

FRANKLIN & MARSHALL COLLEGE

2025-2026 FACULTY HANDBOOK

SEPTEMBER 2025



FRANKLIN & MARSHALL COLLEGE

FACULTY HANDBOOK

SEPTEMBER 2025

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FACULTY HANDBOOK

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FRANKLIN & MARSHALL COLLEGE

FACULTY HANDBOOK

PREAMBLE

We are not so absurd as to propose that the teacher should not set forth his own opinions as the true ones, and exert his utmost powers to exhibit their truth in the strongest light. To abstain from this would be to nourish the worst intellectual habit of all, that of not finding, and not looking for, certainty in anything. But the teacher himself should not be held to any creed; nor should the question be, whether his opinions are the true ones, but whether he is well-instructed in those of other people, and, in enforcing his own, states the arguments for all conflicting opinions fairly.

—John Stuart Mill

Civilisation — Signs of the Times

Franklin & Marshall College, in an effort to assure a climate of productive teaching and creative scholarship, has adopted the following statements regarding the professional guarantees accorded its faculty members and the duties which they are expected to perform as members of the educational community. The rights accorded faculty members conform in large part to statements adopted by the American Association of University Professors and are designed to ensure the faculty member's academic freedom. The statements concerning the responsibility of faculty members are intended to provide a minimal framework of rules that will ensure the existence of a productive educational environment.

STATEMENT OF ACADEMIC FREEDOM AND TENURE

The Trustees of Franklin & Marshall College have adopted the following statements and regulations dealing with academic freedom and tenure and declare them to be the policies of the College.

From its inception, this nation has cherished the concept that freedom is the right of every human being. Our earliest and still most precious documents proclaim every individual's right to free thought and free speech. Our most respected leaders, from the time of our nation's founding to the present, have repeatedly asserted their belief that our mode of life and our way of government depend on free and open discussion and further that, in a free marketplace of ideas, truth will prevail. It is in extension of those cardinal principles that we, the Trustees of Franklin & Marshall College, make this statement.

This College is dedicated to the belief that education in the liberal arts—"The arts becoming to free individuals"—is essential to a worthwhile society. The College is more than a place; it is a gathering of students and teachers engaged in the pursuit of wisdom and, ultimately, of truth. Their quest can flourish only in a climate of freedom—in an atmosphere that not only tolerates

but also encourages searching inquiry, unfettered thought, open discussion, and free expression of ideas.

The College is a center of intellectual exploration. An open society needs such centers of free and honest inquiry to preserve the strength of its heritage and the vitality of its future. Colleges and universities are therefore crucially important social institutions, for they are the spawning grounds of ideas that contribute significantly to the welfare of humankind. To perform their function, they must be hospitable to a vast and varied array of viewpoints; they must be consecrated to the open-minded.

We have only to look at the experience of totalitarian states to find meaningful demonstrations of the tragic consequence of removing freedom from the academic world, of turning educational institutions into centers of indoctrination.

It is in the interest of our civilization as well as in fulfillment of our trust to the College that we guarantee academic freedom, precisely because the application of principles of freedom to the academic community is essential for maintaining the free flow of ideas necessary for the good of all people everywhere.

In this light, academic freedom is neither a mystery nor a thing apart from the mainstream of our national life. It exists as a right of scholars and not as a special privilege extended to them.

Is this freedom absolute? It cannot be. It is subject to the rule of reason. It contains those wisely self-imposed restraints that preserve our freedom, and it yields to the conscience of the instructor as the academic trust is executed.

The College cherishes freedom, but it will not welcome to its center those who would irresponsibly abuse and destroy this freedom.

Members of a college Faculty have their being as teachers, scholars, and as citizens, and in all roles they have sober responsibilities. As teachers, faculty members are mentors, guiding students to develop their own intellectual powers. Accordingly, faculty members are responsible for engaging students in a variety of ideas, opinions, and positions. As scholars, faculty members must depend on the strength of their evidence and the soundness of their logic to earn respect for their conclusions. The College, as an institution, takes no position either for or against their conclusions or their points of view. But the College is an advocate for the circumstances under which the search for truth can be pursued, and it therefore insists on protecting its scholars in their freedom to express the results of their inquiries. As citizens, faculty members have a special obligation to maintain a reputation for integrity. They must weigh carefully the validity of their opinions and the manner in which they are expressed. They must always recognize their limitations outside their fields of special competence. They must be aware that not only they but their profession and their institution may be harmed by rash acts or statements. Despite these cautions, we assert the scholar's right to full, responsible citizenship.

All of the members of a community like Franklin & Marshall College have a share in its governance and the maintenance of its welfare. The Commonwealth, in granting the College's Charter, directed that "The Board of Trustees shall transact the business of the corporation and college and generally do all matters and things which may be necessary to secure the full

success and well-being of the institution.” In responsible fulfillment of its mandate, the Board of Trustees has charged the Faculty with broad authority in the educational life of the institution. The Trustees of the College look to the Faculty to maintain high standards of teaching, scholarship, and professional conduct. To preserve these standards, the College is obliged to be rigorous in the consideration of appointments, promotions, and the granting of tenure. The Faculty must therefore not only accept an obligation to foster high standards of professional conduct but must also willingly bear responsibility for the discipline of those who fail to comport themselves in keeping with their academic trust.

In short, a college is a unique institution. It operates in the true sense of community. Faculty, trustees, and administrators each have special responsibilities and special competencies, and these are combined to foster the fullest effectiveness of the institution.

ACADEMIC FREEDOM

In harmony with the general statement above, we endorse the following statement promulgated by the American Association of University Professors and the Association of American Colleges:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subjects, but should be careful not to introduce into their teaching controversial matter that has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment. (No such limitation is prescribed by Franklin & Marshall College.)
3. College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As men and women of learning and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons.

STATEMENT ON FREEDOM OF EXPRESSION

This statement of principle articulates Franklin & Marshall College's ideals relating to freedom of expression, respect for the opinions of members of the College community, and freedom from harassment and intimidation. It expresses the College's commitment to these core values, was developed by the Faculty with input from the administration, and was approved for inclusion in the *Faculty Handbook* by the Board of Trustees on February 11, 2017. It is a statement of principle and aspiration that may inform policy, but in and of itself does not constitute policy.

The *Faculty Handbook* also contains Franklin & Marshall's Statement of Academic Freedom and Tenure as well as the Statement on Academic Freedom promulgated by the American Association of University Professors. Those provisions delineate the core rights and responsibilities of the Faculty and they are not compromised by the statement of principle below.

Because Franklin & Marshall College is committed to the ideal of free and open inquiry in all matters, it extends to all members of the College community the broadest possible latitude to express themselves freely and to challenge the views of others. The College vigorously values the creation and maintenance of a climate in which all members of the College community are welcomed and are encouraged to participate in the free expression of ideas. Inasmuch as the spark of truth often comes forth only after the clash of differing opinions, we view freedom of expression as highly valuable because it encourages multiple opinions, allows them to coalesce and/or clash, and opens them to the community's reflections.

Indeed, fostering the capacity of the College community to engage in critical discourse and deliberation in an effective, responsible, and respectful manner is an essential part of the College's educational mission. Of course, the ideas of different members of the College community will often and quite naturally conflict. But it is not the proper role of the College to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Rather, members of the College community should be encouraged to act according to the principle that the best response to ideas that they find offensive is speech, not censorship. This approach encourages members of the College community to express their views freely and freely to take issue with views with which they disagree.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. We have obligations to protect the dignity and security of all members of the College community from those who would seek to use speech primarily to deprive others of their freedom to learn, their freedom to contribute, and their freedom to participate in our community. Thus, the College may seek to restrict expression that violates state or federal law or College policies on nondiscrimination; that constitutes slander, threats, or harassment; or that is directly incompatible with the functioning of the College (e.g., expression that violates privacy or confidentiality interests). In addition, the College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College (see Section VII.G). But these are limited exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions not be used in a manner that is inconsistent with the College's ideals relating to the free and open discussion of ideas.

In short, the College holds the core principle that debate or deliberation should not be suppressed because of the ideas put forth. We support a climate of inclusiveness in which all members are encouraged to contest vigorously the ideas and the speech that they oppose. Moreover, in order to foster the climate of inclusiveness that is most conducive to freedom of expression in the pursuit of knowledge, the College aspires to the following:

- I. Sustaining a diverse community of students, faculty, and professional staff in which all are welcomed and are encouraged to participate in the free expression of ideas.
- II. Challenging behavior and speech whose demonstrable intent is to demean, harass, or limit the sense of security and belonging of any member of the College community as they participate in the pursuit of knowledge.

I. INTRODUCTION

A. PURPOSE OF THE HANDBOOK

The *Faculty Handbook* describes the responsibilities, rights, and work of the Faculty and the current policies and procedures that guide its work. It is a compendium of documents originating from a variety of sources that is intended to delineate institutional values, customary practices, administrative organization, and explicit policies established at the College, after consultation with the Faculty. It does not constitute an irrevocable contract between the College and its Faculty.

It is the traditional prerogative of the Faculty to change any policy or procedure that falls within its jurisdiction in accordance with the Rules of Order of the Faculty. Revisions to policies or procedures in any section of the *Faculty Handbook* that affect the role of the Board of Trustees require its approval. Changes to sections of the Faculty Handbook that are explicitly outside the control of the Faculty may be initiated by faculty action, subject to approval by the appropriate office or body. Other policies and procedures contained herein may be amended periodically in accordance with the evolving needs and concerns of the Faculty and the College community by action either of the Board of Trustees or of the appropriate body or office (subject to approval by the Board of Trustees), as follows:

The Board of Trustees maintains primary responsibility for the Preamble, Statement of Academic Freedom and Tenure, Statement on Freedom of Expression, and for Section III.H.

The President of the College, in consultation with the Board of Trustees, maintains primary responsibility for Sections II.A, III.E, and I.

The Provost and Dean of the Faculty is responsible for the annual publication of the Faculty Handbook and the implementation of any changes to its content in consultation with Faculty Council. The Provost also maintains primary responsibility for Sections II.B, III.F, VI, VII (in conjunction with the Faculty and subject to state and federal law as applicable), and VIII (in consultation with other officers of the College where appropriate).

In the case that the Board of Trustees, the President of the College, or the Provost and Dean of the Faculty initiate changes to sections of the *Faculty Handbook* that are explicitly outside the control of the Faculty, those changes, with the exception of minor editorial changes as described below, shall be presented to the Faculty for discussion at a faculty meeting before incorporation into the Faculty Handbook.

The Faculty of the College maintains primary responsibility for Sections I, III.A–D, and G, IV, V, VII (in conjunction with the Provost and subject to state and federal law as applicable), and IX.

On behalf of the Faculty, Faculty Council will keep these sections of the *Faculty Handbook* up to date, altering language as necessary to reflect changes in the governance procedures and structure of the College. Also on behalf of the Faculty, the Professional Standards Committee

will periodically review policies contained in Section V and bring any changes to the Faculty as outlined below.

In its annual review of the *Faculty Handbook*, Faculty Council will create two categories of emendations:

- Major substantive changes.
 - Changes in language describing committee charges and membership
 - Changes of governance policies
- Minor editorial changes.
 - Changes in grammar and/or syntax intended to clarify existing language without altering its substance
 - Updates to the title of administrators, etc.

Major substantive changes to these sections will be brought to the Faculty for discussion at a faculty meeting and voted upon in accordance with the Rules of Order of the Faculty (see Sections III.A.12 and III.A.13) and, for changes to Sections V.G-N, in accordance with Section V.G. Motions proposing these changes will be presented to the Faculty in two versions: 1) A version with revisions visible: text deletions will be clearly marked, typically with strikethrough, and added text will be clearly marked, typically in bold; and 2) A clean version that shows the text as it would appear in the *Faculty Handbook* if the motion passes. Minor editorial changes will be made to a working draft of the *Faculty Handbook*.

Any major substantive or minor editorial changes to the *Faculty Handbook* initiated by the Board of Trustees or any appropriate body or office must be sent to Faculty Council by the date of the last faculty meeting of the academic year or May 1, whichever occurs later. A revised version of the *Faculty Handbook* indicating all major substantive and minor editorial changes will be made available to the Faculty by June 1 of each year. The Faculty will then be allowed at least one month to view and evaluate these changes. During this period, any member of the Faculty may flag any minor editorial change and ask Faculty Council to bring it to the full Faculty for discussion and a vote, if necessary. A new draft of the *Faculty Handbook* incorporating all substantive changes voted upon and approved by the Faculty, all minor editorial changes not rejected by the Faculty, and all changes initiated by the Board of Trustees, the President of the College, or the Provost and Dean of the Faculty that have been presented to the Faculty for discussion at a faculty meeting will be published each year in July or August, prior to the start of fall semester.

For College policies that apply to all faculty and professional staff, including the anti-harassment policy and standards of conduct, refer to the Human Resources website or contact the office of Human Resources at (717) 358-3995.

B. HISTORY OF FRANKLIN & MARSHALL COLLEGE

Franklin & Marshall College is one of the oldest institutions of higher learning in the United States. Its roots go back to Franklin College, founded in 1787 with a generous financial contribution from Benjamin Franklin. The product of a pioneering collaboration between English- and German-speaking communities in the most ethnically diverse region of the new nation, the College was launched by leaders of the Lutheran and Reformed Churches with support from trustees that included four signers of the Declaration of Independence, three

future governors of Pennsylvania, two members of the Constitutional Convention, and seven officers of the Revolutionary Army. Their goal was “to preserve our present republican system of government,” and “to promote those improvements in the arts and sciences which alone render nations respectable, great, and happy.”

Marshall College, named after the great Supreme Court Chief Justice John Marshall, was founded in 1836 in Mercersburg, Pennsylvania under the sponsorship of the German Reformed Church. It attracted a distinguished Faculty that became nationally known as leaders of an intellectual movement known as the Mercersburg Theology. In 1853 it moved to Lancaster and formed Franklin & Marshall College. James Buchanan, fifteenth President of the United States, was the first president of the Board of Trustees. From the time of its centennial, the College complemented its strengths in the classics and philosophy with a widely respected program in science. Then, in the 1920s, it added a program in business. The College’s transformation continued after World War II with gradual expansion in size and academic scope. Increasingly, students and faculty were drawn from all regions of the nation and the world. Campus facilities expanded and the College became primarily residential. It became coeducational in 1969. The connection to the Reformed Church, later part of the United Church of Christ, was severed and the College became a secular institution. Throughout all of these changes, however, the College remained committed to “liberal learning.” Frederick Augustus Rauch, the first president of Marshall College, had proclaimed in 1837, “The fortune of our lives and our government depends not exclusively on useful knowledge but on our character as citizens, and to form this character by cultivating the whole [person] is the aim of education in the proper sense.”

Today, with approximately 2,300 students, Franklin & Marshall College proudly continues its dedication to intellectual freedom and critical learning as fundamental to a democratic society. As its mission statement affirms, this means that it expects students to see connections, to discover community, and to understand the centrality of service to the human endeavor.

C. MISSION OF FRANKLIN & MARSHALL COLLEGE

Franklin & Marshall College is a residential college dedicated to excellence in undergraduate liberal education. Its aims are to inspire in young people of high promise and diverse backgrounds a genuine and enduring love for learning, to teach them to read, write, and think critically, to instill in them the capacity for both independent and collaborative action, and to educate them to explore and understand the natural, social and cultural worlds in which they live. In so doing, the College seeks to foster in its students qualities of intellect, creativity, and character, that they may live fulfilling lives and contribute meaningfully to their occupations, their communities, and their world.

II. ORGANIZATION OF THE COLLEGE

A. THE BOARD OF TRUSTEES

The primary responsibilities of the Board of Trustees, many of which are fiduciary, include: appointment of the President, evaluation and oversight of the President's performance and, through the President, that of the College's administration; adoption of the annual budget of the College; investment of the financial assets of the College; the annual audit of the College's financial position; and maintenance of the College's physical plant. The Board of Trustees is the final authority for all full-time faculty appointments, sabbaticals, research semesters, leaves of absence, and tenuring, and receives reports from the Provost and Dean of the Faculty regarding faculty, curriculum, and the academic life of the College.

1. THE PRESIDENT OF THE COLLEGE

The President is, by virtue of the College's Charter, the chief executive officer of the College, with all legal powers characteristic of that position, and is responsible for the administration of the College. The President is the only College employee who is also a member of the Board of Trustees. The President is a member of the Faculty. The President provides institutional leadership and, subject to the delegation of authority and responsibility by the Board of Trustees, shares governance responsibility with the Faculty. The administration serves as an extension of the Office of the President and, as such, supports the President in fulfilling the obligations of that office. These include shared responsibility for: definition and attainment of goals; planning and innovation; ensuring that standards and procedures conform to College policy and sound academic practice; and maintaining existing resources and creating new resources.

2. THE PROVOST AND DEAN OF THE FACULTY

The Provost and Dean of the Faculty (hereinafter referred to as the Provost) is the chief academic officer of the College, a member of the Faculty, and is responsible to the President and the Board of Trustees for the following areas of College life: faculty personnel matters, including recruitment and faculty evaluation and development; the curriculum; off-campus and international programs; the Catalog; the Registrar's office; library services; the Phillips Museum of Art; the Faculty Center; academic grants, internal and external; academic space and facilities planning; the academic calendar; academic support budgets and programs; and faculty governance implementation. The Provost also serves as the liaison to the Middle States Commission on Higher Education.

The Provost chairs the Professional Standards Committee, and the Provost or designee serves on other committees as delineated in Section III. The Provost also staffs the Academic Affairs, the Buildings, Grounds and Sustainability, and the Advancement Committees of the Board of Trustees and staffs other Trustee committees as requested.

3. THE VICE PRESIDENT FOR COMMUNITY AND BELONGING

The Vice President for Community and Belonging provides vision, leadership and guidance on a full spectrum of diversity, equity and inclusion (DEI) matters at the College, working collaboratively with the Franklin & Marshall community to build a

more inclusive environment. The Vice President reports to the President, advises fellow senior staff colleagues on issues regarding DEI for their specific areas, and plays a key role in campus-wide initiatives. The Vice President and the Office of Community and Belonging also partner with offices, programs, departments and clubs to coordinate DEI efforts across all campus constituencies.

The Vice President for Community and Belonging partners with other senior officers to staff several committees of the Board of Trustees.

4. THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION AND TREASURER OF THE COLLEGE

The Vice President for Finance and Administration and Treasurer of the College is responsible to the President and the Board of Trustees for the following areas of the College: business and financial operations, including accounting, audit, business office, budget, financial planning and projections, payroll, insurance, investments and endowment, and tax-exempt financing. The Vice President for Finance and Administration and Treasurer is also responsible for leading and managing administrative operations including: facilities operation, planning and maintenance; contracted services; construction; human resources and compliance with Title IX.

The Vice President for Finance and Administration and Treasurer staffs the Audit, Buildings, Grounds and Sustainability, Finance, and Investment Committees of the Board of Trustees. The Vice President for Finance and Administration and Treasurer or designee serves on other committees as delineated in Section III.

5. THE VICE PRESIDENT FOR COLLEGE ADVANCEMENT

The Vice President for College Advancement is responsible to the President and the Board of Trustees for the College's fundraising activities, alumni programs and other advancement services. Franklin & Marshall aggressively seeks funding support for College programs from alumni, parents, friends, corporations, and foundations. The Board of Trustees, the President, and the Senior Officers of the College determine the College's fundraising objectives and priorities, and the Vice President for College Advancement is responsible for leading efforts to meet those objectives and priorities. Faculty members who are seeking funds through Advancement should consult first with the appropriate dean in the Office of the Provost.

The Vice President for College Advancement staffs the Advancement, Investment, and Trusteeship and Governance Committees of the Board of Trustees.

6. THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The Vice President for Enrollment Management is responsible to the President for leading the offices of admission and financial aid. This work includes: developing and executing strategies to attract and retain excellent students who will benefit from a Franklin & Marshall education and contribute to the life of the College; developing and implementing policies for distribution of financial aid; building entering classes whose composition meets planning guidelines in terms of net tuition revenue; presenting a clear, accurate, and appealing image of the College to potential students, parents, and a national audience; and involving constituents from across the Franklin & Marshall

community in this work.

The Vice President for Enrollment Management staffs the Enrollment Committee of the Board of Trustees. The Vice President for Enrollment Management or designee serves on other committees as delineated in Section III.

7. THE VICE PRESIDENT FOR COMMUNICATIONS

The Vice President for Communications oversees the College's branding and marketing, internal and external communications and publications, and community, media, and public relations functions to enhance the College's reputation as a leading national liberal arts college. The Vice President for Communications and Communications staff work with constituents across the College, and particularly closely with the Offices of Admission and Financial Aid and Advancement.

The Vice President for Communications staffs the Marketing and Communications, Enrollment, and Advancement Committees of the Board of Trustees.

8. THE VICE PRESIDENT OF STUDENT AFFAIRS

The Vice President of Student Affairs is responsible to the President for student life outside of the classroom, including: student leadership development; student engagement; orientation and the first-year experience; civic engagement; housing; student conduct; student accessibility services; the student affairs component of the College House system; athletics; fraternity and sorority life; student health and counseling services; and career and professional development.

The Vice President of Student Affairs staffs the Student Life/Academic Affairs Committee of the Board of Trustees. The VP or designee serves on other committees as delineated in Section III.

9. THE VICE PRESIDENT OF LEGAL AFFAIRS AND GENERAL COUNSEL

The Vice President of Legal Affairs and General Counsel is responsible to the President and the Board of Trustees for all legal issues affecting the College and public safety. The Vice President of Legal Affairs and General Counsel supports Franklin & Marshall's mission by providing legal advice to members of the College community within the context of the course and scope of their employment by the College and by initiating appropriate action to proactively resolve issues, forestall problems, and manage institutional risk.

The Vice President of Legal Affairs and General Counsel staffs the Compensation and Audit Committees of the Board of Trustees and other Trustee committees as requested.

10. THE VICE PRESIDENT AND CHIEF INFORMATION OFFICER

The Vice President and Chief Information Officer is responsible to the President for leading, overseeing and managing all information technology services and programs. This work includes: developing and advancing a comprehensive strategic vision for technology focused on the College's mission and priorities; developing and implementing relevant policies and procedures that assure good stewardship of

resources; safeguarding the College's technology infrastructure and data from intentional or unintentional harm through both policy and practice; and assuring the financial and human resources allocated to the College's technology programs and services are used to the best benefit of the College.

The Vice President and CIO staffs the Technology and Academic Affairs Committees of the Board of Trustees. The Vice President and CIO or designee serves on other committees as delineated in Section III.

11. THE VICE PRESIDENT FOR INSTITUTIONAL RESEARCH AND CHIEF STRATEGY OFFICER

The Vice President for Institutional Research and Chief Strategy Officer supervises the Office of Institutional Research and is responsible for the provision of accurate institutional data to meet state and federal reporting requirements and other external requests, as well as the development of information that supports the College's strategic planning. The Vice President for Institutional Research and Chief Strategy Officer also plays a leading role in preparing the College's reports to the Middle States Commission on Higher Education, including the eight-year reaccreditation review, Interim Reports, and other reports requested by the Commission.

The Vice President for Institutional Research and Chief Strategy Officer staffs the Academic Affairs and Enrollment Committees of the Board of Trustees.

12. THE DIRECTOR OF THE OFFICE OF THE PRESIDENT AND SECRETARY OF THE BOARD OF TRUSTEES

The Director of the Office of the President and Secretary of the Board of Trustees manages the effective operations of the Office of the President, including: supervision of staff, management of workflow, budget monitoring and communication flow between the Office of the President and various groups, including the Board of Trustees, Senior Officers, donors, and others. The Director of the Office of the President and Secretary of the Board of Trustees coordinates the operations of the Board of Trustees, including developing the calendar and schedule for Board meetings, coordinating the compilation of materials for meetings and initiating required follow-up actions after Board meetings.

The Director of the Office of the President and Secretary of the Board of Trustees staffs the Executive and Trusteeship and Governance Committees of the Board of Trustees. The Director of the Office of the President and Secretary of the Board of Trustees or designee serves on other committees as delineated in Section III.

B. THE FACULTY OF THE COLLEGE

The Faculty of the College engages actively in teaching and research and is expected to develop curricula and research programs and contribute in an ongoing manner to the fields that it represents.

The responsibilities of the Faculty reflect its specialized academic training and commitment. First, the Faculty bears primary responsibility for designing the College curriculum, determining the subject matter and methods of instruction used in the courses that it teaches,

and regulating those aspects of student life that relate to the educational process. Second, it sets requirements for the degrees offered by the College, ascertains when these requirements have been met, and authorizes the President and Board to grant the degrees thus achieved. Third, the Faculty advises the Provost and the President on questions of faculty status and related matters, including appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal.

1. ACADEMIC DEPARTMENTS AND INTERDISCIPLINARY ACADEMIC PROGRAMS

The College recognizes as an academic program a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. An academic program must offer a set of courses that culminates in either a major or minor. Academic departments house one or more academic programs and support interdisciplinary academic programs.

Faculty members hold appointments in an academic department and/or interdisciplinary academic program.

Current academic departments are:

American Studies	History
Anthropology	Italian Studies and Hebrew
Biology	Mathematics and Statistics
Business, Organizations and Society	Music
Chemistry	Philosophy
Classics	Physics and Astronomy
Computer Science	Psychology
Earth and Environment	Religious Studies
Economics	Sociology
English	Spanish and Linguistics
French and Francophone Studies	Theater and Dance
German, Russian and East Asian Languages	Visual Arts
Government	

Current interdisciplinary academic programs are:

Africana Studies	Latin American and Latinx Studies
Biological Foundations of Behavior	Public Health
Comparative Literary Studies	Public Policy
Data Science	Science, Technology and Society
Earth and Environmental Science	Scientific and Philosophical Studies of the Mind
Environmental Studies	Women's Gender and Sexuality Studies
International and Area Studies	
Judaic Studies	

III. FACULTY GOVERNANCE

A. RULES OF ORDER OF THE FACULTY

1. DEFINITION OF THE FACULTY

The Faculty of the College consists of the President of the College, the Provost, and all individuals appointed at the four faculty ranks: professor, associate professor, assistant professor, and instructor.

Faculty members include the Faculty of the College and Teaching Professors, adjunct professors, visiting professors, and professors emeriti.

All tenure-track and tenured members of the Faculty as defined above, as well as those appointed as Teaching Professors before or during the 2021-22 academic year, have voting privileges in faculty meetings and College-wide elections.

Faculty Council may, on its own initiative or at the request of the President, invite appropriate guests, including members of the Board of Trustees and members of the administration, to attend and participate in faculty meetings. They may not vote.

Professors emeriti, adjunct professors, and visiting professors may also attend and participate in faculty meetings. They may not vote.

2. CALLING MEETINGS OF THE FACULTY

Faculty Council shall call at least one meeting of the Faculty each semester. At the request of the President or the Provost, the Professional Standards Committee, or any 10 voting members of the Faculty, Faculty Council is required to convene the Faculty.

3. PRESIDING OFFICER OF THE FACULTY

The Faculty shall elect a tenured member of the Faculty familiar with parliamentary procedure to serve a two-year term as Presiding Officer. The Presiding Officer chairs meetings of the Faculty. In the event that the Presiding Officer is unavailable, Faculty Council shall designate a faculty member as presiding officer pro tempore. In the event of a vacancy in the position of Presiding Officer of the Faculty, Faculty Council shall appoint an acting presiding officer to serve until a new Presiding Officer is elected.

4. SECRETARY OF THE FACULTY

The Faculty shall elect annually a Secretary who shall keep a record of the minutes of the meetings of the Faculty. In the event that the Secretary is unavailable, Faculty Council shall designate a secretary pro tempore. In the event of a vacancy in the position of Secretary of the Faculty, Faculty Council shall appoint an acting secretary to serve until a new Secretary is elected.

The minutes of the meetings of the Faculty shall be stored digitally in the College Archives and made accessible to all faculty members on the Faculty Council website.

5. QUORUM FOR MEETINGS OF THE FACULTY

Quorum, defined as the minimum number of voting members of the Faculty present at a meeting necessary to transact business, is more than fifty percent of the number of voting members of the Faculty resident on campus during that semester as determined by the Office of the Provost. Members of the Faculty teaching or serving as administrators on campus shall be considered resident that semester. Should voting members of the Faculty not resident on campus choose to participate in a faculty meeting, they shall count toward quorum. In the case that the Faculty fails to maintain quorum following a vote, the results of that vote shall remain valid.

Absent quorum, the assembly may, in addition to any actions specified in *Robert's Rules of Order, Revised*, proceed with business limited to the presentation of reports and recommendations by the officers of the College, Faculty Council, and committees; questions or comments concerning the welfare of the College; and adjournment. The Secretary of the Faculty shall continue to take minutes.

6. RULES OF ORDER

The rules of parliamentary procedure as found in *Robert's Rules of Order, Revised* shall govern meetings of the Faculty in all cases to which they are applicable and in which they are not inconsistent with the Rules of Order of the Faculty. Faculty Council shall each year appoint a member of the Faculty expert in parliamentary procedure as Parliamentarian. The Parliamentarian shall advise the chair on all questions of procedure affecting the Faculty's ability to conduct its business efficiently and fairly.

7. ORDER OF BUSINESS

In meetings of the Faculty, the order of business shall be as follows: minutes; reports of the officers of the College; reports of Faculty Council; committee reports and recommendations; unfinished business; new business; questions, proposals, or comments concerning the welfare of the College; and adjournment. Faculty Council will set the agenda for any meeting of the Faculty, specifying the particular items requiring faculty action, and distribute it to the Faculty no less than one calendar week in advance of the meeting. The chair of the faculty meeting, with the consent of a majority of the members present at a meeting, may change the order of business at that meeting.

Any voting member of the Faculty may propose a motion or agenda item for faculty consideration to Faculty Council. If Faculty Council finds it of sufficient interest or importance, Faculty Council will place it on the agenda for a subsequent faculty meeting. If Faculty Council does not place the motion or agenda item on the agenda, the faculty member can present to Faculty Council a petition to bring it to the Faculty signed by ten voting members of the Faculty, in which case Faculty Council is required to place it on the agenda of a subsequent faculty meeting. If Faculty Council does not place the motion or agenda item on the agenda sufficiently quickly to satisfy the petitioners, the petitioners may, under Section III.A.2 above, request a special meeting of the Faculty devoted to that motion or agenda item.

8. CONFIDENTIALITY

The proceedings of meetings of the Faculty are confidential and should not be shared outside the ranks of the Faculty. The failure of a member of the Faculty, the administration, or other meeting attendees to observe this rule is a flagrant violation of the spirit of the Faculty.

Decisions of the Faculty shall first be communicated to parties outside the Faculty by Faculty Council or its designee.

9. DECISIONS OF THE FACULTY

Decisions of the Faculty arrived at by vote in a meeting of the Faculty shall be binding on the Faculty, and all members are required to adhere to such decisions.

Unless otherwise specified in the text of a motion,

- a. Decisions that require changes to the text of the *Faculty Handbook* shall take effect upon publication of the next edition of the *Faculty Handbook*, typically at the beginning of the next fiscal year.
- b. Other decisions shall take effect immediately following a successful vote.

10. VOTING

Questions before the Faculty may be decided by voice vote, a show of hands, or electronic vote; upon request of any two (2) members present a question shall be decided by confidential ballot. Elections shall be decided by electronic ballot. The adoption, consolidation, and discontinuance of academic major and/or minor programs as well as major substantive changes to sections of the *Faculty Handbook* for which the Faculty have primary responsibility as outlined in Section I.A shall require the approval of two-thirds of the members casting votes. Except where otherwise specified, approval of all other motions shall require a simple majority of the members casting votes.

11. AMENDMENT OF RULES OF ORDER

The Rules of Order of the Faculty may be amended at any meeting with the approval of a two-thirds majority of members casting votes provided that members have received notice of the proposed amendment at least fourteen days in advance of the meeting at which the revision is to be considered

12. COLLEGE COMMITTEE AND GOVERNANCE STRUCTURE

The College's Committee Structure includes the following: College Standing Committees, Standing Committees of Faculty Council, Presidential Standing Committees, Committees appointed by the Provost, Trustee Committees, and Diplomatic Congress Committees.

The President is an *ex officio* member of all Trustee Committees except the Trustee Audit Committee.

Committee assignments for members of the Faculty are ranked by category reflecting expected commitments for time and work.

Category 1 committees typically meet weekly (or the equivalent), and include:

- Four elected committees: the Professional Standards Committee, Faculty Council, the Budget Priorities Committee, and the Educational Policy Committee;
- Any appointed committees or task forces that meet weekly (or the equivalent) during the academic year.

The positions of Presiding Officer, Parliamentarian, and Secretary of the Faculty constitute Category 1 service.

Category 2 committees include all committees that meet at least monthly but less than weekly (or the equivalent) during the academic year.

Category 3 committees include all Board of Trustee Committees, plus other committees that meet less than monthly during the academic year.

Normally, committee service extends throughout the academic year as defined in Section IV.E, but in some circumstances may begin on July 1 and/or extend until June 30.

In the instances in which the Faculty elects committee members from the three academic divisions, the following departments and programs are assigned to these divisions:

Division I

Classics
English
French and Francophone
Studies
German, Russian
And East Asian Languages
Italian Studies and Hebrew
Music
Philosophy
Religious Studies
Spanish and Linguistics
Theatre and Dance
Visual Studies

Division II

American Studies
Anthropology
Business, Organizations
and Society
Economics
Government
History
Sociology

Division III

Biology
Chemistry
Computer
Science
Earth and
Environment
Science
Mathematics
and Statistics
Physics and
Astronomy
Psychology

All tenured and tenure-track faculty members and Teaching Professors appointed before or during the 2021-22 academic year are eligible to vote in faculty committee elections. Procedures for nomination of candidates to elected committees are contained in the description of each relevant committee.

13. SCHEDULING OF FACULTY MEETINGS

Faculty meetings shall be held online or in person at the discretion of Faculty Council. A majority of the members of Faculty Council, consenting individually, and after consulting with the President, may:

- a. Schedule, cancel, postpone, or add meetings, as needed. Any postponed meeting must be rescheduled within seven days of the original meeting. All Faculty shall be notified of the postponement at least one day prior to the meeting.
- b. Authorize any meeting of the Faculty to occur in person or online for a given period of time, from one meeting up to an entire academic semester. Notice of meeting formats and locations shall include any log-in instructions needed for each faculty member to participate in the meeting. Any other notice requirements included in these rules shall also apply.

Online meetings shall be conducted using technologies that comport with the requirements outlined in *Robert's Rules of Order, Revised*. These include, but are not limited to, allowing for anonymous voting that occurs during the meeting, participation by all meeting attendees, and document sharing. A reliable audio connection shall be required, and a video connection will be desirable.

Online meetings shall be governed by the following rules: (i) Members shall log in using accounts that display the name affiliated with their College account. (ii) Quorum for the meeting shall be the same as for in-person meetings, and shall be determined by a count of the logged-in voting faculty members. (iii) Video recording of the meeting shall be prohibited. As per customary practice, minutes shall be taken by the Secretary. Digital copies shall be made available on Google Drive so that all faculty members have access to them. (iv) Each faculty member is responsible for their audio and Internet connections; no action shall be invalidated on the grounds that the loss or poor quality of a member's individual connection prevented participation in the meeting.

Faculty Council may make additional rules governing the conduct of online meetings, provided those rules do not conflict with these Special Rules. Any rule made under this clause may be modified or abolished by a majority vote at any faculty meeting. The motion to modify or abolish the rule shall be a question of privilege affecting the assembly.

B. TYPES OF COLLEGE COMMITTEES

There are two main types of committees on which faculty members serve—elected committees and appointed committees.

1. ELECTED COMMITTEES

Elected committees are concerned with setting and/or implementing policy in areas that constitute the main business of the Faculty; thus, broad representation and collegial endorsement of their membership are deemed essential.

Within the eligibility requirements for each elected committee, any voting member of the Faculty is eligible to be nominated.

Regular elections are held no later than three weeks prior to the end of spring classes. Nominations are developed by Faculty Council. At least two nominations will be made for each committee vacancy. After the consent of the nominee is secured, nominations are presented to the Faculty, and one week is allowed for additional nominations from the Faculty. Any such additional nominations must have the consent of the nominee as well as the name of the nominator and a seconder. The final ballot with all nominations is submitted to the Faculty for electronic vote.

Elections shall be decided by a majority of votes cast. If no candidate receives a majority, a runoff election between the two candidates receiving the most votes will be held. In the case of a tie, the winner shall be determined by drawing a name uniformly at random.

The standard term of service, unless otherwise specified, is three consecutive academic years. If a faculty member on the committee cannot complete a standard term for any reason, Faculty Council shall hold an election to replace the individual. In the interest of committee continuity and in consultation with the affected committee, Faculty Council may designate that the election is for a one-, two-, or three-year term. In the case that a replacement is elected for a one- or two-year term, Faculty Council may request that the originally elected member return to complete the balance of the term to which they were elected.

2. APPOINTED COMMITTEES

Appointed committees constitute the bulk of the committee structure. They are further divided into three groups, based on whom the committee reports to: Presidential committees, Faculty Council committees, and the Provost's committees.

Presidential committees advise the President on issues of institutional concern and include the Trustee committees (which are technically committees of the Board of Trustees, and on which faculty serve along with trustees and students).

Faculty Council committees deal directly with the entire range of issues that concern the Faculty: curriculum, students, funding, libraries, and academic technology, to name a few.

Provost's committees typically have a narrower focus than Faculty Council committees, and some require faculty with expertise in a particular area (such as the Arts Council). Provost's committees advise the Provost on issues that fall under the domain of that office and involve campus constituencies other than just the Faculty.

Also under the umbrella of appointed committees are ad hoc committees, which are formed to address specific, short-term issues, and Faculty Council is consulted in their membership.

Interdisciplinary program committees members are appointed by Faculty Council in consultation with the program committee's chair from a list of faculty interested in and/or involved with the program in question.

Faculty Council appoints faculty members to its standing committees and nominates faculty members for other committees.

Staff Council appoints members of the professional staff to committees on which the professional staff is represented.

The Diplomatic Congress appoints students to committees on which the student body is represented. Students must not be on academic advisory or disciplinary probation with the College during the term of committee service. Prior to appointment, a student's standing will be confirmed by the Office of Student Affairs. Students shall serve for one year and are eligible to be reappointed.

C. COLLEGE STANDING COMMITTEES

1. THE PROFESSIONAL STANDARDS COMMITTEE

a. Responsibilities

The Professional Standards Committee is charged by the Faculty with executing the Faculty's responsibilities for making decisions in all individual cases regarding appointments to the Faculty, interim review, tenure, promotions, third-year and/or fifth-year review of Teaching and Senior Teaching Professors, sabbaticals, junior faculty research semesters, unsalaried research semesters, leaves of absence, dismissals, and all matters relating to professional standards and ethics. In addition, the Committee shall make recommendations for endowed professorships in accordance with the specific guidelines of each endowment. As with all College committees, the decisions of the Professional Standards Committee are ultimately advisory to the President and the Board of Trustees, but the Committee exercises on behalf of the Faculty the broad authority over matters of faculty status delegated to the Faculty by the Board. Although the primary work of the Committee is to render decisions about the status of individual faculty members, it may also recommend policies relating to issues of faculty status as a whole to appropriate college officers and committees. In addition, in accordance with Section I.A, the Committee will periodically review policies contained in Section V of the *Faculty Handbook* and bring any changes to the Faculty.

The Committee is constituted as described below and operates under the procedures described below.

b. Membership

The Committee is composed of five tenured faculty members. One member is elected from each of the academic divisions, and two are elected at large. Members shall be elected on a staggered basis to maintain continuity from year to year. The Provost is an ex officio non-voting member of the Committee and serves as chair. In extraordinary circumstances, the Provost may appoint a designee subject to the approval of the Committee.

A member of the Committee will abstain from consideration of and voting on any issue when in the member's judgment or in the judgment of the Committee the member's participation would constitute a conflict of interest. Any member of the Committee may request that the chair raise with the Committee the possibility of such a conflict.

The Committee may replace an abstaining member, for purposes of consideration and voting, by the most recently retired available Committee member from the same division as that of the abstaining member. If the abstaining member has been elected at large, then they shall be replaced by the most recently retired available Committee member. For interim reviews, tenure decisions, and promotion decisions, the Committee must have a full complement of five faculty members and the Provost. For all other Committee business, except appointments, four elected faculty members and, ordinarily, the Provost shall constitute a quorum.

It could happen that two members, having retired from the Committee during the same year, are both eligible to replace an abstaining member. Should this happen, the retired member with the greater number of years at the College should replace the abstaining member. If this measure produces a tie, the replacement member would be chosen by drawing a name uniformly at random.

In the case of the reconsideration of a reappointment or tenure decision made by the Committee, the same Committee membership that made the original recommendation will undertake the reconsideration. If, for any reason, a member is unavailable, the Committee may vote to waive this rule and replace the unavailable member according to the same procedures described above for replacing an abstaining member.

c. Procedures for Consideration of Individual Cases of Faculty Status (see also Sections V.H-L for detailed procedures)

Ordinarily, the Provost convenes the Committee, recommends a schedule of matters for action, provides an agenda for each meeting, and monitors progress such that deliberations and recommendations are made in a timely fashion. The Office of the Provost serves as the primary conduit of information to the Committee. Summary minutes of each meeting of the Committee will be taken.

Before the Committee deliberates, the Provost brings to the attention of the Committee issues and information that serve as the basis of the Committee's judgment. In exceptional circumstances, the Committee may ask the Provost to supply information beyond that specified in Section V.J.4 or, in the case of Teaching Professors, Section V.N, that it deems necessary to the making of a judgment. In such cases, the candidate shall be notified in a timely manner and provided an opportunity to respond. In the case that the Committee receives unsolicited information beyond that specified in Section V.J.4, or, in the case of Teaching Professors, Section V.N, the candidate shall be notified in a timely manner and provided an opportunity to respond. During deliberations, the Provost and the President shall refrain from acting to shape the judgments of the elected members of the Committee. The Committee will refrain from reaching a decision until all members are satisfied that all available evidence has been considered. Except where otherwise specified in the *Faculty Handbook*, motions presented to the Committee shall be phrased in the affirmative, so that a tie vote would defeat the motion.

After the elected members of the Committee have reached a judgment on a case, the Provost may request that the elected members clarify or reconsider their recommendations. After they have done so, the Provost will then forward the Committee's final judgment, including the minutes detailing any requests for clarification or reconsideration and all deliberations and votes, directly to the President. Upon receiving the Committee's final judgment, the President may then seek consultation with the Committee or request that it reconsider its recommendations.

If the judgment of the Committee has been in the negative in a case of reappointment or tenure, the Committee will compile and record within its minutes an explanation of that recommendation. The faculty member involved may ask the Provost for the reasons for the negative decision either orally or in writing and may also request that the Committee reconsider its judgment. For policies and specific procedures regarding transmittal of reasons for negative judgments and reconsideration of Committee actions, refer to Section V.J.

The work and deliberations of the Committee are confidential; it may be necessary, however, for the Grievance Committee or the Judicial Committee to access the work of the Committee for purposes of evaluating and making determinations of matters brought before them. Therefore, it is essential that the Provost maintain a careful Committee file of all documents or other evidence concerning matters about which the Committee deliberates.

Because faculty status and related matters are primarily a faculty responsibility, the President and Board of Trustees should concur with the decisions of the Professional Standards Committee except in rare instances and for compelling reasons.

Provided that the President has accepted a final recommendation of the Committee, the Provost communicates the decision to the faculty member. The faculty member will also be informed that final action on all tenure decisions requires approval of the Board of Trustees. In the case that the Committee recommends that tenure not be granted, the faculty member shall be referred to Sections V.J.7 and V.J.8 of this *Faculty Handbook*.

In the case that the President does not concur with the Committee's recommendation, the President shall provide a detailed explanation in writing to the Committee. In its response to the President, the Committee may request that the President reconsider their decision. Once the President has reached a final decision, they shall provide a detailed explanation in writing to the candidate and the Committee. Following the President's communication of their final judgment to the Board of Trustees, the Committee may also request that the Board of Trustees reconsider its final decision. In the case that the Board of Trustees does not concur with the President's decision, the Board shall provide a detailed explanation in writing to the candidate and the Committee.

d. Procedures for Meeting Without the Provost

The Provost will normally be present in all Committee meetings. The five elected faculty members of the Committee may, by majority agreement, decide to meet without the Provost. Such meetings may not involve discussion of individual cases involving

appointment, interim review, tenure, promotion, third-year and/or fifth-year review of Teaching and Senior Teaching Professors.

2. THE JUDICIAL COMMITTEE

a. Responsibilities

The Judicial Committee serves two purposes as a body: to make recommendations regarding 1) the grounds for dismissal or other major sanction of a faculty member and charges of misconduct brought before it in cases of alleged unprofessional conduct, as well as 2) cases referred to it by the Grievance Committee that allege either violations of academic freedom or impermissible discrimination. It reports its findings and recommendations to the President of the College.

b. Membership

Three tenured members of the Faculty at large, not to include members of the Committee on Professional Standards or the Grievance Committee, shall be elected as the Judicial Committee. The person receiving the next highest number of votes shall be the alternate. The Committee shall elect its own chair.

3. THE GRIEVANCE COMMITTEE

a. Responsibilities

Members of the Grievance Committee implement procedures for consideration of complaints from faculty who believe that they have suffered from a violation of academic freedom, from impermissible discrimination, or from other experiences of unfair treatment. The Committee reports its findings to complainants and to appropriate College officers, agents, or agencies, such as the President, Provost, and Professional Standards Committee. The chair of the Grievance Committee provides a written summary of cases for archiving in the Office of the Provost. This archive will be available to future Grievance Committees.

b. Membership

The Grievance Committee shall consist of three members, one from each academic division, and an alternate.

4. FACULTY COUNCIL

The Faculty of Franklin & Marshall College has established a Faculty Council in accordance with the following plan and charges Faculty Council with the responsibility for control of the faculty governance system and oversight of the educational policies affecting the welfare of the College.

a. Responsibilities

Faculty Council represents the Faculty as its principal legislative body, subject to continuous oversight by the Faculty. As such, it is responsible for calling meetings of the Faculty. It is also responsible for establishing and reviewing all educational policies not otherwise assigned by the Faculty. It therefore shall determine and supervise the work of

all Faculty Council committees. With the exception of the Educational Policy Committee, Faculty Council appoints the faculty members of its committees, and it nominates faculty members to Presidential, Provostial, and Trustee committees. In managing the governance system, Faculty Council adopts the guideline that the normal expectation for tenured members of the Faculty and for tenure-track members of the Faculty beyond their first year will be a willingness to serve on at least one Category 1 committee; or two Category 2 committees; or a combination of Category 2 and Category 3 committees.

When the need arises for the appointment of faculty to temporary task forces or ad hoc groups, service on these groups will be counted as Category 1 if the groups meet weekly, or Category 2 if they meet less than weekly.

Faculty Council will regularly review the workloads of the committees on which faculty serve to ensure that they are properly classified.

Department and program chairs will normally be credited with “Category 1” committee service, but may be asked to serve on Category 3 committees. Chairs who face a particularly heavy load may, after consultation with the Provost, be exempt from these requests.

Faculty Council shall receive, review, and transmit annually to the Faculty the reports of all Provostial, Presidential, and Faculty Council committees on which faculty serve. These brief reports will highlight the committees’ main business for the year and will generally be prepared by the committee chairs. Provostial and Presidential committees will send their reports to the Provost and President, respectively, who will then pass them along to Faculty Council. Through its role as the agenda committee for meetings of the Faculty, it shall determine which matters shall be brought before the Faculty for discussion. Because it is the Faculty’s representative, it bears a special obligation to consult with the Faculty in advance of final action on matters of major importance. Faculty Council shall meet regularly with the Provost and Dean of the Faculty, and it shall meet at least once a semester with the President to discuss the state of the College. At least once every academic year, Faculty Council shall invite a representative of the Board of Trustees to a Faculty Council meeting to discuss the state of the College, after which Faculty Council shall report to the Faculty.

Faculty Council is also responsible for maintaining and updating the *Faculty Handbook* on an ongoing basis as outlined in Section I.A.

b. Membership

Faculty Council shall consist of five faculty members, at least four of whom must be tenured. One of the five members of Faculty Council shall be elected from each of the three academic divisions and the remaining two members shall be elected at-large.

5. COMMITTEE ON BUDGET PRIORITIES

a. Responsibilities

The Committee on Budget Priorities advises the President on matters concerning the allocation of resources among the competing operating and capital demands of the College and according to the College's long-range plans. Its tasks are to study the resources of the College, including financial resources, through consultation with the President, at various stages of operating and capital budget formation, to advise the President about the priorities that the final budgets should reflect, and regularly to inform members of the College community about the availability and allocation of resources, to seek reaction, and to consider that reaction in Committee deliberations. The chair of the Budget Priorities Committee is expected to serve as a representative of the Faculty on the Finance Committee of the Board of Trustees.

b. Membership

The Committee shall consist of three tenured faculty members, one from each academic division. Members shall be elected on a staggered basis to maintain continuity from year to year.

The Committee shall also include two students one exempt member of the professional staff employee, and one non-exempt member of the professional staff employee of the College. The Provost or the Provost's designee and the Vice President for Finance and Administration and Treasurer of the College are ex officio members of the Committee. One of the faculty members shall serve as chair.

D. STANDING COMMITTEES OF FACULTY COUNCIL

1. EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee plans and coordinates the curriculum on behalf of the Faculty. It is expected to articulate the goals of the Franklin & Marshall education. It provides leadership and encourages innovation in the development of the curriculum by addressing major curricular policy issues, developing and supporting curricular initiatives, and reviewing academic programs. In consultation with the relevant departments and interdisciplinary program committees, the Committee develops or reviews for potential faculty approval proposals to adopt, consolidate, and discontinue academic major and minor programs. All such proposals shall be brought to the Faculty for discussion at a faculty meeting and voted upon in accordance with the Rules of Order of the Faculty. In the case of discontinuance of an academic program which results in termination of contracts, including through the elimination of a minor, the procedures and standards to be followed are those stipulated in Section V.R.4. The Committee evaluates external reviews of programs and departments. It also oversees the work of committees that administer the curriculum and others that are responsible for the direction and implementation of specific programs and services that support the educational enterprise. The Committee is advisory to the Provost on questions of academic staffing.

a. Responsibilities

The Educational Policy Committee is empowered to discuss, examine, and plan programs and policies related to the curriculum of Franklin & Marshall College. The Educational Policy Committee is advisory to the Provost on issues affecting the academic staffing of the College. The Educational Policy Committee normally takes final action on the recommendations of the Curriculum Subcommittee on matters delegated to that committee. Other actions of the Educational Policy Committee are reported to Faculty Council and/or to the Faculty for its consideration and final action.

b. Membership

The Educational Policy Committee shall consist of seven members: one faculty members from each of the three academic divisions and one selected at large, two students, and the Provost or the Provost's designee, as an ex officio non-voting member. An elected faculty member and the Provost or the Provost's designee will co-chair the Committee.

c. Subcommittee Oversight

The Curriculum Subcommittee, Committee on Academic Status, and the Teaching and Learning Committee are appointed by Faculty Council and are subcommittees of the Educational Policy Committee.

2. CURRICULUM SUBCOMMITTEE

Charge: In all matters, the Curriculum Subcommittee functions as a subcommittee of the Educational Policy Committee. It performs the initial review of course proposals submitted through departments and programs, in accordance with the rules and guidelines established by the Faculty and as directed by the Educational Policy Committee. After its review, the Subcommittee forwards proposals to the Educational Policy Committee with a recommendation for action. The Subcommittee may perform other tasks as requested and reviewed by the Educational Policy Committee.

Membership:

- Three (3) faculty members, serving staggered two-year terms, one of whom serves as chair; one member from each division
- Two (2) students
- Ex officio: The Provost or the Provost's designee, the Registrar or the Registrar's designee
- One non-participating professional staff member to maintain minutes

3. TEACHING AND LEARNING COMMITTEE

Charge: The Teaching and Learning Committee reviews and approves departmental assessment plans and provides feedback on progress to the Educational Policy Committee and the Office of the Provost. The Committee also reviews departmental interim reports, coordinates the administration of the general education assessment and reviews findings. It prepares summary reports of the assessment work and presents them to the Educational Policy Committee.

Membership:

- The three faculty members serving on the Curriculum Subcommittee
- Ex officio: The Provost or the Provost's designee(s)
- Additional experts as invited by the Committee, e.g., in institutional research

4. COMMITTEE ON ACADEMIC STATUS

Charge: The Committee on Academic Status recommends and implements, subject to the approval of the Educational Policy Committee, those policies that affect the academic standing of students. These include criteria for acceptable academic standing and procedures for academic dismissal. The Committee also hears petitions for exceptions to academic policy.

Membership:

- Three (3) faculty members, one of whom serves as chair
- Two (2) students
- Vice President and Dean of Student Affairs or designee
- Ex officio: College Registrar

5. COMMITTEE ON ENROLLMENT

Charge: The Committee on Enrollment advises the Vice President for Enrollment Management on long-range enrollment policies and procedures and articulates faculty priorities for future incoming classes.

Membership:

- Four (4) faculty members, one of whom serves as chair and one of whom serves concurrently on the Trustee Enrollment Committee
- Two (2) students
- Ex officio: The Provost's designee, Vice President for Enrollment Management or designee

6. COMMITTEE ON ATHLETICS & RECREATION

Charge: The Committee on Athletics & Recreation is the Faculty's primary voice in the setting and implementation of policies concerning athletic and recreational activities. It advises the Director of Athletics, the Provost or the Provost's designee, and Faculty Council on appropriate ways to relate athletic, social, and academic life, and it serves as the athletics advisory board under the terms of the NCAA Constitution.

Membership:

- Two (2) faculty members (including NCAA faculty representative), one of whom serves as chair
- Two (2) students
- Ex officio: Director of Athletics

7. COMMITTEE ON GRANTS

Charge: The Committee on Grants is responsible for recommending and implementing policies that govern the disposition of College funds designated to support research undertaken by individual faculty members and students. It evaluates proposals and

awards funds from its budget in support of scholarly research and creative projects in the arts. It evaluates proposals and designates students as Hackman Scholars, or other Summer Scholars, to join with and assist faculty members in their research during the summer. This committee is charged to advise the Educational Policy Committee and the Provost on matters related to research, the development of institutional grant proposals, and the ethical conduct of research.

Membership:

- Provost or the Provost's designee
- Three (3) faculty members, one of whom serves as chair
- One (1) student

8. COMMITTEE ON LEARNING AND STUDENT SUCCESS

The Committee on Learning and Student Success facilitates collaboration, communication and work on shared goals between offices at the College that support student learning, academic achievement and success. Committee members will draw on current best practices related to fostering learning (e.g., accessibility, universal design, learner needs, equitable and inclusive practices, and the impact of new technologies) in order to support the faculty and others engaged in educational work. The Committee serves as an advisory group for the Faculty Center and Student Support Hub, and advises the College Library and Information Technology Services in aspects of their work directly related to teaching, learning, and research. When appropriate, the Committee consults with and makes recommendations to the Provost and other administrative officers of the College, and coordinates and advances efforts bridging multiple offices and divisions related to student learning and success.

Membership:

- Three (3) faculty members, one from each division; the Committee shall select its own chair(s)
- Two (2) students
- Ex officio: Director of the Student Support Hub or designee
- Ex officio: Faculty Center Director or designee
- Ex officio: Vice President and Chief Information Officer or designee
- Ex officio: Director of the College Library or designee
- Ex officio: Director of Instructional and Emerging Technologies or designee
- Ex officio: Director of the Quantitative and Science Center or designee
- Ex officio: Director of the Writing Center or designee

9. FACULTY COMPENSATION COMMITTEE

Charge: The Faculty Compensation Committee is responsible for analyzing information related to faculty salaries and compensation and for recommending annual compensation increments for the following fiscal year to the President, the Provost, and the Budget Priorities Committee. The Committee also advises the Provost on faculty compensation matters. The Committee will report annually to the Faculty at a faculty meeting.

Membership:

- Three (3) faculty members, one from each division, at least two of whom must be tenured; the Committee shall select its own chair

10. STUDENT CONDUCT COMMITTEE

Charge: The Student Conduct Committee interprets the rules of conduct for the student body and dispenses judgments regarding breaches in those rules by individuals.

Membership:

- Four (4) faculty
- Four (4) students, one of whom serves as chair
- Designee of the Vice President and Dean of Student Affairs

11. COMMITTEE ON THE FACULTY HANDBOOK

Charge: The Committee on the *Faculty Handbook* assists Faculty Council and other campus bodies in their work to maintain and update the *Faculty Handbook* on an ongoing basis. The Committee shall review the *Faculty Handbook* to identify areas for potential revision, consult with all relevant parties, and prepare motions for Faculty Council and other bodies to advance at Faculty Council's discretion at a faculty meeting. Any motion to revise the *Faculty Handbook* proposed by a campus body or individual may also be given to the Committee for review.

Membership:

- Three (3) faculty members, one from each division; the Committee shall select its own chair(s)

12. PROFESSIONAL STANDARDS POLICY SUBCOMMITTEE

Charge: In all matters, the Policy Subcommittee functions as a subcommittee of the Professional Standards Committee. The Policy Subcommittee shall prepare motions to revise Sections III.C.1 and V of the *Faculty Handbook* as directed by the Professional Standards Committee and in consultation with the Committee on the *Faculty Handbook* and Faculty Council as needed. The Committee shall also review Sections III.C.1 and V of the *Faculty Handbook* to identify items for potential revision and, as directed by the Professional Standards Committee, prepare motions to revise relevant sections. Final motions shall be approved by the Professional Standards Committee before being brought to the Faculty for discussion and voting at a faculty meeting in accordance with the Rules of Order of the Faculty. At the discretion of the Professional Standards Committee, the Policy Subcommittee may perform additional tasks, with the exception of rendering decisions about the status of individual faculty members.

Membership:

- Three (3) tenured faculty members, one from each division, at least one of whom has served on the Professional Standards Committee; the Committee shall select its own chair to liaise with the Professional Standards Committee

E. PRESIDENTIAL STANDING COMMITTEES

1. INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

Charge: The Institutional Animal Care and Use Committee ensures that the care and use of animals in teaching or research is consistent with the ethical principles embraced by the College and that it is in compliance with all applicable federal, state, and local regulations. The Committee reviews all proposals for research and other experiments involving animals to be sponsored by the College or conducted by any of its employees or other agents in connection with their institutional responsibilities. This includes research and teaching to be undertaken at the College with the use of its facilities and research to be done elsewhere with support from grants administered by the College. In the case of research, the Committee ensures that the work may be expected to yield significant and useful results and that the use of animals is necessary and appropriate. Likewise, in teaching, the Committee ensures that the use of animals is properly supervised and essential to the instruction. The Committee reviews and reports on the College's animal facilities and its program for the humane use and care of animals at least once every six months. The Committee has the authority to approve, require modifications of, disapprove, or suspend all research on or other uses of animals covered by its charge.

Membership:

- Science faculty member experienced in research involving animals, designee of the President of the College, chair
- Provost or the Provost's designee
- A Doctor of Veterinary Medicine with delegated responsibility for all activities involving animals
- Two (2) additional faculty members, at least one (1) a non-scientist,
- The Director of the College Vivarium, and
- At least one (1) individual not otherwise affiliated with the institution

An individual may fulfill more than one of the above requirements, but the Committee may consist of no fewer than five members. To maintain regulatory compliance, IACUC members must be available to fulfill some committee obligations during the summer.

2. INSTITUTIONAL REVIEW BOARD

Charge: The Institutional Review Board ensures that externally funded research involving human subjects is consistent with the ethical principles embraced by the College and that it is in compliance with all applicable federal, state, and local regulations. The committee reviews all proposals for research involving human subjects to be funded in whole or in part by the Department of Health and Human Services or other external agencies, to be sponsored by the College, or conducted by any of its employees or other agents in connection with their institutional responsibilities. This includes research to be done at the College with the use of its facilities, research to be done elsewhere with support from grants administered by the College, and any research that involves the use of this institution's nonpublic information to identify or contact prospective subjects. The committee ensures that the research may be expected to yield significant and useful results, that informed consent will be properly obtained, that rights of privacy are fully

protected, and that no unacceptable risks will be incurred by the subjects or by the College. The committee reviews ongoing research at least once per year. The committee has the authority to approve, require modifications of, or disapprove all research covered by its charge.

Membership:

- Designee of the President of the College, chair
- Provost or the Provost's designee
- At least three (3) other members, with at least one (1) a faculty member and at least one (1) individual not otherwise affiliated with the institution

The committee may not consist entirely of men, entirely of women, or entirely of members of one profession. At least one member must be drawn from a field or profession outside the sciences. An individual may fulfill more than one of the above requirements, but the Board may consist of no fewer than five members.

3. PUBLIC SAFETY ADVISORY COMMITTEE

Charge: The Public Safety Advisory Committee is charged with overseeing continuing efforts to improve the safety of our campus and surrounding neighborhoods. This committee will identify and examine additional steps that can be taken to improve our public safety environment. It will assist the department in formulating policies and procedures that affect the campus community. The group will also allow members of our community to bring concerns, ideas, and suggestions regarding safety issues to the attention of the Associate Vice President, Public Safety for consideration.

Membership:

- One (1) faculty member
- Two (2) students
- One (1) non-exempt member of the professional staff
- Associate Vice President, Public Safety
- Associate Vice President for Facilities Management and Campus Planning
- Associate Vice President, Human Resources
- Ex officio: Vice President for Finance and Administration and Treasurer

4. CAMPUS SUSTAINABILITY COMMITTEE

Charge: The Sustainability Committee oversees and guides the College's sustainability efforts, including the implementation of Franklin & Marshall's Sustainability Master Plan. It advises the College President regarding sustainability issues, makes recommendations for changes in college practices that will reduce its impact on the natural environment, researches and initiates specific sustainability projects, and communicates the progress the College is making in campus sustainability and environmental citizenship. The Sustainability Committee is empowered to form working groups as needed to achieve the goals of the Sustainability Master Plan: defining priorities, monitoring progress, and facilitating the regular assessment of the College's sustainability. The Sustainability Committee will ensure that the Plan's goals, strategies, and tactics continually reflect best practices and the most up-to-date scholarship / science relevant to achieving them. The Sustainability Committee will undertake the

periodic review and update of the Sustainability Master Plan as needed. Roles and responsibilities of Sustainability Committee members, as well as the processes of the Sustainability Committee and its working groups, will be directed by the guidelines posted on the College website.

Membership:

- Three (3) faculty members, one member from each division, serving two-year, staggered terms
- Four (4) students:
 - one representative from the Environmental Action Alliance
 - one representative selected by the residents of the Sustainability House
 - one student selected by the Diplomatic Congress
 - one student nominated by the Sustainability Committee
- Associate Vice President of Facilities Management and Campus Planning or designee of the Vice President for Finance and Administration and Treasurer
- Vice President and Dean of Student Affairs or designee
- Director of the Center for the Sustainable Environment or the Provost's designee
- One additional member designated by the President from the Faculty or professional staff
- One (1) non-exempt member of the professional staff

5. COLLEGE INFRASTRUCTURE COMMITTEE

Charge: The College Infrastructure Committee advises the President on all significant and strategic issues involving College facilities and infrastructure, including:

1. Reviewing and recommending significant allocations of space and changes in the use of space on campus;
2. Reviewing and making recommendations on any proposed significant policy and/or procedural changes that relate to campus spaces, facilities and/or technology and making recommendations to the President on all new or modified policies;
3. Reviewing the College's deferred maintenance inventory and making recommendations on the annual funding and prioritization of capital projects. The Committee will also help shape the College's long-term plans to address deferred maintenance issues;
4. Reviewing the College's information technology infrastructure plans and making recommendations on the prioritization of projects, to include priorities for classroom upgrades, significant software implementation projects and general technology infrastructure renewal; Preparing updates to the Campus Master Plan as appropriate;
5. Reviewing and offering recommendations on information technology strategic plans for the College;
6. Making recommendations on the acquisition, disposal and leasing of space by or from the College;
7. Reviewing plans and sharing input on the construction of new facilities and the major renovations or demolition of existing facilities.

Membership:

- Associate Vice President for Facilities Management and Campus Planning, co-chair

- Chief Technology Officer (CTO) & Director of Technology Infrastructure, co-chair
- Two (2) faculty representatives, who serve concurrently on the Sustainability Committee
- Member from the Budget Priorities Committee (preferably a member of the professional staff)
- Vice President for Planning or designee
- Provost or the Provost's designee
- Vice President and Dean of Student Affairs or designee
- Vice President for College Advancement or designee
- Vice President for Finance and Administration and Treasurer or designee
- Vice President and Chief Information Officer or designee
- Two (2) students

6. CAMPUS TREE ADVISORY COMMITTEE

Charge: The Committee will advise the President on the planning for and maintenance of the Caroline S. Nunan Arboretum. The Committee will be responsible for educating the campus community and facilitating connections between the community and the Arboretum. The Committee shall meet at least four times per year.

Membership:

- One (1) student
- One (1) faculty member who serves concurrently on the Sustainability Committee
- One (1) non-exempt member of the professional staff
- One (1) exempt member of the professional staff
- One (1) member of Facilities Management Department
- Associate Vice President for Facilities Management and Campus Planning, chair
- Lancaster City arborist or city forester

Terms on the Committee will be a minimum of two years and a maximum of three years.

7. COMMITTEE ON FRINGE BENEFITS

Charge: The Committee on Fringe Benefits is charged with advising the President, the Provost, and the Vice President for Finance on policies and procedures related to College benefits plans. The Committee strives to recommend benefits-related policies and procedures that will help the College attract and retain well-qualified faculty and professional staff, and that will help the College attain its budgetary objectives.

The Committee meets regularly during the academic year to review and discuss information related to the College's annual health plan design and Open Enrollment period. All meetings of the Committee are to be scheduled by the Office of the Provost. The Committee provides input to the President, Provost, and the Vice President for Finance regarding health plan, dental plan, and prescription drug plan design options. The Committee meets as needed throughout the academic year to provide input regarding other fringe benefits-related matters, including the retirement savings plan and the retiree health plan, brought to the Committee by the President, Provost, and/or Vice President for Finance.

In addition, Committee members may bring forward and discuss benefits-related suggestions or issues from the campus community. The Committee consults with the Provost and Vice President for Finance prior to further study of such issues. Committee members will be indemnified by the College for their service on the Committee. Terms on the Committee will be two years.

Membership:

- Ex Officio (non-voting): Associate Vice President, Human Resources, co-chair
- Three (3) faculty members, one of whom serves as co-chair
- Two (2) exempt members of the professional staff, appointed by the Provost and representing different divisions of the College
- Two (2) non-exempt members of the professional staff
- Ex officio (non-voting): Provost
- Ex officio (non-voting): Vice President for Finance

8. COMMITTEE ON EQUITABLE AND INCLUSIVE PRACTICES

Charge: The Committee supports and sustains an inclusive and equitable environment for employees by ensuring that the College most effectively implements its stated policy of promoting accessibility, diversity, equity, and inclusion in all areas of employment practice, including recruitment, hiring, and retention, working conditions, pay and benefits, employee treatment, training programs, promotions, and all other terms and conditions of employment. The Committee is responsible for reviewing and revising policies on an ongoing basis and for liaising with other committees as appropriate.

Membership:

- Three (3) faculty members, one from each division, at least two (2) of whom must be tenured
- One non-exempt member of the professional staff
- One exempt member of the professional staff
- Assistant Dean for Faculty Retention and Success, co-chair
- Director of Title IX and ADA Compliance
- The Provost or the Provost's designee
- Associate Vice President, Human Resources or designee, co-chair

9. COMMITTEE ON COLLEGE POLICY DEVELOPMENT

Charge: The Committee on College Policy Development (CCPD) advises the President on College policy development, implementation, and revision in accordance with the guidelines for [College Policy Development and Management](#). The Committee seeks and values feedback from across the College community on proposed College policies. It also works with relevant administrative offices and other members of the College community to review current policies to ensure that they are aligned with the College's mission and goals.

Membership:

- Vice President of Legal Affairs and General Counsel, chair
- Director of Environmental Health, Safety and Risk Management
- One (1) faculty representative

- One (1) member of the professional staff appointed by the Staff Council
- One (1) representative from Human Resources
- One (1) representative from the Office of Student Affairs
- One (1) representative from the Department of Finance and Administration

F. COMMITTEES APPOINTED BY THE PROVOST

1. INTERDISCIPLINARY PROGRAM COMMITTEES

Charge: Interdisciplinary programs committees manage the curriculum and the academic matters related to interdisciplinary programs. Typically, members of Interdisciplinary Committees have their homes in a variety of traditional departments but also cooperate in the guidance of an intellectual enterprise that has inspired their interest and won their commitment. Often, but not always, they offer courses in the interdisciplinary program.

Except at times when the program is involved in hiring or major curriculum revision, interdisciplinary program committees meet less frequently and have fewer weekly obligations than other College committees.

All program committees must include a person who teaches in the program from each division that is represented in the course offerings of the program.

Membership on such a committee lies somewhere between being the citizen of a department and serving on an elected or appointed standing committee.

2. HEALTH PROFESSIONS ADVISORY COMMITTEE

Charge: The Health Professions Advisory Committee is composed of two committees: (a) a Policy Committee that meets throughout the academic year to consider issues and policies as they relate to the academic and professional interests of pre-healing arts students, and (b) an Advisory Committee that is assembled twice per year (in March and June) to review applicant materials, provide feedback, and evaluate candidates for health professions schools for the subsequent year. Medical and dental schools, in particular, require a committee evaluation provided by the applicant's undergraduate college. The Health Professions Advisory Committee operates on a philosophy of attempting to make an informed judgment about a student's potential for success in medical or other health professions schools and as a health professional. The Committee does not act as an admissions committee.

Membership:

- Five (5) faculty members, three from Division III and one each from Divisions I and II
- Ex officio: Director of Health Professions Advising

3. INTERNATIONAL AND OFF-CAMPUS STUDY ADVISORY COMMITTEE

Charge: The International and Off-Campus Study Committee offers direction and guidance concerning international and domestic off-campus study to the Provost, the

Vice President and Dean of Student Affairs, and the Associate Dean for International and Off-Campus Study, or to other committees as appropriate. The Committee also approves new programs and exchange agreements and monitors the recommended program list.

Membership:

- Two (2) faculty members, one of whom serves as chair (appointed by the Provost)
- Associate Dean for International and Off-Campus Study
- Ex officio: Director of International Studies
- Ex officio: College Registrar
- Two (2) students (selected by Diplomatic Congress)
- Consultative: Vice President for Institutional Research and Chief Strategy Officer.

4. COMMITTEE ON DISTINGUISHED SPEAKERS

Charge: The Committee on Distinguished Speakers oversees the Mueller Fellowship and advises the President on Honorary Degrees.

Membership:

- Three (3) faculty, one from each academic division; the most senior member serves as chair

5. ARTS COUNCIL

Charge: The Arts Council meets to foster and coordinate: a) curricular and interdisciplinary innovations in the arts, b) arts advocacy across all levels of the institution, c) collaborative programming, and d) community-building across arts departments and beyond.

Membership:

- One (1) faculty member from each arts department (Art, Art History and Film; English; Music; Theatre and Dance), chosen by the individual departments in consultation with Faculty Council
- Two (2) student representatives chosen by the Arts Council
- Two (2) FPS representatives drawn from the Phillips Museum of Art and the Writers House, respectively.

6. CAMPUS ADVISORY COMMITTEE ON WORKPLACE SAFETY

Charge: The Workplace Safety Committee's mission is to function as a coordinating body for assessing and responding to workplace safety issues in order to reduce overall exposure to accidents and work-related injuries/illnesses. The Committee also responds to risk assessments where student safety is a concern in various settings. The Committee works diligently to promote a culture of safety across campus for all constituencies.

Membership:

- One (1) faculty member
- One (1) student (must be a student worker)
- Ex officio: Director of Compliance and Risk Management, co-chair

- Ex officio: Associate Vice President for Finance and Enterprise Risk Management, co-chair
- Associate Vice President for Facilities Management and Campus Planning or designee
- Associate Vice President, Human Resources or designee
- Associate Vice President, Public Safety or designee
- Five non-exempt members of the professional staff (representatives from Advancement, Communications, Student Affairs, the Academic Coordinators, and Admissions)

The co-chair positions are standing positions with no rotation. Faculty, professional staff, and students serving on the Committee shall serve on rotating, two-year terms.

7. COMMON HOUR COMMITTEE

Charge: The Common Hour Committee, in an advisory capacity to the Provost, supports the planning and coordination of the Common Hour program.

Membership:

- Two (2) faculty members, serving staggered, two-year, non-consecutive terms
- One (1) non-exempt member of the professional staff, serving a two-year, non-consecutive term
- One (1) exempt member of the professional staff, serving a two-year, non-consecutive term
- Two (2) students
- One (1) designee of the Offices of the Provost or the President

8. INSTITUTIONAL BIOSAFETY COMMITTEE

Charge: The Institutional Biosafety Committee (IBC) will oversee all research and teaching activities that involve, but are not limited to, recombinant DNA, RNAi, toxins, animal and plant pathogens, human materials and other potentially infectious materials, as well as transgenic animals at Franklin & Marshall College to ensure that they are conducted safely, ethically, and in compliance with the NIH Guidelines for Research Involving Recombinant DNA Molecules (NIH Guidelines) and all federal, state, and local laws. The IBC will review, approve and register all research that involves rDNA and other potentially hazardous biological materials that may pose safety, health or environmental risks. Researchers and instructors are responsible to ensure that their research and laboratory activities are conducted in a safe manner according to established biosafety standards; the IBC will act to advise and assist in meeting these responsibilities. Provisions of this charter shall apply to all instructional and research activities conducted by faculty, students and professional staff at Franklin & Marshall College regardless of the source of funding for the research. The NIH Guidelines require institutions that receive support from the National Institutes of Health to establish and register an IBC with the NIH Office of Biotechnology Activities (OBA). The IBC at Franklin & Marshall College was established in 2012.

Membership:

- Two (2) faculty members with expertise in biosafety (recombinant DNA, RNAi, toxins, pathogens, human materials and other potentially infectious materials, transgenic animals), at least one representing the Biology Department
- The Institutional Biosafety Officer
- One (1) representative of the Office of the Provost
- The Associate Vice President for Facilities Management and Campus Planning

The Committee shall include 2 members who are not affiliated with Franklin & Marshall College but have community interest with respect to public health and protection of the environment. As needed, the Committee may recruit ad hoc consultants for review of research outside of the expertise of the members.

Faculty Council will recommend faculty members to the Provost for appointment in consultation with the Biosafety Officer. A term of service will be 3 years. Terms are renewable; there are no term limits. Committee members may not be involved in the review of any research proposal that they have submitted or in which they expect to participate or have a financial interest. Committee members are expected to recuse themselves when such proposals are being considered. In the event a voting member must recuse themselves from the review process, the IBC will deputize a former Committee member to act in place of the recused member.

9. COMMITTEE ON STUDENT FELLOWSHIPS

Charge: The Committee on Student Fellowships advises the Director of the Office of Fellowships Advising on fellowship applications that require institutional review and/or endorsement. The Committee assesses application materials, conducts candidate interviews, provides written feedback on student fellowship applications, and, where required, ranks applicants.

Membership:

- Director of the Office of Fellowships Advising, chair
- Six (6) faculty members, one from each division and three at large

G. SPECIAL COMMITTEES

Special committees may be created from time to time by any of the Senior Officers of the College or by Faculty Council to meet particular needs. Generally, Faculty Council will advise the person appointing the committee on faculty appointments to it.

H. BOARD OF TRUSTEE COMMITTEES

The Board of Trustees welcomes the engagement of faculty, students and professional staff in the deliberations of the following committees. Faculty Council will nominate 1-2 faculty members to each committee. Diplomatic Congress will nominate 1-2 students (approved by the Vice President & Dean of Students), and the Staff Council will nominate 1-2 professional staff members to serve on each of the Strategy Committees.

1. INSTITUTIONAL SUSTAINABILITY COMMITTEE

Charge: The Institutional Sustainability Strategy Committee serves as a forum for advancing goals in the strategic plan related to fiscal and other forms of sustainability including:

- enrollment management, financial aid and alternative revenue sources
- philanthropy and campaign strategy
- capital projects, environmental and physical infrastructure
- information technology, innovation

2. STUDENT EXPERIENCE COMMITTEE

Charge: The Student Experience Strategy Committee serves as a forum for advancing goals in the strategic plan related to a student-centered mission including:

- academic programs, pedagogical advancements and instructional technology
- assessment including educational quality and student success
- student services, co-curricular experiences and opportunities
- student well-being, sense of belonging and campus climate

3. EXTERNAL & COMMUNITY ENGAGEMENT COMMITTEE

Charge: The External & Community Engagement Committee serves as a forum for advancing goals in the strategic plan related to brand identity and engagement of external constituents including:

- outreach, recruitment and alumni and community engagement
- fundraising, development and donor relations
- institutional visibility and branding
- marketing and communications

4. FINANCE COMMITTEE

Charge: The Finance Committee is responsible for reviewing and endorsing capital and operating budgets of the College, evaluating their annual outcomes, determining the endowment draw for the operating budget, overseeing the College's debt ratings and level of debt outstanding and reviewing key performance indicators and financial ratios. The Committee is supported by the Office of the Vice President for Finance and Administration and Treasurer.

Membership:

- The chair of the Budget Priorities Committee plus one additional faculty member
- A member of the professional staff

The following Board of Trustees Business Committees do not include faculty, professional staff or student representation: Audit, Compensation, Executive, Investment, and Trusteeship and Governance.

I. GRANTING OF HONORARY DEGREES

Franklin & Marshall College grants honorary degrees at commencement or at special academic convocations to recognize unusual merit, creative leadership or distinctive accomplishment in scholarship, arts and letters, or the professions, or in service to humanity of national or international significance. In keeping with its character as an academic award, the honorary degree at Franklin & Marshall must reflect the intellectual, cultural, and spiritual qualities of the institution and of the individual who receives the degree. As such, the presence of the recipient is intended to provide instruction and inspiration to students, and to permit them to observe persons of distinction, as well as to provide an opportunity for the entire community to observe those characteristics that the College deems admirable and worthy of emulation.

To assure highest standards of distinction and singularity, and to establish the prestige and status of the honorary degree, the College exercises great discretion in the number of honorary degrees awarded during the course of any one academic year. The College shall not be expected to grant honorary degrees in appreciation of alumni service, favors to the College, or for other service, no matter how selfless or effective, which has little import beyond a localized area or the College community. In keeping with established Commonwealth and College policy, Franklin & Marshall does not use the honorary degree to honor faculty, faculty emeriti, administrative officers, professional staff, or members of the Board of Trustees. The College does recognize service by such persons through awards including the following: the Lindback Award for distinguished teaching, the Bradley R. Dewey Scholarship Award, the Faculty Distinguished Service Award, alumni medals, and other citations of distinction.

Except in unusual circumstances, the College will grant honorary degrees only in these categories:

Doctor of Laws	LL.D.
Doctor of Science	Sc.D.
Doctor of Letters	Litt.D.
Doctor of Humane Letters	L.H.D.
Doctor of Fine Arts	D.F.A.
Doctor of Divinity	D.D.

In accord with policy of the Commonwealth of Pennsylvania and long established College policy, Franklin & Marshall does not award as an honorary degree any degree given in course by the College.

The President will solicit from the College community nominations for honorary degree recipients. Nominations should be accompanied by complete information and biographical background that would support the high standards outlined in the policy of the College. A committee consisting of the three faculty members of the Committee on Distinguished Speakers, one of whom shall serve as co-chair; four students; the Secretary of the Board of Trustees and/or Assistant Secretary of the Board of Trustees, ex officio; and the President, co-chair, will advise the President on ranking the candidates. The President will submit those nominations they wish to take to the Board to Faculty Council for its advice on their suitability. After receiving the advice of Faculty Council, the President will submit the final slate to the Board of Trustees.

IV. FACULTY ROLES AND RESPONSIBILITIES

Teaching and Scholarship define the primary duties of faculty members, but these activities do not occur in a vacuum. Faculty as professional members of this learned community share responsibility for nurturing and governing it. Dedicated faculty members willingly shoulder this responsibility.

A. TEACHING

Each faculty member shall select the methodology and materials for instruction in their classes within the framework of announced arrangements for time and place of meeting. Each faculty member also bears the responsibility of meeting the established procedures regarding the evaluation of students enrolled in their courses.

Tenured and tenure-track faculty members teach a standard five-course load each academic year, typically apportioned as three courses in one semester and two courses in the other. For laboratory science courses, all lectures count as one course. The first laboratory taught in any given academic year counts as one course and subsequent laboratory sections each count as one-half course toward the standard teaching load. Exceptions to the standard apportionment of courses require approval from the Office of the Provost.

Each course offered during the academic year that enrolls six or more students is considered one course toward a faculty member's teaching load. Courses that enroll fewer than six students may still be offered and counted as one full course applied to a faculty member's teaching load pending consultation with the faculty member, the Office of the Provost, the department chair, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program chair. Such consultation shall take place in accordance with procedures developed by the Office of the Provost and the Educational Policy Committee to be shared annually with the Faculty.

Any proposed change to the minimum course enrollment number shall involve consultation with the Educational Policy Committee, Faculty Council, the Professional Standards Committee, and chairs of departments and interdisciplinary programs.

The standard teaching load and apportionment of courses for faculty in a shared appointment shall be determined in accordance with Section V.E. A policy regarding teaching load for team-taught courses shall be developed by the Office of the Provost and the Educational Policy Committee and shared annually with the Faculty.

Independent studies, tutorials, internships for credit, and directed readings during the academic year are not included in the standard teaching load, and may be offered at the discretion of a faculty member in consultation with the department chair and, for faculty formally appointed to a program in addition to a department, the interdisciplinary program chair.

Course releases are authorized for faculty serving on select committees as well as department chairs and, in exceptional cases, program chairs (see Section V.O.1). Other designated assignments or appointments at the College may warrant course reductions in teaching load, as

agreed upon by the Office of the Provost and the affected faculty member's department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program chair. The Office of the Provost shall codify such agreements in a memo of understanding. Course releases for parental leave are determined in accordance with Section V.C.

In extraordinary circumstances beyond appointments or assignments as described above, a faculty member's teaching load may be adjusted following consultation between the faculty member, the Office of the Provost, the department chair, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program chair.

Any proposed change to the Faculty's standard teaching load must be brought to Faculty Council. Faculty Council shall consult with the Educational Policy Committee, the Professional Standards Committee, other relevant College committees, and chairs of departments and interdisciplinary programs in producing a written assessment of the potential consequences of the proposed change to the standard teaching load on the quality of teaching, scholarship, advising, and student experience. Faculty Council may appoint a task force to conduct this review if warranted. Faculty Council shall present its written assessment and recommendation to the Faculty in a timely manner for consideration and discussion.

Any change to the standard teaching load or minimum course enrollment number must be approved by the Faculty in accordance with Sections I.A and III.A.10 prior to being enacted.

B. SCHOLARSHIP

Each tenure-track and tenured faculty member is expected to engage in an active program of research, both to inform teaching and to contribute to ongoing discourse in the scholarly world. Publication is the most obvious demonstration of such research. In appropriate disciplines, equivalent achievement may be indicated by recognition of public artistic presentations.

C. GOVERNANCE

The Faculty of Franklin & Marshall College is more than a collection of individual intellectual contractors. It is a community of scholars whose members share the rare opportunity to govern its own actions. Participation in that governance process is not merely an obligation to be met; it is an opportunity to be embraced. Participation provides new members of the Faculty not only with the opportunity to contribute to the community but also with the opportunities to learn how the College functions and to meet and to be met by other members of the Faculty.

It is the duty of each member of the Faculty to take an active interest in the governance of the College and to discharge the particular duties of their appointment subject to the arrangements of the Faculty. Therefore, faculty members accept appointment, nomination, and election to committees as part of their responsibilities to their colleagues and to the College. In assigning committees, Faculty Council will consider faculty members' other administrative roles so as to distribute governance responsibilities equitably. Each faculty member is expected to participate in maintaining and promoting the conditions for effective teaching and learning in the College and to observe the canons of ethics of the academic profession.

Subject to the reserve authority of the Board of Trustees, the Faculty is responsible for curriculum, the subject matter and modes of instruction, research, faculty status, and those aspects of student life that relate to the educational process. Faculty are also involved in the recommendation of budgetary priorities and of policies and procedures governing salaries and benefits.

The Faculty sets the requirements for the degrees offered in course and determines when those requirements have been met.

Faculty status, including appointment, reappointment, promotion, tenure, and dismissal are primarily faculty matters.

D. ADVISING

Conscientious academic advising is a serious faculty obligation. It is an opportunity for education outside the classroom that can influence the lives of students.

Each student entering the College is assigned to a member of the Faculty who serves as the student's adviser until, in the second semester of the sophomore year, responsibility passes to the chair (or designee) of the department in which the student elects to major. In the case of special studies majors, students are required to enlist a faculty sponsor, who serves as the student's adviser. In general, students are assigned to advisers who work in the area in which the student has expressed an interest. If you have questions about advising, please contact the Office of Student Affairs.

E. AVAILABILITY

Faculty members are expected to meet all scheduled classes. On those occasions in which it is necessary to miss a class, it is the faculty member's responsibility to arrange appropriate alternative activities or makeup sessions.

It is the responsibility of all faculty members to be available for College obligations throughout the academic year to carry out their responsibilities fully and avoid placing undue burdens on their colleagues. For purposes of this requirement, the academic year is defined as extending from one week before the first scheduled class meeting in the fall through the date of Commencement, excluding the vacation periods and the between-semester period defined in each current calendar. The expectation is that faculty should normally be available for on-campus obligations throughout the week. Faculty members should schedule regular office hours to facilitate and encourage interaction with students and colleagues. If unusual circumstances require a different pattern of availability over an extended period of time, faculty members should consult with their department chairs.

Faculty on sabbaticals, junior faculty research semesters, unsalaried research semesters, parental leave, professional leave, or leaves of absence are not expected to engage in teaching, advising, or governance.

F. COMMITMENT TO THE COLLEGE

Each faculty member is expected to obtain permission of the Provost before undertaking any obligation, with or without compensation, outside of the normal expectations of the faculty member's appointment in the College that may interfere with the discharge of the faculty member's duties as a teacher or as a member of the College Faculty.

Each full-time faculty member is expected to inform the department chair about all supplemental employment, both casual and regular, whether or not it is remunerated. The faculty member is expected to consult with the chair before becoming committed to an extensive program of outside work. If, in the judgment of a department chair, a faculty member undertakes outside employment that is so demanding as to impair their efficiency in teaching and in carrying out any other obligations to the College, the chair

will notify the department member concerned and the Provost so that the situation can be equitably adjusted.

Commitments to outside employment of a department chair shall be made only after approval of the Provost has been obtained.

The final arbiter in matters of dispute with regard to outside employment shall be the President of the College.

It is recognized that many of the outside activities in which faculty members engage, for example, consultation, lecturing, research, or teaching, contribute to their intellectual growth and material well being. Excessive engagement, however, can drain the physical energies and depreciate the effectiveness of faculty. Consequently, discretion must be exercised by members of the Faculty. The purpose of the policy outlined above is not to confine faculty members within rigid prescriptions but to encourage the discretion so vital to successful engagement in supplementary employment.

V. FACULTY APPOINTMENTS

A. TYPES OF FACULTY APPOINTMENTS

Those holding appointments to the Franklin & Marshall Faculty have primary responsibility for the instruction of students as well as for scholarly or artistic productivity.

All members of the teaching Faculty of the College enjoy the protections of academic freedom in teaching and research and may avail themselves of the College's grievance procedures in cases of perceived violations of that freedom.

1. TENURE-TRACK APPOINTMENTS

Faculty may hold tenure-track appointments at the following ranks:

Instructor—This is an entry-level appointment for those who expect to receive the terminal degree in their field but have not yet done so. Under normal circumstances, faculty members will be appointed as instructors for a maximum of three years.

Assistant Professor—This is the normal entry-level appointment for those holding the terminal degree in their field. Instructors will receive appointment as assistant professor when confirmation of the conferral of the terminal degree is received by the Provost. It is normally an untenured rank.

Associate Professor—Those holding this rank will have exhibited substantial accomplishment in teaching and scholarly or artistic endeavors. Normally, a faculty member is promoted to this rank from that of assistant professor, though occasionally those with senior scholarly or artistic standing at another institution are hired at this rank, without tenure. Normally, promotion to this rank involves the award of tenure, and an initial appointment to this rank is made with the expectation that tenure will be awarded after a probationary period.

Professor—Those holding this rank will have distinguished themselves in teaching and scholarly or artistic endeavors. Normally, a faculty member is promoted to this rank from that of associate professor, though in rare circumstances distinguished scholars are hired at this rank, but normally without tenure. This is normally a tenured rank.

Any of the appointments described above may be made on a half-time basis.

Departmental requests and justification for replacement or new tenure-track faculty must be made in writing by the department(s) to the Provost. The Provost seeks the advice of the Educational Policy Committee on all such requests. On the basis of this advice and their judgment, the Provost recommends to the President the positions to be filled. Upon the President's authorization, a search may be undertaken, following the guidelines in Section V.D. Candidates for appointment at any of these ranks will be interviewed by a subcommittee of the Professional Standards Committee as specified in Section V.H.

Endowed Professorships—When a new endowed professorship is established or an endowed professorship is vacated. The elected members of the Professional Standards Committee will submit a recommendation to the Provost and the President for final approval.

2. TEACHING PROFESSORS

The Teaching Professor category is open to thirty-one people, including so-called long-term visitors, already hired (as of March 2021) but not to future hires. There are two ranks of Teaching Professor: “Teaching Professor” with three-year contracts and “Senior Teaching Professor” with five-year contracts. The title of Teaching Professor will only be conferred after a Professional Standards Committee review of the individual’s record as a member of the teaching Faculty. Review, appointment, and promotion procedures are described in Section V.N.

Teaching Professors are teaching faculty with long-term appointments (three- or five-year contracts) who are not on the tenure track. They have the right to vote in faculty meetings and College-wide elections. Under ordinary circumstances, Teaching Professors are expected to serve on College-level committees and take on first-year and major advisees. Teaching Professors may or may not have administrative duties and titles beyond their roles as faculty. Each Teaching Professor will have an employment agreement to explicitly describe the balance between these different responsibilities and specify which College officials will evaluate the individual’s administrative work (if any). In all cases, a Teaching Professor’s teaching is evaluated by their department/program chair (and for third-year and fifth-year reviews, by all tenured members and Senior Teaching Professors in their department and/or program). Employment agreements may be modified with the agreement of the faculty member, department/program chair, the Provost, and, when relevant, the supervisor of the Teaching Professor’s administrative role.

Regarding those current employees who are Teaching Professors or who are undergoing transition to the Teaching Professor role, their years of service and courses taught since arriving at the College will be considered when determining their appropriate rank and the timing until their third-year review. Those who have been at the College for nine years or more and have taught at least eighteen courses since their employment at the College could be appointed as Senior Teaching Professors.

Some Teaching Professors have administrative responsibilities in addition to teaching responsibilities. For the purposes of salary raises, Teaching Professors with administrative responsibilities will receive a prorated figure for the proportion of their work that is teaching and the proportion that is administrative. This figure will appear in each Teaching Professor’s employment agreement and is subject to change if the actual proportion of work in the respective categories changes.

3. VISITING APPOINTMENTS

Visiting faculty may be hired at any of the ranks to which tenure-track faculty may be appointed (see above). Visiting faculty are normally appointed to full-time teaching positions. No visiting appointment carries tenure or the presumption of eventual tenure.

There are two types of visiting appointments that have special titles and duties. Those are:

Writer-in-Residence—This title is used specifically for accomplished authors with whom the College wishes to establish a formal relationship. It is meant to allow the incumbents to pursue their writing while being a resource to faculty members and students and normally involves formal teaching responsibilities.

Artist-in-Residence—This title is used specifically for accomplished performing or visual artists with whom the College wishes to establish a formal relationship. It is meant to allow the incumbents to pursue their artistic endeavors while being a resource to faculty members and students and normally involves formal teaching responsibilities.

Departmental requests and justification for visiting faculty must be made in writing by the department(s) to the Provost. