STONEHILL COLLEGE

FACULTY HANDBOOK

2019-2020

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 Manual[1] as of June 31st, 2019. 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 MyHill under the Employee Services tab. Inquiries concerning interpretation of College policies should be directed to the Office of the General Counsel, 508-565-1413.

The College's Academic Catalog (the Hill Book) contains the official academic requirements. Both on-line and PDF versions for each class year are available at http://catalog.stonehill.edu/. An Advisor Handbook and Accessibility Resources Handbook are also available on-line.

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 Provost). Approved changes will be compiled by the Faculty Handbook editor and will be incorporated into the revised Faculty Handbook.

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[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 deal with other members of the community with respect and consideration.

I.   INSTRUCTION AND COURSE MANAGEMENT

A. Teaching Loads and Assignments

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

Through the work of the Collaboratory for Innovative Design (CID) (see CHAPTER FIVE), academic departments and the Office of the Provost, the College seeks to support effective and innovative teaching. Faculty are encouraged to participate in the activities of the CID and avail themselves of the other resources available to them in the areas of pedagogy and technology, the Scholarship of Teaching and Learning (SOTL), and library resources. You can find more information on the CID in Chapter five of this handbook.

B. Course Management

Each member of the faculty is responsible for:
* Ordering books and other required teaching materials in advance of the beginning of the semester and communicating with the bookstore in a timely manner to ensure best pricing for students.
* Submitting an updated syllabus for every course through the Learning Management System (LMS) eLearn course site.
* Meeting classes at scheduled times and locations.
* Honoring the College's reading and examination periods. Faculty members must inform the department chair 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.

1. Syllabi

Every course taught at Stonehill must have a syllabus that summarizes for the student the key elements of the course. For accreditation and other purposes, the Office of the Provost must have access to the course syllabi for all courses through the Learning Management System. Faculty must download a copy of the syllabus for each course section to eLearn (the Learning Management System). It should be a downloadable document (Word document, Powerpoint, or PDF file) with a file name that includes course number and section, semester, and the word "Syllabus" in its file name so it can be recognized when it is exported and archived.

The format should follow this example: BUS101A_2019fall_syllabus.pdf

When you are designing your syllabus please keep in mind your 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 the Federal Government :[2].
 "… an amount of work represented in intended learning outcomes and verified evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than-
(1) One hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.
(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours."
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
  - 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

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

        o   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 and other resources and policies through the Center for Teaching and Learning website.

2. 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 have access to them through ARES. At this point you can download them to the Learning Management System (eLearn 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 eLearn site, **these instructions also apply to printing them for distribution to students:**

Books or print journals: You may scan the material and post it 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.

3. Student Attendance

Students are expected to be regular and prompt in their class attendance. In case of absence, students are responsible for all class work, assignments, and examinations. Any student who misses an examination (other than the Final Examination), a quiz, or any required classroom

activity to which a grade is assigned, must consult the instructor as soon as possible regarding the opportunity to make up the work missed. In such cases, it is the instructor who determines whether or not the absence was legitimate; if it was, the instructor has the obligation to give a make-up examination or a quiz, or to provide the student with an equivalent basis for evaluation. If the absence is deemed not to have been legitimate, the instructor has the option to decide whether to provide an opportunity to make up the work.

For the College's policy on attendance for student-athletes, consult the Athlete's Handbook. Generally, student athletes should not be excused from classes 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 or not the student will be permitted to make up the work missed.

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

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

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

5. Class Times and Locations

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

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

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

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

6. Class Meetings and Cancellation Policy

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

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

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

7. 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 give each first-year student an assessment by the midpoint of the semester. For second-, third-, and fourth-year students' mid-semester assessments must be submitted for students who have earned a grade of C- or lower in any course. 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, the faculty member (the only person authorized to change the grade) needs to submit a Grade Change form to the

Registrar's Office for processing. Grade changes that are older than one semester require the additional approval of the Dean of the School 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. Therefore, faculty are expected to give final exams in their courses, or an equivalent type of cumulative learning experience. Obviously, the nature of the examination or project is left to the discretion of the faculty member and will be influenced greatly by the discipline and specific course. Final examinations are scheduled by the Registrar's Office and are to be administered only during the Final Exam Period (see the Academic Calendar for the dates of the Final Exam periods for 2019-20.) It is not acceptable to re-schedule a final exam because of student or faculty preference.

<u>If a faculty member chooses not to give the conventional two-hour final examination, he/she must notify the department chair and the Registrar's Office. See Policy A16.1 of the College's Policies.</u>

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

Under FERPA regulations you are expected to keep student grades and graded assignments in confidence. Only the student has the right to see his/her grades or graded assignments. **Graded assignments should not be left in a public place for students to pick-up.** FERPA provisions are summarized in the College's Policy A5.12.

8. Incomplete Course Work

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

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

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

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

For the Policy regarding students withdrawing from a course after the Drop/Add period see the HillBook and the College's Policy A15.6. For the Policy regarding dismissal of a student from a class see the College's Policy A15.7.

9. 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.

10. Retention of Course Records

A faculty member must preserve all pertinent course records for at least one full year following the completion of a particular course. Course records include:

- Student Work: Any student work such as papers, projects or examinations that remain in the possession of a faculty member may be discarded after one year.
- Assigned Grades: All grades for course assignments should be retained for at least four years after the course is offered. Since grade records in eLearn will be kept for one year after the completion of the course, it is the responsibility of faculty members to maintain a copy of all assigned grades for the requisite four years. Mid-semester 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 page 7, 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 Policy A10.1 on the requirement to submit syllabi each semester.

C. 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.

1. Academic Honor Code

In the context of a community of scholarship and faith and anchored in a belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust,

fairness, and responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

2. Academic Integrity Policy

All members of the College community have the responsibility to be familiar with, to support, and to abide by the College's Academic Honor Code. This responsibility includes reporting knowledge of or suspected violations of this policy to the appropriate faculty member or to the Director of Academic Services & Advising 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 Provost & Vice President for Academic Affairs is responsible for maintaining and publishing a set of procedures relative to the Academic Integrity Policy. These procedures are available through the Office of Academic Services & Advising.

3. Authority

The Provost & Vice President for Academic Affairs is responsible for the overall administration of the Academic Honor Code. Under the direction of the Provost, the Director of Academic Services & Advising or designee has been charged with the day-to-day responsibility for the administration of the Academic Honor Code, including the development and execution of all procedural rules related to academic integrity. The Director of Academic Services & Advising or designee is also responsible for protecting the rights of all parties involved throughout the entire hearing process. All Academic Integrity Reports will be held in confidential files in the Office of Academic Services & Advising.

The Director of Academic Services & Advising 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 Director of Academic Services & Advising or designee gives authority to the Academic Integrity Board (AIB) to conduct hearings on alleged violations of the academic integrity policy when an agreement cannot be reached between the faculty member and student regarding the violation or the sanction.

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

4. 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 Director of Academic Services and Advising 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 Provost for Academic Assessment and Faculty Development. 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 Provost & 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, he or she 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 Director of Academic Services & Advising or designee may appoint an impartial group of faculty, administrators, and students to review the case.

5. Academic Integrity Procedures

When a faculty member suspects a violation of the Academic Integrity Policy, the faculty member meets privately with the student (in person, or by phone with email documentation, if a face-to-face meeting is impossible, as can happen at the end of a semester) as soon as possible but within five business days of discovering the alleged violation, presents the evidence, and asks for an explanation. Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services & Advising 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 the Writing Center personnel for assistance on proper procedure, etc.) within five business days of their initial meeting. Reporting of the incident to the Director of Academic Services & Advising is left to the discretion of the faculty member. If reported, the faculty member should indicate whether a formal or informal letter is most appropriate. The Director of Academic Services & Advising or designee will review all reports to determine if a repeat offense has occurred.

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 Director of Academic Services & Advising.

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 Director of Academic Services and Advising.

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 members is then required to submit, within five business days from when the initial meeting occurred with the student, an Academic Integrity Incident Report to the Director of Academic Services & Advising or designee who will send a copy of the report to the student. The Director of Academic Services & Advising or designee will refer the case to the AIB.

F. In the case of a repeat violation the Director of Academic Services & Advising 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 in order 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 Director of Academic Services & Advising 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 the Office of Academic Services & Advising are available for confidential consultation.

During the investigative period before an AIB or AAB hearing, the Director of Academic Services and Advising 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.

6. Students Rights to formal AIB and AAB Board 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 his/her behalf to the Director of Academic Services & Advising or designee, within twenty-four hours of the hearing. Character witnesses are not permitted;

d) Be notified of the fact that he/she may request additional information about the Academic Honor Code;

e) Challenge the composition of the hearing board with cause;

f) Present his/her 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 Director of Academic Services & Advising 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.

7. Academic Integrity Board Hearings Procedure

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

1. Introduction of the Board Members and hearing participants;
2. Charged student's opportunity to challenge member(s) of the Academic Integrity Board for bias;
3. Review and signing of the Honesty Statement;
4. Reading of the alleged violations(s);
5. Charged student's plea;
6. Faculty member's statement;
7. Charged student's statement;
8. Witness' statement(s) (If applicable);
9. Person who believes he/she was the victim of the student's Academic Integrity Violation (If applicable);
10. Faculty member's closing statement;
11. Charged student's closing statement;
12. Dismissal of hearing participants;
13. Discussion and decision making in closed session; and
14. Students may be invited to wait outside (time permitting) in order to be notified of the sanction in person.

8. 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 Director of Academic Services & Advising 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 Director of Academic Services & Advising 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 Director of Academic Services & Advising or designee will be held prior to the imposition of interim restrictions. The charged students will have the opportunity to meet with the Director of Academic Services & Advising or designee to present his/her version of the facts, and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the Director of Academic Services & Advising or designee will be final.

9. 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:

1. A request for an appeal is to be submitted in writing to the Director of Academic Services and Advising or designee.

2. The Director of Academic Services & Advising or designee will refer the request within ten (10) business days to the Associate Provost for Academic Assessment and Faculty Development.

3. Appeals will be considered based on the following criteria:
    a) Failure to follow the stated processes or procedures that significantly prejudices the outcome;
    b) Insufficient or inappropriate evidence used to justify a decision; or
    c) Unjustified sanction.

4. In reviewing the request, the AAB may:
    a) Determine there are no grounds for the appeal, thus upholding the AIB decision;

b) Refer the case to the AIB that originally heard the case for re-consideration of special issues;

c) Change the original decision or sanction after reasonable review of the appeal request and the decision rationale of the AIB; or

d) 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.

5. All decisions, once realized by the AAB, are binding.

10. Academic Discipline Records

Academic discipline records are educational records maintained in the Office of Academic Services & Advising. 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.

11. Interpretation and Revisions

Any questions of interpretation or application of the Academic Integrity Procedures will be referred to the Director of Academic Services & Advising or designee for determination.

D. 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 and Tenure Committee for evaluation of programs and faculty. For first-year faculty, course evaluations are formative only.

In addition to using the formal evaluations, faculty members are encouraged to experiment with soliciting feedback from their students at other times during the semester. This can be particularly useful at the point of mid-semester. The Center for Teaching and Learning provides

a number of confidential services meant to assist faculty in developing 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 CTL's website at http://www.stonehill.edu/ctl for more information.

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

Faculty members who plan to apply for promotion must have course evaluations for all of their classes during five teaching semesters immediately preceding the semester in which the promotion reviews are to take place. Discuss with the Center for Teaching and Learning methods for increasing participation and evaluation process. Finally, the course evaluations shall be solicited for all courses being taught for the first time.

E. Mentoring and Advising of Students

1. Mentoring
Close faculty-student interaction is an important characteristic of the Stonehill academic experience. This interaction can be an important aspect of mentoring and can take many different forms, influenced by factors such as the discipline, the faculty member and the students. For example, in the sciences mentoring is often accomplished through collaborative research. In other disciplines, students work closely with faculty through Directed Study courses, 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.

2. Academic Advising

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

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

II.   DEPARTMENTAL AND COLLEGE-WIDE CONTRIBUTIONS

A. Departmental responsibilities

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

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

In addition, faculty must attend to the development of the Library collection, most particularly within their own disciplines. Typically, requests and recommendations are accepted throughout the year via the Library's Book Request Form or by contacting the departmental Subject Liaison; extraordinary requests should be discussed with the Head of Collections, Assessment and User Engagement.

B. College-wide responsibilities

1. Faculty Senate and Faculty Assembly Meetings

The Faculty Senate expects all full-time faculty members to attend all meetings of the Faculty Assembly (held during the activities period whenever there is a fifth Monday of a month and/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.

2. Committee Participation

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

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

In the spring of 2006, the Faculty Senate approved the following statement:

"The Faculty of Stonehill College value the important role faculty members have on institutional and academic committees. All faculty are expected to serve their colleagues and the college community through participation in the nomination and electoral process. The Faculty Senate's 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 and Tenure Committee. Awarding tenure to a junior colleague is an important decision for the long-term success of

Stonehill College. Senior faculty members are encouraged to consider this important role and the long-term benefits to their junior colleagues by serving on Rank and Tenure."

3. Attendance at College Functions

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

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

III. PROFESSIONAL DEVELOPMENT

According to the procedures governing the Rank and Tenure process for full time faculty, "Significant scholarly and professional contributions to a candidate's academic discipline are an essential component of the criteria for tenure. In order to be granted tenure, a candidate must have a record of scholarly contributions that indicates strong potential for further accomplishment."

Stonehill takes seriously the scholarly development of all faculty members at all stages of their careers. To that end the College supports a number of Professional Development opportunities. Faculty members are encouraged to take advantage of the benefits of these opportunities, which are described in this Handbook under the Procedures for Tenure and Promotion, as outlined on the Faculty Resources website and in the following chapter.

CHAPTER TWO: FACULTY DEVELOPMENT

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

I.   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.

To assist in their development as teachers and scholars, probationary faculty members are encouraged to produce a three-year development plan for scholarship, teaching and service in collaboration with his/her department chair. The plan should outline the faculty member's goals and objectives with an indication of the potential sources of funding and other resources, if needed, for the activities.

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

II.   NEW FACULTY ORIENTATION AND SEMINAR

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

III.   MENTORING PROGRAM FOR NEW FACULTY

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

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

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

Process:
- A list of potential mentors is maintained in the Office of the Associate Provost for Academic Assessment and Faculty Development.
- Mentors attend a training session at the beginning of the year and will join faculty for lunch during New Faculty Orientation.

Prior to the start of classes, the Associate Provost for Academic Assessment and Faculty Development and the Director of the Center for Teaching and Learning assign mentors. Mentors and mentees are encouraged to meet face to face at least 3 times per semester. Suggested mentoring activities:
- Discuss short-term and long-term career goals and professional interests.
- Attend the programs offered through the Deans' offices and the Center for Teaching and Learning.
- Share information on academic and student support services on campus.
- Discuss effective instructional techniques, course development and curricular issues.
- Discuss academic policies, guidelines and governance.
- Attend campus events such as theatrical productions, cultural programs and athletic events.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.

- Discuss preparing for tenure and promotion and career advancement.
- Explore professional development opportunities available to new faculty.
- Address special needs, questions or help needed in troubleshooting difficult situations (within courses, within department, across the college).

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

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

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

IV.   FACULTY DEVELOPMENT FUNDS

Each faculty member has access to an annual professional development fund (FDF) of $1750.

A. Professional Travel

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

Faculty must seek pre-approval from the Associate Provost for Academic Assessment and Faculty Development 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 Colleges Policy Manual (see Appendix D of this Handbook). The College's Travel and Expense Policy is available online, both on the college's intranet and on the Faculty Resources website. The policy provides information about acceptable reimbursable expenses. Acceptable expenses include: transportation, registration, housing and food, and workshop fees. Reimbursements should be submitted either through a Request for Payment Form, or a Travel Accounting Form, both of which can be found on the Controller's website under Accounts Payable. Reimbursement forms are also available through departmental or building administrative assistants. When arrangements are made far enough in advance, a Request for Payment Form may be used to pay for the charges.

B. 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 FDF in one year.

C. 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 activities. Faculty should check with IT, the library, and other relevant departments in order to avoid duplication of resources. Normally, receipts for such materials should be submitted within 45 days of purchase and no later than June 1st.

D. Computer Supplies or Equipment

Normally, the College does not support the purchase of computer equipment or supplies with Faculty Development funds. All technology requests should first be requested through Information Technology (IT). Faculty interested in start-up funds to pilot new classroom technology can also apply for a Classroom Innovation Grant through the Center for Teaching and Learning or a Faculty Initiatives in Technology grant (FIT) through the office of Instructional Technology.
An exception is made for the purchase of a personal technology device such as a tablet. The following are the requirements for such purchases:

- Each full-time professor in a continuing appointment may propose using up to 30% of the total FDFs 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 office of the Provost for approval prior to the purchase of the device.
- The personal device/technology purchased with these funds is the property of the individual professor who has purchased it. The professor must keep the original receipts and will be responsible for following up on any warranty issues with the manufacturer if there are any problems with the device, if it needs to be repaired, or is stolen.
- The professor will take the initiative to learn how to use the device.
- Information Technology can only help the professor explore the use of this technology for teaching and learning.

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

E. Timing of submissions for reimbursement

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

F. Exceptions

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

V.   EXTERNALLY FUNDED GRANTS

Support for searching and applying for externally funded grants is provided by the Office of Academic Development. The OAD will work with individual faculty through the application and submission process. Any grant awarded through an external source should be reported to the OAD. OAD will help faculty in the administration of funds, tracking of the budget and any other administrative support. Further information on the OAD can be found in Chapter Four of this Handbook and on the Stonehill website at the following link: http://www.stonehill.edu/offices-services/academic-development/

VI.   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 his/her 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.

A. Professional Development Grants

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

B. 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 Associate Provost for Academic Assessment and Faculty Development; there is no specific deadline.

C. Instructional Development Grants

The Collaboratory for Innovative Design (CID) is a collaborative effort between staff in Information Technology, MacPháidín Library, the Center for Teaching and Learning, the Digital Innovation Lab, the Moreau Honors program and the IDEAS program. Faculty grants are offered by several CID partners in the areas of instructional development and digital curriculum projects.

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

- **SOTL Research Grant** (one grant awarded per year): Awarded annually, this $2,500 grant provides support for a faculty member or faculty team engaged in research related to the scholarship of teaching and learning (SOTL). A maximum of $1000 of the grant will be awarded as a stipend, and the remaining funds are available to cover research and travel costs related to the project, as well as funding for student research assistance. If the research proposed involves human subjects, applicants should first consult with the Director of Academic Development about Institutional Review Board requirements. Preference will be given to projects leading towards publication. **Applications are due May 1st.**
- **Classroom Innovation Grant** (five grants awarded per year): Awarded each semester, these grants provide "start-up" funds for innovative projects meant to enhance student learning. Typically capped at $1,000, the grant can support a range of projects: development of curricular materials, course-related student publications, and instructional technology innovations (in some circumstances, technology requests may exceed the typical $1,000 cap). This grant cannot be used for a faculty stipend. **Applications for spring semester are due November 1st. Applications for fall semester are due May 1st.**
- **Pedagogy Travel Grant** (ten grants awarded per year): Awarded monthly, these grants (typically capped at $750) support faculty travel to teaching-related conferences and workshops.

As grant availability is dependent on available funding, applications received earlier in the year have a greater chance of being funded. **Applications are due on the 1st of every month.**

The MacPháidín Library supports faculty efforts to foster students' development as independent thinkers capable of analyzing, evaluating and creating information with expertise and flexibility in their careers and life. The Library offers the following annual grant:

- **Information Skills Curriculum Grant** (five grants awarded per year): Awarded annually, these $1000 grants support faculty as they work with a librarian to reimagine research support and instruction for a new or redesigned course. Applications are generally due in late spring.

Information Technology supports faculty use of technology to enhance student learning. IT offers a grant to support faculty members interested in taking their eLearn course design to the next level. This is offered to all faculty regardless of their level of eLearn knowledge and expertise. Each consultation is tailored to the individual and geared to the specific goals of the course.

- **eLearn Consultation Grant:** Offers faculty a $125 grant for a 3 hours individual consultation and an additional $125 for a report to the faculty at the end of the fall semester to share how improvements to an eLearn course design have shaped student success.

All Instructional Development Grant applications should be submitted online through the Center for Teaching and Learning's website (http://libguides.stonehill.edu/cid/partnerships). For further information about the CID see Chapter four of this handbook.

D. Stonehill Undergraduate Research Experience (SURE)

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

The SURE Program is administered by the Office of Academic Development. Applications for the summer program are made jointly by the student and the faculty mentor. Applications will be due in the Office of Academic Development by the first Friday in December (December 6, 2019). Notification is normally made by mid-February.

VII.   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.

A. Sabbatical leaves

Sabbatical leave is granted for the express purpose of providing an opportunity for faculty members to enhance their professional development through projects of research, written scholarship, or similar creative endeavors. The project must enhance the individual's ability as an educator in the classroom and/or promote scholarship in one's academic discipline. Sabbatical leaves can be awarded for one year at half-salary, or one semester at full salary. Deadline for sabbatical applications is the second Friday of October (October 11, 2019) to the Provost/Vice President for Academic Affairs. Eligibility and application format is available on the Faculty Resources website and in Appendix B. Faculty will be notified by February 1st. Reports are due within three months of the end of the sabbatical.

B. Conboy Award for Faculty Development

Provides a course release in one semester to advance the research of an Assistant or Associate Professor; two offered per year; competitive; priority given to faculty who have not benefited from a course load reduction in the previous 2 years. Criteria and procedure for application are available on the Faculty Resources website. Deadline is the first Friday of December (December 6, 2019) to the Associate Provost for Academic Assessment and Faculty Development. 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.

C. Teaching and Learning Strategies Seminar

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

D. Special Leave of Absence

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

The application for a Leave of Absence must be presented to the Provost/Vice President for Academic Affairs who, after consultation with the appropriate School 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.

VIII.   INSTRUCTIONAL DEVELOPMENT PROGRAMS

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

A. Academic Development Day (Fall) and Week (Spring)

In the Fall, a half-day or full day workshop is scheduled to provide faculty and academic administrators an opportunity to discuss topics related to teaching, general education, curricular design, academic advising and other relevant issues. In the spring, after final exams, a one-week Academic Development program is scheduled. Suggestions for AD Day and Week topics or speakers should be directed to the Director of the Center for Teaching and Learning. The date for AD Day is October 15, 2019 and AD Days will be scheduled on the Week of May 11, 2020.

B. Teaching Roundtables

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

C. Pedagogy Reading Groups

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

D. Workshops

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

CHAPTER THREE: FACULTY RESOURCES

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

I.   Faculty Offices

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

Except when Departments have been assigned specific areas (such as those departments in Academic and Welcome Center, College Center, Cushing Martin, the Martin Institute and the Science Center), office space is assigned on a priority basis, as follows:

> 1. Seniority at the College
>
> 2. Faculty Rank

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

II.   Telephone

Each faculty office is provided with a telephone. Full-time faculty members are assigned individual extensions. Part-time faculty members share offices and phones but are assigned individual extensions for voicemail. Questions about telephones should be directed to the IT Service Desk (service-desk@ Stonehill.edu, X1111).

III.   Parking

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

IV.   ID Card

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

V. Technology and Support Services

Information Technology (IT)

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

1. Stonehill User Account

Each faculty member is assigned a Stonehill username and password that will be used to access most technology services including the campus network, email, the learning management system (eLearn) and the campus portal (myHill).

2. Faculty Computers

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

3. Network

Access to the campus network is provided through wireless connections in all buildings on campus and in the plaza in front of MacPháidín Library. The "hillspot" wireless network ensures identity protection and encrypted data transmission for faculty, staff and students. A Guest wireless network allows visitors direct access to resources on the internet and ensures the security of college resources. Access to the campus network is also provided through network data jacks in offices, classrooms, conference rooms and other spaces to enable a secure, high speed network connection. The primary purpose of the network is for professional activities; minimal personal use is acceptable so long as it does not interfere with the integrity of the network

Some resources require that you use our Virtual Private Network (VPN) for access when you are not on campus. Visit the IT web page under the network heading for more information about using the VPN from off campus.

4. Teaching with Technology

IT provides a wide range of instructional applications and support services for faculty to enable the integration of technology into their teaching. Workshops and showcases are held regularly throughout the year. Educational technologists are available for one-on-one consultations on a variety of topics, including eLearn course design, eLearn gradebook, online collaboration, flipping the classroom, and incorporating technology into a class assignment. For more information visit the IT website or contact Jan Harrison (jaharrison@stonehill.edu) to set up an appointment.

5. E-mail, 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 e-mail regularly as this is

the communication venue used to conduct college business. Stonehill e-mail 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.

6. myHill Portal

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

7. Learning Management System (LMS)- eLearn

eLearn utilizes the BlackBoard Learn platform. eLearn provides simple yet powerful tools that enable delivery of course content, management of student outcomes and enhanced collaboration.

8. Learning Spaces

Classrooms are equipped with a computer and projection. Faculty also have the option to connect their own laptop to the projection. Additionally, teaching labs with Windows and Mac computers are available in various locations around campus. Students utilize general access labs in the library as well as the teaching labs when classes are not in session. More information including the list of installed software can be found on the IT web page under the classroom technology heading. A full list of classrooms is available on the Registrar's website under the classrooms and labs heading.

9. Audio-Visual Media

IT staff provide assistance with all classroom multimedia technology including projection, sound, and web conferencing.

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

- When purchasing new media, captioned versions of that media must be purchased when available. If no captioned version is available, faculty will consult with the Office of 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:

    A. choose materials that are already captioned;

    B. request that captioned versions of the materials be purchased by the library;

    C. 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 Eileen Bellemore, Director of Accessibility Resources 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.

10. 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

*During the academic year, IT student workers are available to provide technical assistance at

    MacPháidín Library, Reference Desk (1st Floor)

    service-desk@stonehill.edu

    508-565-1111

    Available Sunday-Thursday 6pm-10pm

VI. Copying and Printing

1. Copying and Printing custom jobs

Print services are now available for Faculty in the Print & Mail Services office located in the first floor of the Roche Commons. Services include copying, folding, cutting and binding. Print jobs are received either electronically through jotform or as an e-mail attachment. Jobs that are to be

reproduced can be delivered using inter-office mail or can be dropped off at the Print & Mail Services office in the Roche Commons. Large, multi-function jobs can take up to one week to be completed, smaller jobs can be ready in three days. Please refer to the Stonehill Print & Mail Services webpage for further information or call Print & Mail Services at 508 565-1264.

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

3. Course Packs and Classroom Materials 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 asking the Document Center to print 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). Please also keep in mind that the library will put hard copies of books, journal articles, DVDs and music CDs on reserve if there are copyright restrictions that limit online posting.
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 Document Center 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 Circulation Desk.

2. Deadline: At least 2 full weeks prior to the start of a semester.

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. Library staff will determine if materials are copyright compliant ** and if so will sign a form indicating we have approved the items 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.)

Materials which do not meet Fair Use guidelines may be scanned and put into Ares (electronic reserves) and then added to your eLearn course. The Library staff will obtain copyright permissions or notify you if permissions are not granted,

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.

4. 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.

5. 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.

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

7. 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).

8. Prohibitions:
   A. Copying may not be used to create or substitute for anthologies, compilations or collective works.
   B. There shall be no copying from workbooks, exercises, standardized tests and test booklets and answer sheets and similar consumable material.
   C. Copying shall not substitute for the purchase of books, publisher's reprints or periodicals or be repeated with respect to the same item by the same teacher from term to term.
   D. No charge may be made to the student beyond the actual cost of the photocopying.

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

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).

VII.   Bookstore

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

VIII.   Faculty and Administrative Assistants (AA)

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

- Academic and Welcome Center- Phylicia Rocha (x1840)
- Business Department - Carolyn McGuinness (XI463)
- Duffy Faculty - Wendy Hanawalt (X1225)
- Cushing-Martin Building - Elizabeth Pearson (XI622)
- Martin Institute - Noelle Preston (X1131)
- College Center/Education and Computer Science Departments – Lisa Biederwolf (XI216)
- Shields Science Center - Romelle Berry (XI201)

A. Assistance Provided by Administrative Assistants

1. Support to Department Chairs

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

- Planning department functions: meetings, receptions, colloquia, 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 she/he can plan accordingly.)
- Assisting department chairs with records retention.
- Maintaining departmental databases of majors, minors, and alumni/ae and generating correspondence.
- Monitoring department budgets.
- Correspondence and file maintenance relating to department administration.
- Taking minutes of departmental meetings, if requested.

2. Support for Faculty

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

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

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

3. Office Supplies

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

4. Mail

Mail is delivered on a daily basis. When books or large packages are delivered, the 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 AA where books are delivered.

5. Support for Faculty

Work-study students are sometimes available to work on other projects for faculty as needed. Please see your Administrative Assistant for details. Faculty should use work-study students only for projects which will support their educational experience at Stonehill. Examples include research, website updating, or planning department projects and events.

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

CHAPTER FOUR: ACADEMIC ADMINISTRATIVE OFFICES

I.   OFFICE OF THE PROVOST
Duffy 134

Interim Provost and Vice President for Academic Affairs:
Molly Smith, Ph.D.

Assistant to the Vice President for Academic Affairs:
Nancy Dunsing, X1311

Associate Provost for Academic Assessment and Faculty Development:
Maria A. Curtin, Ph. D.

Associate Provost for Academic Achievement:
Craig A. Kelley, Ph. D.

Assistant to the Associate Provosts:
Marsha Armando, X1840

A. Provost and Vice President for Academic Affairs

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

B. Associate Provost for Academic Assessment and Faculty Development

The Associate Provost for Academic Assessment and Faculty Development oversees academic program assessment and academic programs external reviews, online student course evaluations, pre-tenure reviews and the rank and tenure process. She also guides faculty development efforts in the areas of teaching and scholarship by supervising and supporting the work of the Center for Teaching and Learning, the Office of Academic Development, and the Office of Community-Based Learning. In addition, she supports faculty in the dissemination of their research through the yearly Research Forums and Book Launches and administers the awarding of Publishing Support Grants and the Katie Conboy Award for Faculty Development.

C. Associate Provost for Academic Achievement

The Associate Provost for Academic Achievement is responsible for the coordination and delivery of all academic resources to Stonehill students to ensure their academic success across the continuum of ability and achievement. In addition to having direct responsibility for the establishment of affiliation and articulation agreements with graduate and professional schools, and the awarding of a variety of student grants and awards, the Associate Provost oversees the following areas: Academic Services & Advising, Accessibility Resources, Center for Writing and Academic Achievement, Career Development Center, Fellowships & Awards Advising, IDEAS Program, Lambda Epsilon Sigma—the College's Honor Society, Moreau Honors Program, Office of International Programs, and Pre-Health Professions & Pre-Law Advising.

II.   OFFICE OF THE DEAN OF THE MAY SCHOOL OF ARTS AND SCIENCES
Academic and Welcome Center 227
Dean of the May School of Arts and Sciences:
Peter Ubertaccio

Assistant to the Dean:
Phylicia Rocha, X1650

The Dean of the May School of Arts and Sciences has oversight authority over the departments of Biology, Chemistry, Communication, Computer Science, Education, English, History, Languages, Literatures, and Cultures, Mathematics, Philosophy, Physics & Astronomy, Political Science & International Studies, Psychology, Religious Studies, Sociology & Criminology, and Visual & Performing Arts, the Directors of major and minor programs embedded within these departments, interdisciplinary programs such as American Studies, Catholic Studies, Environmental Studies, Gender & Sexuality Studies, and Neuroscience, and the Martin Institute for Law & Society.. The Dean works with the Provost to articulate the mission and strategic planning for the School of Arts & Sciences and serves as a pro-active advocate for the school, its departments, programs, and faculty.

Department	Chairperson	Office Location	Extension
Biology	Heather Bleakley	Shields Science Center 107	1590
Chemistry	Marilena Hall	Shields Science Center 340	1182
Communications	Anne Mattina	Cushing Martin 111	1117
Computer Science	Ralph Bravaco	College Center 226	1077
Education	Margaret Pierce	College Center 110C	1901
English	George Piggford, C.S.C.	Cushing Martin 122	1713
History	Kevin Spicer, C.S.C.	Academic and Welcome Center 202	1090

Department	Chairperson	Office Location	Extension
Languages, Literatures and Cultures	Juan Carlos Martin Galvan	Duffy Academic Building 244	1243
Mathematics	Hsin-hao Su	Duffy Academic Building 231	1242
Philosophy	Brendan O'Sullivan	Academic and Welcome Center 218	1253
Physics	Alessandro Massarotti	Shields Science Center 309	1430
Political Science	Robert Rodgers	Martin Institute 220	1173
Psychology	Michael Tirrell	Shields Science Center 203	1210
Religious Studies	Nathaniel DesRosiers	Academic and Welcome Center 215	1252
Sociology and Criminology	Pamela Kelley	Martin Institute 219	1286
Visual and Performing Arts	Adam Lampton	Cushing Martin 028	1954

III. OFFICE OF THE DEAN OF THE MEEHAN SCHOOL OF BUSINESS

Meehan School of Business 108
Dean of the Meehan School of Business:
Debra Salvucci

Assistant to the Dean:
Carolyn McGuinness, X1463

The Dean of the Meehan School of Business has oversight authority over chairs of the business administration, 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 Provost 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
Business Administration	John Duggan	Duffy Academic Building 287	1990
Economics	Akira Motomura	Duffy Academic Building 290	1149
Healthcare Administration	Mitchell Glavin	Duffy Academic Building 254	1012

IV.   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, the Department Chairperson is recommended by the School Dean and is appointed by the Provost/Vice President for Academic Affairs. He/She ordinarily will serve for a 3-year term with the possibility of renewal. Department Chairpersons receive an annual stipend or teaching load reduction, or a combination of the two for the work associated with their office during the academic year and the summer. The Department Chairperson is directly responsible to the School Dean where his department or program resides. He/She is the principal staff administrator of his/her Department and supervises the teaching faculty. Some responsibilities can be delegated to other faculty as part of their departmental service; if the workload is significant, however, the chair may elect to shift some portion of the chair's stipend to the faculty member.

Within the Department
Faculty
- Coordinate searches for full and part-time faculty including efforts to recruit diverse faculty
- Carry out reappointment, tenure and promotion reviews (See policy A 10.10 Faculty Evaluation Guidelines in the College Policies Manual)
- Resolve conflicts among peers
- Resolve student complaints
- Mentor new faculty members
- Encourage and facilitate faculty development
- Facilitate a sense of intellectual community and shared vision

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

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

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

- Sign all Declaration of Major Forms for students.

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

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

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

V. OFFICE OF ACADEMIC ASSESSMENT
Duffy 134
Director of Academic Assessment:
TBD
(See Associate Provost for Academic Assessment and Faculty Development)

Program Coordinator
Patricia Mead, X1799

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

VI. OFFICE OF ACADEMIC DEVELOPMENT
Duffy 119
Director of Academic Development:
Bonnie L. Troupe

Administrative Assistant:
Stephanie DesRosiers, X1069

A. The Role of the Office of Academic Development

The Office of Academic Development (OAD) 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 the OAD. This office serves the Academic Division and reports to the Associate Provost for Academic Assessment and Faculty Development.

B. Services Offered by the OAD

Proposal Development and Post-award Management
The OAD offers the following services to members of the Stonehill College community seeking outside grant support:
• Provides information on potential sources of grant funds through targeted announcements and in response to individual requests.
• Helps faculty search for funding using web sources that include Grants Search, an electronic 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, insuring compliance with external agency policies.
• Assists in dealing with other College offices working with funded projects, such as the Controller's Office and Purchasing.
• Serves as the College's liaison to external funding sources.

C. How do we work together?

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

D. What happens when a grant proposal is funded?

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

•   The Office of Academic Development will oversee the post-award administration of the funded project, serving as a liaison among the Principal Investigator or Project Director, 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 OAD. The PI or Project Director is responsible for incurring expenses as presented in the project budget. Variations from the original budget, even minor changes, generally must be cleared with the funding agency. The Controller, together with the OAD, will be responsible for submitting required fiscal reports to the funding agency.

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

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

E. 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 see https://www.stonehill.edu/offices-services/institutional-review-board/

F. Stonehill Undergraduate Research Experience (SURE) Program

SURE, is an opportunity for students who have completed their first year at Stonehill to perform significant, publishable full-time research under the guidance of and in collaboration with an experienced faculty researcher. The experience, available in all disciplines, helps to solidify and define students' career choices, both through graduate school decisions and in post-college employment. All SURE Scholars receive a stipend for an eight or ten-week full time summer session. SURE, benefits faculty by providing them with research assistance on their scholarship, as well as the opportunity to work more closely with their students. Faculty are also compensated for their participation in SURE. SURE, applications are due in early December. Applications are made jointly by the student and the faculty mentor.   For more information see https://www.stonehill.edu/offices-services/sure/

VII. OFFICE OF ACADEMIC SERVICES AND ADVISING
Duffy 104

Director of Academic Services & Advising:
Zachariah Brown

Associate Director of Academic Services & Advising:
Shannon Balliro, X1479 sballiro@stonehill.edu

Assistant Director of Academic Services & Advising:
Courtney Ruggles, X1332 cruggles@stonehill.edu

Assistant Director of Academic Services & Advising:
Clare Morrison, X1013 cmorrison1@stonehill.edu

Office Manager of Academic Services & Advising:
Donna Myles, X1470

a) Duties and Responsibilities

The Office of Academic Services & Advising (OAS&A) works with students, faculty, and when appropriate parents, to foster the personal and professional development of students. The office also partners with the advising community, including faculty, through various collaborations and by offering professional development opportunities for advisors.

b) Approach to Academic Advising

OAS&A provides developmental and intentional advising to students. This holistic approach takes the whole student into consideration when trying to understand factors that are contributing to a student's ability to be productive. Advisors will have in-depth conversations with students about the role their individual cultures, goals, values, housing arrangements, parental pressures, and other life circumstances have on their outcomes.
OAS&A advisors also help students understand how to make decisions. Advisors 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).

c) Faculty Advisors

All students are assigned an advisor. Often times, 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 OAS&A staff. OAS&A depends on the faculty to refer struggling students to the Academic Services & Advising office. Faculty can refer students in a couple of ways:
1. Academic Intervention form
2. Mid-semester assessments (under Faculty Services in myHill)

After a student is referred to OAS&A, one of the advisors will reach out to the student by email. If an email does not work, staff will follow up by a phone call – and further if appropriate and/or necessary.

d) Academic Coaching

There is a multitude of OAS&A initiatives / programs in place that supports student success. OAS&A's signature and most time-intensive program is Academic Coaching. This program is aimed at students who are on academic probation.

Academic Coaching 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 OAS&A 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.

1. Coaching Program Requirements

Students are required to meet with their advisor in OAS&A several times throughout the semester during which they participate in coaching.
Students must fully and candidly engage in conversation about their academic strengths, weaknesses, and goals for the future.
Students need to complete all tasks that are assigned by their advisor (e.g. attending office hours, scheduling appointments with other offices, and bringing in course materials for review).

2. Partial List of Topics Covered During the Program
   a. Role of student and academic advisor in the program
   b. Academic standing & requirements
   c. Setting goals
   d. Study habits & test-taking tips
   e. Time management
   f. Note-taking strategies
   g. Planning and prioritizing
   h. Personal issues that hinder academic progress
   i. Self-awareness
   j. An overarching and detailed strategy/plan to address academic progress

e) Office of Academic Services & Advising

Phone: 508-565-1306 | Email: http://www.stonehill.edu/offices-services/academic-services/

VIII.   CAREER DEVELOPMENT CENTER
Cushing Martin- Kruse Center
Director of the Career Development Center:
Christina Burney

Administrative Assistant
Karen Santo, X1325

The Career Development Center (CDC) 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 (https://stonehill.joinhandshake.com/login) where they can book appointments, register to attend events and search for job, internship, and post graduate service opportunities. As early as freshman year, the CDC advisors meet with students to help them develop a four-year professional development plan. 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.

Post Graduate Service (including Stonehill Service Corps) – Kris Silva

School of Business
Accounting – Omar Rodriguez   International Business – Omar Rodriguez
Economics – Christina Burney   Management – Omar Rodriguez
Marketing – Omar Rodriguez
Finance – Christina Burney
Healthcare Administration – Christina Burney

School of Arts & Sciences
American Studies – Denise Geggatt
Arts – Sara Polcari
- 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
- Health Science
- Mathematics
- Neuroscience
- Physics

Catholic Studies – Sara Polcari
Communication – Kristine Shatas
Criminology – Kristine Shatas
Dual Languages – Denise Geggatt
Education – Denise Geggatt
- Early Childhood Education
- Elementary Education
- Secondary Education

English – Kristine Shatas
Environmental Studies – Andrew Leahy
French – Denise Geggatt
Gender & Sexuality Studies – Sara Polcari

History – Denise Geggatt   Undeclared – Denise Geggatt
Interdisciplinary Studies – Andrew Leahy
Philosophy – Sara Polcari
Political Science & International Studies
Psychology – Denise Geggatt
Religious Studies – Denise Geggatt
Sociology – Kristine Shatas
Spanish – Denise Geggatt

IX.   CENTER FOR NONPROFIT MANAGEMENT
Meehan School of Business 101
Director for the Center for Nonprofit Management:
Lee Farrow

Administrative Assistant
Carolyn McGuinness, 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.

Its initial signature training program, the BreakFACTS Series, covers a range of categories, times and locations for its events. Facilitated by experts and professionals in the topic field, BreakFACTS categories include: Nonprofit Legal and Development Matters; Community and Leadership Matters; Social Justice and Public Policy Matters; Popular Education and Civic Engagement Matters. These sessions are intended for area staff, volunteers, and board members of regional nonprofits, and, Stonehill students and faculty.

Other services offered through CNM involve conducting grant and other nonprofit management related research within the Resource Room, hosting forums and networking events, and serving as a physical resource by sponsoring the use of the Brocktonian Room, a space for nonprofits to convene. In order to strengthen and train the next generation of civic leaders, CNM and the Advancement Division at Stonehill have created a three-credit course entitled Developing Fundraising Leaders Institute (DFLI). DFLI's earlier version was offered as a noncredit benefit for students who were motivated to learn more about the work of nonprofits. Aligned with area community partners as project placements for students, DFLI is dedicated to exposing Stonehill students to the world of philanthropy, giving them experience and skillset necessary to be successful as leaders in the nonprofit sector.

X.   OFFICE OF COMMUNITY-BASED LEARNING
Duffy 114
Director of Community Based Learning:
Linnea Carlson
X5645

Initially funded by a generous grant from the Davis Foundation, the Office of Community-Based Learning (OCBL) is part of the Center for Teaching and Learning. Founded in 2009, the OCBL 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 OCBL 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.

XI.   DOWNTOWN CENTER FOR COMMUNITY ENGAGEMENT
68 Legion Parkway, Brockton, MA
Director of the Downtown Center for Community Engagement:
Linnea Carlson, X5645
lcarlson@stonehill.edu

The Stonehill College Downtown Center for Community Engagement welcomes community and campus partners that work toward creating a more just and compassionate neighborhood, and beyond. Through access to physical space, a robust professional network, and increased opportunities for collaboration and innovation, the DCCE builds capacity for all students, staff and faculty who are engaged; as well as the local nonprofits that are supported within the space.

The DCCE seeks to create a collaborative environment of innovation and learning. All members of the Stonehill community, faculty, staff, and students, along with our alumni, partners and friends are welcome to use the space for any number of the following:

- Trainings

- Retreats
- Community Meetings
- Classes
- Programs & Events
- Art Displays

The DCCE is an incubator for co-creation of innovative solutions to local social problems by community partners, students, faculty and staff. Solutions are developed in our nonprofit incubator space, where organizations are supported and trained to build capacity and meet mission guided goals, and by community-based research projects or service learning experiences that happen in our classrooms or in the Downtown Development Lab. Leadership is developed and cultivated through shared workshops, community building, and student engagement in our neighborhood.

XII. THE CENTER FOR WRITING AND ACADEMIC ACHIEVEMENT
MacPháidín Library, Third Floor 314

Director of the Center for Writing and Academic Achievement:
Devon Sprague
X1751

The Center for Writing and Academic Achievement (CWAA) provides welcoming, peer-based academic support in a comfortable and inclusive environment. Our services cover all academic disciplines and support students at various points in their academic careers. We believe in fostering confidence and a positive attitude in tutors and tutees alike, while encouraging a love of learning beyond the classroom.

Tutoring is a free service available to all Stonehill students, not just those who are struggling with course work. Many first-year students encounter difficulty when transitioning from the highly structured approach of high school education to the rigors of college-level academic work. Students who engage with the CWAA typically have GPAs in the 3.0 range. Working with a subject tutor or writing consultant provides additional time and feedback on concepts and assignments, and helps students refine their study skills.

Our peer tutors and peer writing consultants all undergo a rigorous application and interviewing process. Writing consultants must complete a three-credit writing practicum the semester before they start working in the CWAA. Peer subject tutors must have completed the course(s) they tutor for with a strong grade and provide at least one faculty endorsement. Our tutors all sign confidentiality agreements, participate in regular training, and foster positive, professional relationships with their clients. The CWAA provides College Reading and Learning Association (CRLA) training modules to tutors who wish to earn the international credential of CRLA Level I certification.

The CWAA provides peer-led content tutoring and writing consultations in a variety of ways. Writing consultations are available six days per week and take place in the CWAA, which is

located in room 314 on the third floor of MacPháidín Library. Subject tutoring is available in drop-in "labs" and by appointment throughout the week. Our full schedule is available on the CWAA's website or the Stonehill app.

Peer writing consultants staff the CWAA with drop-in hours six days a week and meet with students individually. They assist with assignments from any discipline and at any stage of the writing process. Students who work with a writing consultant are asked to read their paper aloud and to participate in a discussion about their work; each student is responsible for the quality and integrity of their completed assignments. Professional writing tutors are also available for individual appointments on a limited basis.

Faculty may also request a Writing Fellow for First-Year-Seminar and Writing-in-the-Disciplines courses. Fellows work with one faculty member and class for a full semester and provide support through the stages of the writing process. For more information, visit the CWAA's website link for Faculty and Advisors.

XIII.   OFFICE OF ACCESSIBILITY RESOURCES
Duffy 104
Director of Accessibility Resources:
Eileen H. Bellemore
http://www.stonehill.edu/offices-services/accessibility-resources/

Administrative Assistant
Donna Myles, X1033

The Office of Accessibility Resources (OAR) celebrates access, equity, and inclusion—elements of a strong liberal arts education. The process of addressing the access needs of students registered with OAR, roughly 11% of Stonehill's population, is a collaborative effort between OAR, the student, and the instructor. OAR 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, which serves as official verification from OAR that a student has registered with the office and is eligible for services. 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. The Letter of Accommodation invites students and faculty to contact OAR if there are concerns or questions about the provision of accommodations.

XIV.   GENERAL EDUCATION
Duffy 131
Assistant Dean of General Education:
Elizabeth Chase, Ph. D.

Program Coordinator
Patricia Mead, X1799

1.   The Cornerstone Program of General Education
The Assistant Dean of General Education is responsible for the administration of the Cornerstone Program of General Education. The Assistant 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 Assistant 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, from First-Year Seminars to Capstone Courses. Questions about General Education, about courses fulfilling General Education requirements, or about advisees' general education concerns should be directed to Elizabeth Chase.

NB: Please contact Todd Gernes, Professor of History and Director of the Writing program with questions regarding the Writing program. Email tgernes@stonehill.edu
Office Telephone: 508-565-1946

XV.   THE MARTIN INSTITUTE FOR LAW AND SOCIETY
Martin 234
Director of the Martin Institute:
Katie Currul-Dykeman, J.D., Ph.D.
Associate Professor of Sociology and Criminology

Administrative Assistant
Noelle Preston, 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.

XVI. OFFICE OF INTERNATIONAL PROGRAMS
Duffy 131
Director of International Programs:
Aliki Karigiannis

Program Coordinator
Patricia Mead, X1799

1. 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.

2. 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. With nearly 40% of students spending a semester abroad, Stonehill is consistently ranked nationally within the top 20 among baccalaureate institutions for semester-long study abroad programs. The OIP maintains an approved list of about 200 programs in over 50 countries. Students participating in an approved international program will remain fully enrolled at Stonehill, paying the equivalent of Stonehill tuition and fees, while also maintaining their financial aid.

3. International Internships
The International Internship Program places students from all majors in internships in public or private organizations and corporations, where they gain first-hand knowledge of a specific field, and apply their classroom learning to a working environment in a foreign setting.
Semester-long internships are available in Dublin, London, Madrid, Paris, and Sydney. Students earn academic credit based on a research paper, professional journal and site supervisor's evaluation. The Dublin, Sydney, and London programs include a course component while the Madrid and Paris programs focus on language immersion. The International Internship program allows students to live and work as a professional while being immersed in another culture.

4. G.R.A.S.P. Certificate Course
G.R.A.S.P. (Global Reflections Abroad Shape Potential) is an exciting course developed by the Office of International Programs in an effort to prepare students for their study abroad experience and assist them in maximizing their time abroad. Spanning the course of three semesters, G.R.A.S.P. students will enroll in a 1-credit course prior to their semester abroad,

another 1-credit on-line course while they are abroad and the remaining 1-credit course upon returning to campus.

5. Courses taken abroad

All courses taken abroad must be pre-approved by the appropriate Department chair in conjunction with 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 study abroad 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 Assistant Dean of General Education and/or the Chairperson of the Department of Foreign Languages, if fulfilling the language requirement.

6. 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 4-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 goals. 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.

CHAPTER FIVE: THE MACPHÁIDÍN LIBRARY AND THE COLLABORATORY FOR INNOVATIVE DESIGN (CID)

Interim Director of The Bartley MacPháidín Library and the CID:
Jennifer Macauley

I. MACPHÁIDÍN LIBRARY

1. **Transformation via Discovery: Explore Evaluate Engage**
    https://www.stonehill.edu/library/

The Stonehill College 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 house in the MacPháidín Library building.

2. **Library Spaces**

Collections, resources, and study areas are located in multiple spaces across the campus. Space in the Collaboratory for Innovative Design are prioritized for Faculty and Collaboratory use.

MacPháidín Library houses the main collection including Irish Government Documents and Parliamentary papers. Books, journals, films and music are available in print and online. The space includes:
Ace's Place café
Group study rooms
Center for Writing and Academic Achievement (third floor).

MacPháidín Library also houses the Collaboratory for Innovative Design:
https://www.stonehill.edu/offices-services/office-of-the-provost/collaboratory-for-innovative-d/

Huddle Spaces
Podcasting/virtual reality space
Center for Teaching and Learning seminar room and the Cave

Digital Innovation Lab:

http://digitallab.stonehill.edu/gallery/

Faculty Director: Scott Cohen**,** X1709

Part digital sandbox for teaching and learning, part cross-disciplinary center for pedagogy and scholarship, the Digital 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.

Flynn Discovery and Collaboration Space (DisCo)
Contact**:** x1103, librarydeskgroup@stonehill.edu

The Flynn DisCo is the room is used by librarians for teaching Information Skills, by faculty as a collaboratory for single classes, and by students to study, collaborate on projects, and relax. DisCo serves as a highly interactive space utilizing advanced technology and innovative learning space design to maximize student learning outcomes.
The three Huddle Spaces provide bookable tables and technology for small group meetings to project and collaborate on projects.

Cushing Martin houses the college's industrial collections including a permanent exhibition of Ames shovels, and a gallery space with rotating exhibits.

The Martin Institute houses the main offices of the Archives and a reading room for researcher visits.

Career Services also has a library located in the Kruse Center in Cushing Martin.

The Mary Joan Glynn Irish Studies Library is a collection of freely-available donated books available to the Stonehill Community. This library is housed in Donahue Hall.

3. **Library Information Skills Curriculum**
    http://libguides.stonehill.edu/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.

4. Library Collections
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 Teaching and Learning library collection is located on the first floor of the library.

Interlibrary loan
Contact: Heather Perry, x1538 hperry@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
Jennifer Connelly, jconnelly@sotnehill.edu or
Joyce Vacchi, jvacchi@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 eLearn page) 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).

5. Library Liaisons
   librarydeskgroup@stonehill.edu
   x1203

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

Trish McPherson	Heather Perry	Jane Swiszcz	Joe Middleton
Philosophy	Chemistry/ Biology	Sociology	Business
History	Math	Criminology	Economics
Religious Studies	Physics	Psychology	Healthcare
Foreign Languages	Environmental Studies	Visual and Performing Arts	Writing
English	Computer Science		
Gender Studies	Neuroscience		
	Education		
	Communication		

II.   CENTER FOR TEACHING AND LEARNING
   MacPháidín Library 106
Director of the Center for Teaching and Learning:
Phyllis Thompson, Ph. D.

Administrative Assistant
Stephanie DesRosiers, X1069

The Center for Teaching and Learning sees as its central mission the fostering of a dynamic and supportive teaching culture at Stonehill College. To that end, the CTL strives to:
- create opportunities for faculty to reflect critically on their teaching in consultation with the CTL and in collaboration with their colleagues
- inspire and support faculty to experiment with new pedagogical approaches informed by the latest teaching & learning research
- encourage faculty to systematically investigate the impact of their teaching practices and share their findings with others through the Scholarship of Teaching and Learning
- assist faculty in successfully transitioning through the stages of their professional lives
- advocate to improve institutional support and infrastructure for teaching
- integrate an active engagement with questions of diversity throughout all areas of the CTL's work

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

1. Individual Consultation

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

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

2. Mid-semester Assessment

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

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

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

- Student-written feedback
- Group interview
- Classroom observation
- Classroom videotaping

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

3. Teaching Resources

The CTL has a growing collection of print and online teaching resources for faculty. A substantial collection of teaching-related texts are housed in the CTL Collection in MacPháidín Library, and is searchable using the library's online catalogue. The CTL Lounge in MacPháidín Library is also available to faculty as a quiet space for individual and collaborative work.

4. Instructional Development Programs

The Center for Teaching and Learning schedules programs and other events on a regular basis to support faculty development in a variety of areas. Among these programs are:

- Academic Development Day and Spring Academic Development Days: A day-long program on the Tuesday after Fall Break and a two-day program in the Spring, subsequent to the conclusion of grading and just prior to Commencement, both devoted to curricular and faculty development.
- Faculty Learning Communities and Book Groups: Programs that bring small groups of faculty together for semester-long conversations about various classroom topics.
- Teaching and Learning Strategies Seminar: A by-application semester-long seminar open to all Stonehill faculty.
- Teaching Roundtables: Faculty-led conversations about various teaching topics.

- Online Education Seminar: 10-week training in online instruction, required for all professors teaching online at Stonehill for the first time.

Information about all CTL events and programs can be found on the CTL website: http://www.stonehill.edu/ctl/.

III.   DIGITAL INNOVATION LAB

MacPháidín Library 106
Director of the Digital Innovation Lab:
Scott Cohen, Ph. D.
Associate Professor of English
X1709

Part digital sandbox for teaching and learning, part cross-disciplinary center for pedagogy and scholarship, the Digital Lab was established in 2016 as 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 provide opportunities for faculty and students to experiment with different digital tools and develop innovative approaches to pedagogy and scholarship.

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

Working in concert with the Collaboratory for Innovative Design (CID), the Digital 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 lab faculty director. For more information visit digitallab.stonehill.edu.

IV.   INFORMATION TECHNOLOGY

Duffy 025B
Director of Educational Technology and Support Services:
Scott Hamlin

Administrative Assistant
Maureen Glynn, X1157

The Information Technology Department brings a variety of resources and professional expertise to the Collaboratory and serves as a supporting partner for initiatives emerging from the Collaboratory. IT provides and maintains a robust infrastructure, an established suite of tools for teaching and learning, and technology in learning spaces throughout campus. In addition, IT offers a variety of services in support of teaching and learning as well as expertise to facilitate exploration and use of educational technology to enhance teaching and learning. Educational

technologists in IT consult with faculty to develop innovative solutions and serve an essential support and consultancy role in advancing 21st century teaching and scholarship.

V.   MOREAU HONORS PROGRAM
Cushing Martin 013
Director of the Moreau Honors Program
Allyson Sheckler, Ph. D.
Assistant Professor of Art History

Administrative Assistant
Beth Pearson, X1605

Students in Stonehill College's Moreau Honors Program are part of an active and close-knit community who benefit from special honors courses taught by some of the most gifted and innovative professors. The program empowers and challenges students through a curriculum that combines rigorous academic standards and stimulates both collaborative learning and independent thought. Through an enhanced learning experience in smaller classes, the program aims to lead students into lasting habits of reflection and a life of the mind.
For faculty interested in teaching in the Moreau Honors Program, contact the Director.

VI.   IDEAS PROGRAM
Cushing Martin 125
Faculty Director of the Ideas Program
Sarah Gracombe, Ph. D.
Professor of English

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 8th 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 co-directors, Prof. Sarah Gracombe and students Molly Scanlon '20 and Brenna Kueter '21. Tallia Guilletta '21 will be the fall coordinator. 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. The IDEAS program benefits from the CID by collaborating with the other members to support new facilitators. In particular, the Center for Teaching and Learning and the Digital Innovation Lab offer pedagogical strategies and help using technology effectively in IDEAS classrooms. Faculty advisors with students interested in IDEAS should contact the IDEAS Faculty Director.

CHAPTER SIX: REGISTRAR'S OFFICE

Duffy 112
Registrar:
Rev. Jeffrey L. Allison, C.S.C.

Scheduling Assistant
Julie Murteira, X1104

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.

I. RESOURCES ON MYHILL

1. **Faculty Resources Tab**
- 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.

2. **Student Resources Tab**
- Faculty Forms, Guidelines, Policies and Procedures
- Curriculum Proposal and Change Forms
- Advising, Career Services, and International Programs information
- Technology Services
- Academic Assessment resources
- Research Support
- Teaching Support

3. **Employee Resources Tab**
- Human Resource Information and Calendars

- College Policies
- Payroll and Benefit Information

II.   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 card, and selecting courses on myHill. Registration is typically held in November and March for the following semester.

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 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.

III.   CREDIT OVERLAOD

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 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.

Starting with the Class of 2020:

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 2023)	SOPHOMORES (currently 2022)	JUNIORS & SENIORS (currently 2021 & 2020)
B.S.B.A & B.A. *(Except Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Math, 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 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 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 (2023)	SOPHOMORES (2022)	JUNIORS & SENIORS (2021 & 2020)
B.S. & B.A. in Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Math, 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 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 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.

IV.   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.

V.   DEGREE AUDIT (MY AUDIT)

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 on the Faculty Services tab. 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.
> •**Petitions**: Requests for substitutions or course waivers can be made through myAudit as well. When you are in a particular student's audit, at the top there is a tab "Petitions." All faculty may view Petitions, however only the Chairperson or Program Director may add, modify or delete a Petition. Once submitted, the Petition goes to the Registrar's Office this activity will be managed. Substitutions and waivers will be accompanied by notes on the audit indicating who made the change.

•**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

VI.   CHECK-IN

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

VII.   GRADING MID-SEMESTER ASSESSMENTS

Faculty are required to give each first-year student and first-semester transfer student an
assessment by the midpoint of the semester. Mid-semester assessments for all first-year students
and first-semester transfer students in every course taken for credit must be submitted to the
Registrar's Office and 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.).

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 and/or lack of class participation
C- 3	Passing; C- level performance due to lack of quality in assessed course work 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 and/or lack of class participation
D3	Passing; poor performance due to lack of quality in assessed course work 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 and/or lack of class participation
F3	Failing; unsatisfactory performance due to lack of quality in assessed course work and excessive absences and/or lack of class participation

For sophomore, junior, and senior year students, mid-semester assessments must be submitted for all students with a grade of C- or lower in any course using the rubric above.
Mid-semester assessments are only an indication of current progress and are not recorded on student transcripts. Students, their academic advisor(s), the Office of Academic Services and Advising, the Office of Accessibility Resources, and Student Affairs will be notified of mid-semester assessments so that outreach can be made to offer the student any and all available support services.

VIII.   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, he/she is granted a period of 30 days, beginning from the last day of final exams, to complete the course work. Failure to complete the course work during this period results in a grade of "IF" or Incomplete/Failure. Once all course work has been submitted to the faculty member, a final grade must be submitted to the Registrar's Office by following the Grade Change process within 14 days.
For serious reasons, a faculty member may grant the student an extension beyond the 30-day requirement by notifying the Registrar's Office. However, an extension must not be granted beyond the semester following the one in which the Incomplete grade was given.
Students who are issued an Incomplete in their final semester will not be eligible to graduate until the final grade is submitted and may not receive their degree until the next official College graduation date.

IX.   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 Associate Provost for Academic Assessment and Faculty Development 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**	

Administrators Grading Scale

   IP   **In Progress**

   NS   **Grade Not Submitted**

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.

X.   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 School Dean of the Department where the course resides.

XI.   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 School Dean. Such a request must be made by the 7th week of the semester following the one in which the grade was given. The School 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 of the School 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 he/she may appeal to the Academic Appeals Board.

XII.   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.
Starting with the Class of 2019, 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.

XIII.   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.

XIV.   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 at the discretion of the Assistant Dean of General Education.

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.

XV.   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. on-line 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 credits 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;
- credits may only be accepted in transfer toward completion of major or minor requirements with approval from the appropriate Department Chairperson or Program Director; and

Credits may only be accepted in transfer toward completion of General Education requirements with the approval of the Assistant Dean of General Education 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.

XVI.   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 (http://www.stonehill.edu/offices-services/registrar/).

To protect your student's confidentiality and to avoid violation of FERPA rules, DO NOT:
- Link the name of a student with that student's ID on the public posting of grades.
- At any time use the full or partial Social Security Number of a student on any class rosters, grade sheets, or posting of grades.
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students.
- Circulate a printed class list with student name & ID number or grades as an attendance roster.
- Post student grades alphabetically or with ID numbers.
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.
- Provide anyone with lists of students enrolled in your classes for any commercial purposes.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.
- E-mail grades to students. There is no guarantee of confidentiality of e-mail. Students may check their mid-semester 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 release from the student. (Release Forms are available under the myResources tab in myHill).

A. 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-time 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.

B. 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 Services and 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

A. Membership

1. Faculty:

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

2. College Staff with Faculty Rank:

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

3. College Staff with Honorary Faculty Rank:

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

4. Emeritus Faculty:

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

B. Faculty Searches

The recruitment procedure is designed to attract a diverse pool of qualified applicants from whom we can select faculty members who support the mission and academic goals of the college. We want to recruit faculty who are committed to excellence in undergraduate teaching and close mentoring of our students, as well as to professional and scholarly achievement in their disciplines. We are looking for faculty who want to be active members of a close and collegial academic community, and who recognize the importance of service to that community. For procedures regarding faculty requests, searches and hiring see the Faculty Hiring Guide found online which can be accessed from the Provost webpage

C. Rank and Appointments

Upon receiving an appointment, whether regular or temporary, faculty shall be given the rank of Instructor, Assistant Professor, Associate Professor, or Professor, depending on academic preparation and experience (See Policy A9.2 of the College's Policies and Procedures). The Rank and 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:

1. Tenure and Tenure Track:

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

2. Term Renewable:

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

3. Visiting:

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

4. Adjuncts:

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

D. Faculty Evaluations: Guidelines

Department Chairpersons must evaluate all tenure-track faculty members on an annual basis. Term renewable faculty are evaluated on a schedule determined when hired. Tenured 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 Dean of the School deem

it necessary to evaluate a faculty member more frequently (See Policy A10.10 of the College's Policies and Procedures). Templates for the evaluations can be found on the Faculty website. In the evaluation of the faculty in a Department, due by June 30th of each year, the following serve as guidelines for Department Chairpersons:

1. Teaching effectiveness, based on:
   a. A review of student and peer evaluations of teaching (other than course evaluations for first year faculty which are formative only).
   b. Nature of courses taught, based on course syllabi assignments, and teaching materials.
   c. Supervision of directed studies, internships, field studies.
2. Effectiveness in mentoring students:
   a. Advising students on curricular matters, post-graduate plans, etc.
   b. Helping students with problems in their courses
3. Fulfillment of all institutional and departmental obligations:
   a. Participating in departmental meetings and projects (and effectiveness of same)
   b. Conscientiously carrying out obligations to students - meeting classes regularly, advance notification of unavoidable absence, keeping office hours, returning assignments and examinations within a reasonable period of time, etc.
4. Successful integration within the College community:
   a. Participating in faculty seminars and other campus academic and co-curricular activities
   b. Stimulating interest in cultural, political, and social affairs
   c. Encouraging interdepartmental dialogue
   d. Experimenting with innovative pedagogy
   e. Participating in committee functions
5. Efforts at professional growth:
   a. Progress toward completion of terminal degrees (if applicable)
   b. Research, scholarship, publication, etc.
   c. Presenting at regional, national and international professional meetings
   c. Active membership in professional societies
Should the Chairperson make recommendations for improvement in any area, the Chairperson and the faculty member should work together to develop a plan of action to address such recommendations.

E. Pre-Tenure Review Process

To provide tenure-track faculty recognition and support beyond that given by a Department or Program, probationary faculty members will undergo a pre-tenure review (College Policy A9.5 Pre-Tenure Review Process.) The pre-tenure review should assist the faculty member, the Department, the Dean of the School and the Provost/Vice President for Academic Affairs and the Associate Provost for Academic Assessment and Faculty Development in assessing the faculty member's progress toward tenure. Ordinarily, the tenure-track faculty member will be reviewed in the spring semester of the third year of service. If the faculty member is eligible for an early tenure decision, the faculty member and the Dean of the School will determine the date for pre-tenure review at the time of the initial contract.

All tenure-track faculty hired at the rank of Assistant Professor will have a pre-tenure review.

1. **Early in the fall semester (by October 1), the Associate Provost for Academic Assessment and Faculty Development will notify all faculty members who are scheduled for pre-tenure review.**

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

    a. A one-page personal statement which describes current projects and future aims in the three areas of teaching, scholarship, and service;

    b. A current curriculum vitae;

    c. Copies of all publications, documentation of performances or exhibits, and publications and papers referred to in the *curriculum vitae*;

    d. Representative course materials, including syllabi and assignments; and

    e. Any other relevant information.

3. **Departmental Evaluation**

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

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

4. **Pre-Tenure Review Committee**

    a. By March 1st, the department chairperson or program director for the faculty member under review will assemble a Pre-Tenure Review Committee and notify the Associate Provost for Academic Assessment and Faculty Development of the committee composition. The Pre-Tenure Review Committee will consist of two faculty from outside the department, (at least one of whom has recently served on the Rank and Tenure Committee), plus a faculty member of the department or program (usually the chair). Normally the departmental representative will serve as chair of the Pre-Tenure Review Committee.

    b. All of the faculty member's submitted materials, together with the departmental evaluation, shall be forwarded to the Pre-Tenure Review Committee no later than

March 15th. The Pre-Tenure Review Committee will review the materials and produce a written evaluation signed by all members of the committee; in addition to an evaluation of the faculty member's progress towards tenure, it may include recommendations, such as mentoring or additional support for professional development. A copy of the evaluation will be sent to the faculty member and the department chair.

5. **Administration Review**

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

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

c) When requested to do so, the faculty member will meet with the appropriate School Dean to review the comments and recommendations of the Provost 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 School Dean, and, if necessary the Provost/Vice President for Academic Affairs.

6. **The Pre-Tenure Review**

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

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

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

F. **Tenure and Promotion Process**

Current procedures and criteria are available on the faculty resources website and in Appendix C. Departmental scholarship statements are available from the department chair or the Associate Provost for Academic Assessment and Faculty Development.
Stonehill College subscribes to the Association of American College's statement on Tenure and the AAUP Statement of Principles Concerning Tenure as formulated in 1940 and as modified in the Policies and Procedures Manual. (The AAUP statements to which the College subscribes are available in the Academic Affairs Office.)

G. Procedures for Disciplinary Review of Faculty Members

Disciplinary Action and Termination
No disciplinary penalty, including termination, shall be imposed on a faculty member except in accordance with the provisions stated in the 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, which states in part, "faculty status and related matters are primarily a faculty responsibility; this area includes ... dismissal."
If a person wishes to decline renewal he/she shall give notice no less than three months before the end of his/her contract termination date.

H. Faculty Grievances

Consistent with Policy E3.41, Employee Grievances, a grievance is a complaint concerning the interpretation of a policy, practice, and rule or working condition. There should be no assumption that all disagreements will be resolved or that there will be agreement that an individual's perception that a problem exists is correct or accurate.
The Faculty Grievance Committee is established to hear faculty grievances. The membership of the Committee consists of five (5) faculty members: three (3) tenured faculty and two (2) non-tenured faculty selected by the Faculty Senate by a process determined by the Faculty Senate. The Committee shall convene as needed to address grievances submitted by a faculty member. It shall provide notice of meeting to the grieving party and shall conduct a hearing under established policies and procedures. It shall provide a written notice of its decision to the grieving party within a reasonable time after the hearing is concluded and shall report its findings and decision to the Vice President for Academic Affairs.
A grieving party who is not satisfied with the decision of the Committee shall have the right to appeal in writing to the Vice President for Academic Affairs within five (5) days of receiving the decision from the Committee. The Vice President for Academic Affairs shall review the findings and decision of the Committee and may "confirm", "reverse" or "return for further clarification and review" the decision of the Committee and shall provide his/her decision in writing to the Committee and the grieving party.
A grieving party may make a final appeal to the President of the College in writing within five (5) days of the written decision of the Vice President for Academic Affairs. The President may either review the findings and decisions of the Committee and the Vice President for Academic Affairs or conduct a de novo review before providing a written decision to the grieving party.
A subcommittee of the Grievance Committee hears appeals of tenure or promotion decisions based on alleged violations of procedure. The members of the Grievance Committee who hold tenure or are tenurable compose the subcommittee for these appeals. See Policy A9.8.

I. Additional Compensation

In addition to the faculty member's contractual salary, stipends are paid to Department Chairpersons and may be paid to other faculty members performing administrative tasks. In

unusual circumstances, the College may also grant a reduction in course load for those performing administrative tasks.

J. Outside Employment

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

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

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

   a. the institution;
   b. the position held;
   c. the nature of the outside activity;
   d. the amount of time involved.

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

CHAPTER EIGHT: FACULTY BENEFITS

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

A. INSURANCE BENEFITS

All full-time and regular faculty members are eligible to participate in the following insurance benefit programs:
1. Health Insurance - either Individual or Family coverage
2. Dental Insurance
3. Life Insurance
4. Long-Term Disability Insurance
5. Accidental Death and Dismemberment Insurance
6. Worker's Compensation Insurance
7. Liability Insurance
8. Social Security
9. Rental Vehicles

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

B. RETIREMENT PLAN

1. Defined Contribution and Tax Deferred Annuity Plans
All employees, regardless of work schedule, may participate in the voluntary Tax Deferred Annuity Plan. Employees who complete a full year of service (12 consecutive months with at least 1,000 paid hours) may join the Defined Contribution Plan on the first day of the following month. Years of service with any educational organization during the 12 month period immediately preceding the eligible employee's date of employment with the Institution will be counted for satisfying this requirement. You must provide proof and documentation from previous employer.
Both plans permit employees to save tax-deferred dollars for retirement. Details of the plan policies and procedures for contributions can be obtained from the Office of Human Resources (X1105).

2. Voluntary Retirement Incentive Plans 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.

3. 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.

C. TUITION REMISSION AND EXCHANGE PROGRAMS

1. Tuition Remission

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

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

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

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

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

2. Tuition Remission at Other Congregation of the Holy Cross Institutions

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

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

3. Tuition Exchange (TE) Scholarship Program

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

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

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.

I.   THE FACULTY SENATE

As the elected representative body of the Faculty, 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, we affirm 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.

II.   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 - 16 seats

LASSE: Megan Mitchell (Expires 2022)
LASSE: Mary Joan Leith (Expires 2020)
LASSE: Laura Scales (Expires 2021; President, 2019-2021)
LASSE: Anne Mattina (Expires 2021)

MSOB: Glen Ilacqua (Expires 2022)
MSOB: Elif Sisli-Ciamarra (Expires 2021)
STEM: Deno del Sesto (Expires 2020)
STEM: Heather Bleakley (Expires 2021)
At-Large: Amy Houston (Expires 2022; Vice-President, 2019-20)
At-Large: Anna Lannstrom (Expires 2022)
At-Large: Shane Savage-Rumbaugh (Expires 2022)
At-Large: Martha Hauff (Expires 2022)
At-Large: Louis Liotta (Expires 2020)
At-Large: George Piggford (Expires 2020)
At-Large: Wanjiru Mbure (Expires 2021)
At-Large: Anamika Twyman-Ghoshal (Expires 2021)

Academic Appeals Board – 3 seats
MSOB: Geoff Lantos (Expires 2020)
LASSE: Margaret Pierce (Expires 2022)
STEM: Pamela Lombardi (Expires 2021)

Academic Integrity Board – 6 seats
MSOB: Michael Salé (Expires 2022)
MSOB: Alex Yen (Expires 2020)
LASSE: Danielle Carkin-Lacorazza (Expires 2022)
LASSE: Pam Kelley (Expires 2021)
STEM: Deno Del Sesto (Expires 2021)
STEM: Bob Dugan (Expires 2020)

Board of Fellows – 3 seats
MSOB: John Duggan (Expires 2022)
SAS: Amy Houston (Expires 2020)
SAS: Greg Shaw (Expires 2021)

Catholic Identity Committee – 4 seats, including one from Religious Studies
MSOB: Eddie Rhee (Expires 2022)
SAS: Candice Smith-Corby (Expires 2020)
SAS: Jane Lee (Expires 2021)
Religious Studies: Nate DesRosiers (Expires 2021)

Committee on Diversity, Equity, and Inclusion – 8 seats
MSOB: Mark Kazarosian (Expires 2021)
SAS: Megan Mitchell (Expires 2022)
At-Large: Elif Sisli-Ciamarra (Expires 2022)
At-Large: Karen Teoh (Expires 2022)
At-Large: Margaret Pierce (Expires 2020)
At-Large: Amra Brooks (Expires 2020)
At-Large: Irvin Pan (Expires 2020)

At-Large: Laura Scales (Expires 2021)

Compensation Committee – 6 seats
Business Administration Department: Steve McDonald (Expires 2020)
At-Large: Daniel Itzkovitz (Expires 2021)
At-Large: Hsin-hao Su (Expires 2022)
At-Large: Richard Capobianco (Expires 2020)
At-Large: Rachel Hirst (Expires 2021)
Adjunct: _____ (Expires 2022)

Curriculum Committee – 7 seats + Faculty Senate VP (ex officio)
Faculty Senate VP (ex officio)
Education: Kathy McNamara (by appointment)
Interdisciplinary: Liz Chase (by appointment)
MSOB: Ginger Meng (Expires 2022)
LASSE: John Golden (Expires 2020)
STEM: Heather Yu (Expires 2021)
STEM: _____ (Expires 2021
At-Large: Bettina Scholz (Expires 2021)
At-Large: Andrea Opitz (Expires 2020)

Faculty Grievance Committee – 5 seats
Untenured: David Sander (Expires 2020)
Untenured: Suzanne Edinger (Expires 2022)
Untenured, Alternate: John Duggan (Expires 2020)
Untenured, Alternate: Todd Gernes (Expires 2021)
Tenured: Greg Maniero (Expires 2021)
Tenured: Mark Kazarozian (Expires 2020)
Tenured: Nicole Capezza (Expires 2022)
Tenured, Alternate: Akira Motomura (Expires 2021)
Tenured, Alternate: Mary Joan Leith (Expires 2020)
Tenured, Alternate: Timothy Woodcock (Expires 2022)

General Education Advisory Committee – 6 seats
Cornerstone: Dinos Mekios (Expires 2022)
Cornerstone: Mary Joan Leith (Expires 2020)
Social Sciences: Erica Tucker (Expires 2021)
Natural Sciences: Kristi Burkholder (Expires 2021)
Statistical Reasoning: Kate Marin (Expires 2022)
Foreign Languages: Peter Mahoney (Expires 2020)

Governance Committee—5 seats plus Senate President & Vice President
MSOB: Suzanne Edinger (Expires 2022)
At-Large: Marilena Hall (Expires 2022)
SAS: Heather Bleakley (Expires 2020)
SAS: Mary Joan Leith (Expires 2020)

Human Resources Advisory Committee—3 seats
At-Large: Nick Block (Expires 2021)
At-Large: Bonnie Klentz (Expires 2022)
At-large: Monique Myers (Expires 2020)

Planning Committee—3 seats plus Senate President
FS President: Laura Scales
Business Administration Department: Glen Ilacqua (Expires 2022)
SAS: Sarah Gracombe (Expires 2021)
At-Large: Marilena Hall (Expires 2020)

Professional Development Committee—6 seats
MSOB: Alex Yen (Expires 2021)
LASSE: Ann Marie Rocheleau (Expires 2022)
STEM: Hsin-hao Su (Expires 2020)
At-Large: Ginger Meng (Expires 2022)
At-Large: Shane Savage-Rumbaugh (Expires 2021)
At-Large: Shari Lowin (Expires 2020)

Rank and Tenure Committee—6 seats
(Whenever possible: either 4 full professors + 2 associate professors or 3 full professors + 3 associate professors)
MSOB: Jenn Swanson (Expires 2021)
MSOB: Eddie Rhee (Expires 2020)
LASSE: Wanjiru Mbure (Expires 2020)
STEM: David Simon (Expires 2021)
SAS: Shane Maddock (Expires 2020)
SAS: Leon Tilley (Expires 2022)
At-Large, Additional Seat, 1 year term: Heiko Todt (Expires 2020)

Standards and Standing Committee—5 seats
MSOB: Piyush Chandra (Expires 2020)
LASSE: Chris Poirier (Expires 2021)
STEM: Rachel Hirst (Expires 2020)
At-Large: Jenn Segawa (Expires 2021)
At-Large: Leyda Almodovar Velazquez (Expires 2022)

Student and Family Orientation Committee—2 seats
MSOB: Mitch Glavin (Expires 2022)
SAS: Rick Gribble (Expires 2020)

Teaching Excellence Award Committee (2 year term for last two year's winners)—2 seats
Bettina Scholz (Expires 2020)
Timothy Woodcock (Expires 2021)

Technology Advisory Committee—7 seats
Business Administration Department: Michael Salé (Expires 2021)
At-Large: Heiko Todt (Expires 2021)
At-Large: Robert Harbert (Expires 2022)
At-Large: Jenny Cooper (Expires 2022)
At-Large: Jane Lee (Expires 2020)
At-Large: Mary Joan Leith (Expires 2020)
At-Large: Dan Rogers (Expires 2020)

APPENDICES

A. 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 Provost/Vice President for Academic Affairs (herein referred to as the Provost), 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 Profession 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; however, the same SOTL project cannot be funded through a Professional Development Grant and a SOTL Research Grant in the same year. The grants offered through the Center for Teaching and Learning are ordinarily the appropriate venue for projects related to pedagogical and curricular innovation.

   b) A faculty member cannot hold both a Professional Development Grant and a Stonehill Undergraduate Research Experience (SURE) award simultaneously. \

   c) 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 a neighboring 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 faculty member decides to participate in one of the activities listed above and forego the grant, he/she must notify the Provost as soon as possible. If the faculty member has an urgent reason to keep the grant while participating in one of the above activities, he/she must submit a request to the Provost as soon as possible. The petition should outline how the faculty member will devote his/her full attention to both projects. The Provost, in consultation with the Professional Development Committee, will consider exceptions and the reallocation of any newly available funds.

d) 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.

e) 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.

f) 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 he/she has applied or will be applying for this project.

g) 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 which demonstrate that the project is in the early stages, and applications demonstrating extenuating financial need required for conducting the research/project.

h) Faculty members have the right to appeal the award decisions of this grant competition to the Faculty Grievance Committee.

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

Process
All full-time faculty members with continuing employment at the College are eligible to apply for a Professional Development Grant. Applications must follow the official format for applications as noted below. Applications are due in the Office of the Provost/Vice President for Academic Affairs the first Friday in October by 4:30 p.m. Hand-delivered and electronic submissions must be received by this deadline. Late submissions and applications that do not comply with any of the required elements will not be considered.

The Professional Development Committee (PDC) evaluates and submits recommendations to the Provost. In consultation with the Associate Provost for Academic Assessment and Faculty Development, the Provost makes the final decision on these awards. Applicants will be notified of the outcome of this process by the Provost/Vice President for Academic Affairs by December 15. Within ten business days of this notification, the

Provost 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.

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 $5000.
Allowable expenditures include:
- Travel expenses (itemized, e.g. airfare, trainfare, carfare, 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 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 due in the Office of the Provost no later than the first Friday in March by 4:30 p.m. Applications for seminars/institutes that will take place before this date may be submitted earlier for prompt consideration. Hand-delivered and electronic submissions must be received by this deadline. Late submissions and applications that do not comply with any of the required elements will not be considered.

The Professional Development Committee evaluates and submits recommendations to the Provost/Vice President for Academic Affairs. In consultation with the Associate Provost for Academic Assessment and Faculty Development, the Provost/Vice President for Academic Affairs makes the final decision on these awards. Applicants will be notified of the outcome of this process by the Provost/Vice President for Academic Affairs 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 $2000.

> Allowable expenditures include:
- Registration/tuition fees
- Travel to and from the Seminar/Institute (itemized, e.g. airfare, trainfare, cabfare, 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 refunded 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)

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 his/her 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 Provost 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 Provost/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 (i.e., publications, exhibitions, course developments)
- Specific itemization of expenditures

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.

B. SABBATICAL LEAVE PROCESS

I. Purpose

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

II. Eligibility

Faculty members who have attained the rank of Associate Professor or above are eligible for their first sabbatical leave after 12 semesters of service to Stonehill College. Full-time faculty members holding long-standing term appointments may also be considered for sabbatical upon the approval of the Provost/Vice President for Academic Affairs (herein referred to as the Provost), which must be obtained before the sabbatical application is submitted to the Professional Development Committee (PDC). A letter of approval from the Provost 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 Provost have granted the faculty member leave for academic pursuits. The Associate Provost for Academic Assessment, and Faculty Development in consultation with the Provost negotiate such arrangements on a case-by-case basis.

