant must explain these circumstances and justify that the Seminar/Institute Grant will not negatively impact the SURE project and its requirements.
- A faculty member may apply for more than one Seminar/Institute Grant, in order to fund more than one Seminar/Institute, as long as these do not conflict in time. Applicants should be aware that awarding of more than one grant per applicant is contingent upon available funding. Thus, in this case, the applicant must indicate order of preference.

4. Grant Completion Report

A report that details the results of the Professional Development Grant, both for Research, Writing, and Artistic Production awards and for Seminar/Institute awards following the criteria listed below, must be submitted to the Office of the Vice President of Academic Affairs within three months following the completion of the grant award period as outlined in the application.

The report must adhere to the following format:

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

SABBATICAL LEAVE PROCESS

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.

Eligibility

Faculty members who have attained the rank of Associate Professor or above are eligible to apply for their first sabbatical leave after 12 semesters of teaching at Stonehill College. Full-time faculty members holding long-standing term appointments may also be considered for sabbatical upon the approval of the Vice President for Academic Affairs (herein referred to as the VPAA), which must be obtained before the sabbatical application is submitted to the Professional Development Committee (PDC). A letter of approval from the VPAA must be submitted **in writing**. 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 VPAA have granted the faculty member leave for academic pursuits. The appropriate Dean, in consultation with the VPAA, 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 VPAA, the appropriate Dean, 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 (i.e., 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 the salary paid during the sabbatical to the College.

Professors of Practice are eligible for sabbaticals focused on pedagogical issues, consisting of one semester with a reduced teaching load of two courses every sixteen semesters.

Process

Applications must be submitted electronically to the Administrative Assistants of the Deans by 4:30 p.m. on the second Friday of October of the year prior to that in which the faculty member intends to take a Sabbatical Leave.

The application must include:

- (a) a sabbatical proposal that follows the official format (see Section IV),
- (b) a statement from the department chairperson describing the impact of the sabbatical on the teaching needs of the department and outlining how the applicant's teaching load will be covered, and,
- (c) a statement from the department chairperson about the soundness of the sabbatical proposal and the degree to which it aligns with the applicant's ongoing research agenda.

Statements (b) and (c) should be brief and may be combined in one letter. The chairperson must send statements (b) and (c) to the applicant one full week before the application deadline, and the applicant will include it in the application packet. In extraordinary circumstances, the applicant has the option to ask their Dean to write statement (c). If the applicant is a department chairperson, statement (c) about the soundness of the proposal must be written by the Dean of the appropriate school in consultation with other members of the department. Proposals that do not follow the format or are incomplete cannot be approved.

Sabbatical applications are evaluated by the PDC, which makes recommendations to the VPAA. The VPAA sets a meeting with the chair of the PDC to discuss the Committee's rationale for the recommendations. The VPAA then forwards the applications, with their recommendations, to the President for final approval. Applicants will be notified of the outcome of this process by the VPAA, normally by January 1. Within ten (10) business days of this notification, the VPAA will provide the PDC with (a) copies of the applicants' decision letters and (b) a written explanation for any decision that deviates from the Committee's recommendation.

Application

1. Preliminary Information:

- Name
- Primary email address
- Office address
- Telephone
- Current Position at Stonehill College
- Rank
- Discipline
- Specialization
- Department
- Date of last sabbatical if applicable

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 (i.e., fall or spring semester, entire academic year or entire calendar 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 Professional Development Committee. It is recognized that project descriptions will vary according to the author's discipline or professional background; however, the following 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; and,
- An explanation of how the project will directly strengthen your teaching, research, and/or artistic production.

4. Up-to-date curriculum vitae

5. Include Sabbatical Completion Report from your last sabbatical (if applicable)

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 through submission of Sabbatical Completion Report(s) (as applicable). 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.

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 VPAA.
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. Faculty members have the right to appeal decisions pertinent to sabbatical leaves to the Faculty Grievance Committee.
5. The Office of Academic Affairs will publish a list of faculty members approved for a sabbatical leave as well as a description of their successful sabbatical leave proposals.

Reporting Sabbatical Results

Within three months of returning to full-time teaching, a faculty member granted sabbatical will submit to the VPAA, their Dean, and the respective department chair 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.

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 consecutive semesters. N.B.: A faculty member's eligibility to receive standard faculty benefits during a sabbatical is contingent upon the receipt of a salary, e.g., a faculty member who takes a sabbatical lasting two semesters will receive half salary paid over the entire year and will remain eligible for all standard faculty benefits. Whereas, a faculty member who takes a two-semester sabbatical and opts to receive their full salary during the first semester and takes an unpaid leave of absence during the second semester will be ineligible to receive the standard faculty benefits during the second semester. 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- or three-quarters salary sabbatical leave may, with the prior approval of the VPAA, accept outside remuneration for work directly relevant to his or her teaching, research, creative or professional activity, or service.

TENURE & PROMOTION - CRITERIA AND PROCEDURES

Stonehill College — Revised May 2021

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 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.

During the year in which a candidate is being evaluated for tenure or promotion to professor, the candidate will have completed at least eleven 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 parental leave, sabbatical, or a grant, etc., will discuss with their Dean 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 Vice President for Academic Affairs, after consultation with the Rank & 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 & 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. Faculty applying for tenure and promotion are encouraged to use techniques that maximize response rates for student evaluations of their classes. Strong teaching may be demonstrated through a variety of formats, and applicants should confer with their Chair and Dean on demonstrating their teaching effectiveness. Department Chairs should make an effort to assist candidates in ensuring as high a response rate as possible in their course evaluations by encouraging students to complete the evaluations. 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.
- Student evaluations indicate student opinion of the candidate's teaching materials, 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? Are there ways in which the candidate may address concerns raised in student course evaluations?
- Candidates should be able to describe both how they tried to maximize student response rates for evaluations and to describe how they have addressed student concerns (*e.g.*, as identified in student evaluations or in departmental evaluations).

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.
- 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?
- 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.
- The candidate is willing to supervise directed studies or independent studies.
- The candidate includes other materials that address pedagogical issues.

Evidence of ongoing development and improvement as a teacher:

- 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.
- 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:

- 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.
- 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. These criteria are maintained by Department Chairs and are posted by the Office of Academic Affairs in the Scholarship Criteria for Tenure and/or Promotion document, which is maintained and updated in myHill. Departmental metrics for scholarship are reviewed by the Rank & 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 Vice President for Academic Affairs for final ratification. Departments review these criteria every five years and amend them to reflect changes in the academic discipline, the needs of the College, or available facilities. The criteria should then be submitted to the Faculty Senate for approval even if no changes are made. All changes are subject to the review process as previously indicated. Department Chairs must notify all department members when new criteria have been approved.

If a department changes its criteria during the probationary period (or, for candidates for promotion, within five years of the date of application) candidates may choose to use the original criteria rather than the revised criteria without penalty. If a candidate chooses to use the original criteria, this must be indicated in both the candidate's application letter and the departmental letter.

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, 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 & 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		President's decision on promotion; Board of Trustees decision on tenure
13	25		Promotion to professor begins

Procedure for Application for Tenure

Initiating The Tenure Review:

- By February 1
 - The Associate Vice President for Academic Operations identifies and informs tenure-track faculty who have fulfilled the minimum requirements for teaching, rank, and time of service at Stonehill College that they are eligible for tenure review in the coming fall term. The department chairs of the identified faculty are also notified.
 - The Associate Vice President for Academic Operations creates a OneDrive dossier folder for each candidate who is eligible to apply for tenure review.
- By March 1
 - The candidate uploads a current curriculum vitae to their OneDrive dossier folder.
 - A faculty member whose probationary period is ending must upload their curriculum vitae by March 1 to their OneDrive dossier folder. If it is not uploaded by March 1, the faculty member and their Department Chair will be contacted by the Dean and a final deadline of March 15 will be established. If the curriculum vitae is not submitted by March 15, the faculty member will be given a one-year extension of the probationary period. A faculty member who has already received a one-year extension will be given a one-year terminal contract for the following academic year.
- By April 1
 - The candidate, after consultation with their department Chair and Dean, uploads to the Scholarship Materials folder within their OneDrive dossier folder a completed External Reviewers' Information form that contains the names of at least six people from outside of Stonehill College who can evaluate the candidate's professional stature and accomplishments, quality of scholarship, and likelihood of continued productivity. The candidate should not contact any of the reviewers in advance. Outside reviewers should be recognized scholars in the discipline. At least four out of the six reviewers should be "arms-length" reviewers, that is those with whom the candidate has not had a close personal or professional relationship (*e.g.*, family, friends, went to school together, collaborators, coauthors, co-presenters/panelists, previous colleagues, advisors, mentors/supervisors, etc.), who can provide an objective review of the candidate's scholarship, and who do not have a stake in the candidate's career. In order to avoid apparent or actual conflicts of interest, no more than two of the reviewers

