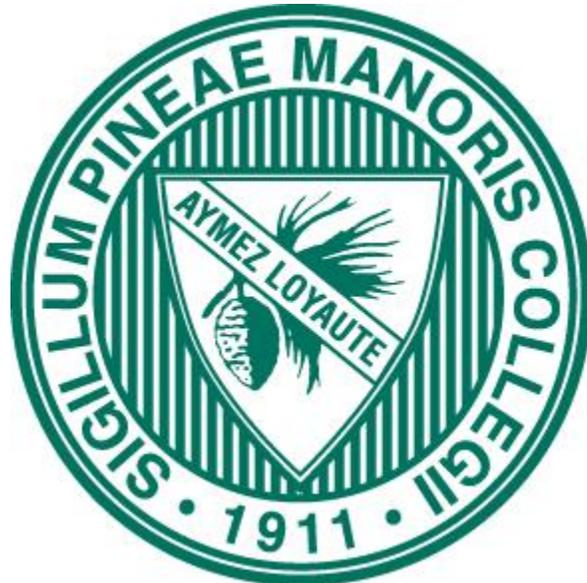


FACULTY HANDBOOK



PINE MANOR COLLEGE
400 Heath Street
CHESTNUT HILL, MASSACHUSETTS

Faculty Organization and Governance
Undergraduate Program
Revised August 2017
Faculty Draft

FOREWORD

The *Faculty Handbook* is the authoritative guide for faculty and other academic staff in the conduct of teaching and other academic activities as they relate to the College.

The College reserves the right to amend or modify the *Handbook* except for those academic policies, which are reserved to or generally, voted upon by the faculty. Any changes made to the *Faculty Handbook* other than those that come about by faculty vote will be brought to the faculty for notification and discussion at the end of each semester. General questions of interpretation and definition or suggestions for future revisions may be sent to the Office of the Dean of the College.

This edition of the *Faculty Handbook* incorporates revisions of the previous *Handbook* and will continue to be regularly revised, as necessary

The complete *Faculty Handbook*, including the Appendices, is posted on <http://my.pmc.edu> and on the Faculty Documents page on Moodle.

Revisions and edits to the *Handbook* will be posted at the start of each academic year.

All new full-time faculty will be given a print copy of the most recent *Faculty Handbook* at the time of appointment; new part-time faculty will be provided with a version containing material relevant to adjuncts.

Diane Mello-Goldner, Ph.D.

Dean of the College

August, 2017

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1. THE COLLEGE

1.1 Description

Founded in 1911, Pine Manor College has a history of excellence in women's education. Now a four-year co-educational college accredited at the undergraduate and graduate level by NEASC, PMC was originally established as a post-graduate division of the Dana Hall Schools in 1911 by Helen Temple Cooke. The College confers the Bachelor of Arts degree in Biology, Communication, Community Health, Early Childhood: Education, Health and Leadership, English: Literature and Writing, Business and Management, Psychology, Sociology and Political Science, and Visual Arts. The Associate of Arts/Science degree has been optional since September 1986 and continues the tradition established in 1959 of awarding a degree upon completion of two years of study. The Masters of Fine Arts in Creative Writing degree is offered via the College's low residency MFA program, established in 2004. A substantive change proposal to become fully coeducational in all degree programs was approved by the Board July 29, 2013, and was accepted by the Commission in September 2013. In 2014, the mission statement was updated to reflect this change. Academic programs are detailed in the undergraduate catalog (<http://www.pmc.edu/academic-catalog>).

PMC has sought to maintain its finest traditions while continually reinterpreting its goals and revising its programs to meet the changing needs of its students. The College's newly approved mission continues the historical tradition of providing students with an applied liberal arts curriculum while also seeking to meet the academic, social, and financial needs of all students. The PMC mission continues to be "student focused" and the College remains committed to developing and fostering strong learning relationships between students and faculty/staff and with each other.

1.2 Mission Statement

The mission of Pine Manor College is to make certain that all graduates are prepared to take meaningful steps in their lives: engaging in new jobs and careers, continuing to learn, and positively contributing to their communities. Students, including those who are the first in their families to attend college, who are looking for a purposeful education in a personalized and inclusive learning community will find a home at Pine Manor College.

Value statements:

Rigor: We provide an education that is designed to positively challenge each student.

Citizenship: We empower our students to be creative, critical, and collaborative problem-solving citizens of their local and global communities.

Mentoring Relationships: We foster transformational educational experiences through strong learning relationships on and off campus.

Student Support: We work with our students in and out of the classroom in ways that are both supportive and challenging.

Community & Inclusivity: We offer students the opportunity to study, live, and grow within a small community of learners representing significant cultural and socioeconomic diversity.

Readiness for Life & Career: We create lifelong learners with specific skills, marketable tools, and the confidence and self-knowledge to find meaningful work and further educational experiences.

1.3 College Organization

1.3.1 The Board of Trustees

Pine Manor operates under the control of a self-perpetuating Board of Trustees, which includes the President. The Board of Trustees, which is made up of no fewer than eleven and no more than twenty-seven Trustees, is accountable for the supervision and conduct of all aspects of the College

The President reports directly to the Board. The Board determines policy concerning appointments and salaries. Basic changes in academic policies, procedures, and programs recommended by the faculty are submitted to the President for approval and then to the Board for final adoption. Except where basic changes are involved, the Board delegates discretionary power to the faculty and administrative officers. Copies of the By-laws of the College, as well as charges and membership of the various Trustee committees, may be obtained in the President's office.

1.3.2 Administration (For complete listing see *Academic Catalog*.)

President: As stated in the College By-laws, the President is the Chief Executive Officer of the College and is responsible for academic and financial affairs, delegating various functions while retaining control of final policy decisions, subject to confirmation by the Board of Trustees. The President is a voting member of the Board and its committees.

Dean of the College: Reporting to the President, the Dean of the College is responsible for working with the faculty in the development of curriculum, including general education and programs of major study and continuing studies; the development of measurable learning outcomes, including the construction of portfolios; and for faculty development. The Dean chairs meetings of the Academic Planning Committee and makes recommendations to the President regarding new hires, promotion and the granting of tenure; approves faculty workloads; and oversees the development and implementation of the Academic Affairs budget.

Associate Dean of Academic Affairs: This position reports to the Dean of the College and works closely with students, faculty, and staff to support student success and persistence. The Associate Dean provides leadership on the planning and implementation of campus-wide retention and student success efforts, connected both to the mission of the college and our collective focus on the improvement of our retention and graduation rates. Serving as a resource for community members in regards to how we can best support our students through degree attainment, this position includes the provision of intensive student support through case management, on-going assessment of curriculum and policies across the college which impact the student experience, and our systems for Early Alert/interventions. The Associate Dean is also tasked with supporting Senior Leadership in regards to enrollment projections and budgetary planning. In partnership with the Associate Dean for Student Affairs, the Assoc. Dean for Academic Affairs co-facilitates the College's *Initiative for Student Success (ISS)* and ensures that our undergraduate students have access to the variety of supports and services which impact their success and ability to thrive towards degree completion. The Associate Dean provides leadership and oversight to the following College areas: 1) *Retention Assessment & Planning*, 2) *Student Success* 3) *Academic Advising*, 4) *Academic Services*.

Assistant Dean for Faculty Development and Teaching Excellence: This position is responsible for working with faculty on issues of faculty development and teaching excellence and reports to the Dean of the College. Duties include: help individual faculty to develop plans for presenting and publishing their scholarship in their respective areas; help faculty present their teaching pedagogy in various Scholarship of Teaching and Learning (SoTL) conferences and publications; plan and conduct workshops throughout the academic year on topics of innovative pedagogy that faculty can use in their courses and in their scholarship; work with faculty in academic programs/areas in order to create greater cohesion in effective pedagogy at the departmental level; plan and conduct new FT and PT faculty orientation at the beginning

of each semester; mentor faculty on balancing scholarship in their respective areas with the responsibilities of teaching excellence; help faculty (individually and through college-wide workshops) to design their syllabi, design their assessment models, and construct their teaching portfolios; serve on faculty search committees; coordinate assessment of mission and purpose effectiveness at the College; work closely with the Associate Dean for Student Success around topics of effective advising and teaching.

Assistant Dean for Foundational Learning: The Assistant Dean for Foundational Learning oversees the planning and facilitation of the First Year Seminar Program as well as the assessment of the common core curriculum and student portfolios. The Assistant Dean works closely with the Associate Dean for Academic Services, the Dean of the College, faculty, and student life staff to help frame a coherent and integrated foundational experience for our students.

Director of Institutional Research/Registrar: This position reports to the Dean of the College. The Institutional Research duties include collection, management and reporting of the college's institutional data. Specific areas may involve financial aid, the Bursar's office, and academic services. Registrar duties include management of questions regarding the PMC curriculum & Academic Policies; oversight of the Degree Audits process; supervision of the Assistant Registrar; building each new PMC & MFA term into CAMs.; creating Freeze Data reports for the community each semester; connecting with administration and the business office on enrollment matters in regards to budget projections, retention, etc.; oversight of the Early Warning, Mid-term, Final Grade processes, Add/Drop, Withdrawal process, new student enrollment, and graduation/clearance processes.

Director of the Brown Learning Resource Center (LRC): The Director of the LRC reports to the Dean of the College and works closely with others in Academic Affairs to provide an important academic resource for students and faculty. Primary emphasis is on academic support in basic areas such as reading, writing, math and study skills. This is done through individual tutoring and non-credit workshops. Staff include writing, math and science tutors, together with a learning specialist. Educational testing and collaboration with faculty occurs, as appropriate. The LRC provides aid to students who wish to improve their skills.

Director of the Annenberg Library: The Director of the Library reports to the Dean of the College and works closely with others in Academic Affairs to provide research and information literacy support for students and faculty. This position provides leadership and services as the Library's primary representative within the community and includes supervising the day-to-day operations of the Library, overseeing library collections and budget, promoting the mission and programs of the Library, and managing and supervising Reference and Instructional Services.

1.3.3 The Faculty

Faculty Authority: As a body, the faculty is responsible for making recommendations to the Dean of the College and the President on all matters affecting academic policy, including such areas as graduation requirements, programs of studies, evaluation of student academic performance, class attendance, and academic criteria for admission.

Persons teaching credit-bearing courses are considered members of the faculty, as are the full-time professional librarians, with the right to vote at faculty meetings and attend executive sessions of the faculty meetings. Those faculty who are Direct Reports to the President may not vote or attend executive sessions unless specifically invited to attend. In cases when the Dean of the College or Interim Dean are also considered faculty, he/she shall not vote on faculty matters during faculty meetings. Instructors in the Child Study Center, the English Language Institute and the Learning Resource Center are considered other academic, professional staff. (Instructors in the summer sessions and continuing studies program carry separate program obligations and contractual relationships.)

Faculty Meetings: Normally, a regular faculty meeting is scheduled for the first week of class at the beginning of the academic year and once or twice a month thereafter.

Proposals for faculty action must be distributed five working days prior to the faculty meeting at which they will be considered.

All faculty members are asked to attend and urged to participate in faculty meetings. Every faculty member, full or part-time, is entitled to one full vote. Administrative officers and other professional academic staff entitled to attend all faculty meetings ex officio, are the President, the Senior Leadership Team, the Associate Dean of Academic Affairs, the Director of the Learning Resource Center, and the Registrar. A quorum consists of 2/3 of full time faculty.

Other Meetings Involving Faculty:

The Executive Committee of the Faculty may call for the faculty to meet in “executive session” (a meeting of teaching members of the faculty and librarians who have faculty status) to discuss matters of concern to them exclusively. The Executive Committee may delegate such matters as chairing the meeting and preparing the agenda to a designated faculty committee.

Faculty, administration and staff meetings (a.k.a. all-college meetings) may be held at least once a semester to discuss matters of concern to the entire college community. The President may call for the meeting and an ad hoc committee representing different segments of the college community may be established to set the agenda.

The Executive Committee, acting on its own or at the request of members of the faculty and its committees, may schedule special meetings of the faculty. The Executive Committee may delegate such matters as chairing the meeting and preparing the agenda to a designated faculty committee.

1.3.4 Administrative Structure

Administration of the academic functioning of the college will take place through the activity of one faculty body organized as follows:

Major Programs	Nonmajor Programs/Areas
Biology	Computer Studies
Communication	History and Art History
Community Health	Humanities, Philosophy and Religion
Early Childhood: Education, Health & Leadership	Languages
English: Literature and Creative Writing	Mathematics
Business and Management	Performing Arts
Psychology	
Sociology & Political Science	
Visual Arts	

Faculty Chairperson: The faculty shall have one Faculty Chair per year who will assume the responsibilities of the previous position of Division Chair (receiving one release time each semester). Under this proposal the current division structure will be removed and will be revisited at the end of each academic year.

Individuals may apply or be nominated for Faculty Chair, but in any case should submit a written application to the Dean of the College indicating their willingness to serve.

The Faculty Chair must be a full-time teaching faculty, have administrative experience and a demonstrated inclination for administrative work. They should be willing and able to fulfill the responsibilities as described below:

- Participation in weekly meetings with the Dean
- Serving on Academic Planning Subgroup

- Coordination of scheduling of courses
- Coordination of hiring
- Oversight of teaching performance (review of course evaluations each semester; annual meeting with faculty members to discuss teaching goals); write-up of formal evaluations according to CRPT schedule
- Assist with updating the academic catalog
- Coordination of ordering and maintenance of facilities as related to classroom needs
- Coordination of production of annual report covering activities, accomplishments, and goals

Program Coordinators: The members of each Program or disciplinary unit will appoint an individual to be the designated Program Coordinator (such a person would be appointed for each of the following units: Biology; Psychology; Sociology & Political Science; Communication; Community Health; Early Childhood; Visual Arts; Performing Arts; Mathematics; Computer Studies; English; Business and Management).

The primary responsibility of the coordinator will be to facilitate the collaboration of program members on program-related tasks. He/she will be the “point person” who will set regular program meeting times and share information with the Faculty Chair and program members. This position should rotate within the Program every two years. The position will not carry released time for the individual. Exceptions may be made for particular tasks or events within a program, such as supervising lab technicians and equipment or preparing a program review. Requests for release time for such activities would ordinarily be submitted to the Faculty Chair.

The following tasks are to be accomplished collaboratively within programmatic units, and determined during biweekly program meetings:

- Programmatic planning, including course development, program outcomes, and on-going programmatic assessment.
- Intra-program dialog necessary to support tasks of Faculty Chair (i.e. Re. scheduling, hiring, participation in interviews, etc.)
- Participation in Orientation and Admissions events
- Goal setting and assessment within each program or major
- On-going assessment of program goals and outcomes, through regular collection and analysis of data
- Continued improvement of practice within the program based on assessment results
- Selection of BA Speaker if applicable
- Annual report of accomplishment and goals within discipline or program (this could be accomplished by reviewing accomplishments and goals at one meeting, and designating a writer of the report, who would rotate each year).
- Donor letter drafts (same as above)
- Junior/Senior Mentoring and Senior Portfolio Preparation will be handled collaboratively within the relevant programs.

Regularly scheduled administrative meetings:

- Meet with Faculty Chair: once a month or as needed
- Program meetings: as needed

1.4 Elected Faculty Committees

Faculty members should be elected to the following committees in April to assure designation of committee chairs by the final faculty meeting of that academic year. Faculty may serve on no more than two standing Committees. No faculty may chair more than one standing committee. Faculty members who will be on leave from the college should resign from committee assignments for the year during

which they will be on leave. The Faculty Chair must notify Executive Committee of such faculty members no later than March. Committee charges are described below. A faculty member may only serve on two Committees at the same time and can only serve as a Chair/Co-Chair of one Committee at a time.

Executive Committee of the Faculty:

The Executive Committee will determine, in consultation with colleagues, matters of concern to the faculty; plan and conduct faculty meetings to see that such matters of concern are discussed (through appropriate committee reports and other means such as regular calls for discussion of particular topics) and voted upon; define who "belongs" to the faculty and criteria for attendance at regularly scheduled faculty meetings; and oversee a review of the charges of faculty committees. Executive Committee members serve as representatives in good faith charged with advocating for the faculty and carrying minority as well as majority opinion regarding faculty concerns to the President, the Dean, and other administrative officers by means of regularly scheduled meetings. The Executive Committee is authorized to meet directly with the Board of Trustees as well as with the college administration and jointly with both groups and will schedule regular meetings to do so. The Executive Committee of the Faculty also meets with the Staff Executive Committee on matters of mutual interest. Executive Committee members may be invited to attend Board meetings during Trustee visits, shall be the representatives to individual Trustee committees, and shall attend Trustee Committee meetings.

The Executive Committee will serve as the Grievance Committee.

The Committee consists of four faculty members serving staggered two-year terms and will elect its Chair annually.

The Moderator of the Faculty (a member of the Executive Committee who may or may not be the Chair) is elected for an one-year non-renewable term by the Executive Committee. S/he has the following responsibilities:

- to set the schedule of faculty meetings for the academic year in consultation with the members of the Committee and the Dean of the College
- to set the agenda for the Faculty Meeting in consultation with the other members of the Committee and appropriate members of the College Community
- to schedule one closed faculty meeting a semester
- to ascertain that a quorum of the faculty is present
- in the event of a faculty absence, the absent faculty member may submit a proxy vote to the Moderator. All proxies must be in writing and dated at least 24 hours prior to the meeting. Such proxies shall entitle the holders to vote at any such meeting, but shall not be valid after the final adjournment of the meeting and may not be carried over to a subsequent meeting in the case of a tabled motion. The proxy vote may not be counted toward the number of faculty present at a meeting required for the quorum.
- to conduct the Faculty Meeting according to Robert's Rules of Order
- to keep, in conjunction with the Executive Committee, a record of each Faculty Meeting, to forward to the appropriate persons copies of Faculty Actions
- to set the date and slate for faculty elections for the coming academic year
- to maintain the faculty archives for that academic year (in electronic and paper form)
- to post minutes electronically prior to the next scheduled meeting

The Executive Committee is responsible for ensuring that the minutes of each Faculty Meeting are taken and distributed in a timely fashion. The members of the Executive Committee also assist the Moderator in his/her task as described above. A member of the Executive Committee may also stand in for the Moderator in the case of his/her absence. In that case, the member of the Executive Committee has all the responsibilities and obligations of that position.

Curriculum Committee:

The charge of the Curriculum Committee is to:

- recommend to the College Planning Committee the creation or deletion of Master's, BA, and AA/AS programs, in conjunction with the Academic Planning Subcommittee of the College Planning Committee
- approve the modification or expansion of Master's, BA, and AA/AS programs in conjunction with the Academic Planning Committee as appropriate
- approve new course proposals
- approve the modification or deletion of existing courses and non-BA programs
- oversee the balance of the curriculum
- refer to the Faculty Chair matters relating to staffing and scheduling which affect the curriculum
- conduct regularly scheduled program reviews
- provide oversight of the development of outcomes and general education requirements
- provide monitoring of academic standards
- review proposed changes in graduation requirements

A new course may be taught once, following approval of the program and Curriculum Committee. When there is no academic program for the proposed course, then the proposal should go to the Faculty Chair for approval and then to the Curriculum Committee. In order to be added to the permanent curriculum, the course must be submitted to the Curriculum Committee. Information regarding courses approved by faculty will be submitted via the Faculty Chair at his/her regular meeting with the Dean of the College, and information about these courses will be presented at each faculty meeting.

Any new course carrying more than 4 credits must be submitted to the Curriculum Committee and, subsequently, the Faculty for approval.

The Curriculum Committee is responsible for insuring that all course revisions are sent to and received by the Office of the Dean of the College for inclusion in the College catalog. Therefore, any revision to any course - whether requiring Curriculum Committee approval or not - must be submitted to the Curriculum Committee using the Course Revision form.

Any substantial revision of a course must be submitted to the Curriculum Committee. Changes that are considered substantial include a revision of the course description (including the title) that involves the focus, scope, or objectives of the course. A course number change from one level to another (e.g. 100 to 200) is also regarded as a significant revision requiring Committee approval.

Committee decisions regarding new courses, significant changes in course descriptions, or revisions, additions, or terminations of academic programs must be submitted to the faculty for ratification.

The Curriculum Committee will meet periodically with the Academic Planning Committee.

Committee composition and membership

The Curriculum Committee is comprised of five faculty members elected for staggered two-year terms. The Committee will also consist of the Dean of the College and one student representative. The Head Reference Librarian will serve as an ex-officio member of Curriculum in order to receive information about new courses or programs. To the greatest extent possible, membership of the Committee should reflect the diversity of academic areas and majors.

The Dean of the College, who sits on Curriculum Committee ex-officio, does not vote on proposals and other items coming before the Curriculum Committee. However, the Dean participates in discussion and all other business of the Curriculum Committee.

The Committee may invite any member of the College Community to participate in particular meetings.

The Sub-Committee on Academic Standards

A subcommittee of the Curriculum Committee, composed of two faculty members elected annually by the Committee as a whole. Neither the Faculty Chair nor the Dean of the College may serve on the Committee on Academic Standards.

The Sub-Committee is responsible for final decisions regarding:

- approval of course substitutions needed to satisfy General Education requirements
- grade changes
- approvals of Directed Studies
- self-designed majors/minors

The Committee's consideration of petitions for course substitutions needed to satisfy the General Education requirements shall include consultations with those faculty normally teaching courses within the Group for which the substitution is requested.

The Sub-Committee will act on such petitions as are brought before it by the faculty and students, report those actions to Curriculum Committee and the Registrar, and its actions will be included in the Annual Report of the Curriculum Committee. In the event of a tie vote on such actions, the Sub-Committee will bring the issue to the full Curriculum Committee for resolution.

Academic Ethics Council:

The Academic Ethics Council is established by a vote of the faculty and meets as needed. It consists of two faculty members and two faculty alternates, two students and a member of the Academic Administration. The charge of this committee will be to convene when needed in response to formal allegations of academic ethics violations, to review and evaluate the evidence with regard to said allegations, and to determine consequences when appropriate. The Council will set potential Academic Ethics hearings for the end of each semester and will meet at other times over the academic year as appropriate.

Committee for Reappointment, Promotion and Tenure (CRPT):

The CRPT conducts and reviews regular evaluations of the Faculty, as detailed under "Committee for Reappointment, Tenure And Promotion," for the purpose of making recommendations to the Dean of the College regarding reappointment of evaluated faculty, issues of new contracts, tenure and promotion. This committee will not have as its responsibility "improving teacher effectiveness."

The Committee also interprets the procedures and regulations for rank, promotion, evaluation and tenure in individual cases when requested by the President or a faculty member. The Committee makes reports to the President or to his/her designated representative.

The CRPT consists of three elected members of the faculty, all of who must be tenured and who are elected for 3-year terms. No member of the Committee may succeed himself or herself, nor may the Faculty Chair serve on the Committee. The Committee elects its chair annually, and the Faculty nominates and elects Committee members in April of the preceding semester of service.

Faculty Development Committee:

The Committee will be comprised of a total of three faculty. Length of appointment is two years with staggered terms. The Committee should represent a diverse range of programs.

The Committee will receive and review faculty development proposals from the teaching faculty for the Lindsey Professorship, the Wean Professorship, the Two-Year Faculty Development Plan, and the Post-Tenure Semi-Sabbatical Program. The Committee will also review nominations for the Tosiello Award.

The Committee will work with individuals to help identify opportunities and to help develop and strengthen their proposals.

The Committee will then develop a separate prioritized list for each category and will submit its recommendations to the Dean of the College and President of the College for their consideration and action.

The Committee will also periodically review faculty development policy and make recommendations to the faculty and the administration for changes in policy as needed.

The Committee shall meet over the year as needed and report back to faculty when appropriate. A record of all on-going Development Projects will be posted on the Committee Website.

1.5 College Committees with Elected and Appointed Faculty Membership

Teaching and Learning Council: The purpose of the council is to improve teaching and learning at Pine Manor College through the inclusion of faculty, staff and students. The staff and faculty council consists of three or four faculty/staff educators. The two councils meet jointly around common concerns and initiatives and separately to address issues specific to each group. The focus of the council is to provide professional development to promote innovation in the classroom and effective pedagogy.

Academic Planning Committee: This is one of three planning sub-groups that make recommendations to the College Planning Committee. Chaired by the Dean of the College, the membership comprises five faculty: the Faculty Chair, two faculty members elected by the Faculty and one appointed by the Dean. The subgroup's purview includes strategic academic planning related to all aspects of the academic endeavors of the College, and their relationship to the mission of the College.

Grievance Committee: The Grievance Committee is a standing committee of the College and shall consist of members of the Executive Committee.

Trustee Committees: Members of the Executive Committee will serve on the various Committees of the Board of Trustees. At the subsequent faculty meeting, representatives to Board of Trustee Committees will report to the Faculty on the meeting of their Committees.

1.6 Chairing a Committee

A Chair is expected to determine the committee's calendar, convene meetings, prepare and distribute agenda, chair meetings and moderate discussion, appoint a scribe for the minutes on a rotating basis, report to the faculty on the committee's actions, and write the annual report for the committee to the President and Dean of the College in May.

1.7 College Committees with Appointed Faculty Members

Faculty Administrative Group: is composed of the Faculty Chair and the Dean of the College. It meets weekly to discuss such matters as scheduling of courses, staffing needs, course cancellation, budgetary needs and other administrative matters brought to it by the Dean.

Academic Review Board (ARB): The Academic Review Board meets at the end of each semester and occasionally during the summer to evaluate student academic performance. Students may be placed or removed from Academic Alert or Probation, placed on Suspension or Dismissal by the ARB. The ARB also evaluates requests to return to the College by students on Suspension. The Board is ordinarily composed of the following members: A representative from Student Affairs, the Assistant Dean for Faculty Development and Teaching Excellence, the Registrar, the Associate Dean of Academic Affairs, one or two faculty members appointed by the Dean for a one year term. Every effort is made to appoint faculty members who represent a range of disciplines.

Institutional Review Board for Research with Human Subjects: The Institutional Review Board is charged with supervising research using human subjects conducted by Pine Manor College students,

faculty and staff to ensure that the rights of subjects are respected and that the research meets the highest ethical standards. “Ethical Principles of Psychologists and Code of Conduct”, Section 8, published in the American Psychologist, December 2002, Washington, D.C.: American Psychological Association, or by the Society for Research on Child Development (1991), for research with Children, will be used to judge the research proposals submitted to the Board. (See Appendix for Guidelines)

Membership: The Institutional review board has five members: the Dean of the College, three faculty from a discipline, which does research with human subjects, and one representative of the college community. The term of membership is three years. Members may serve more than one term. Members are appointed by the Dean of the College. Initial terms shall be staggered so that continuity of membership will be maintained. If a member of the IRB is involved in the research being proposed, a substitute will be appointed. See 2.17 for procedures. See 6.1.14 for information about student research.

No research may be done at Pine Manor College without prior approval of the Institutional Review Board or a sub-group for approving student research.

2. ACADEMIC ACTIVITIES & OBLIGATIONS

2.1 Teaching Commitment

Since Pine Manor emphasizes close contact between students and faculty, it is expected that considerable effort will be made by all faculty to know their students well, to spend time with them, to be concerned about their academic life, and to help them in any way they can. The time spent with students outside the classroom in informal conferences, in conversation during meals, at various College gatherings, on field trips--all are seen as an important part of the teaching commitment of Pine Manor College. To that end, it is expected that full-time faculty will be available on campus a minimum of four days a week.

Faculty members are expected to report to the College before the opening of the semester, as warranted by the needs of academic programs, orientation, or registration, and the schedule for faculty orientation workshops, on a date designated by the office of the Dean of the College.

2.2 Full-Time Instructional Faculty Load

The majority of full-time appointments are tenure-track. Occasionally the College may deem it necessary to hire full-time, non-tenure track faculty on a contractual basis for a period not to exceed three years. The process for hiring faculty follows the guidelines of the College set by Human Resources.

2.3 Definition of Load

The work load of a full-time instructional faculty member ordinarily consists of [a] teaching three courses per semester, each involving approximately ten hours of work per week (or five hours per week if spread over the course of a year; [b] participation in on-going contributions to the community; and [c] engagement in professional development activities.

Contributions to the community may include but are not limited to serving on committees (ordinarily at least one committee per academic year), serving as BA coordinator, advising, designing and implementing a new course, and sponsoring three or fewer Directed Studies and/or Internships.

Professional Development activities include attendance at conferences, engagement in research and/or activities related to one's own discipline, and participation in activities related to the Scholarship of Teaching and Learning, particularly in the context of the College's mission. Faculty are encouraged to present their research at conferences and in publications.

Released Time: Certain administrative responsibilities carry with them released time from teaching one or more courses. In general, one released time would be equal to approximately 10 hours per week for one semester, or 5 hours per week over an entire academic year. The Dean would approve, in consultation

with the Faculty Chair. Examples of responsibilities carrying designated release times include the following:

- Faculty Chair (1 RT per semester)
- Coordinator of College Composition (1 RT per academic year)
- Chair of CRPT (1 RT per academic year)
- Coordinator of a BA Program Review (1 RT in relevant semester)
- Director of Major Projects (Spring Play; a major Conference; etc.)
- Assistant Dean for Faculty Development and Teaching Excellence (1 RT per semester)
- Assistant Dean for Foundational Learning (1 RT per semester)

In addition, there are two non-administrative released times to allocate among faculty. These will be distributed in two ways: Proposal-Based Released-Time and Recognition-Based Released Time. The criteria for the award of these released times are as follows:

Proposal-Based Released Time:

- How frequently and recently the faculty member has received released time (course or semester) for development work. (Proposal-Based Released time will not be awarded more frequently than every third year of full-time employment); in the absence of significant differences in the quality of proposal submitted, priority will be given to broad distribution of awards.
- The consistency of the proposed work in terms of expected time and effort with that involved in teaching a course (i.e. the same requirement as that for the “Special Activity”).
- The nature of the contribution of the proposed work to the College with preference (in order) to:
 1. Projects that support new directions associated with the mission of the College
 2. Projects that support new directions in one’s teaching, either in terms of pedagogy or program development
 3. Work that brings recognition to the College through one’s own published or presented scholarship

Recognition-Based Released-Time:

Individuals will be considered for Recognition-Based Released Time:

- whose work and contributions to the College go beyond the narrow definition of “faculty load;” i.e. who have taken on extra uncompensated projects over a period of time
- who contribute to the work of the College community in a variety of venues
- who are committed to the mission of the College and involve themselves in constructive dialogue and activity to assess and strengthen on-going projects or implement new ones.

It is possible that neither release-time may be allocated in any given year. It is also not intended that the Recognition-Based Released Time should be habitually awarded to the same faculty member; nor should it become a substitute for an institutionally defined release-time.

2.4 Part-time (adjunct) Faculty Appointments

Part-time (adjunct) faculty members are those who are assigned a half-time appointment or less over the academic year. Ordinarily, adjunct faculty may not teach more than four courses per year. The details of each faculty member’s contract are worked out between the faculty member and the Faculty Chair and approved by the Dean of the College. Although it is recognized that these faculty members are likely to have other commitments, it is hoped that they will spend enough time with their students outside of class so that the total educational experience will be proportionately the same as though they were full-time.

2.5 Outside Employment

A full-time faculty appointment implies a primary commitment to the goals of the College. Both full-time and part-time faculty may teach part-time or do consulting at another institution during the regular academic year to the extent that it does not interfere with regular college duties. For full-time faculty this outside employment may not be greater than the equivalent of one day's time per week. Faculty members are expected to be on campus a minimum of four days a week.

This outside teaching (or other consultative work) may only be undertaken with the approval of the Dean of the College. A report of outside teaching or consulting should be forwarded to the Faculty Chair at the beginning of each semester or academic year. The Faculty Chair will then send it on to the Dean of the College for her approval.

It is presumed that such activity will contribute significantly to the professional growth and development of the faculty and the area of study taught at the College, without diminishing service to the College.

2.6 Professional Growth

Pine Manor College expects all members of the faculty to participate in the professional activities of their discipline. The College may partially fund travel to and attendance at professional conferences, especially when faculty or staff presents papers or are panelists. Recommended faculty development activities will be funded up to the limit of available funds.

The College currently provides five opportunities for proposal-based assistance with the professional development activities of teaching faculty members — Lindsey and Wean Professorship sabbaticals (for untenured and tenured faculty, respectively), a longer-term project (the "2-year plan"), summer mini-sabbaticals, Post-Tenure Semi-Sabbaticals, as well as funding for specific activities that take place throughout the year. Faculty members are encouraged to take advantage of any and all of these programs.

Each of these opportunities is outlined below, with information on the purpose of the program, the process for applications, and the requirements for application. Each support opportunity requires an application, and each has its own application cycle and requirements. A checklist of items is also included in the Appendix to help organize application materials.

Application Process for all Development Proposals

Apply directly to the Faculty Development Committee and submit three copies of all proposal materials. Two –Year Plan proposals should be submitted to the Dean of the College as well as to the FDC.

2.6.1 Sabbatical Leave: Lindsey & Wean Professorships (Available to full-time faculty)

Purpose: The Lindsey Professorship, which is open to non-tenured full-time faculty members at the Assistant or Associate Professor level, is designed to recognize "outstanding performance, to encourage scholarly promise, (and/or) support career related publication, travel, or education." The Wean Professorship, which is available for tenured faculty at the Associate or Full Professor level, is designed to recognize "outstanding academic contributions and support scholarly research."

Priority may be given to applicants whose studies are already in progress and who have demonstrated, while at Pine Manor College, their desire and ability to make effective use of available time for research and professional improvements

Application Process for the Lindsey and Wean Professorships: Apply to the Faculty Development Committee (FDC). FDC evaluates all applications and makes recommendations to the Dean of the College, who, with the President, makes the final decision and awards.

The applicant must discuss his/her plans with the Faculty Chair, including goals, approaches, objectives, and finances prior to the formal submission of the application to the Faculty Development Committee.

Support: Recipients of these awards will receive one-semester at full pay.

Deadline: Annually in the fall semester, (as announced by the FDC).

Requirements:

- A current curriculum vita.
- A detailed description of the sabbatical work proposed, including planned activities, bibliography, research protocols, if appropriate, specific goals and objectives, expected outcomes, and a description of how the professorship will contribute to the faculty member's discipline or interdisciplinary area and professional development as a member of the Pine Manor College community. Applicants are encouraged to submit other relevant supporting materials.

The FDC will evaluate proposals based on the following criteria:

- Significance of the project proposed. The proposal should describe a project which promises to contribute to the development of the applicant in areas of teaching, research, creative or scholarly activity, particularly as they related to the mission of the College.
- Potential for completing the proposal's objectives. A statement or information that provides reasonable assurance that the objectives of the proposal will be achieved.
- Applicant's qualifications.

Notification: The Faculty Development Committee will forward its recommendation to the Dean of the College and the President prior to December 31st. Decisions regarding recommendations will ordinarily be announced to the candidate by the first faculty meeting of the Spring Semester.

The precise terms of the sabbatical will be issued in writing to the faculty member prior to the commencement of the sabbatical.

The granting of sabbatical leave will not affect salary increases.

Within one year of the conclusion of the sabbatical leave, the recipient is expected to submit a final report to the President and make a presentation to the community.

The recipient is expected to return to the college for not less than ONE full year of additional teaching after the completion of the sabbatical leave.

Recipients of the Lindsey Professorship may reapply three years after receiving the award. Recipients of the Wean Professorship may reapply five years after receiving the award.

2.6.2 Two-Year Professional Development Project (Available to full-time faculty, tenured or non-tenured)

Purpose: To encourage and reward on-going scholarship and creativity. In addition, the project encourages faculty connections with colleagues and collaborators beyond the campus and the inclusion of students in faculty research.

Support: Currently provides for an increase to the faculty member's base salary of \$1500 for the following academic year, after successful completion of the project.

Deadline: For the fall semester, around 15 November and for the spring semester, around 15 March. The project should begin the following semester. Established and announced by the FDC.

Requirements:

- Creation of a plan for professional development to be accomplished over a two-year period. The plan should include a specified time-line and concrete objectives. (see Appendix for Guidelines for Initial Proposal)
- Organization of a two-person Advisory Committee consisting of at least one PMC faculty peer and another PMC peer, or appropriate peer from another institution and be approved by the FDC.
- Periodic meetings with the Advisory Committee and periodic reports to the Dean of the College and the FDC, including an Annual Report on the progress and achievement of objectives.

- Final report submitted to the Advisory group, FDC, and Dean of the College for review and approval; recommendation sent to President. (See Appendix for Guidelines for Final Report)
- Presentation of completed project to College community or Faculty.

2.6.3 Post-Tenure Semi-Sabbatical Program

The FDC will read and make recommendations on proposals for the Post-Tenure Semi-Sabbatical Program. Applicants should confer with the Faculty Chair regarding eligibility.

2.6.3.1 Up to \$500 tuition costs for participation in courses, substantive workshops, or other types of training experiences involving pedagogy associated with one of the following:

Implementation of the mission into the curriculum

Pedagogy associated with implementing learning outcomes across the curriculum

Efforts to develop new areas of expertise consistent with the college's mission and goals.

Proposals for these awards should be submitted to the Faculty Development Committee in the semester prior to the anticipated course. The proposal should include published descriptions of the course or workshop, an explanation of how the experience addresses one of above criteria and a discussion of how the acquired new learning will be integrated into the individual's work at the college.

2.6.3.2 The following funds and opportunities are available to all full-time faculty member to support scholarly and educational development that supports their work at the College in ways that are consistent with the mission of the College:

Up to \$800 per academic year and following summer for Conference fees and travel costs for any faculty member's attendance at a Conference at which he/she is presenting a paper or participating as a chair, discussant and/or panel organizer. Payment upon submission of receipts and conference paper (for archives).

2.6.3.3 \$100 is available to each B.A. Program, administered through the Faculty Chair, to cover professional development expenses of individual activities associated with supporting particular areas or programs.

2.6.4 Mentoring Program for New Faculty

Selection of Mentors: Mentors will be selected by the Assistant Dean of Faculty Development and Teaching Excellence in consultation with: the Committee on Reappointment, Promotion, and Tenure; the Faculty Chair; and the Dean of the College. The consultation process will ensure that individuals who are selected will have the necessary skills and time in their schedule to be successful mentors.

Members of the Committee on Reappointment, Promotion, and Tenure (CRPT) and the Faculty Chair are excluded from being a mentor due to their roles in the evaluation/reappointment process. If a mentor is elected to CRPT in the second year of a mentee's contract, then the mentor will need to recuse herself/himself from any discussion about the mentee during the CRPT evaluation. In addition, a mentor cannot serve as a peer evaluator for a mentee in the CRPT evaluation. (Note: A mentee can at any time request a new mentor if the mentee is incompatible with the assigned mentor.)

Mentor's Role: A faculty mentor will need to take on three principal roles: (1) coach, (2) role model, and (3) counselor. As coach, the mentor will need to provide useful advice and suggestions to the mentee in the areas of teaching excellence and professional development, e.g. how to establish priorities (short-term and long-term goals) in the first and second years of one's contract; how best to advise students; how to strategize about presenting one's work at conferences; publishing in one's field, etc. It is also important that each mentor be a sound role model in terms of teaching and working collaboratively with colleagues on committees, task forces, and at faculty meetings. Finally, it is crucial that each mentor be a counselor, offering confidential advice and suggestions to a mentee, e.g. discussing student

evaluations; exercising effective conflict resolution when necessary, etc. Mentors will need to be trained with knowledge of CRPT guidelines.

Structure of Mentoring Program:

Year 1 Late Summer:

- Mentor and mentee meet at faculty meeting and participate in workshop facilitated by Assistant Dean of Faculty Development and Teaching Excellence (Assistant Dean)
- Mentor shares syllabi, assignments, etc. with mentee
- Mentor reviews mentee's syllabi and offers feedback prior to the beginning of the semester
- Mentor introduces mentee to faculty and staff colleagues on campus

Fall:

- Mentor attends at least one of the mentee's classes, followed by discussion
- Mentee attends at least one of mentor's classes, followed by discussion
- Mentor/mentee meet at least once a month to discuss teaching excellence and professional development
- Mentor/mentee have lunch off campus
- Mentor/mentee check in with the Assistant Dean at the beginning and end of the semester

Spring:

- Mentor attends at least one of the mentee's classes, followed by discussion
- Mentee attends at least one of mentor's classes, followed by discussion
- Mentor/mentee meet at least once a month to discuss teaching excellence and professional development
- Mentor and mentee participate in second semester workshop for all mentors and mentees
- Mentor/mentee have lunch off campus
- Mentor/mentee check in with the Assistant Dean at the beginning and end of the semester

Year 2 Fall:

- Mentor and mentee participate in workshop facilitated by Assistant Dean of Faculty Development and Teaching Excellence at the faculty meeting
- Mentor attends at least one of the mentee's classes, followed by discussion
- Mentee attends at least one of mentor's classes, followed by discussion
- Mentor/mentee meet at least once a month to discuss teaching excellence and professional development
- Mentor/mentee check in with the Assistant Dean at the beginning and end of the semester

Spring:

- Mentor attends at least one of the mentee's classes, followed by discussion
- Mentee attends at least one of mentor's classes, followed by discussion
- Mentor/mentee meet at least once a month to discuss teaching excellence and professional development
- Mentor and mentee participate in second semester workshop for all mentors and mentees
- Mentor/mentee check in with the Assistant Dean at the beginning and end of the semester
- End of the second year the mentor and mentee decide if they want to continue to work together during the third year or not

2.7 New Course Proposals

All new course proposals (complete the New Course Proposal Form located in the Appendix) must be submitted for approval to Academic Program faculty within the discipline, and the Curriculum Committee. In order to promote and encourage a dynamic and innovative curriculum, a course may be taught once with Curriculum Committee approval only. If a new course is denied approval, the faculty member has the right to present the course to full faculty for approval.

2.7.1 Revised Course Proposal

A Revised Course Proposal Form is required for a fundamental revision of a course that involves the focus, scope, level (e.g. 100 to 200), objectives, description (including title), designation, or other significant change. Complete the Course Revision Form and submit to the Curriculum Committee for approval. Once approved, proposal goes to full faculty for a vote. Curriculum Committee will include the Registrar on all communication related to revised courses and will include approved revisions in their annual report.

Any fundamental revision of a course description (including the title) that involves focus, scope, or objectives is a modification and should be submitted to the Curriculum Committee following the "course revision format." A course number change from one level to another (e.g. 100 to 200) is also regarded as modification of a course.

2.8 Course Syllabus

It is essential that the Office of the Registrar have a syllabus on file for every credit course offered by the College. This information is required for continuing reaccreditation, for review by the Board of Higher Education in Massachusetts, and for transcript evaluations by other colleges and universities. All faculty members must cooperate with the requests of the Registrar's requests for this information.

Faculty will provide sufficient copies of syllabi for each course they teach each semester to the Faculty Chair who will keep a copy for her/his files and then distribute the rest to the Registrar, Learning Resource Center, Library and other appropriate offices.

In addition to detailing topics and assignments, the syllabus must include course goals and the relationship of the assignments to the College's learning outcomes, the College's writing policy, the instructor's attendance policy and criteria for grading, with particular emphasis placed on the Academic Ethics Code. In no instance may the final exam, if given, count for more than 1/3 of the total grade for the course.

2.9 Responsibilities of Faculty Members who are not Returning to the College

If a faculty member is not returning to the College in the succeeding semester, the departing individual must vacate her/his office and submit the following to the Faculty Chair:

- syllabi for all courses taught during the previous two years; this may be duplicative given the routine requirement that these be filed in the Registrar's office.
- class attendance records and grading books/files (a copy will suffice).
- specific recommendations regarding any Incompletes.
- computer passwords and voicemail codes.
- a forwarding address.
- other materials requested (e.g. keys) prior to that faculty member's departure.
- all College property

2.10 Class Attendance Policy

It is the responsibility of each faculty member from a course to meet every class as scheduled. An instructor expecting to be away should inform the Faculty Chair and indicate how the class will be

covered, inform the students in advance, and notify the Dean of the College and the Registrar so that they will be able to answer questions from students who were not informed

In the event of an unexpected absence, the instructor should notify the Faculty Chair, the Dean of the College, and a colleague, so that an appropriate notice may be placed on the door or blackboard of the classroom.

In addition, faculty members who are absent from class for an extended time must report the absence to the Faculty Chair who will forward it to the Human Resources Department.

2.11 Class Meetings, Time and Place

No change in the scheduled meeting time of any course may be made by the instructor without the approval of the Faculty Chair and the Registrar. No change shall be made in the official room assignment without the approval of the Registrar.

All arrangements for field trips, off-campus, must receive prior approval from the Faculty Chair, who will inform the Dean of the College and the Registrar. This arrangement must be done through the Student Affairs Department and is dependent on the van's availability.

Faculty who use their vehicles to transport students to and from College-related activities off campus are covered by Pine Manor's "non-owned and hired car" insurance coverage. Accidents and incidents should be reported promptly to the Business Office. If an individual faculty member plans to use her/his vehicle more than occasionally, she/he should complete the "driver approval" form to be obtained from the Business Office.

2.12 Reporting of Early Semester and Mid-term Grades

The College calendar lists the dates on which early semester and mid-term grades are due each semester. The Registrar distributes a class list to each instructor that provides a column entry for mid-term warnings. A summary of warnings is then issued to each student, with a copy to his/her advisor.

2.13 Reporting and Changing of Grades

Only final grades, not mid-term warnings, are included on the student's permanent record. Prior to the semester's end, instructors receive an updated class list on which they are to record the final grade for each student in the course.

The grade of "Incomplete" is primarily issued for medical reasons or unexpected special circumstances, and only in cases where the student has completed 75% of the work of the course. Any student wishing to receive an "Incomplete" must speak with his/her instructor. Any instructor wishing to give an "Incomplete" should complete the appropriate form obtained from the Registrar's Office. The instructor should note what work remains to be done, such as a final examination, term paper, or hour test; the grade of work completed; the grade the student would receive if the remaining work is NOT completed and the date by which the Incomplete must be made up. Ordinarily, if no date is specified, an "Incomplete" must be made up and a final grade issued before the fifth (5th) week of the subsequent semester, unless a specific extension is approved by the Registrar. An "Incomplete" remaining after the deadline will automatically be switched to a course grade based on completed requirements with zero percentage for all work not submitted.

Citing faculty action, "no individual student is allowed to try to raise a grade on a test, or to raise an average by taking a second test, or by doing any kind of extra work." However, an instructor may choose to make such options available to the entire class.

2.14 Sponsorship of Directed Studies

Any faculty member agreeing to sponsor a Directed Study should first work with the student on the development of a careful, explicit, statement of objectives, course materials, procedures and requirements,

including any conference schedule, required writing, reading, and other work to be done. The DS syllabus must be filed with the Registrar during pre-registration or as otherwise noted on the academic calendar. If the course is listed in the catalog, is from the instructor's discipline and also normally taught by the department, Academic Standards does not need to review the course/provide a signature but still needs the syllabus and this form for its records. If the course is listed in the catalog but is not from the instructor's discipline, the instructor must first seek permission from the Program Coordinator/Faculty Chair before submitting the form and syllabus to Academic Standards. If the course is not listed in the catalog, the instructor must submit the syllabus and this form to the Program Coordinator/Faculty Chair and the Academic Standards Committee approval.

Ordinarily a faculty member agrees to sponsor a combined total of no more than 3 Directed Studies and Internships (IN 295 or IN 495).

2.15 Sponsorship of Internships

Any faculty member agreeing to sponsor an Internship is expected to have a clear understanding of the nature of that Internship, as signified by his or her signature on the Internship contract. The contract is specific in requiring information regarding both administrative and academic expectations including grading and evaluation. The faculty sponsor must visit the internship site and work closely with the Career Development Office to evaluate, retain and secure sites. The faculty sponsor is expected to confer with the student and the on-site supervisor on a regular basis, and to be prepared to issue a mid-term warning if one is appropriate. Please refer to "Sponsoring an Intern" guidelines issued by the Office of Career Development.

A faculty member may sponsor up to 3 Internships per semester (or in combination with directed studies) except where there is more than 1 student at the same site. (The latter is then counted as one sponsored internship.) In cases where there are 4 or more interns in a particular area, a single faculty member may be assigned the sponsorship with an accompanying seminar as part of his/her course load upon consultation with the Dean of the College and recommendation of the Faculty Chair.

2.16 Research and Grants

Faculty interested in submitting a grant proposal to a foundation or corporation should outline a brief, one paragraph abstract of their proposed project and submit it to the Dean of the College at least one month prior to the application deadline. The Dean will share the abstract with the Director of Development and the President for their approval.

With preliminary approval, the faculty member will work with the Dean to develop the proposal who will be responsible for acquiring the "sign-off" signatures from the above individuals before the proposal is submitted to the foundation or corporation.

2.17 Faculty Research on Human Subjects (IRB Procedures)

After the Board is appointed (see 1.7) the Board will meet to elect a Chair and to set up procedures. The Chair will call a meeting when a request for approval of research is received. Meetings must be called within two weeks of receiving such a request.

Researchers must submit to the Board 6 copies of each of the following: their research proposal; the IRB Research Approval Form; copies of the informed-consent form given to subjects or a statement of why a subject consent was not needed; and any written materials given to subjects (e.g. written instructions, experimental materials, debriefing statement (see Appendix for samples of forms and sample informed-consent forms for special populations). The Board should make every effort to respond to request for approval of research proposals within two weeks.

The Board will respond to the researcher in writing and will keep records of its actions. If a research study is denied approval, the Board will outline its reasons. Researchers will have the opportunity to modify their proposals to satisfy the Board's objections. If the approved research is not completed within

one year, a summary of progress and description of any changes in procedures will have to be resubmitted.

3. APPOINTMENT POLICIES

3.1 Appointment, Adjustment and Reappointment

3.1.1 Letters of appointment

Letters of appointment and reappointment are issued in triplicate; two copies must be signed by the individual and returned to the Office of the Dean of the College, no later than two weeks after the date on the letter, where one is filed and the other sent to the Comptroller.

Normally, all appointments follow a nine-month academic year, as described in the academic calendar. This usually begins in late August or early September and extends through May 31. Faculty members should expect to be available during Faculty Workshops and Student Orientation at the beginning of the academic year, and for end-of-year College business after Commencement. In addition, some faculty committees may choose to complete business after May 31st, as needed. Letters are considered binding for both the employee and the College for their full term (although compensation is deemed to be due and payable on a biweekly basis). Arrangements may be terminated by mutual consent if this action is considered in the best interest of both parties. Letters of reappointment are normally sent to all full-time faculty members in the spring, and to part-time members as soon after that date as feasible.

While overall policy on appointments and salaries is determined by the Board of Trustees upon recommendation of the President, the terms of any initial appointment or reappointment are decided by the President, after consultation with the Dean of the College and the Faculty Chair.

3.1.2 Adjustment

Adjustments to faculty appointment letters may be made during the academic year, in consultation with the Faculty Chair and the Dean of the College.

3.1.3 Appointment or Reappointment with Tenure

Any appointment or reappointment involving the award of tenure requires the recommendation of the Committee for Reappointment, Promotion and Tenure and the Dean of the College, and the approval of the President and the Board of Trustees, which first hears the recommendation of its Academic Affairs Committee.

3.2 Notification of Non-reappointment for Non-tenured Full-time Faculty

When, as determined by the Dean of the College, a non-tenured full-time faculty member is not to be reappointed following one year or more of service, the College shall give written notice to the faculty member that she/he is not to be reappointed as follows:

Not later than March 1 of the first academic year of service if the appointment terminates at the end of that year; or if an initial one-year appointment terminates during the academic year, not later than three months prior to the date of its termination.

Not later than December 15 of the second academic year of service in the College, if the appointment terminates during the academic year, not later than six months prior to the date of its termination.

Not later than 12 months prior to the termination of an appointment (May 31), if the appointment terminates subsequent to the completion of more than two years of full-time service on the faculty of the College.

3.3 Definition of a Full-time Teaching Year Credited Towards Tenure

In May 2001, the Faculty approved a document presented by the Committee on Reappointment, Promotion and Tenure (CRPT), which revised and updated by-laws on evaluation, promotion and tenure. (See Chapter 5.)

3.3.1 Ordinarily a full-time faculty appointment at Pine Manor College consists of six courses per academic year, college contributions in the form of committee memberships or other college related tasks, and activities related to professional development. (See Chapter 2, section 2.3.)

3.3.2 A position is considered full-time if the individual has been granted released time from teaching, as described in Section 2.3.

3.3.4 Only full-time appointments for the regular academic year count towards the probation period prior to tenure consideration. Courses taught in Pine Manor Summer Sessions or ELI do not count towards tenure.

3.4 Non-Tenure Track Positions

Ordinarily, full-time teaching positions at the college shall be designated as tenure track positions. However, the college may create non-tenure track fulltime positions for time-limited periods, for such purposes as leave-replacement or short-term program development. Such designations shall be agreed to in writing by the faculty member and the Dean of the College at the time the appointment letter is issued and signed. The letter shall state that the position is not on a tenure track, and shall specify the ending period for which the contract is to be issued. No non-tenure track position shall last for a period longer than three years.

Ordinarily, faculty designated non-tenure track shall be paid within the faculty salary ranges.

Faculty designated non-tenure track shall be evaluated annually by the Faculty Chair.

Faculty designated non-tenure track shall have the privileges, responsibilities and obligations of tenure track faculty; e.g. advising, benefits, committee membership, vote in faculty meeting.

3.5 Leave of Absence

A leave may or may not be credited towards the years of full-time teaching required for tenure. If a leave has been granted for professional development, credit towards tenure may be granted. This issue is addressed in writing at the time the leave is granted, and is determined by the President on the recommendation of the Dean of the College.

3.6. Years towards Tenure from Other Institutions

In accepting years towards tenure from other institutions, Pine Manor College will accept that institution's definition of a full-time year of college teaching, unless it is materially different than Pine Manor's.

Individuals must request that such years, to a maximum of 3, be accepted by PMC. At the time of initial employment, the number of accepted years, determined by the President on the recommendation of the Dean of the College, must be confirmed in writing with a copy to CRPT. This requirement holds for both full-time and part-time faculty. Such years, as described above, must be confirmed in writing, whenever a change of status from part-time to full-time is enacted.

3.7 Dismissal prior to the expiration of a term appointment

This is detailed in Chapter 5 (section 5.11.1 & 5.11.2).

4. ACADEMIC RANK

4.1 Full-time Faculty Compensation and Rank

Faculty Ranks are as follows: Assistant Professor, Associate Professor, Full Professor and Distinguished Professor (see below).

The Dean of the College, with final approval by the President, may adjust the salary of any member of the faculty. It is generally recognized practice, however, that adjustments ordinarily occur only at the point of hire and/or promotion to a new rank.

Incoming faculty with previous rank from another institution will be assigned at least equivalent rank at the College. Such rank shall be stated in the faculty member's initial appointment letter. This shall apply to both full-time and part-time faculty.

4.2 Assistant Professor

Non-tenured full-time faculty with or without the Ph.D./ Terminal degree qualify for this rank. Please refer to Section 4.8 for a listing of Ph.D./Terminal Degree equivalencies by field.

Non-tenured full-time faculty will be evaluated during their 1st year by the Faculty Chair and formally evaluated by the Committee on Reappointment, Promotion and Tenure (CRPT) in their 2nd, 4th and 6th years of employment at the College. The Faculty Chair's assessment in the 1st year will be used to determine their suitability for rehiring for the second year.

4.3 Associate Professor

Assistant Professors who hold the Ph.D./Terminal Degree and are granted tenure are automatically promoted to this rank.

4.4 Full Professor (See timetable below)

Tenured faculty members with the rank of Associate Professor are eligible to apply for promotion to the rank of Full Professor after the completion of 5 full time years of teaching following receipt of tenure. (Application occurs during the fall semester of the 12th full time year of teaching.) The full evaluations done during the fifth year following the award of tenure (year 11 of full time teaching) are used as a component of the application materials.

4.4.1 Access to the Rank of Full Professor

All tenured faculty members with the Ph.D./T.D. who completed 12 years of full-time teaching by May 1984, were automatically assigned the rank of Full Professor. Thereafter, upon commencement of the 12th full-time year, tenured Ph.D./T.D.s have access to this rank by the application process described below.

4.4.2 Application Process for Rank of Full Professor

The Committee on Reappointment, Promotion and Tenure (CRPT) shall evaluate applications, by the Ph.D./T.D. and non-Ph.D./T.D. person, for the rank of Full Professor on the basis of teaching excellence, service to the College and scholarly activity.

Individuals wishing to apply for the rank of Full Professor must indicate their intention, in writing, to CRPT no later than two weeks after the first day of classes of the fall semester.

4.4.3 Criteria for Promotion to Rank of Full Professor

Candidates for promotion should submit evidence of strength in teaching, service to the college, and scholarly activity. Since this promotion indicates an on-going commitment to strength in these three areas, the Committee will concentrate on the applicant's record since receiving tenure.

Strength as a teacher is measured by recent faculty evaluations as well as by other evidence submitted by the candidate (e.g. reports of the class visits by peers, teaching awards, other instruments to assess teaching elsewhere). Teaching effectiveness at Pine Manor is, however, the primary criterion in this category. Candidates should also provide evidence that they have kept up with the changes in methodology and content in their discipline.

Strength in service to the College is based on the faculty member's contributions and participation on committees (effectively chairing a committee, for example), leadership role in extra-curricular events, contributions to other non-teaching institutional endeavors -- in other words, evidence of effective leadership and active participation in this category, not mere membership. Evidence of contributions to the community which are related to the applicant's role at the College and which enhance the College's reputation is also relevant.

Scholarly activity means contribution to the discipline and profession, including but reaching beyond those efforts necessary to maintain one's role as an effective teacher, knowledgeable about development in the discipline. It includes (but is not necessarily limited to) publication; community based research; exhibits; performance; presentation of papers or lectures; running of or participation in workshops in one's discipline; an active record of attendance at conferences; activity in professional/scholarly organizations -- for example, holding office or committee membership (more than membership in the general organization); organizing and hosting professional conferences; consulting; relevant course work and degrees beyond terminal degree; awards, grants, and honors (non-teaching); invited membership on review boards for grants, awards or publications; membership on reaccreditation teams, evidence of creativity and /or innovation in one's discipline, through, for example, the creation of new texts or methods of instruction in the discipline. Not all of the above criteria are necessarily awarded the same weight. The Committee will look especially for evidence of active contribution to the discipline or to the mission of the College and some recognition of such contribution. A strong record of achievement in this category is particularly important for applicants without the usual terminal degree in their discipline.

4.4.4 Timetable for promotion to Full Professor rank

Tenured Faculty with Ph.D./T.D. and rank of Associate Professor

Action	Schedules (with respect to tenure)	Schedule (with respect to F/T teaching)
Full evaluation	in 5th FT year after tenure	in 11th FT year after tenure
Apply for Full Professor	in 6th FT year after tenure	in beginning of 12th year of FT teaching
Decision on Promotion to Full Professor	in 7th FT year after tenure	in beginning of 13th year of FT teaching

Note: Anyone not adhering to a normal FT teaching schedule must consult the CRPT for a determination of scheduling for Full Professor applications.

4.4.5 With the applicant's help, CRPT will compile a file on the Faculty member. The file shall include: a) letters relating to the applicant's qualifications from the Faculty Chair, the Dean of the College and one faculty member and the candidate; and b) current student evaluations. The applicant is encouraged to submit prior evaluations as well.

The file must be completed by the day set for fall semester mid-term warnings.

CRPT shall submit its recommendation to the President and the Dean of the College, in writing, with a copy to the applicant, by December 1st.

4.4.6 The Dean of the College will provide a letter for the file of the applicant. The dossier and the recommendation of the Evaluation Committee will go to the Dean of the College who will forward them to the President with his/her separate recommendation.

4.4.7 The promotion to Full Professor shall take effect at the beginning of the academic year following the year of application.

4.4.8 If the promotion is denied, the candidate must be notified in writing of the reasons. There is no appeal; the candidate may reapply after two full academic years.

4.5 Distinguished Professor

The President may appoint individuals to this rank after their completion of six years as Full Professor. Individuals are eligible to apply or be nominated for promotion to this rank after completing six years as a Full Professor. This rank is permanent and will carry with it a salary increase to be determined by the President and which will be accruable as part of the individual's salary thereafter.

4.6 Endowed Professorship(s)

This appointment is reserved for those distinguished faculty whom the President and the Board of Trustees have chosen to honor for a singular record of achievement, contribution to the discipline for which the Endowed Chair is designated, and leadership within the Pine Manor College community.

The appointment is intended for senior tenured faculty. An appointment to an Endowed Chair is usually for a three-year term, which is renewable. The holder of the Chair is afforded a title specific to that Chair, together with an honorarium for each year of the appointment.

The holder of a named Chair will, from time to time, be asked to share his or her knowledge and experience with members of the faculty and student body in informal seminars or formal lectures to highlight the field sponsored by the Chair.

4.7 Rank and Compensation for Part-Time (Adjunct) Faculty

Rank: Individuals who have taught four or fewer semesters will carry the title of Adjunct Faculty. Individuals teaching four courses or fewer with a previously earned rank based on a full time position as Assistant, Associate, or Full Professor, will maintain that rank as an adjunct (i.e. "Adjunct Assistant Professor").

Compensation: Beginning in Fall, 2012, the minimum salary at the time of initial employment for faculty teaching four or fewer courses will be \$3,400 per course. The salary will be determined by the faculty member's degrees and experience. Under unusual circumstances of institutional need, the President has the right to authorize a salary that exceeds the maximum amount. Adjunct faculty teaching courses with 2-3 hour laboratories will receive an additional compensation (for example: BI 101, CH 102, etc.) comparable to ½ of a course stipend.

After four semesters of teaching, at the point of promotion to Senior Lecturer, compensation will be increased by \$200 per course. Further increases of \$200 each will be given after each block of four semesters of teaching, up to a maximum determined by the College. If the full-time faculty does not receive an increase in compensation in a given year, then neither will those faculty teaching four or fewer courses. The range of compensation will be reexamined at regular intervals to take into account changing economic conditions.

When a course taught by an adjunct faculty member is cancelled more than three weeks before the start of the scheduled semester, s/he will not receive any compensation. However, if a course is cancelled within three weeks of the start of a semester but before the first class day, the adjunct instructor will receive one pay period's salary. If the course is cancelled during the drop/add period once the semester has begun, the adjunct instructor will be paid for two pay periods of the semester.

4.8 Ph.D./Terminal Degrees

4.8.1 Approved Ph.D./Terminal Degrees:

Arts and Communication

1. M.F.A. or equivalent professional qualifications for Dance, Music, Theater, Visual Arts.
2. Ph.D. for Communications.
3. Ph.D. in Music would be the terminal degree for an expanded music curriculum
4. Ph.D. for Art History.

Economic and Financial Systems

1. PhD for Economics
2. M.B.A. or Master's and C.P.A./C.M.A. certification in place of the M.B.A. for accounting

Humanities

1. Ph.D.
2. M.F.A. or equivalent for creative writing.

Management and Organizational Change

1. M.B.A.
2. PhD in related area

Mathematics

1. Ph.D. in Mathematics, or Ed.D. in Mathematics Education or an M. A or M. S. in Mathematics plus a second Master's in Computer Science
2. A Ph.D. in Mathematics would be the terminal degree for an expanded math curriculum.

Sciences

1. Ph.D.

Social Sciences

1. Ph.D.
2. J.D. for legal studies
3. Ed.D./Ph.D. for Education

4.8.2 Procedure for Exception to Terminal Degree Requirements

Ordinarily, the graduate degree published in the *Faculty Handbook* will stand as the terminal degree required for tenure in a given discipline. If, however, a particular program can document the need for a faculty member in an area whose professional standards recognize a different experience and degree, the program will present the case for this position to the Dean of the College. Normally, such an exception will be acknowledged by all parties at the point of hire, but by no later than the second one-year contract. The decision of the Dean will be final.

5. EVALUATION AND TENURE

5.1 Schedule of Evaluation

5.1.1 Schedule of Evaluation for Full-time Faculty

Since new full-time faculty are ordinarily selected for their potential for tenure at the College, their formal evaluations should include an assessment of their ability to acquire tenure.

Non-tenured full-time faculty will be evaluated during their 1st year by their Faculty Chair and formally evaluated by the Committee on Reappointment, Promotion and Tenure (CRPT) in their 2nd, 4th and 6th years of employment at the College. The Faculty Chair's assessment in the 1st year will be used to determine their suitability for rehiring for the second year.

Based on the results of her/his formal evaluation in the fall of the 2nd year, the faculty member will be given a two-year contract, if she/he is to be rehired.

The 4th year evaluation will be used as a strong indicator of suitability for tenure. Following the formal evaluation in the 4th year of employment at the College, the faculty member will be offered either another two-year contract or a one-year terminal contract.

The 6th year formal evaluation is the final evaluation for tenure. As a result of this evaluation, the faculty member will either be recommended to the Board of Trustees as a candidate for tenure or offered a one-year terminal contract.

Faculty who are tenured are formally evaluated by CRPT every 5th year following the award of tenure. However, faculty members who come up for a 5th year post tenure review during the phased retirement plan will not be evaluated. Additional processes such as peer evaluation and self-evaluation may be requested by the Faculty Chair or faculty member being evaluated as deemed appropriate. Faculty members who come up for a 5th year post-tenure review during their final year of phased retirement will not undergo evaluation.

5.1.2 Schedule of Notification for Full-time Faculty

Faculty in the 1st year of service must be notified by March 1 regarding non-reappointment for the following year.

Faculty in the 2nd year of service must be notified by December 15 regarding non-reappointment for the following year.

Faculty in the 4th year of service must be notified by May 31 of the 4th year, if they are to be reappointed to a fifth but terminal year (i.e., if they are not to be given a two-year appointment leading to a tenure review).

The timeline for the evaluation process and notification will be sent to Faculty by CRPT's Chairperson at the start of each academic year.

5.1.3 Schedule of Evaluation for Part-time Faculty

Evaluations of part-time faculty are scheduled and conducted by the Faculty Chair during their first year of teaching at Pine Manor and in the fourth and eighth semesters of teaching following the first year. After these three evaluations, a part-time faculty member will be evaluated by CRPT every fifth academic year.

5.1.4 Faculty Credited with Years of Teaching from Another Institution:

Faculty who are employed by the College with up to a maximum of three years of teaching at another institution will be scheduled for evaluation, as appropriate.

5.1.5 Out of Sequence Evaluation:

Any faculty member may request an evaluation out of sequence by submitting a letter to the Committee on Reappointment, Promotion and Tenure during the first four weeks of a given semester. However, no faculty member evaluation shall be conducted by the Committee on Reappointment, Promotion and Tenure solely at the request of an administrator.

5.2 The Evaluation Process

5.2.1. Semester Course Evaluations:

All faculty are evaluated in each course by students every semester using the Faculty evaluation instrument with the exception of the following courses: directed studies, teaching assistantships, research assistantships, individual projects, individual internships and private instruction in music.

Faculty evaluation materials are distributed and collected by the Registrar, working under the supervision of the Committee on Reappointment, Promotion and Tenure. The Data Analyst, an adjunct member of the Committee on Reappointment, Promotion, and Tenure, is responsible for entering and summarizing data from student evaluations. The Director of Institutional Research will receive and archive all faculty evaluations.

Individual faculty will receive the results provided by the Committee. The Faculty Chair, Director of the First Year Seminars, and the Director of College Composition will receive all evaluations of faculty under their purview each semester to be used in their yearly discussions about teaching with faculty. Program coordinators will also receive copies of faculty evaluations for any adjunct under their purview. Faculty being formally evaluated may submit an addendum to their self-evaluation in response to this material.

When a formal evaluation is scheduled, students submit written comments, as well as the Faculty evaluation form.

5.2.2 Evaluation of Full-Time Faculty

5.2.2.1 Evaluation Procedures for Full-Time Faculty in their First Year of Service (Tenure and Non-Tenure Track Appointments)

All new full-time faculty are evaluated during their first year of service to the College by the Faculty Chair (or College Composition program coordinator). The evaluation consists of these elements:

Student evaluations, administered in the fall at the usual (end of term) schedule.

Faculty Chair/CC Coordinator visits classes and conversations with the faculty member.

Optional self-evaluation from the faculty member

Letter of evaluation from the Chair to the Dean (mid-February). The Faculty Chair/CC Coordinator should provide copies of the evaluation letter to the faculty member and to CRPT.

Full-time tenure-track faculty will receive a letter from the Dean regarding reappointment by March 1. Non-tenure track full-time faculty members, for whom reappointment does not apply, will not receive a letter from the Dean.

A non-tenure track full-time faculty member appointed under a 2-year contract may waive an evaluation during the first year of full-time appointment by agreement with her/his Faculty Chair/CC Coordinator if the faculty member held a part-time appointment at the College immediately preceding the full-time appointment (and therefore had an evaluation).

5.2.2.2 Evaluation of Continuing Full-time Faculty (Tenure-Track and Tenured)

Each full-time faculty member in the evaluation process will assemble a portfolio consisting of a self-evaluation and supporting materials. The self-evaluation should be the faculty member's assessment of his/her teaching effectiveness, contribution to the College community and professional growth, as outlined in the basic expectations for tenure and promotion (see section 5.6.2). Supporting materials should include a current curriculum vitae, teaching evaluations from all courses taught at the College, syllabi and related teaching materials (including evidence of assessments and student achievement), letters from previous evaluations at the College, and other materials that provide evidence of accomplishments and professional contributions. (See section 4.4.3 for a definition of what contributes to scholarly work at Pine Manor College).

The Evaluation Portfolio must be submitted directly to the Committee on Reappointment, Promotion and Tenure. Submission of the portfolio in a digital format that is fixed and stable at the time of submission is strongly preferred. The Faculty member may submit a physical portfolio, or selected supplements if they wish, in addition to the digital portfolio. The Committee makes appropriate components of the portfolio available to peer evaluators and the Faculty Chair.

If a faculty member was evaluated during the previous year, then he/she may submit an addendum to the previous self-evaluation.

The Committee will select a peer or peers to evaluate the faculty member on the basis of:

- A review of his/her portfolio including the self-evaluation, CV, course materials and evidence of scholarly/artistic activity.
- One or more in-class visits
- A discussion of teaching goals and strategies
- Consideration of contributions to the community (full-time faculty)

The peer's letter is sent directly to the Committee on Reappointment, Promotion and Tenure, which will send a copy to the evaluated faculty member, and the Faculty Chair. The faculty member may request a discussion of the peer's letter with the Committee on Reappointment, Promotion and Tenure.

The Committee also will solicit an evaluation letter from the Faculty Chair. The Faculty Chair writes an evaluation of the faculty member based on the portfolio and an optional class visit. The Faculty Chair's evaluation should focus particularly on the items below (for due dates see Table 5.1):

- an analysis of the student evaluation profile,
- an evaluation of the faculty member both in terms of his/her capacity as member of the Program and of the College community, and
- an evaluation of the faculty member's professional growth, which is sent to the Committee with a copy to the faculty member.
- an evaluation of institutional need for this faculty member's expertise.

A Faculty Chair evaluation is sent to the Committee with a copy to the faculty member.

The Committee reviews the material and sends its assessment to the Dean. The Committee's letter accompanying the materials will include a statement as to whether the materials are or are not consistent with the professional expectations and standards as outlined in section 5.6.2, pertaining to requirements for tenure and promotion. These materials will be used by administrators (along with other information) to make reappointment decisions.

The Dean reviews the material and responds by sending a letter to the faculty member with copies to the Committee on Reappointment, Promotion, and Tenure.

All evaluation materials are due on the dates specified by the Committee on Reappointment, Promotion and Tenure. Failure to submit materials to the Committee on Reappointment, Promotion and Tenure as requested and without agreed-upon reason(s) is a serious abrogation of faculty and administration responsibilities.

5.2.3 Evaluation of Part-time Faculty

The first three evaluations of part-time faculty are conducted by the Faculty Chair (or Director of College Composition) on the schedule specified in section 5.1.3. These initial evaluations consist of the following materials:

- Student evaluations
- A written self-evaluation (optional during 1st year , required during subsequent evaluations)
- An optional peer evaluation may be requested by either the Faculty Chair or the evaluatee.
- A Faculty Chair / Composition Program Coordinator evaluation: The Faculty Chair / Composition Coordinator will observe the faculty member's class, review curricular materials, student evaluations, the optional peer evaluation and the self-evaluation and then meet with the faculty member to discuss his or her performance.

The Faculty Chair or Composition Coordinator will write a letter responding to the evaluation materials and making any necessary recommendations to the Dean of the College. The Faculty Chair / Composition Coordinator and the Dean of the College will keep records of these evaluations and recommendations.

Following these three evaluations continuing part-time faculty are evaluated by CRPT every fifth academic year. Procedures are the same as for full-time faculty – see section 5.2.2.2.

5.3 Distribution of Evaluation Materials

5.3.1 The Committee on Reappointment, Promotion and Tenure will distribute to the evaluated faculty copies of all materials: student, peer and Faculty Chair evaluations. Faculty members may discuss these materials with the Committee. A copy of the letter from the Faculty Chair to the Dean of the College regarding reappointment for full-time faculty in their first year of appointment (tenure track and non-tenure track) should be sent to CRPT for files

5.3.2 Copies of all evaluation materials are maintained by the Committee on Reappointment, Promotion and Tenure and by the Director of Institutional Research. Individuals may request copies of their materials from the Committee. When a faculty member resigns or retires from the College, the evaluation materials are placed in an inactive file where they are maintained for seven years after the faculty member has left the College.

In addition, files (evaluations and recommendations) on faculty members receiving full evaluations will go to the Dean of the College. The Dean will write his/her response and retain the entire file.

5.3.3 By vote of the faculty, Program Coordinators may request a copy of a faculty member's evaluation materials appropriate to their administrative duties. The administrator must send a letter to the Committee on Reappointment, Promotion and Tenure. The Committee will make a decision on the request after consultation with the faculty member involved and, receiving permission for this release, so inform the administrator and the faculty member.

5.4 Postponement of an Evaluation

5.4.1 In general, postponement of an evaluation is permitted only in the case of leave of absence from the campus, and the postponed evaluation will take place in the year following the individual's return.

5.4.2 Such postponements will be reported to the faculty and published in the faculty Minutes.

5.4.3 If and when a faculty member elected to the Committee is scheduled for the 5th year evaluation, the individual must withdraw from consideration of that evaluation.

5.5 Evaluation of Librarians

5.5.1 Librarian Status:

Currently librarians have full-time positions and by vote of the faculty in 1976, librarians have faculty status. By decision of the administration, librarians are not eligible for tenure.

5.5.2 Evaluation Process for Professional Librarians

Professional library staff holding faculty status will be evaluated in accordance with the evaluation process developed by the Director of Human Resources.

5.6. Tenure Regulations

5.6.1 Terms and Conditions

The terms and conditions of every appointment to the faculty shall be stated in writing. Initial appointments of faculty members are ordinarily made for successive terms in a six year probationary period as follows: an initial one-year contract, a second one-year contract, a first two-year contract, and a second two-year contract. After the expiration of the probationary period, a full-time member shall have permanent or continuous tenure. Thereafter, services of a faculty member shall be terminated only for cause or under extraordinary circumstances because of financial exigencies. (See also "Policy on Review/Evaluation," "Policy on Termination/Dismissal," "Review/Evaluation of Tenured Faculty Because of Unsatisfactory Professional Performance," and "Termination/ Dismissal of Tenured Faculty or Untenured Faculty Whose Term of Appointment Has Not Expired")

5.6.2 Criteria for Awarding Tenure

Candidates for tenure should submit evidence of strength in teaching, service to the college, and scholarly activity.

Strength as a teacher is measured by recent faculty evaluations as well as by other evidence submitted by the candidate (e.g. reports of the class visits by peers, teaching awards, other instruments to assess teaching elsewhere). Teaching effectiveness at Pine Manor is, however, the primary criterion in this category. Candidates should also provide evidence that they have kept up with the changes in methodology and content in their discipline.

Strength in service to the College is based on the faculty member's contributions and participation on committees (effectively chairing a committee, for example), leadership role in extra-curricular events, contributions to other non-teaching institutional endeavors -- in other words, evidence of effective leadership and active participation in this category, not mere membership. Evidence of contributions to the community which are related to the applicant's role at the College and which enhance the College's reputation is also relevant.

Scholarly activity means contribution to the discipline and profession, including but reaching beyond those efforts necessary to maintain one's role as an effective teacher, knowledgeable about development in the discipline. It includes (but is not necessarily limited to)

- publication;
- community based research;

- exhibits;
- performance;
- presentation of papers or lectures;
- running of or participation in workshops in one's discipline;
- an active record of attendance at conferences;
- activity in professional/scholarly organizations -- for example, holding office or committee membership (more than membership in the general organization);
- organizing and hosting professional conferences;
- consulting;
- relevant course work and degrees beyond terminal degree;
- awards, grants, and honors (non-teaching);
- invited membership on review boards for grants, awards or publications;
- membership on reaccreditation teams,
- evidence of creativity and /or innovation in one's discipline, through, for example, the creation of new texts or methods of instruction in the discipline.

Not all of the above criteria are necessarily awarded the same weight. The Committee will look especially for evidence of active contribution to the discipline or to the mission of the College and some recognition of such contribution. A strong record of achievement in this category is particularly important for applicants without the usual terminal degree in their discipline.

5.6.3. Institutional Need

The criteria for tenure as outlined in current guidelines include professional and scholarly credentials, teaching ability and contributions to the College. Institutional need must also be included. Institutional need is the College's medium and long-term need, in the judgment of the President, for an individual's particular scholarly expertise or range of skills considered in conjunction with the number of tenured faculty in the same area or related areas; the actual and projected student enrollments in courses in the discipline and in the B.A. program in which the individual is involved; data indicating possible growth or decline in student interest in such courses or programs; and, finally, data indicating growth or decline in the total student enrollment.

5.6.4. Probationary Period

The probationary period is hereby defined as six years of service as a full-time teacher at Pine Manor College. These will be credited as part of such probationary period full-time service as a faculty member in all other institutions of higher education not exceeding three years in the aggregate unless a faculty member and the College agree in writing at the time of employment that a longer period of service will be credited.

Individuals must request that such years, up to a maximum of three, be accepted by Pine Manor College, and this must be confirmed in writing at the time of employment, or at the time of a change in status from part-time to full-time. Permanent or continuous tenure may be awarded by the College prior to the expiration of the probationary period.

5.7 Tenure Procedures

5.7.1 During the sixth full-time year credited towards tenure, the faculty member will be evaluated following the procedures previously outlined.

5.7.2 The Faculty Chair and peers will be encouraged not only to evaluate the individual along previously described criteria, but also to evaluate that faculty member's potential for future contribution to the College. Additional supporting letters may be submitted for any faculty member being considered for tenure.

5.7.3 In addition to the above evaluations, CRPT, in consultation with the Dean of the College, will select an outside evaluator to provide an additional evaluation. The outside evaluator will be selected from a list provided by the faculty member. The selection will be based on parity with the evaluated faculty member, credentials of the outside evaluator and ability to understand the needs of the College. The outside evaluator will spend a day on campus with the faculty member attending class, discussing the course portfolio, and assessing the effectiveness of the faculty member in meeting the educational goals of the College. The outside evaluator will submit a letter to the Evaluation Committee as soon as possible. Subsequently, CRPT will discuss the letter with the outside evaluator in person.

5.7.4 On the basis of the above data, CRPT will vote on whether to recommend the faculty member for tenure. After the vote has been taken, the dossier and the recommendations of CRPT will go to Dean of the College who will forward them to the President with her separate recommendation. The letter will include such information as the Committee feels necessary to justify its recommendation. The Committee may elect to include the letter from the outside evaluator, but not include other evaluation materials in full. The Committee may, however, quote from the Faculty Chair, peer, and student evaluations as it deems appropriate.

5.7.4A The Dean of the College will provide to CRPT a copy of her recommendation letter to the President. CRPT will then send to the tenure candidate a copy of the Dean's letter along with the copies of its own recommendation letter and other evaluation materials before the Spring (Commencement) meeting of the Board of Trustees.

5.7.5 It is the responsibility of the faculty member to provide the Committee with any verification or clarification of his/her credentials on request of the Committee.

5.7.6 CRPT may request a meeting with the Education committee of the Board of Trustees to discuss its recommendation prior to the vote of the Education Committee and the full Board.

5.7.7 By the day after the vote of the whole board, the President will communicate the decision to the faculty member and to CRPT.

5.8. Reduced Teaching Loads for Full-time Tenured Faculty

Recognizing that child bearing, child rearing, health and family emergencies may make it difficult for tenured faculty to maintain a continuous full-time appointment, the faculty endorsed a policy available for both men and women to shift from full teaching load to reduced load and back again, depending upon personal and institutional needs. Normally, a reduced load is limited to five years. If the College accepts the request, the individual maintains the benefits of tenure. Faculty granted a reduced teaching load are expected to continue their student advising and committee work. Such faculty are paid on the basis of their full time salaries, prorated according the reduced load appointment.

5.8.1 A tenured faculty member may request--for reasons such as scholarship, creative work, or other professional activity -- a reduced teaching load ordinarily of one to two courses. If the College accepts the request, the individual maintains the benefits of tenure. Faculty granted a reduced teaching load are expected to continue their student advising and committee work. Such faculty are paid on the basis of their full-time salaries, prorated according to the reduced load appointment.

5.8.2 For those situations which can be anticipated, the faculty member must submit a request annually, in writing, to the Program Coordinator by the first day of the spring semester in the year preceding the period of reduced load. This request, with the recommendation of the Coordinator, is then forwarded two weeks from the first day of the spring semester to the Dean of the College. The Dean of the College will respond to the faculty member and the Coordinator by four weeks from the first day of the spring semester, allowing time for careful planning of staffing needs. In the case of situations that cannot be anticipated, requests will be made by the faculty member to the Dean of the College through the Program Coordinator on an ad hoc basis.

5.9 Faculty Emerita/Emeritus Status

The designation of faculty emerita/emeritus status upon retirement from the College may be granted to full time, tenured members of the faculty who have served the College for a minimum of 16 years, by recommendation of the President to the Board of Trustees. (Under exceptional circumstances, the President will consider a recommendation from the Committee on Reappointment, Promotion & Tenure to deviate from the standard requirements.)

A faculty member designated Emerita/Emeritus will be entitled to:

- attend Faculty meetings (without voting rights).
- be invited to College social and academic events, including marching with the faculty on occasions such as Commencement.
- formal listing as an emerita/us faculty member in College publications.
- use the library, including borrowing privileges.
- dining privileges at the faculty rate.
- maintain a pmc.edu email address.
- the opportunity to teach at the College, at the discretion of the Dean of the College, at the maximum part time per course rate.
- the opportunity to provide service to the College, as needed by the College, in a variety of areas, such as development and admissions.

5.10 Review/Evaluation of Tenured Faculty Because of Unsatisfactory Professional Performance

1. When the Dean of the College determines that a tenured faculty member's professional performance may be unsatisfactory and that the performance issue cannot be resolved by the Dean and the Faculty Member alone, the Dean shall appoint a Review Committee to review and evaluate the areas of concern.

Contemporaneously, the Dean will notify the Faculty Member and the Faculty Chair of this action and the reasons for it, in writing, and meet with the Faculty Member and Faculty Chair to explain this action. (Nothing in this policy shall be used to limit a faculty member's academic freedom.)

2. (a) The composition of the five-person Review Committee will be as follows: the Faculty Chair of the Committee for Reappointment, Promotion, and Tenure (CRPT); and three tenured faculty, at least one of whom being from the faculty member's broad area of discipline (i.e. sciences and/or humanities).

(b) The Faculty Member will select one of the three tenured faculty members; the Dean will select one; the third will be mutually agreeable to the Faculty Member and the Dean. The Faculty Member may object to the inclusion of any member of the Review Committee by demonstrating a conflict of interest or a pre-existing bias that would preclude objectivity. The Dean shall determine in his/her discretion whether the person so challenged shall be excluded. If at any time during the process a committee member is unable to serve, the Dean shall appoint a replacement from the appropriate category (CRPT, tenured faculty).

(c) The Review Committee will select a chair who is agreeable to a majority of the Committee and to the Dean. The proceedings and recommendations of the Committee will be confidential.

3. The Review Committee will meet promptly with the Dean to delineate the areas of inquiry. The results of this meeting will be conveyed promptly to the Faculty Member. The Committee's objectives will be (1) to confirm or disconfirm the alleged unsatisfactory performance and, if confirmed, (2) to recommend action to the Dean. For these purposes, the Committee may review any materials or consult with any members of the College community. The Committee will decide, in consultation with the Faculty Member, how best to obtain information from the Faculty Member. This may include, but not be limited to, interviews, review of written materials, and submissions of written statements. A Faculty Member's failure to cooperate with the Committee will not preclude it from carrying out its charge. The

Committee may adopt such procedures as it deems appropriate to carry out its responsibilities and shall not be bound by formal rules of evidence.

4. The Review Committee will report to the Dean in writing within 15 working days after it has been convened. If the Committee confirms the unsatisfactory performance (by a majority vote), it will forward its findings and general recommendations for action to the Dean and meet with the Dean to establish performance goals for the faculty member and to set a time limit for the attainment of these goals. The Committee and the Dean will then meet with the Faculty Member to discuss the performance goals, which will be set forth in writing by the Dean within 15 working days of the Committee's confirmation of unsatisfactory performance.

5. The Review Committee will monitor the Faculty Member's progress in achieving the performance goals. The Committee will inform the Dean that in its judgment (by majority vote) the Faculty Member has achieved or not achieved the performance goals, and recommend appropriate action, to include (a) conclusion of the review process as a result of satisfactory achievement of the performance goals; (b) a further professional development program; (c) disciplinary action; (d) dismissal from the College; (e) or other action it deems appropriate.

6. The Dean may decide to accept the Review Committee's recommendations in whole or in part or choose other appropriate action. If the Dean believes dismissal is the appropriate action, the College's Termination/Dismissal procedures will be followed.

7. The foregoing process supersedes any other College policy and shall not limit the right of the College to proceed directly to use of the College's Termination/Dismissal procedures.

5.11 Termination/Dismissal of Tenured Faculty or Untenured Faculty Whose Term of Appointment Has Not Expired

5.11.1 Termination due to Institutional Need

A. Termination of employment due to institutional need may occur for one or more of the following reasons: (1) financial exigency; or (2) discontinuance of a program or position for reasons other than financial exigency.

B. Definition of financial exigency: For purposes of this policy, a bona fide financial exigency shall be deemed to exist upon notification by the President of the College (President) to the Board of Trustees that the financial condition of the College is such that extraordinary measures (including, but not limited to, termination of one or more members of the tenured faculty and/or other employees) must be taken in order to preserve the College's continued operations. Upon the Board's concurrence with the President's report of findings and recommendations, a condition of financial exigency shall be deemed to exist.

C. Definition of discontinuance of a department, program, or position for reasons other than financial exigency: The employment of a faculty member may be terminated under A(2) above where the department, program or position is eliminated due to the President's determination, after consultation with the College Planning Committee and the Academic Affairs Planning Subgroup, that

(a) continuation of the program in question will not, or will no longer, further the College's mission or objectives; or

(b) the benefits of continuing a particular program or position are, in his/her judgment, disproportionate to the costs; or

(c) the program or courses fail to achieve minimum enrollment figures, as established by the President, for three or more semesters.

D. Decision Concerning Specific Reductions: Once it has been determined that financial exigency exists or that a program or position is to be discontinued for reasons other than financial exigency, the President shall be responsible for deciding the extent and nature of specific reductions and changes to be made.

E. Notification: The Dean of the College (Dean) will notify the faculty member in writing of the College's intent to begin proceedings for termination (Notification Letter). Within five working days of delivery of the letter of notification, the Dean will meet with the faculty member and the Faculty Chair to explain the reasons and procedures for termination. A summary of the discussion, written by the Faculty Chair, will be provided to the faculty member and the Dean.

F. Procedures:

1. Reasonable effort shall be made by the Dean to explore alternatives to termination (Alternative Positions/Programs), such as (a) early retirement and (b) appointment to any vacant administrative or teaching position (in another department or program) that needs to be filled, for which sufficient funds have been budgeted and for which the faculty member is qualified -- in which case, if appropriate, the College would support a reasonable amount of retraining. A written record of these efforts (Minutes) will be sent to the faculty member, the Faculty Chair, CRPT and, if appropriate, the Faculty Review Panel (established under subsection 2(a) below).

2. (a) If no Alternative Position/Program is agreed upon within ten working days of notification, the faculty member may request, in writing, a review by a Faculty Review Panel (Panel). The Panel will be elected by the Faculty at a special faculty meeting called by the Dean within 15 working days of the faculty member's request. The Panel will be composed of five tenured members of the faculty (not including the Faculty Chair) elected at large by written secret ballot. A chair will be elected by majority vote. (Upon formation of the Panel, an Alternative Position/Program identified under F.1. above would be nullified.)

(b) The Panel will review all documentation and, in its discretion or upon the written request of the faculty member, conduct a hearing employing such procedures as it may reasonably establish and at which all parties may be represented by advisors or legal counsel. A stenographic record of the hearing will be made available to all parties at College expense. Formal rules of evidence will not be utilized.

(c) Within 15 working days of being convened, the Panel will send its report with a recommendation (by majority vote) and minutes of its meeting (s) to the faculty member and the Dean. The Panel's report may include a recommendation for an alternative to termination, if this is agreeable to the faculty member and the Dean.

3. Within 10 working days of receipt of the Panel's report, and having reviewed all relevant materials, the Dean will submit the Panel's report and a written recommendation to the President.

4. Within 10 working days of receipt of the Dean's recommendation, the President will inform the faculty member of his/her decision in writing (Termination Notice), with copies to the Dean, the Faculty Chair, the Chair of CRPT, and the members of the Panel.

5. A faculty member who is terminated due to institutional need will receive full salary and benefits for one year following the last day of employment, at the same rate and level of benefits in effect during the last year of employment. The last date of employment shall be the last day of the academic year in which the procedures outlined above are initiated.

G. Possibility of Reinstatement: If a position or program is eliminated as above, the position vacated or program discontinued cannot be filled or reestablished for a three-year period unless the faculty member has been offered reinstatement and a reasonable period of notification (not less than 45 days) to accept reinstatement.

H. Time Frames: All time frames specified above may be extended due to vacation periods, during the summer months, or where the Dean deems such an extension to be appropriate.

5.11.2. Dismissal for Cause

A. Termination of employment for cause may occur for one or more of the following reasons:

1. Physical or mental incapacity which makes the employee unable to perform, with reasonable accommodation, the essential functions of his/her position for any consecutive four month period or for four months in any twelve month period, or a written determination by two independent physicians licensed to practice in the Commonwealth of Massachusetts that such incapacity will continue for either of such periods. The independent physicians shall be mutually agreeable to the faculty member and the College, and paid for by the College.
2. Incompetence in the performance of duties
3. Serious neglect of professional duties or unwillingness to carry out duties as assigned by the President or Dean.
4. Serious misconduct
5. Moral turpitude
6. Conviction of a felony or a misdemeanor involving moral turpitude
7. Malicious or irresponsible acts that directly and seriously subvert the rights and welfare of members of the College community and obviously and seriously discredit the College.

(This dismissal policy will not be used to limit faculty members in the exercise of their academic freedom).

B. Notification: The Dean will notify the faculty member in writing (Notification Letter) of the College's initiation of proceedings for dismissal for cause. Within five working days of the Notification Letter, the Dean will meet with the faculty member and the respective Faculty Chair to explain the reasons specified in the letter and the applicable procedures to be followed. A summary of the discussion, written by the Dean, will be provided to the faculty member and the Faculty Chair.

C. Procedures:

1. (a) Within 15 working days following the date of the Notification Letter, a Faculty Review Panel (Panel) will be elected by the Faculty at a special faculty meeting called by the Dean. The Panel will be composed of five tenured members of the faculty (not including the Faculty Chair), elected at large by written secret ballot. A chair will be elected by majority vote.
 - (b) The Panel will review all documentation and, in its discretion or upon the written request of the faculty member, conduct a hearing employing such procedures as it may reasonably establish and at which all parties may be represented by advisors or legal counsel. A stenographic record of the hearing will be made available to all parties at College expense. Formal rules of evidence will not be utilized.
 - (c) Within 15 working days of being convened, the Panel will send its report with a recommendation (by majority vote) and minutes of its meeting (s) to the faculty member and the Dean.
2. Within 10 working days of receipt of the Panel's report, and having reviewed all relevant materials, the Dean will submit a recommendation to the President.
3. Within 10 working days of receipt of the Dean's recommendation, the President will inform the faculty member of his decision in writing (Termination Notice), with copies to the Dean, Faculty Chair, the Chair of CRPT, and the Chair of the Panel.
4. A faculty member who is dismissed for cause will not receive salary and benefits during the appeals process described in III below if such process extends beyond the last day of employment -- i.e., the last day of the academic year in which the procedures outlined above are initiated. However, if the termination decision is reversed on appeal, salary and benefits will be paid retroactively and the faculty member shall be fully reinstated.

5.11.3 Appeal to Board of Trustees Review Committee:

A. A faculty member who receives a Termination Notice may appeal to a special committee (Review Committee) established by the Chair(s) of the Board of Trustees by writing the Chair(s) of the Board of Trustees (with copies to the President, Dean, Faculty Chair and Chair of the Panel) within ten days of the date of the Termination Notice.

B. The Chair(s) of the Board of Trustees will endeavor to convene the Review Committee within 15 working days of the faculty member's request. The Review Committee will consist of three members of the Board of Trustees, appointed by the Chair(s) of the Board.

C. The Review Committee shall review all written materials and determine whether the process followed by the College was substantially fair to the faculty member and whether the evidence submitted substantiated the decision to terminate employment. It may accomplish its work through such reasonable means as it may determine (such as holding meetings by conference call) and, in its sole discretion, may conduct a hearing (Appeal Hearing) employing such procedures as it may reasonably establish, at which all parties may be represented by advisors or legal counsel. A stenographic record of the Appeal Hearing will be made available to all parties at College expense. Formal rules of evidence will not be utilized.

D. Within 15 working days from the date it is first convened, the Review Committee will transmit to the Board of Trustees (with copies to the faculty member, the Dean, and the President) its recommendation (decided by majority vote) to uphold or reject the President's decision to terminate. The Review Committee's recommendation will be considered by the full Board of Trustees at its next regularly scheduled meeting. The Board will decide to uphold or reject the President's decision and will report its action in writing to the faculty member and the President. The decision of the Board of Trustees will be final.

E. Time Frames: All time frames specified above may be extended due to vacation periods, during summer months, or where the Dean deems such an extension to be appropriate.

5.11.4 Interim Suspension

Notwithstanding the procedures stated above, the College reserves the right, in its discretion, to suspend a faculty member on an interim basis pending a final decision of the President or completion of an appeal under III above. Such suspension should be with pay, unless legal considerations prohibit it.

6. SPECIAL RELATIONSHIPS & RESPONSIBILITIES

6.1 Policies Concerning Students

6.1.1 Confidentiality of Student Records: The Family Educational Rights & Privacy Act of 1974

The family Educational Rights and Privacy Act of 1974 (frequently referred to as the Buckley Amendment) is a federal law which requires the College to maintain the confidentiality of student educational records and is intended to be a safeguard against unauthorized release of information contained in student educational records. This Act applies to all enrolled students, former students and alumnae. It does not apply to students seeking admission.

Under the provisions of the Act, it is the right of the student to inspect and to review without charge his/her educational records. Educational records are defined as records regarding a student that are maintained by the College. Not included in this definition are:

- Confidential letters of recommendation written before January 1, 1975.
- Campus police records.
- Financial records submitted to the College by the parent(s) of a student.
- Those parts of education records that reveal confidential information about another student.

- Records created by a member of the faculty or an academic or administrative official of the College for his/her private use.
- Records to which a student has waived his/her right to access.
- Alumnae/Alumni records compiled from information after the student has graduated.

Records for each student are maintained in the Registrar's Office located in the Ferry Administration Building. The records in the Registrar's Office include applications, transcripts, transfer credit evaluations, correspondence, grade reports, forms completed by the student, etc.

To inspect or review his/her records, a student must submit a written request to the Registrar's Office. The request will be honored within 14 days of receipt. If requested, copies of a student's record are available to the student for a fee to cover the cost of duplicating. The College has the right to deny a student a copy of the following records:

A transcript for any student for which a financial "hold" exists (a "hold" is imposed if the student fails to pay term bills, fees or fines).

A copy of an original transcript from another institution.

Within the Pine Manor College community, academic and administrative officials, including personnel of the Registrar's Office, are permitted access to student educational records. It is the responsibility of the Registrar's Office to keep a log that verifies the name of each person other than academic and administrative officials who has viewed the record, the reason and the date of access. Students have the right to see this log.

A student's records are not accessible to parties outside the College without written authorization from the student. Exceptions include:

- Officials of institutions to which students seek to enroll or have enrolled.
- Persons or organizations providing students financial aid.
- Accrediting agencies carrying out their accreditation function.
- Parents of students who declare the student a "dependent for federal income tax purposes."
- Persons acting in compliance with judicial order.
- Persons acting in an emergency in order to protect the health or safety of students or other persons.
- Federal and state educational officials acting pursuant to their official duties.
- Organizations conducting educational testing research.
- Alleged victims of any crimes of violence who seek from the College the results of a disciplinary proceeding conducted by the College against the alleged perpetrators of such crimes with respect to such crimes.

A student has the right to receive a response from the Registrar's Office that maintains his/her education records to a reasonable request for an explanation or interpretation of the records. A student who believes that his/her educational records contain information that is inaccurate or misleading or otherwise violates the privacy or other rights may contest the information in question by submitting a written request to the Registrar. If the correction or clarification is not made, the student has the right to a hearing before the Dean of the College. The student also has the right to place in his/her records a statement disputing or clarifying the records.

A student has the right to waive his/her right of confidentiality and any and all restrictions on access to his/her education records. The College may request a student to waive his/her right to access to his/her education records but the student may not be required to do so.

If the College should fail to comply with any of the requirements of the Family Educational Rights and Privacy Act or the regulations thereunder, the student may submit a written complaint to the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

With regard to international students, the College is required to comply with the regulations issued by the Bureau of Citizenship and Immigration Services. The federal program SEVIS (Student and Exchange Visitor Information System) overrides the provisions of FERPA for purposes of information collected for international students holding F, M, and J visas. International students holding these visas should contact the International Student Advisor of the Registrar for details about the College's responsibility regarding the confidentiality of their records. More information can also be found in the Student Handbook or International Student Handbook.

6.1.2 Students With Disabilities:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, PMC is committed to providing reasonable accommodations to students with documented disabilities. Students seeking accommodations should consult with the Director of the Learning Resource Center and faculty. Faculty having questions about student disabilities and accommodations should consult with the Director of the Learning Resource Center.

6.1.3 Testing Accommodations in the Learning Resource Center

In the interest of promoting students' self-advocacy skills, the LRC encourages students who need test taking accommodations to speak directly to their professors about their needs. If this is especially difficult for them, The LRC staff does help by calling the faculty member directly. The Director is also happy to meet with the student and the faculty member to help work out details of the accommodation.

It is the LRC's responsibility, not the faculty members, to determine who qualifies for test taking accommodations. If the faculty member has any questions or concerns about a student's request for accommodations, please call Jesse Boliver, LRC Director, at x7181 or Donna DeFuria, Disability Specialist, at x7178.

It is the student's responsibility to schedule his/her test taking time with the LRC. The LRC tries to schedule all tests at the same time as the class time, but on certain days, space problems require them to schedule at another time.

It is the responsibility of the faculty:

1. To provide the LRC with the appropriate number of tests before the scheduled exam time. Please place them in an envelope and drop them off at the LRC or send them to us via campus mail.
2. Any special instructions must be written on the envelope containing the tests. Otherwise, we will assume that it is a closed book, no notes exam.
3. Please pick up completed exams at the LRC or write on the envelope that you wish the exams returned by campus mail.
4. Please do not send students to the LRC for make-up exams.

The LRC staff appreciates the faculty's help in supporting our students who need test taking accommodations. Please don't hesitate to call the LRC if you have any questions or concerns.

6.1.4 Students' Class Attendance:

Each instructor determines the attendance policy for his or her classes and must communicate this policy both to students and the Dean of the College at each semester's onset. This is done in writing and ordinarily as part of the course syllabus handed out at the beginning of the class.

In all cases of absence from classes it is the responsibility of the student to take the necessary steps to correct the situation.

Attendance Policy for Student-Athletes

As a member institution of the NCAA, we are required to make it possible for our student-athletes to participate in athletic competitions. That means that faculty need to count a student athlete's missed class due to an athletic competition as an excused absence. The student-athlete is still required to do all the assigned academic work. The NCAA policy applies only to athletic competitions; it does not apply to team practices. If a student-athlete misses a class because of practice, it counts as an absence.

General Guidelines:

- All student-athletes are required to communicate with their professors in advance of a missed class due to an athletic competition, so as to know what the expectations are for making up/completing missed work.
- If a student-athlete will have to miss class in order to participate in an athletic competition, the student-athlete is required to turn in all homework or a paper(s) due that day, before leaving for the athletic competition.
- Practice and returning late from an athletic competition the night before is never an excuse for missing a class.
- A faculty member may ask the head coach to administer a test during the trip to an athletic competition to prevent any advantage to the student-athlete from occurring.
- A faculty member should contact the Associate Dean of Academic Affairs if there are any issues about a student-athlete's unexcused absences who will forward the concern to the coach and the academic advisor.

6.1.5 Students' Absences and Religious Beliefs:

Pine Manor College complies with Chapter 375, Section 2B of the General Laws of Massachusetts which states that:

"Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which she/he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Any student at the College who wishes to take advantage of the above provisions must so inform the Dean of the College.

6.1.6 Extra Work:

No individual student is allowed to try to raise a grade on a test or to raise an average by taking a second test, or by doing any kind of extra work. However, an instructor may choose to make such options available to an entire class.

6.1.7 Final Week of Classes:

The Faculty approved the following motions regarding the final week of class: final week means the five class days before the Reading Period. Faculty members are required to give students a syllabus at the beginning of each semester, so that no question can arise regarding course obligations to be met. Final

week is not a time when every major course obligation should fall due. During final week the following regulations apply:

a) If you are giving a final examination in a course:

- No term paper or term project may be declared due in that course later than the first class meeting of final week.
- You may give an hour test but only if it covers just the final portion of the course.
- If your final exam is a take-home, it may not be declared due earlier than the first day of final examinations.

b) If you are not giving a final examination:

- You may not give an hour test that covers the semester's work, i.e. in lieu of a final examination.
- You may not have a term paper or term project due later than the first class meeting of final week.
- A final paper, in-class or outside, is permissible in a writing course, as is a final speech or presentation in a performing arts course, or a portfolio review in a visual arts course.

c) A student may not turn in missing work:

- after the final examination, if there is one in the course, or
- after the last class meeting if there is no final examination.

Exceptions to this rule must be approved, in advance, by the Dean of the College.

6.1.8 Tests and Examinations:

The faculty voted (a) that the Honor Code be abolished and (b) that all tests and examinations be proctored; and that all final examinations be scheduled unless the instructor can devise an examination for which cheating is not a possibility, i.e., one in which discussion of the test afterwards offers no advantage to the student who has yet to take it.

6.1.9 Final Exam Scheduling:

The Registrar's Office schedules final examinations. A student is expected to take each examination as scheduled. Students may request a final exam be rescheduled only when they have three or more exams on the same calendar day or two exams simultaneously. In such instances, they should report to the Registrar's Office no later than three weeks before final exam week begins to reschedule one exam.

Under no circumstances are students allowed to take final exams early or to reschedule exams other than through the Registrar's Office. Travel conflicts are not considered grounds for rescheduling or missing an exam. Any unexcused absence from a final exam results in a failing grade of zero on the exam.

Any student who is absent from a final exam must contact the Dean's and Registrar's Office immediately. Faculty should contact the Dean's and Registrar's Office when a student is not present for a final exam. It is expected that students who have missed the final examination in one semester take the make-up exam on the day before classes begin the following semester.

6.1.10 Final grades

Final grades are due in the Registrar's office 48 hours after the final exam for each course in the fall semester and 24 hours after the final exam in the spring semester. If a take-home final, final project, or final paper is given in lieu of an exam on campus, the final grades will be due 48 hours in the fall and 24 hours in the spring after the date the take-home/project/paper is due.

6.1.11 Incomplete Grades:

The grade of “Incomplete” (I) is given primarily for illness or some other serious situation in a student’s life occurring at the end of the term that makes it difficult to complete all requirements. Such illness or special circumstances must be documented. Ordinarily, a student should have completed at least 75 percent of the course requirements to be eligible for an “Incomplete.”

Any student wishing to receive an “Incomplete” must first speak with his/her instructor, who in turn must secure the appropriate form from the Registrar’s Office, complete it, and submit it to the Registrar. Incomplete work must be completed and a final grade received by the Registrar by the fifth week of the subsequent semester, unless an earlier or later date is specified on the “Incomplete” form or unless a specific extension is granted. An “Incomplete” remaining after the deadline will automatically be switched to a course grade based on completed requirements with zero percentage for all work not submitted.

6.1.12 Special Circumstances:

Faculty may not request a student vote to exempt the policy on final projects. One week's notice is to be given for any hour test. A student is not allowed to take, in advance, any test s/he knows s/he will miss because of an absence.

An instructor need never change the date of a test at the request of students. If a student has three-hour tests scheduled for one day, she may submit a request to the Registrar to take one of them on another day.

A student is not allowed to try to raise a grade on a test, or to raise an average, by taking a second test, or by doing any kind of extra work. However, an instructor may choose to make such options available to an entire class.

A student who is suspended for violating the Student Code of Conduct must make up papers, projects, tests, and examinations missed in all courses during his/her absence.

6.1.13 Student Research:

Student research will be overseen by a two-person subgroup at least one of which will be a member of the IRB (may not include the faculty member sponsoring the research).

No research may be done at Pine Manor College without prior approval of the Institutional Review Board or an ethics committee within an academic discipline.

6.1.14 Absence:

In the case of an absence, the instructor may consider alternatives which includes a failing grade on the work missed, rescheduling the test or paper at the instructor's convenience, or allowing the grade on the next test or paper to count double.

6.1.15 Grade Grievance Policy:

A student who wishes to protest a grade on an exam, on an assignment, or in a course should:

Discuss and attempt to resolve the issue with his/her instructor.

If the disagreement is not resolved after discussion with the instructor, she should consult with the instructor’s supervisor who would be the Faculty Chair. If the instructor at issue is the Faculty Chair, the student should consult with the Dean of the College.

The Faculty Chair will hear the student’s concerns and will consult with the instructor in an effort to resolve the complaint. The Chair may ask another faculty member in the same or related discipline to review the materials.

If the Chair is unable to do so the student may submit a written petition stating the reason for the protest to the Committee on Academic Standards (a subcommittee of the Curriculum Committee).

The Committee will gather information from the student, the faculty member and the Chair about the grade protest and about the previous attempts to resolve the issue. It will then make a decision and notify all parties (within two weeks, if the protest is filed during the academic year or two weeks after the start of the next semester). The decision of the Committee on Academic Standards will be the final one.

A grade may no longer be protested after one full calendar year from the date the grade was issued.

6.2 The Advising and Portfolio Programs

6.2.1 All first year students enroll in a First Year Seminar (FYS) of their choice. Organized around a variety of interdisciplinary topics, the seminars are designed to foster successful academic and social transition to the College. Course instructors serve as the academic advisors to the students in their group and over the course of the next few semesters, until students switch to an advisor in a particular major. Course instructors meet regularly as a group to discuss students' progress and ways to improve the effectiveness with which we are able to help students develop and extend the skills, behaviors, and values necessary to their on-going success in college.

6.2.2 Upper level students are expected to choose a faculty member within their chosen majors. Faculty within particular programs should try to achieve an equitable distribution of advisees.

6.2.3 The following are expectations of all academic advisors:

- to schedule, post and be present at office hours for student advising and to notify advisees accordingly.
- to be familiar with program and graduation requirements, registration procedures, and materials for advising. To be totally conversant with information in the Academic Catalog and Student Handbook.
- to have a thorough understanding of degree requirements, academic regulations, and grading policies.
- to be available to discuss course changes, academic warnings and academic difficulties during registration periods and throughout the semester, and during drop/add periods.
- to explain to any advisee on probation the necessity of attending classes regularly and meeting with appropriate resource people.
- to review and verify the academic record of each advisee as part of registration; to discuss and review major and general education requirements; to discuss prerequisites for courses and proper course sequencing.
- to be responsive to students who wish to discuss matters other than those directly related to course work or the selection of courses, and to make referrals where appropriate.

6.2.4 The Portfolio Advising Program

For students starting Fall 2014 and after, the sophomore portfolio has been removed as a graduation requirement. Students will formally present their portfolio during their senior year on designated days in the spring semester. The portfolio contains evidence of and reflection upon student learning and intellectual development related to the core competencies and accomplishments within the major. The senior portfolio is facilitated through participation in junior/senior portfolio sessions presented within each major. Accommodations will be made for transfer or out-of-phase students to integrate them into the portfolio process.

All faculty members are expected to be mindful of the College's Core Competencies, to highlight in their syllabi those competencies that are most directly addressed within each course, and to help students understand how they might use course materials and experiences to address specific competencies. The Core Competencies are listed below (fuller descriptions of how each outcome is to be met have been

distributed periodically to all faculty; extra copies are available from the Office of the Dean and are also available online). The Core Competencies will be evaluated using the rubrics found in Appendix Q of this handbook.

6.2.5 The Pine Manor College Core Competencies

- **COMMUNICATION:** Communication is the ability to convey ideas and information through writing, speaking, and visual display. The purpose of communication is to share knowledge and promote understanding as well as to persuade others of one's opinions and viewpoints. The pathway toward achieving competence in communication is initiated from the very start in dedicated writing course, continued rigorously throughout the courses of the common curriculum, and in a focused, professional way through the major.
- **COLLABORATION:** Collaboration is the process of engaging in cooperative problem-solving and active listening with others. Competence in collaboration is developed through the pedagogical practice of active learning in the classroom, through research teams working with community partners, and through engagement in student leadership roles and activities. Students participate in many different groups and teams in a variety of curricular and co-curricular settings. For example, a student may work in a group to complete an in-class assignment, may be a member of an athletics team or performance ensemble, give an oral group presentation, or complete a community-based service project. The people the student collaborates with are likely to be different in each of these groups or teams. This rubric is meant to assess the individual student, not the group as a whole. Therefore, it is possible for a student to receive high levels of competence even if a particular group does not function effectively. This rubric is also meant to assess or evaluate the quality of the collaborative process rather than the quality of the end product. As a result, artifacts should also include evidence of the students' interactions with the group, not only the final product of the group's work (such as a final draft of the group project). It is recommended that artifacts come from a student's own reflections about his/her contributions to the group's functioning and the evaluation of an outside observer (such as a faculty member or coach) regarding the student's contributions to the group or team's performance.
- **CRITICAL THINKING:** Critical Thinking is the ability to systematically investigate and analyze complex problems using various techniques, including quantitative and qualitative analysis, and then formulating an opinion or conclusion. Competence is developed through engagement with real-world and abstract situations that require multiple approaches, including experiences with internships, research and experiential learning. Students may complete many different types of assignments in order to demonstrate proficiency in this competency. Critical thinking can be demonstrated in assignments that require students to analyze data, text, or research; present a position; or debate issues relevant to a class.
- **CITIZENSHIP:** Citizenship is using one's understanding of the social, cultural, political and economic factors that influence the world to improve one's interactions with others from diverse backgrounds and to act in a socially responsible manner. Competence is developed through courses in the common curriculum, community service and service learning, and internships. Examples may include guided reflections in each course and formal co-curricular experience, relating to the competency areas; Experiential learning activities intentionally embedded into students courses and co-curricular activities each semester to provide opportunities for students to deepen and apply knowledge and demonstrate growth; Special focus in FYS courses on competencies within Citizenship Outcome; Frequent learning experiences and connected assignments/assessments focused on: Identity development, Responsibility to others in this community and beyond, Team membership, Understanding of Global issues; Exposure to Service Learning opportunities, including connected assignments to learn more about the larger context/complex issues facing the communities they serve; Multiple opportunities for group work, reflection on group experience, and peer assessments; Assessment of class discussions/participation in terms of ability to engage with one another respectfully/effectively, ask good questions – manage conflict in classroom & community; Assessment of growth in approach to research projects/papers over time –

depth of inquiry/level of sophistication in terms of the ways in which they question world around them, etc.; Feedback from Exploratory Internship and Senior Internship supervisors; Looking at quantity and quality of participation on campus.

- **INTEGRATED AND APPLIED LEARNING:** Integrated and applied learning involves making simple connections among ideas and experiences, and synthesizing and transferring learning to new situations across their courses and in their intellectual, professional and community lives. “Students will develop an understanding and disposition for integrated learning, making simple connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and across their courses and beyond the campus.” (LEAP, 2004) This includes the focused and specialized knowledge that comes from the student’s major. Within the senior portfolio, students will provide examples of specific and focused skills and knowledge, and application of learning that will demonstrate the professional readiness of the student. Integration and application of learning is demonstrated by the student’s ability to: Work across traditional course and disciplinary boundaries; Integrate information from a variety of contexts to make relevant connections to “real world” scenarios; Identify the dimensions of complex issues or problems; Analyze and evaluate multiple perspectives and sources of information/data; Apply knowledge and decision making processes to new questions or issues; Reflect on the implications of their solution/decision; Design learning activities that will assist students in learning to integrate and apply knowledge; Create assessment measures that align with learning objectives and instructional activities.

6.3 Academic Ethics Code:

As members of the College community, students are expected to familiarize themselves with the College's ethics code. These standards are made clear in "The Use and Acknowledgment of Sources" discussed in CC 100-102. Students must read and sign the full description of the ethics code when they register.

6.3.1 Distribution of the Academic Ethics Code:

Copies of the code are available from the Offices of the Registrar, the Office of the Dean of Student Life and are printed in the Pine Manor College Student Handbook.

6.3.2 Process in Case of Violation of the Academic Ethics Code:

When a faculty member suspects that a violation of the Academic Ethics Code has taken place, she/he first meets with the student in question in order to determine the facts of the situation and to hear the student’s explanation. If the faculty member believes an infraction has occurred, within five business days of meeting with the student he or she writes a letter to the student summarizing the incident, the discussion, and any action the faculty member has decided to take.

The letter should include any relevant dates and a reminder of the student’s right to appeal the faculty member’s decision. The letter should also provide a space for the student to sign his/her name, indicating that s/he has received, read, and understands the contents of the letter. An envelope with a return address to the Faculty member or the Registrar should also be provided. The faculty member may want to convene a second meeting with the student to personally deliver the letter; otherwise it may be sent through campus mail, or through the US Postal Service with return receipt requested (this option may be preferable for commuter students). A copy of the signed letter must be sent in a sealed, dated envelope to the Registrar for placement in the student’s official file. If the student does not return a signed letter, a copy of the unsigned letter should still be provided to the Registrar’s office. Letters detailing academic ethics violation are removed and destroyed upon the student’s completion of the Baccalaureate degree, or six years after s/he has left the College.

Should the student be the subject of more than one letter involving violations of the Academic Ethics Policy, the Academic Ethics Council will be convened automatically. Previous offenses, if any, will only be considered as factors in determining penalty.

Hearing procedures are available from the Office of the Dean of the College. (See Appendix for sample copy of letter)

6.3.3 Academic Ethics Hearing Procedures:

Hearing Procedures are available from the Office of the Dean of the College.

6.3.4 Students' Records Concerning Academic Ethics Code Violations:

Reports filed in the office of the Dean of the College are not part of a student's permanent record, but are sealed and later destroyed upon graduation. (While previous offenses will not be considered in any individual review by the Academic Ethics Council, they will be influential in determining the degree of final Council action.) Council actions may include acquittal, reprimand, loss of credit, suspension, or permanent dismissal. A student has a right to appeal a decision made by this Council. Please refer to the details provided in the Ethics Code itself.

6.4 Relations with the Community

6.4.1 Academic Freedom:

Academic freedom is assumed at Pine Manor College. Members of the faculty understand that their right to profess their beliefs, free from pressure or coercion, however subtle, is basic to the purposes of the College. The faculty's statement on unacceptable activities follows:

"(The faculty) regard the following activities as unacceptable because they would prevent or impede the performance of the essential tasks of the College and are incompatible with the shared purposes of an academic community:

- violence against any member or guest of the College community;
- deliberate interference with academic freedom and freedom of speech (including not only disruption of a class but also interference with the freedom of any speaker invited by any section of the College to express his/her views);
- forcible interference with the freedom of movement of any member or guest of the College;
- obstruction of the normal processes and activities essential to the functions of the College community."

6.4.2 Political Action:

Each individual, has, within the law, rights of free expression or advocacy and the College encourages freedom of inquiry, opinion and speech; however, the right of free expression must be exercised responsibly without depriving others of their right to enjoy this and all other opportunities provided in the College.

Following the principles of academic freedom and the non-political posture which the College should maintain (cf. Internal Revenue Code sec. 501 (c)(3) for tax exempt institutions), the following guidelines should be noted. These guidelines outline the manner in which faculty (or students, administrators, and staff) may relate to the College when they are personally active in affairs not central to the academic life of the College.

- The College may provide space for the distribution of leaflets for a range of candidates, provided that there is some reimbursement to the College by those of the College community making the distribution.
- The College, through the Business Office, can produce a minimal amount of published material, provided that support staff may schedule this task and that the cost of materials is reimbursed.
- Printed programs for meetings attended by candidates may be produced as may biographies of the candidates, but these must be paid for by the sponsors of the program and not by the College.

- When a College facility is used, a standard charge will be assessed to reflect the College's administrative costs.
- Speakers may be invited by members of the College community to present various points of view, provided the calendar is first cleared with the Director of Special Events.
- Students are encouraged to become informed about national issues and to participate in national events, for this is the essence of participatory democracy. The College carries an obligation to insure that all sides of issues are presented.

6.4.3 Use of the College Name:

No faculty member shall use or solicit in the name of Pine Manor College or any of its organizations without the consent of the President and/or his designated officers.

7. COLLEGE FACILITIES & SERVICES

7.1 Library:

The Annenberg Library offers a comfortable environment for study and research. Open 75 hours per week during the regular academic year, library facilities include the Class of 1912/Rauch Instructional Materials Room, the Moncrief Special Collections Room, and a number of small seminar rooms for individual use, group study, or small classes and a 24-hour study space located in the LRC lobby. Library collections include print volumes, e-books, audio and video items, and periodicals in a variety of formats including print, microform and electronic full text. The Library's extensive collection of print and electronic sources supports the curriculum of Pine Manor College. Holdings include over 65,000 print volumes and subscriptions to a wide range of periodicals in a variety of formats, including print, microform and electronic full text. Electronic resources include LexisNexis Academic, Ebscohost, Country Watch, Gale Info-trac and many others. The online catalog and most of the electronic databases are available round-the-clock campus-wide through the Library's web page: <http://www.pmc.edu/library>. Reference staff members provide individual and group instruction in the use of information resources as well as assistance by email.

7.1.1 Research:

A Reference Librarian is available to assist faculty with research projects during most library hours. Faculty members are encouraged to work with the Librarians to plan information literacy instruction for classes in any subject. Arrangements for individual class sessions and for the Library's Embedded Librarian program (in which a librarian becomes an integral part of the teaching team to help instructors design pedagogies that focus on improving critical thinking skills) may be made through the Assistant Director/Head of Instructional Services. The Learning Commons is the center for information discovery, teaching and learning. Located in the Library Loft, the LC consists of approximately 13 personal computers providing access to the Internet, the online library catalog, electronic databases, image editing tools, e-mail, and office productivity software such as Microsoft Word, Excel and PowerPoint. It is staffed by the Information Literacy Librarian who is skilled in answering both research and software instruction questions. The website for the Learning Commons can be found at: <http://www.pmc.edu/Library/ic/index.html>.

7.1.2 Reserve Books:

Reserve requests should be submitted to the Circulation Services Supervisor at least five days before classes begin. Reserve request forms are available on the Faculty Services page of the Library's web page at <http://www.pmc.edu/faculty-resources>, or at the Circulation Desk. The Library will place its own materials and those owned by faculty on reserve. With at least two months' notice prior to the semester in which an item is needed, the Library will purchase new materials for reserve.

7.1.3 Borrowing Privileges:

Faculty members have the privilege of borrowing materials from the general collection (books, audiocassettes, CD's) for an entire semester, at the end of which they must be returned to the Library or renewed. Videos and DVD's may be borrowed for 3 days and Teaching Aids for 7 days. As long as another patron does not need them, all items may be renewed. Once materials have been renewed, however, they are subject to recall at any time if needed by another patron. Any item on semester loan, if needed by a student, may be recalled after three weeks and must then be returned to the Library within 48 hours of the recall. Faculty members who fail to return or renew library materials after the designated borrowing period may have their borrowing privileges blocked until all items are returned.

7.1.4 Purchase of Library Resources:

The Library solicits recommendations for the purchase of library resources from all faculty members. Requests should be submitted to the appropriate subject liaison on the library staff. Information about the library resources budget is available from the Library Director. Faculty members are encouraged to meet with the librarians on a regular basis to identify and coordinate the purchase of new materials.

7.1.5 Special Library Services:

Faculty may take advantage of these special services:

- Borrow passes for free admission to the Boston Museum of Fine Arts
- Receive customized, individual instruction in the use of library databases

7.1.6 Consortia:

The Library is a member of the Minuteman Library Network (MLN), a consortium of 35 public and 7 college libraries. Pine Manor ID card holders enjoy borrowing privileges at each MLN institution. MLN membership provides the Pine Manor community with access to a wide range of resources. The shared web-based catalog offers an easy interface for finding current information on the location of over 6 million items, including books, periodical, and audiovisual materials. MLN provides daily book delivery to Annenberg. Requests to borrow materials not held by MLN may be placed via Annenberg Library's Interlibrary Loan office: <http://www.pmc.edu/Library/borrow/index.html>. The Library is also a member of the Metro West Regional Library System and OCLC, a network of libraries in the US and abroad, through which it is possible to facilitate requests for interlibrary loan materials.

7.2 Offices:

Faculty are assigned offices for the academic year by the Faculty Chair. Such assignments may change in relation to summer appointments; all assignments are subject to final approval by the Dean of the College. By tradition, the College has attempted to assign senior, tenured faculty to offices on a 1:1 ratio; the goal for adjunct faculty is a 2:1 ratio, as space permits. Ordinarily, faculty offices for new and adjunct faculty will not be available until after August 15.

Each faculty member must hold posted office hours and forward their class and office schedules to the Faculty Chair, the Registrar, Director of the LRC, Director of the Library, and the Dean of the College. As a guide, faculty should plan on office hours that approximate one-half of the number of hours spent in class. It is understood that faculty office hours for the term differ from those needed during the first week of each semester. Nevertheless, these temporary, first-week hours, should also be stated and known to students and administration to facilitate student access to much-needed advising during these introductory periods.

Faculty are encouraged to complete their office/class schedule forms in a timely manner so that the office of the Dean of the College, the Faculty Chair or the Registrar may readily contact faculty should a personal or family emergency arise. These schedules should also reflect information regarding times that the faculty member is regularly off campus and how they may be reached.

8. HUMAN RESOURCES POLICIES AND PROCEDURES PERTAINING TO FACULTY ONLY

8.1 HR Policies

Full-time and adjunct faculty follow the HR policies for sick time, bereavement, FMLA, sexual harassment, etc. Full-time faculty are eligible for all relevant College benefit policies.

8.2 Faculty Grievance Procedures

1. Introduction

Pine Manor College recognizes and endorses the importance of resolving problems arising from violations of College policy which have not been resolved through informal discussions. In general, members of the College community should first try to resolve disputes informally. Where such efforts are successful, the College encourages the informal and prompt settlement of grievances, as defined below. The orderly processes hereinafter set forth are designed to protect academic due process and academic freedom, and to respect professional conduct.

A faculty member of any rank or status who believes that he or she has a grievance as defined in Section 2, below, should first attempt to resolve the problem with the Faculty Chair and other college officials (Grievance Committee). If the problem cannot be informally resolved, the faculty member may resort to the procedures outlined below. However, if outside legal or administrative processes concerning the same event or charges are initiated by a participant or others, the Pine Manor grievance procedure terminates. The College's determination as to whether the grievance procedure applies in a particular case shall be binding and not subject to appeal. The submission of a grievance does not automatically result in an investigation or detailed consideration of the grievance.

2. Definition of a Grievance

A grievance is defined as a claim by a faculty member that he or she has been subjected to (1) unlawfully discriminatory action; (2) infringement of academic freedom; (3) dismissal in violation of the procedures set forth in Section 5.9.5 of this handbook; (4) layoff or denial of renewal of contract in violation of the procedures set forth in Section 3.2 of this handbook; (5) a violation, misinterpretation, or inequitable application of the *Faculty Handbook*; or (6) other unfair or inequitable treatment. Notwithstanding the foregoing, a grievance does not include any claim concerning faculty rank, the granting or denial of a promotion or tenure (for review procedures, see Sections 4.1.4; 5.8), or concerning the substantive merit of a dismissal, and no such matters shall be subject to this grievance procedure. A grievance must specify the basis for the complaint, the relief or remedy sought, and include any supporting documentation.

3. Bringing a Complaint

The Pine Manor College grievance procedures are designed to be responsive to grievances, which might arise within the College community. The procedures provide for both a mediated process and for a formal grievance committee process. The expectation is that where a grievance is found to exist, the underlying issues will be addressed and responded to appropriately and in a timely fashion for all parties involved.

4. Protection Against Reprisal

(a) Protection of the Grievant

Retaliation against a grievant for filing a grievance in good faith violates this policy and may constitute a violation of other College policies.

(b) Protection of the Respondent

The lodging of a complaint is not in itself evidence that a particular action or behavior has occurred. A complaint (other than a complaint specifically found to have been lodged by the grievant without cause, in bad faith or with intent to harass the respondent) shall not be taken into account during reappointment, tenure, promotion, merit, or other evaluation or review unless and until the grievance process is completed and a document concerning the matter is placed in the respondent's official College file.

(c) Confidentiality

The grievance procedure is intended to be carried out in a confidential manner. All participants in the grievance process, including the grievant and the respondent, witnesses, advisors, mediators, members of the panels, and officers, shall respect the confidentiality of the proceedings. Participants are authorized to discuss the case only with those persons who have a genuine need to know.

5. Mediated Procedures

By this procedure, the grievant formally requests ameliorative action on the part of the respondent. If the respondent agrees to participate, both parties work toward resolution with the aid of a mediator. The College cannot mandate participation in the mediation process.

Normally the mediator will be the Director of Human Resources. At the request of either party and with the agreement of both and the approval of the Director of Human Resources, the mediator may be another member of the faculty or staff.

If the mediation procedure is not consented to by both the grievant and respondent, or if the result is resolution suggested by the mediator is unsatisfactory to either party, the grievance is referred to the Grievance Committee, as defined below.

A grievant is not required to seek a mediated solution but may bring the matter directly to a Grievance Committee for resolution as described below.

(a) Initiating the Mediation

The grievant completes and signs a written statement through the Director of Human Resources, which includes the names of the grievant and the respondent, and the details of the conduct, which is the subject of the grievance, copies of any relevant documents must be attached. Copies of any relevant documents must be attached. The mediator promptly forwards the report to the respondent, provides the respondent with a copy of the College's grievance policies and procedures, and requests participation in mediation. The respondent must reply to the mediator within seven (7) calendar days of receiving the notice. If the respondent fails to reply to the mediator, the formal Grievance Procedure is initiated under Section 6, below.

(b) Mediation Sessions

The mediator will endeavor to hold mediation sessions promptly, and, normally, not more than one week apart. The mediator will use reasonable efforts to facilitate a resolution within one month.

(c) Outcomes

The mediation ends when a resolution has been reached or when the grievant or respondent has terminated the process. Some examples of possible resolutions include discussion of the feelings and perceptions of the grievant and the respondent; an agreement to terminate specific behavior(s); or withdrawal of the complaint.

**Table 8.2
Grievance Committee Process**

Actions Upon Which Grievance is Based
Filing of Grievance (within 30 days)
Written Notice to President
Grievance Committee Sets Hearing Date (w/in 21 days after receipt)
Hearing Date (14 to 30 days later)
Written Decision (normally within 7 days)
Approval in whole or in part by Mediator (within 5 working days)
Possible Remand to Committee by President
Appeal of Decision to President (within 10 calendar days of receipt of decision)
President Reviews Appeal (within one month)

When a grievance is resolved by these methods, the proposed resolution shall be put in writing by the Mediator, and given to the grievant and the respondent. Such resolutions shall not constitute a precedent or be admissible in formal grievance proceedings under this *Handbook*.

If the grievance cannot be resolved by informal methods or if one of the parties terminates, or refuses to participate in the mediation process, a formal Grievance Hearing shall be conducted to further ascertain the facts, as outlined below. In this case, the grievant may file a grievance with the Grievance Committee.

6. Formal Grievance Procedures

(a) The Grievance committee

Receiving and reviewing grievances, the Grievance Committee provides the appropriate forum for their resolution.

The Grievance Committee is a standing committee of the College. It consists of the members of the Faculty Executive Committee. The Committee will elect a Chairperson annually. Vacancies due to resignation, disqualification, or of actual or potential conflict of interest may be determined by unaffected members of the Committee, and in accord with the original appointment or election process, will be filed by appointment by the President or election by the faculty.

Written grievances must be received by the Chairperson of the Grievance Committee within thirty(30) calendar days: (i) after the occurrence of the event(s) upon which the grievance is based; (ii) after the grievant knew or through the exercise of reasonable diligence should have known of the occurrence of the event(s) upon which the grievance is based, whichever comes first; (iii) the termination of the mediation

process without a resolution; or (iv) breach of an agreement reached at the conclusion of the mediation process.

Upon the timely filing of a grievance, the Grievance Committee meets to consider the grievance. Upon receipt of a grievance, the Grievance Committee will forthwith provide a copy to the Dean of the College.

When a formal hearing is to be conducted, the Grievance Committee will notify the individuals involved and will proceed according to the following:

1. Written notice will be given the President of the College, and to all of the individuals concerned, that a formal grievance hearing is to take place.

2. The Grievance Committee will set a date, time, and place for the hearing that is reasonably convenient for the individuals concerned, within thirty (30) calendar days of receipt of the grievance by the Grievance Committee. The date of the hearing shall be at least fourteen and no more than thirty (30) calendar days later. The Grievance Committee may require that either or both of the respondent and the grievant refrain from a specific course of action or behavior pending completion of the formal hearing process.

The hearing will be conducted in private and the individuals involved will make no public statements about the case during the course of the grievance procedure or thereafter.

All individuals involved in the grievance may present witnesses and other evidence, and may have an advisor chosen from the College community. The advisor may not participate in questioning witnesses or making statements to the Grievance Committee.

In cases involving physical or medical condition of a faculty member, if the Grievance Committee determines that an independent medical and/or psychological opinion would be helpful in its deliberations, it may require the faculty member to undergo a medical and/or psychological examination by an appropriate professional at the College's expense. If the grievant fails to comply with such a requirement, the grievance will be dismissed.

It is the responsibility of the faculty under the terms of this Handbook to cooperate with the grievance procedure and to participate in the proceeding when called upon to do so. If a faculty member refuses to participate, a decision may nonetheless be issued by the Grievance Committee.

The Grievance Committee shall not be governed by formal rules of evidence, and shall make such rulings and orders as the interests of justice and the overall good of the College community may require.

The grievance hearing procedure is as follows:

1. The Chairperson shall conduct and control the hearing and is responsible for safeguarding the rights of all participants. The Chairperson may alter time frames or procedures where it is appropriate, in his or her discretion, to do so.

2. The grievant will begin the hearing by stating what he or she believed happened and why the action does or does not violate College policy or practice. The respondent shall have the opportunity to be present, and may ask the grievant questions at the close of the presentation.

3. At the close of the grievant's presentation, the respondent will state what he or she believes happened, and why the action does or does not violate College policy or practice. The grievant shall have the opportunity to be present, and may ask the respondent questions at the close of the presentation.

4. The grievant and the respondent may present witnesses and supporting documents at a time deemed appropriate by the Chairperson.

5. The Committee may ask questions at any time, and may call for additional information.

6. At the close of both presentations, first the grievant, then the respondent, may briefly summarize their cases to the Committee.

A record of the hearing proceedings, consisting of a summary of the major arguments made by the parties during the hearings plus copies of all written evidence, shall be kept by the Grievance Committee and made available to the parties. The Grievance Committee need not keep a written record of its deliberations. There shall be no tape recording, videotaping, or stenographic record made, except by determination of the Grievance Committee. A copy of the record shall also be filed in the offices of the President and the Dean of the College.

The Grievance Committee will endeavor to present its decision in writing within seven (7) calendar days of the hearing to the grievant and respondent and to the President of the College. The decision will take the form of findings of fact, conclusions, and the recommended disposition of the grievance. The findings of fact, conclusions, and the recommended disposition shall be based solely on the hearing record, *Faculty Handbook* and other College policies and procedures.

(d) Possible Outcomes

The decision shall be designed to remedy the violation of College policy, the harm done to the grievant and to protect other members of the College community. Grievances often involve unique elements and the remedy fashioned will depend on the findings and nature of the case. The disposition of the grievance must be approved within five (5) working days after receipt of the decision of the Grievance Committee by the Dean of the College (or his/her designee in cases of conflict of interest or inability to serve for any other reason). In the event of disapproval of the disposition, in whole or in part, the Grievance Committee by majority vote may within five(5) business days appeal the decision of the Dean to the President. In such event, the decision of the President shall be rendered in accordance with the third paragraph of subsection (f), below.

(e) Dispositions

The following are examples of dispositions:

- i. Permanent prohibition to participate in reappointment and promotion decisions, or other evaluations concerning the grievant.
- ii. Oral warning or probation (a further violation of which, after a hearing by the Grievance Committee, may result in the Grievance Committee imposing an additional or more serious disposition.
- iii. Letter of warning or reprimand and copy of the grievance record placed in the personnel file of the respondent.
- iv. Denial of access to College resources, such as funds for research and travel, College housing, or other salary increases for a specified period.
- v. Suspension with or without pay and for a definite period, or an indefinite period and/or suspension subject to specific conditions, which must be met prior to lifting the suspension.
- vi. Permanent dismissal from the College without possibility of reinstatement

(f) Appeal Procedures

The Grievance Committee may dispose of the matter in one of the foregoing manners or in another manner, as it deems appropriate. Prior dispositions of similar matters are not binding upon the Grievance Committee.

Either party to the grievance may appeal a decision or recommendation of the Grievance Committee within ten (10) calendar days after receiving notification of the decision. The individual appealing shall submit a statement of appeal to the President. The statement of appeal must set forth the grounds upon which the individual believes that the appeal should be granted. Severity of the sanction imposed by the Grievance Committee does not constitute grounds for an appeal.

Within one month after the President receives an appeal, the President will review the matter and notify all of the individuals concerned of the President's final decision. Should the President determine that the procedures of this Section were not properly followed in any material respect or if the information contained in the appeal is insufficient to make a determination, the President may remand the case to the Grievance Committee for further proceedings with the procedures contained in this Section. The President's decision is final and not subject to further appeal.

Should the grievance involve a decision or action with which the President was directly involved, the grievant(s) or the President may file an appeal to the Executive Committee of the Board of Trustees. Only when the President is directly involved will such a review take place.

In case of dispute, the Executive Committee of the Board of Trustees shall be the sole judge of whether the President was directly involved. The time limits, contents of the appeal, and review of the appeal as set forth above shall apply to appeals to the Executive Committee of the Board of Trustees, except that the Executive Committee of the Board of Trustees will hear the appeal at its regular meeting following at least twenty (20) calendar days after its receipt of the appeal, and then respond within fourteen (14) calendar days.

7. General Provisions

The filing or pendency of any grievance under the provisions of this Section shall not prevent the College from taking the action complained of, or any other action, subject, however, to the final decision on the grievance.

Failure at any step of this procedure to communicate the decision on the grievance within the specified time limits shall permit the grievant to proceed to the next step.

Participants in the grievance process have the right to have their grievances heard by an impartial body whose members may be challenged and replaced for good and reasonable cause, including the fact that they are biased, may be called upon to testify or have a relationship with one of the grievants that calls their impartiality into question. The written challenge should be directed to the Chairperson of the Grievance Committee prior to the hearing. The Chairperson may render a decision regarding the challenge or may ask the Grievance Committee, with the exception of the member so challenged, to make a decision as to removal of a Committee member. The decision of the Chairperson or Committee, as the case may be, is not subject to appeal. If, during the course of any proceedings before the Committee, a member of the Committee determines that he or she may have a bias, may be called upon to testify or may have a conflict of interest, the member of the Committee shall disclose the same to the Chairperson and shall be permitted to withdraw prior to the Committee's deliberations.

8. Abuse of Process

Any person determined to have invoked the grievance procedures in bad faith, or to have knowingly presented false or misleading testimony, will be subject to disciplinary action, up to and including dismissal from the College.

9. Records

For a period of three years, the Director of Human Resources, the Grievance Committee and the President, as the case may be, will keep a copy of any exhibits or documents the parties introduce at a mediation session or related to a Grievance Hearing. The Grievance Committee will not keep a record of its deliberations. (See appendix for Grievance Form; See Table 8.2 above for a summary of the Grievance Process)