A sabbatical leave is granted consistent with the emphasis the college places on its teaching mission. In order to meet the teaching or administrative needs of the College, it may be necessary to delay or advance a specific faculty member's sabbatical leave. Consultation between the Provost, the appropriate school 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 (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.

III. Process

Applications must be submitted to the Provost by the second Friday of October (October 11, 2019) 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, (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 his/her 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 Professional Development Committee (PDC), which makes recommendations to the Provost. The Provost sets a meeting with the chair of the PDC to discuss the committee's rationale for the recommendations. The Provost then forwards the applications, with his/her recommendations, to the President for final approval. Applicants will be notified of the outcome of this process by the Provost normally by January 1. Within ten business days of this notification, the Provost 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.

IV. Application

1. Preliminary Information:
- Name
- Primary email address
- Office address
- Telephone
- Current Position at Stonehill College
- Rank
- Discipline
- Specialization
- Department

2. Sabbatical Project;
- Brief descriptive title of your proposal, clearly indicating whether it will involve research, writing, artistic production, and/or professional activity.
- Specific time period of sabbatical (one semester or full academic year)
- If travel is required, where and when you will conduct research or other professional activity.
- If your proposed project involves human subjects, please indicate this, as well as whether or not you have received IRB approval. All grants projects involving research with human subjects must receive IRB approval before the grant period begins.

3. Proposal:
Your description should make the project clear to an interdisciplinary academic panel of peers on the 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

o   reference to the originality of the proposed study through a brief statement that locates it within the current literature of the field
o   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 (for CV format go to http://www.stonehill.edu/faculty/forms/)

V.   Evaluation
In awarding a sabbatical leave, the following criteria must be met:
- Clear evidence that the applicant's project will promote research in one's discipline, as defined in section VI, point 2.

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

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

VI. Guidelines and Restrictions
The following guidelines and restrictions are placed on Sabbatical Leaves:

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

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

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

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

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

VII.   Reporting Sabbatical Results

Within three months of returning to full-time teaching, a faculty member granted sabbatical will submit to the Provost, the dean of the appropriate school, 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.

VIII.   Benefits

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

A sabbatical leave, if granted, provides full salary for one semester, or half salary for two semesters. 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 his/her 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-salary sabbatical leave may, with the prior approval of the Provost/Vice President for Academic Affairs, accept outside remuneration for

work directly relevant to his or her teaching, research, creative or professional activity, or service.

C. TENURE AND PROMOTION - CRITERIA AND PROCEDURES

Stonehill College -revised 2006

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

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

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

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

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

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

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

When hiring faculty, endowed chairs, or administrators with faculty rank at the rank of professor, the Provost/Vice President for Academic Affairs, after consultation with the Rank and Tenure

Committee and the appropriate department, may reduce or waive the requirement for three years of teaching at Stonehill College.

Criteria for Tenure or Promotion

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

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

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

Documentation of effective teaching:
- The candidate's self-assessment, course evaluations, formal or informal peer reviews, departmental assessments, and other materials provided by the candidate.

- The departmental recommendation letter may include summaries of letters of support from students who wish to comment on the candidate's teaching effectiveness —particularly those who have worked closely with the candidate, for example, teaching assistants, directed study students, or graduates.

Evidence of course content, rigor, and organization:
- Candidates submit syllabi, examinations, and assignments from the same semesters as those for which they requested teaching evaluations. Teaching materials illustrate topics covered in each course, learning objectives and expectations, the grading mechanisms, and other materials documenting course content and rigor.

- The candidate's departmental evaluation and peer review address the appropriateness of the candidate's teaching materials and the content and rigor of the course relative to the departmental curriculum. Does the course, for example, meet the needs of students, whether majors or non-majors?

- Student evaluations indicate student opinion of the candidate's teaching materials, content, and rigor.

Evidence of facilitating learning:

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

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

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

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

When describing service activities, the candidate should include the time commitment (e.g., approximate number of meetings per year, number of semesters of service) and the outcomes (e.g., number of seminars organized, number of students mentored). For example:

- Membership in standing or ad hoc College committees;

- Departmental service, e.g., department chair, committees, curriculum development, faculty search committees, recruitment of students, assessment, accreditation, program development;

- College activities, e.g., development of or participation in college-wide activities such as seminars, symposia, exhibitions, film series;

- Academic or student activities, e.g., development and active participation in activities such as the Honors Program, Community Associates, Encountering Stonehill, HOPE, SURE;

- Other service to the College's mission, within or beyond the campus.

Table 1: Timeline for tenure & promotion in typical cases

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

Procedure for Application for Tenure

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

Review by the Associate Provost for Academic Assessment and Faculty Development:
The Associate Provost for Academic Assessment and Faculty Development reviews the curriculum vitae, the pre-tenure review, and departmental evaluations of the candidate. After consultation with the Associate Provost, a candidate chooses to:
- *Submit by a date set by the* Associate Provost for Academic Assessment and Faculty Development a *tenure application to the Rank and Tenure Committee*. By May 1, the Associate Provost informs the candidate and the candidate's chairperson of the deadlines for submission of the tenure application and related materials. The deadline for the submission of the application is around August 15. The Rank and Tenure Committee is not obliged to review materials submitted after this date.

- *Request a one-year extension of the probationary period*. The request for this extension, including the justification for it, is submitted in writing to the Provost/Vice President for Academic Affairs before May 1 in the year before the end of the probationary period. After the Provost/Vice President for Academic Affairs consults with the candidate's chairperson and judges that the weaknesses of the candidate's case are likely to be addressed successfully within one year, the Provost/Vice President for Academic Affairs grants the extension. A faculty member is rarely granted more than one extension of the probationary period.

- *Withdraw from the tenure review any time before the deadline for submission of the application to the Rank and Tenure Committee.* If the candidate has not reached the end of his or her probationary period, no record of this application is kept. If the candidate is applying during the next-to-last year of his or her probationary period and does not receive a one-year extension, the candidate is given a one-year terminal contract at the end of the probationary period. If the candidate has already received a one-year extension, he or she will be given a one-year terminal contract at the end of the next spring semester.

- If tenure and/or promotion is denied by the Board of Trustees, the faculty member may appeal the decision by submitting in writing his/her intent to appeal to the Provost /Vice President for Academic Affairs within 30 days of being notified that tenure or promotion was denied (See Policy A9.8 of the College's Policies and Procedures).

The tenure application:

A tenure application consists of the following materials:

- *Outside letters of review*. By April 1, the candidate, after consultation with his or her department, submits to the Associate Provost for Academic Assessment and Faculty Development:
- The names and contact information of at least six people from outside of Stonehill College (with brief descriptions of their credentials and appropriateness for this review) who can evaluate the candidate's professional stature and accomplishments, quality of scholarship, and likelihood of continued productivity. The candidate provides a brief description of their previous association with each person named as well as their qualifications to undertake the review. Outside reviewers should be recognized scholars in the discipline and the candidate should submit evidence of their scholarship when submitting their names. At least two of the reviewers must be professionally and personally "arm's length" reviewers. Faculty at the rank of Assistant Professors are discouraged unless they have a significant publication/research/artistic profile.
- Copies of all work to be reviewed and an indication of what work each outside reviewer should be asked to review.
- *Departmental letter of recommendation.* Associate Provost for Academic Assessment and Faculty Development 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 Associate Provost. Normally, the Associate Provost for Academic Assessment and Faculty Development meets with the Chair or designee by April 1 to discuss the process of preparing the departmental letter. The chairperson or designee writes this letter in consultation with the tenured faculty of the department; the chair and all the tenured faculty of the department should sign this letter. The letter is written in accordance with the "Guidelines for Annual Evaluation of Faculty" as found in the "Faculty Handbook." At the candidate's request and with the approval of Associate Provost, the chairperson may consult untenured members of the department or faculty from other departments. So that the department may meet this requirement, the candidate should submit all scholarship and teaching materials to the department Chair or designee by June 15, who will make these materials available to the tenured members of the department. These materials are completed at least two weeks before the application deadline, so that the candidate has time to respond to issues raised in them. Normally, departments strive for consensus in recommending a colleague for tenure and/or promotion. If consensus is difficult or even impossible to obtain, the letter should reflect the differences of opinion in the department. In the rare case of strong departmental disagreement, individual department members may submit a minority recommendation by means of a separate letter. The department letter or letters are due by August 1st, two weeks before the application deadline, to allow the candidate time to review the letter or letters and have the option to provide a

written response to any issues raised. The response by the candidate will be included as part of the application.

If a department chair is a candidate for tenure or promotion, the Associate Provost for Academic Assessment and Faculty Development 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 Associate Provost selects a tenured faculty member from another department.

- *Candidate's dossier*. By August 15th, the candidate submits to the Associate Provost for Academic Assessment and Faculty Development:
  - A statement matching the candidate's activities to the criteria for tenure;
  - A current curriculum vitae;
  - Copies of all scholarly work to be reviewed as part of the application, referred to in the curriculum vitae;
  - Representative course syllabi, tests, and assignments; and
  - Any other relevant information.
- The Office of the Provost provides the following materials:
  - *Course Evaluations.* The Rank and Tenure Committee reviews student evaluations for four out of the last five semesters of teaching at Stonehill College; the semesters are to be selected by the candidate, who notifies the Associate Provost for Academic Assessment and Faculty Development. If a candidate does not select the semesters, the last four semesters are used.
  - *Grade distributions*. The Associate Provost for Academic Assessment and Faculty Development provides to the Rank and Tenure Committee the candidate's grade distribution for the courses for which evaluations have been requested, as well as departmental and college-wide grade distributions.
  - *Pre-tenure review*. The pre-tenure committee's and department's evaluations and recommendations are given to the Rank and Tenure Committee.
  - *Additional information.* In response to specific questions from the Rank and Tenure Committee, the candidate may supply additional information. Questions or requests for additional information are communicated to the candidate by the Associate Provost for Academic Assessment and Faculty Development. If new material becomes available after the application deadline, for example, a submitted manuscript is accepted for publication, the candidate informs the Associate Provost who informs the Rank and Tenure Committee.

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

Evaluation by the Provost/Vice President for Academic Affairs: The Provost/Vice President for Academic Affairs reviews the Rank and Tenure Committee's evaluation and vote. The

Provost/Vice President for Academic Affairs may request a meeting with the Rank and Tenure Committee if clarification of their report is needed. The Provost/Vice President for Academic Affairs also evaluates the candidate and then recommends either granting or denying tenure and informs the Associate Provost for Academic Assessment and Faculty Development of his or her recommendation.

Response of the candidate to the Rank and Tenure Committee and to the Provost/Vice President for

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

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

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

Response of the Candidate to the President: The President sends his evaluation and recommendation to the Provost/Vice President for Academic Affairs who informs the Associate Provost for Academic Assessment and Faculty Development. The Associate Provost informs the candidate of the President's recommendation. At this time, the candidate chooses to:

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

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

- The Academic Affairs Committee of the Board of Trustees establishes its own procedure to review tenure applications. Changes in this procedure are communicated to the President, who informs the Provost/Vice President for Academic Affairs, the Rank and Tenure Committee, and the College.
- The Board of Trustees grants or denies tenure.

- The Provost/Vice President for Academic Affairs informs the candidate of the Board of Trustees' action usually by the end of the next working day following their decision.
- A candidate who is denied tenure is given a one-year terminal contract.

The hiring of faculty with tenure:

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

Application for Promotion

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

- By February 1, the Associate Provost for Academic Assessment and Faculty Development informs those eligible for promotion review in the coming fall term that if they intend to apply for promotion, they must submit a current curriculum vitae to the Associate Provost and to their department Chairs by March 1. If a curriculum vitae is not submitted, the faculty member is not considered for promotion. After consultation with the Associate Provost for Academic Assessment and Faculty Development, the faculty member may postpone an application for promotion.

- An assistant professor is evaluated for promotion to associate professor normally as part of a tenure review. Under some circumstances, however, an application for tenure may be separated from an application for promotion to assistant professor.

- Before the end of his or her probationary period, a tenure-track assistant professor may apply for promotion to associate professor without applying for tenure. Candidates may withdraw from this review without change in contract or tenure status.

- A non-tenure-track assistant professor may apply for promotion to associate professor. The granting or denying of promotion does not change his or her non-tenure-track status. Candidates for promotion may without prejudice withdraw their application after learning the results of the review by the Rank and Tenure Committee, the Provost/Vice President for Academic Affairs, or the President.

Summary of application deadlines:

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

D. TRAVEL AND EXPENSE POLICY

F1.8 TRAVEL AND EXPENSE
Effective Date: 7/1/09
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Purpose & Scope:
The Stonehill College travel and expense policy is a guideline for all employees traveling while on College business. This policy is in place to monitor and control costs associated with College business travel. The guidelines set below are intended to provide assistance to the traveler as to the authorized reimbursable costs of the College.

POLICY:

It is the policy of Stonehill College to reimburse its faculty and staff for reasonable and proper expenses incurred in performance of their duties as employees of the College.

The Internal Revenue Code requires reimbursable expenditures to be supported by adequate records which clearly establish that they are (1) ordinary and necessary, (2) reasonable in amount, and (3) incurred for a valid business purpose.

In order for expenses to be reimbursed by the College, the expenses must be incurred for College business and meet the documentation standards set forth herein. This applies to any and all College funds, including but not limited to departmental budgets, discretionary funds, government or private grants and contracts.

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.

The College reserves the right to amend or revise policies and procedures as the need arises.

General Considerations
Before travel arrangements are made, the traveler should:

- determine if the potential benefits of the trip justify its time and expense after considering cost-effective alternatives, such as video or teleconferencing;

- **Obtain appropriate approval to take the trip by completing a Travel PreAuthorization Form** (this form is not required for regular travel associate with Admissions recruiting, fundraising and mandatory team travel) ;

- familiarize himself/herself with the College's requirements for documentation and other reimbursement issues before traveling; and

- if travel is in connection with a sponsored project, the traveler should familiarize himself/herself with any applicable sponsor requirements, as they may be more restrictive than the College's.

- 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 when reimbursement is requested

Personal Travel

No portion of costs associated with personal travel of a guest, spouse, or extending travel stay for personal reasons, will be paid by Stonehill College.

Methods of Payment for Travel Expenses:

Purchasing Card

The Stonehill College Purchasing Card is the preferred method to be used for the majority of business related travel expenses. (See the Purchasing website for details on 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 corporate credit card.

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. The amount requested should be the minimum necessary to cover anticipated out-of-pocket expenses with a maximum daily limit of $50.00 for domestic travel and $75.00 for international travel.

Team Travel Advance/Per Diem

A coach may request a team travel advance for the purpose of funding approved team travel for their athletic team to participate in conference, competition, or other event. The travel advance must be issued in the individual name of the coach responsible for the trip or, if approved by the Controller's Office, an authorized representative of the athletic administration. A Team Travel Advance Form must be completed and submitted to Accounts Payable the week prior to when the funds are needed. Calculation of travel advances shall be based on the Coach's estimate of the team's allowable actual expenses. A Travel Reconciliation Form with receipts is due to the Controller's Office within 15 days of the advance. Any excess cash must be returned to the Cashier's Office within 3 days of return from the trip.

Employee Reimbursement

Employees who rarely travel and do not have a Stonehill College Purchasing Card may use their personal credit card for travel expenses and request a reimbursement via a Travel and Expense Reimbursement Form.

The following lists specific travel and expense policies by category.

Personal Automobile

- The traveler will be reimbursed for mileage at the College's standard mileage rate when using his/her personal automobile while conducting College business. This would include

travel to/from off-campus meetings and conferences. Mileage reimbursement is allowed for total miles from starting destination (home or campus) to off campus site.
- The College's standard mileage rate is set based on the IRS' standard business mileage rate at the start of each fiscal year and is updated annually. (This includes the cost of auto fuel which will not be reimbursed except for a rental car).
- All mileage incurred for College business apart from the traveler's standard commute is 100% reimbursable.
- Additional reimbursement will be given for tolls and reasonable parking fees.
- Fees from traffic and parking violations are not reimbursable by the College.
- If airfare is available to the same destination (when traveling long distances), the traveler will ordinarily be reimbursed for the lesser of the cost of the total mileage incurred or the cost of the air ticket.

Transportation to and from Airport

- Travelers should use the most cost-efficient means of travel to and from airports, with due consideration for reasonable personal convenience and safety. Cost of parking personal vehicles at the airport should be considered when determining most cost-efficient mode of transportation.
- Travelers should use complimentary shuttle service to and from the airport if provided by hotels or conferences. Lacking such service, travelers should use regularly scheduled buses or taxis between airports and hotels. Auto rentals should be considered only in the absence of less expensive modes of transportation providing reasonable convenience.
- Employees traveling to the same location should share transportation whenever possible.
- Car service will be reimbursed only if the cost is less than other available modes of transportation.

Ground Transportation (other than Personal Automobile)
- Rental cars may be utilized if no other transportation is available or when it is reasonable to do so. Travelers are encouraged to use the most economical car rental agency when making reservations. In addition, travelers may refer to the College's car rental agency when making reservations (see Purchasing website). 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 traveler. **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.** Whenever possible use the Stonehill Purchasing Card for additional insurance coverage.
- If an accident should occur with the rental car, the employee should contact the Purchasing Department (1-508-565-1357). The employee should also fill out a First report of accident form located on the Purchasing Department website and forward that document to the Purchasing Office upon returning to campus.
- Taxi fare (including a reasonable gratuity of no more than 15%) will be reimbursed while traveling on College business.
- Valet parking will ordinarily not be reimbursed to the traveler.
- Receipts for paid ground transportation are required for reimbursement.

Air Travel

- Air Travel should be planned well enough in advance to take advantage of any savings the airline might offer. • Coach or economy class is authorized for use by the traveler. Airline upgrades will not be reimbursed by the College.
- Travel arrangements may be made through the use of the College's authorized travel agency (see Purchasing website) or through the use of on-line discount agencies (Travelocity, Priceline etc.)
- In order to meet IRS requirements that a flight was taken and paid for by the traveler, 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.
- 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 traveler or the traveler's "immediate family" is reimbursable.)
- Costs for travel on non-U.S. flag carriers, if charged to a federal grant. A U.S. Flag Carrier is an air or ocean transport company whose country of registry is the United States of America. Use of a foreign carrier who is a business partner of U.S. carriers will not satisfy the requirement to use only U.S. Flag Carriers. The ticket MUST be issued by a U.S. Flag Carrier under a "code share" arrangement with a foreign carrier to be considered allowable. If you are paying for travel with federal funding, you MUST advise your travel agent that you require a U.S. Flag Carrier or "code share" carrier. It is the traveler's responsibility to verify that an allowable carrier is used.

Lodging

- Hotel reservations should be made at moderately priced hotels in a single occupancy standard room. Referencing the US General Service Administration website, www.gsa.gov/perdiem, will provide a reasonability review for moderately priced hotel. Room upgrades are not reimbursable by the College.
- When traveling to a conference it is appropriate to stay at one of the hotels hosting the conference.
- Travelers are encouraged to make lodging arrangements in advance to take advantage of any special savings offered by the hotel.
- A traveler may not claim reimbursement for lodging when a person who is not in the business of lodging provided the lodging.
- The College will not reimburse lodging expenses incurred due to the failure to cancel guaranteed room reservations except for extenuating circumstances.
- An individual may stay overnight during the conference if commuting would increase the individual's normal workday by 2 hours or more. If it is reasonable to commute to the conference, lodging is not expected to be used and will not be reimbursed by the College.
- 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 (ie: single vs double room) will be adjusted and will be the responsibility of the employee.
- Original itemized hotel receipts are required.

Lodging – Telephone and Internet Use
- Reimbursement for telephone calls from the hotel to the College for business purposes are fully reimbursable throughout the duration of the stay. The use of cell phones is encouraged for personal calls.
- Internet use is only reimbursable for conducting College business.

Meals
- The College reimburses each traveler up to $50 per day for food and beverages when traveling on College business.
- The College recognizes that certain major cities may require meals to exceed the $50 per day (i.e. New York, Chicago, and Los Angles). Referencing the US General Service Administration website, www.gsa.gov/perdiem, will provide a reasonability review for meal allowance. Division Heads approval is required on all meal totals exceeding the $50 rate, in addition to the Vice President for Finance.
- Tips are included as part of the meal allowance, i.e. the allowance of $50 is inclusive of both food and tips for service.
- If meals are included as part of the cost of the conference, meals taken elsewhere are not reimbursable by the College.
- 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)

Registration/Conference Fees
- Registration fees may be prepaid in advance of a trip by submitting a Check Request along with the original copy of the registration document or paying by the College's Purchasing Card. Employees who pay a registration fee from personal funds will be reimbursed upon proof of payment (i.e. copy of check or credit card statement) and the registration document. A copy of the registration document alone is not considered sufficient proof of payment.

Miscellaneous reimbursable expenses
- Baggage Handling – reasonable
- Faxes for College business • Gasoline for rental cars
- Tips

Miscellaneous Non-reimbursable expenses
- 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 traveling from an employee's home to work or return
- Hotel amenities such as exercise facilities and movies
- In-flight telephone charges
- 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
- Baby sitter fees, kennel costs, pet or house-sitting fees while traveling
- Mini-bar refreshments
- Personal calls on cellular phones
- Rental car upgrades
- Shoeshine
- Spouse and/or guest related costs
- Cost or deposits required on EZ-Pass transponders or funding of an E-Z Pass account in anticipation of incurring future tolls for business

Cost Saving Considerations

When planning business travel itineraries, it is asked that employees consider the following cost-saving strategies:

- **Stay over on Saturday night at your outward destination** Most deeply discounted airfares require staying over a Saturday night. Compare the cost of including one Saturday night. If the savings in airfare exceeds the cost of Saturday hotel and meal expenses, the traveler is encouraged to stay over Saturday night. The College will reimburse the traveler for Saturday lodging and meal expenses. The employee's supervisor should approve decisions regarding a Saturday stay.

- **Make reservations in advance** Deeply discounted fares have strict advance purchase requirements of 30, 21, 14 or 7 days in addition to the Saturday night stay requirement. Other fares that do not require a Saturday night stay will still offer substantial discounts for booking 7 or more days in advance. Most advance-purchase airfares also carry substantial penalties for change or cancellation.

- **Be flexible in selection of airlines and times of travel** One airline may have a promotional fare not offered by competing carriers. One airline offering single-stop or change-of-plane service may offer substantially lower fares to compete with a carrier flying nonstop. Time of day and day of the week may also influence airfares. Once itineraries are set avoid changing flight times and incurring change fees.

- **Look for special promotional fares** When consulting a travel agency, identify yourself as being flexible and willing to explore special fares and promotional opportunities on alternative dates and times if you are in fact flexible.

- **Sharing expenses with external organization** Travelers are encouraged to combine College travel with other business if travel expenses can be shared with other organizations. Where travel expenses are being shared with external organizations a duplicate copy of receipts will suffice if the reimbursement form contains a detailed explanation as to which organization is paying the balance of the expenses.

   • **Look for savings on group travel** If traveling with a group of employees look for areas of cost savings based on quantities such as discounts in registration fees for more than one person, carpooling or arranging for the most cost efficient mode of transportation based on number of people, sharing hotel rooms, etc.

   • **Consider means of transportation** Whenever practical the most economical means of transportation to and from hotels and terminals should be used. Many hotels provide complimentary shuttle service to and from airports

Violation of Policy

An individual will be issued a warning if any of the above policy is violated. If an individual is in repeat violation of the above policy, the Vice President for Finance &Treasurer has the authority to either temporarily or permanently remove the Stonehill Purchasing Card and travel reimbursement privileges from that individual.

Procedure for Completing the Travel and Expense Reimbursement Form:

1. Travelers should complete a Travel and Expense Reimbursement Form for all expenses including those paid in cash, paid via personal credit cards, or for funds received in advance of travel.
2. The Travel and Expense Reimbursement Form should include a complete description of all items requested for reimbursement. All original receipts should be attached to the Reimbursement Form and itemized in accordance with the form.
3. If a receipt is missing or not available, a Missing Receipt From must be filled out detailing the purchase and signed by both the traveler and their supervisor. The form can be found on the Controller's website. The Missing Receipt Form should be used only in special circumstances and is not an alternative to obtaining and providing an original receipt.
4. All Travel and Expense Reimbursement Forms that include mileage reimbursement will be reviewed by the Controller's Office.
5. The traveler should include the business purpose of the expense on the Travel and Expense Reimbursement Form.
6. The traveler should include proper accounting each individual expense charged.
7. The traveler must sign and date the reimbursement form. The department head and division head of the traveler must also sign the reimbursement form. If any of the signatures are missing from the form, the form will be returned to the traveler and NO expenses will be reimbursed until proper authorization is received.
8. The Vice President for Finance & Treasurer will approve forms submitted by other Vice Presidents and Officers of the College. The Vice President for Finance & Treasurer will approve forms submitted by the President. The President will approve forms submitted by the Vice President for Finance and Treasurer.
9. Travelers should submit the travel and expense report within 30 days of the final date of travel.

Responsibilities:

Traveler/Employee

The individual submitting a travel expense bears the responsibility to:
• Verify that all expenses being paid or reimbursed by the College are valid and conform to this policy document and understand that requests lacking required documentation and/or business purpose will be questioned and perhaps not be reimbursed through these policies.
• Attest that expenses submitted for reimbursement have not been previously paid through a prior submitted expense report, cash advance, or by an outside agency or other third party.
• Submit all forms related to his/her travel to Accounts Payable within 30 days of completion of travel or latter of incurrence/payment of the business expense.
• Retain accountability for ensuring all expenses are in accordance with this policy document when completing either the *Purchasing Card Reconciliations or Travel and Expense Reimbursement Forms*.

Authorizer/Approver

Individuals authorized to approve business expenditures of others will administer these policies and are responsible to:
• Attest that the purpose of the expense is valid and directly related to College business.
• Verify that the valid business purpose is documented on paperwork.
• Verify that all required documentation/receipts are included in paperwork.
• Request further documentation or explanation for expenses that appear to be excessive or unusual in relation to the nature of the business travel. Explanation of such expenditures must be included on request for payment.

• Submit approved Purchasing Card Reconciliations and/or Travel and Expense Reimbursement Forms directly to the Controller's Office (on a timely basis).

• Understand that while the Controller's Office will review the Purchasing Card Reconciliations and Travel and Expense Reports, the primary responsibility for the appropriateness of expenditures rests with the traveler/employee and the individual responsible for departmental approval.

Controller's Group/Accounts Payable
The Controller's Group is responsible for reviewing the Purchasing *Card Reconciliations and Travel and Expense Reimbursement Forms* prior to processing the payment to verify that expenses are reasonable and meet the following criteria:

• Information on the *Purchasing Card Reconciliation and Travel and Expense Reimbursement Form* is supported by accompanying support documentation, which is both complete and in accordance with this policy document.

• Expenses conform to any requirements imposed by the Internal Revenue Service or, as applicable, sponsoring agencies.

• Expenses have been reviewed/approved by the appropriate approver.

• Expenses have been reviewed for compliance with College Policies.

Required Signatures:
All travel related expenses require both the signature of the employee and the appropriate approval authority as outlined in the Signature Authorization Policy All signatures must be original. An individual signing another person's name and initialing it is not acceptable. Signature stamps seriously weaken internal control over expenses and their use is specifically prohibited.
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