may be professionally and personally well-known to the candidate (e.g. former supervisors, advisors, or colleagues) as determined by the Department Chair and Dean in consultation with the candidate. The fact that an external reviewer may be a research collaborator, co-author, conference panel participant with the candidate, etc., does not constitute an actual conflict of interest, but the Department Chair and the Dean in consultation with the candidate should discuss the nature of the interactions of the candidate with potential external reviewers to determine if an apparent or potential conflict of interest may exist. A conflict of interest occurs when personal considerations may compromise or bias professional judgment and objectivity. An apparent conflict of interest is one in which a reasonable person would think that the professional's judgment is likely to be compromised.

- External reviewers with a faculty rank of Assistant Professor are discouraged unless they have a significant publication/research/ artistic profile. Professionally Qualified faculty who will not use academic scholars as external reviewers should consult with the Dean of their School and their Department Chair to determine appropriate qualifications for reviewers.
- The Dean reviews the curriculum vitae, the pre-tenure review, and annual faculty reviews of the candidate, and, after consultation with the Dean, the candidate chooses to:
 - *Submit a tenure application to the Rank & Tenure Committee.* The Dean informs the Vice President for Academic Affairs and Associate Vice President for Academic Operations who will be applying for tenure and/or promotion. By April 1, the Dean 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 August 15. The Rank & 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 Vice President for Academic Affairs before May 1 in the year before the end of the probationary period. After the Vice President for Academic Affairs consults with the candidate's Dean and judges that the weaknesses of the candidate's case are likely to be addressed successfully within one year, the 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 any time before the August 15 deadline for submission of the application to the Rank & Tenure Committee.* If the candidate has not reached the end of their probationary period, no record of this application is kept. If the candidate is applying during the next-to-last year of their

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, they will be given a one-year terminal contract at the end of the next spring semester.

- For those candidates who will continue through the tenure review process, three of the six reviewers will be selected and contacted by the Associate Vice President for Academic Operations and asked to provide a review of the candidate's submitted scholarship materials. The letters received from the reviewers will remain confidential and will not, at any time, be made available to the candidate.
- By April 15
 - The Dean meets with the Chair or designee to discuss the process of preparing the departmental letter. If a department chair is a candidate for tenure or promotion, the Dean 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 selects a tenured faculty member from another department.
- By May 1
 - The faculty member submits scholarly/creative works to be reviewed by the external reviewers to the Scholarship Materials folder within their OneDrive dossier folder. The Faculty member should indicate on the External Reviewers' Information form what work each outside reviewer should be asked to review.
- By June 15
 - The faculty member will have uploaded into their OneDrive dossier folder their personal statement, curriculum vitae, faculty reviews, pre-tenure review materials, and all the teaching, scholarship, and service materials supporting their case for tenure and have shared the OneDrive dossier folder with their department chair or the department's designee.

The Tenure Application:

A tenure application consists of the following materials uploaded into their OneDrive dossier folder by August 15:

- *Outside letters of review.* (Please see above under Initiating the Tenure Review.) Copies of all work to be reviewed by external reviewers, and an indication of what work each outside reviewer should be asked to review.
- *Departmental letter of recommendation.* The Dean 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. Normally, the Dean meets with the Chair or designee by April 15 to discuss the process of preparing the departmental letter. The Chair 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, the Chair may consult untenured members of the department or faculty from other departments. So that the department may meet this requirement, the candidate should upload all required dossier materials to the OneDrive dossier folder and share the folder with their department Chair or designee by June 15, who will make these materials available to the tenured members of the department. 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 to be uploaded into the Departmental, R&T Comm, Vice President for Academic Affairs and President Letters folder in the candidate’s OneDrive dossier folder by August 1, 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. If the candidate writes a response, they should upload it to the Departmental, R&T Comm, Vice President for Academic Affairs and President Letters folder in the candidate’s OneDrive dossier folder by August 15 so that it will be included as part of the application.

If a department chair is a candidate for tenure or promotion, the Dean 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 selects a tenured faculty member from another department to write the departmental letter of recommendation.

- *Candidate’s dossier.* By August 15, the candidate uploads to the OneDrive dossier folder:
 - A statement matching the candidate’s activities to the criteria for tenure;
 - A current curriculum vitae;
 - Representative course syllabi, tests, and assignments; and any other relevant materials the candidate wishes to include.
 - Copies of all scholarly work to be reviewed as part of the application, referred to in the curriculum vitae; and,
 - Materials related to their service to their department, the College, professional, and/or local communities;
- *Materials from the Office of Academic Affairs that will be uploaded to the Course Evaluations & Grade Distribution folder of the candidate’s OneDrive dossier folder:*
 - *Course Evaluations.* The Rank & Tenure Committee reviews student evaluations for **four** out of the last **five** semesters of teaching at Stonehill College. The candidate notifies the Associate Vice President for Academic Operations by June 15 which four semesters are to be reviewed by the Rank & Tenure Committee. If a candidate does not select the semesters, the last four semesters are used. A summary of the candidate’s course evaluation ratings in comparison to the department and school average will also be included.

- *Grade distributions.* The Associate Vice President for Academic Operations provides to the Rank & 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 for the semesters selected to be reviewed.
 - *Pre-tenure review.* The pre-tenure committee's and department's evaluations and recommendations are made available to the Rank & Tenure Committee.
 - Most recent and up to date faculty review.
- *Additional information.* In response to specific questions from the Chair of the Rank & Tenure Committee, the candidate may supply additional information. Questions or requests for additional information are communicated to the candidate by the Chair of the Rank & Tenure Committee. If new material becomes available after the application deadline, for example, a submitted manuscript is accepted for publication, the candidate informs the Chair of the Rank & Tenure Committee.

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

Evaluation by the Vice President for Academic Affairs: The Vice President for Academic Affairs reviews the Rank & Tenure Committee's evaluation and vote. The Vice President for Academic Affairs may request a meeting with the Rank & Tenure Committee if clarification of their report is needed. The Vice President for Academic Affairs also evaluates the candidate and then recommends either granting or denying tenure. The recommendation of the Vice President for Academic Affairs is uploaded into the Departmental, R&T Comm, Vice President for Academic Affairs and President Letters folder in the candidate's OneDrive dossier folder.

Response of the Candidate to the Rank & Tenure Committee and to the Vice President for Academic Affairs: The Associate Vice President for Academic Operations notifies the candidate that the evaluation, vote, and recommendation of the Rank & Tenure Committee as well as the recommendation of the Vice President for Academic Affairs is available in the Departmental, R&T Comm, Vice President for Academic Affairs and President Letters folder in their OneDrive dossier folder. Within one week of receiving this information, the candidate may send in writing to the Associate Vice President for Academic Operations any correction of factual errors. The Associate Vice President for Academic Operations shares this letter with the Chair of the Rank & Tenure Committee and/or to the 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 Associate Vice President for Academic Operations who informs the candidate. At this time in the tenure review process, the candidate chooses to:

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

Evaluation by the President: For those candidates who continue the tenure review, the Associate Vice President for Academic Operations creates a OneDrive folder for the President that contains the evaluation, votes, and recommendations of the Rank & Tenure Committee and of the Vice President for Academic Affairs. The President reviews the materials in the OneDrive folder and may request a meeting with the Rank & Tenure Committee or with the 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's evaluation and recommendation is uploaded into the Departmental, R&T Comm, Vice President for Academic Affairs and President Letters folder in the candidate's OneDrive dossier folder. The Associate Vice President for Academic Operations notifies the candidate that the President's recommendation is available in the Departmental, R&T Comm, Vice President for Academic Affairs and President Letters folder in their OneDrive dossier folder. At this time, the candidate chooses to:

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

Evaluation by the Board of Trustees: For those candidates who continue the tenure review, the Associate Vice President for Academic Operations creates a OneDrive folder that contains their materials for 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 Vice President for Academic Affairs, the Rank & Tenure Committee, and the College.
- The Board of Trustees grants or denies tenure.
- The 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.
- If tenure is denied by the Board of Trustees, the faculty member may appeal the decision by submitting in writing their intent to appeal to the Vice President for Academic Affairs within 30 days of being notified that tenure was denied (See Policy A9.8 of the College's Policies and Procedures).

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 & Tenure Committee, the 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 that it grant or deny tenure.
- The candidate's dossier and the recommendations of the Department, the Rank & Tenure Committee, and the President are made available 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.

Procedure for 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 Associate Vice President for Academic Operations must inform all faculty who are eligible for promotion review in the coming fall term (*i.e.*, all full-time faculty who meet the requirements as noted above, or as stated in their contract, must be notified each year) and their department chairs.
- By March 1
 - Faculty who plan to apply for promotion must notify the Associate Vice President for Academic Operations of their intentions.
 - The Associate Vice President for Academic Operations creates a OneDrive dossier folder for each candidate who is eligible and intends to apply for promotion.
 - The candidate uploads a current curriculum vitae to their OneDrive dossier folder. If a curriculum vitae is not submitted, the faculty member is not considered for promotion. After consultation with the Dean, the faculty member may postpone an application for promotion.
- By April 1
 - The candidate, after consultation with their department Chair and Dean, uploads to the Scholarship Materials folder within their OneDrive dossier folder a completed External Reviewers' Information Form that contains the names of six external reviewers as defined above.
- A tenure-track 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 Associate Professor.
- Before the end of their 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.
- 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 & Tenure Committee.

- The final approval of promotion recommendations is made by the President of the College.

Table 2: Summary of Application Deadlines

Date	Action	Recipient
February 1	Associate Vice President for Academic Operations informs faculty eligible for applying for tenure and/or promotion and the Chairs of their departments	Eligible Faculty
March 1	Candidate provides curriculum vitae and names of six external reviewers	Dean and Department Chair
April 1	Candidate provides completed External Reviewers' Information form	Associate Vice President for Academic Operations, Dean, and Department Chair
April 15	Outreach to recruit three external reviewers	Associate Vice President for Academic Operations
May 1	Candidate provides scholarly/creative works to be reviewed	Associate Vice President for Academic Operations
June 15	Candidate provides statement, curriculum vitae, and all teaching, scholarship, and service materials	Department Chair
August 1	Department Chair or designee provides department letter	Dean & Candidate
August 15	Candidate provides response to the departmental letter, if desired, and/or provides final application dossier	Office of Academic Affairs and Rank & Tenure Committee

TRAVEL & EXPENSE POLICY

F1.8 TRAVEL & EXPENSE

Effective Date: June 20, 2023

Last Reviewed: June 20, 2023

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Policy Statement

It is the policy of Stonehill College to monitor and control costs associated with college business travel and to ensure such expenses comply with Internal Revenue Service (IRS) regulations.

The purpose of this policy is to establish guidelines for all employees traveling while on college business. The College reimburses those employees for necessary and reasonable business expenses incurred while traveling. The guidelines below are intended to aid the employee as to the authorized reimbursable costs of the College.

Travel - General

1. Before travel is considered, the employee should determine if the potential benefits of the trip justify its time and expense after considering cost-effective alternatives, such as video or teleconferencing.
2. For expenses to be reimbursed by the College, the expenses must be incurred for college business and meet the standards set forth herein. This applies to all College funds, including but not limited to departmental budgets, discretionary funds, government or private grants and contracts.
3. These policies do not apply to an employee's normal commute to his/her normal work location.
4. All employees must have all business travel approved by their supervisor prior to traveling. If the estimated cost is over \$2,500 then the appropriate Division Head must also pre-approve the trip.

Faculty members must discuss plans for travel with the department chair (up to their signing authority) to ensure that the expenditure of funds is consistent with the faculty member's professional development plans. Travel must also be pre-approved by the Dean of the May School of Arts & Sciences or the Dean of the Leo J. Meehan School of Business.

Pre-approval must be secured by using Stonehill's pre-travel authorization form.

5. If travel and/or business expenses are being charged to a sponsored project whose terms are more restrictive than those of the College, then the terms of the grant or contract apply. Employees are responsible for understanding any specific restrictions imposed by the source funding the travel.

6. Employees should consult with tax exemption chart on the Finance MyHill page for exemptions while traveling.
7. When calculating expenses for foreign travel, the exchange rate available during the period of travel should be used, rather than the exchange rate at the time the reimbursement is requested.
8. Departmental policies can be more restrictive than the College policy; however, they cannot be less restrictive.
9. No portion of costs associated with the personal travel of a guest, spouse, or extending travel stay for personal reasons, will be paid by Stonehill College.
10. Personal items that are lost or stolen while on business travel for the college will not be reimbursed.

Air Travel

1. Air Travel should be planned well enough in advance to take advantage of any savings the airline might offer.
2. Coach or economy class is authorized for use by employees. Airline upgrades will not be reimbursed by the College.
3. Flight insurance will not be reimbursed by the College.
4. Baggage fees that are reasonable and appropriate for the purpose and length of the trip are reimbursable. Fees associated with baggage that is personal in nature are not allowable.
5. In order to meet IRS requirements that a flight was taken and paid for by the employee, documentation support with E-tickets requires an itinerary reflecting airline, flight numbers, departure/arrival dates and times, and receipt listing total flight cost, payment method (e.g., Visa *****1234), and evidence of full payment. The Itinerary/Receipt requirements may be satisfied by the same summary document depending upon the method used by the airlines or travel company.
6. Ticket rescheduling fees for personal reasons, rather than business reasons, are not reimbursable. Therefore, the business purpose of the ticket rescheduling fee should be stated on the supporting documentation. (Exception: A ticket rescheduling fee for a health emergency of the employee or the employee's "immediate family" is reimbursable.)
7. The Fly America Act (FAA) requires the use of U.S. airlines for federally funded travel. A non-U.S. air carrier is permissible in some instances if the carrier meets one or more of the exception criteria listed in the Federal Travel Regulation (FTR) guidelines section 301- 10.135-138.

Ground Transportation

The College requires employees to select the most reasonable and economical transportation when traveling on college business. Travel by shuttle, ride share, car service, bus, taxi, or rail are allowable.

Receipts for paid ground transportation are required for reimbursement.

Rental Cars

1. Rental cars may be utilized if no other transportation is available or when it is reasonable to do so.
2. Enterprise/National is the College's primary provider of local and national car rentals. All employees should utilize Stonehill College's Corporate Account Number for all services which can be provided by the Purchasing Department. This contract includes a collision damage waiver.
3. Rental of up to a mid-sized car is an allowable expense. Exceptions are permissible if there are three or more employees traveling together, if the employee is transporting sizeable equipment, or if there are other valid business needs. The exception must be documented on the employee's expense report.
4. Upgrades using rewards/miles/credits are considered a personal expense and are not reimbursable.
5. Rental car insurance should not be purchased since employees of the College are covered in the College's general insurance policy. Purchased insurance will not be reimbursed to the employee. Note: for the employee to be covered under the insurance policy, the car must be rented in both the name of the employee and the College.
6. All tolls, fuel and parking fees incurred while traveling for business are allowable expenses. Tickets or fines associated with parking, travel violations, or vehicle lockouts are not allowed.

Personal Automobiles

1. The use of personal automobiles (employee owned) for business travel is allowable when it is the least expensive means of transportation. This reimbursement is allowed for total miles from starting destination (home or campus) to off campus site.
2. The College's will reimburse employees at the current IRS mileage rate (updated annually). This reimbursement includes the cost of auto fuel which will not be reimbursed except for a rental car.
3. All mileage incurred for College business is reimbursable apart from the employee's standard commute.
4. Additional reimbursement will be given for tolls and reasonable parking fees.
5. Tickets or fines associated with parking, travel violations, or vehicle lockouts are not allowable.
6. If airfare is available to the same destination (when traveling long distances), the employee will ordinarily be reimbursed for the lesser of the cost of the total mileage incurred or the cost of the air ticket.
7. If damage occurs to a personal automobile while traveling on college business, the employee's auto insurance would be responsible. The deductible amount the employee has set on their policy is the responsibility of the employee.

Lodging

1. Hotel reservations should be made at moderately priced hotels in a single occupancy standard room. Referencing the US General Service Administration website, [gsa.gov/perdiem](https://www.gsa.gov/perdiem), will provide a reasonability review for moderately priced hotel. Room upgrades are not reimbursable by the College.
2. When traveling to a conference it is appropriate to stay at one of the hotels hosting the conference. Prior approval must be obtained if the employee intends to stay at a different hotel.
3. Employees are encouraged to make lodging arrangements in advance to take advantage of any special savings offered by the hotel.
4. Airbnb/VRBO's are allowed if it is more cost effective than hotel costs. Consultation and approval from the Controller's Office are required before booking any accommodations through these vendors.
5. An employee may stay with a friend or family member on a trip, but they may not be paid. A non-cash gift such as flowers or gift card is allowed but may not exceed \$100. The limit is one gift per stay (not one gift per night). A receipt is required for any gift (\$25+).
6. The College will not reimburse lodging expenses incurred due to the failure to cancel guaranteed room reservations except for extenuating circumstances.
7. An employee may stay overnight during the conference if the travel distance is more than a two hour commute each way. If it is reasonable to commute to the conference, lodging is not expected to be used and will not be reimbursed by the College.
8. If the hotel bill indicates more than one guest and the expenses are not split accordingly, the business purpose of the guest will need to be explained or the cost differential (i.e.: single vs double room) will be adjusted and will be the responsibility of the employee.
9. Original itemized hotel receipts are required.

Meals

1. The College will reimburse employees for their own individual meal expenses actually incurred, provided such expenses are reasonable and appropriate.
2. College funds can be used to purchase alcohol with a meal when traveling. Reasonable purchases included with a meal are allowable; quantities in excessive amounts are not allowable.
3. The College reserves the right to not reimburse employees beyond reasonable limits. Referencing the US General Service Administration website, [gsa.gov/perdiem](https://www.gsa.gov/perdiem), will provide a reasonability review for meal allowance per meal based on the geographical area of the travel.
4. Tips are included as part of the meal allowance.
5. If meals are included as part of the cost of the conference, meals taken elsewhere are not reimbursable by the College.

6. Detailed itemized receipts are required for any meals over \$25 along with documentation including names of attendees and business purpose (identifying the type of group is acceptable for large groups)

Methods of Payment

Purchasing Card

The Stonehill College Purchasing Card may be used for the majority of business-related travel expenses when the employee is an authorized pcard holder. (See the Accounts Payable MyHill for purchasing card policies, program and applications). Items that require advance payment such as conference registration fees, airfare, and hotel room deposits should also be made using this credit card.

Employee Reimbursement

Employees who travel and are not authorized Stonehill College Purchasing Card holders may use their personal credit card for travel expenses and request a reimbursement via a Travel and Expense Reimbursement Form. All Reimbursement Forms must be submitted within 30 days of travel.

Employee Travel Advance

An employee may request a travel advance to cover the cost of incidental, out-of-pocket travel expenses such as tips, taxis, and meals not chargeable to the Stonehill Purchasing Card. Detailed justification for the advance amount must be included with the request. All advances must be reconciled within two weeks of returning from the trip. Cash advances that are not reconciled must be paid back to the College in full.

Certain miscellaneous travel expenses that are not reimbursed by the College include the following:

- Airline club membership dues
- Annual fees for frequent flyer plans
- Car washes
- Credit card delinquency fees/finance charges
- Expenses related to vacation or personal days while on a business trip
- Expenses for travel companions (e.g. spouse, child, etc.)
- Expenses related to normal commute
- Fuel for personal vehicle
- Hotel amenities such as exercise facilities and movies
- Laundry/dry cleaning/suit pressing for trips less than 5 business days
- Personal expenses such as movies, snacks, haircuts, reading material, toiletries, medicine, etc.

- Loss/theft of cash advance money
- Babysitter fees, kennel costs, pet or house-sitting fees while traveling
- Mini-bar refreshments
- Personal calls on cellular phones
- Rental car upgrades
- Shoeshine
- Cost or deposits required on EZ-Pass transponders or funding of an E-Z Pass account in anticipation of incurring future tolls for business

This is not an exhaustive list. Determination will be made by the Controller's Office in accordance with college and IRS rules.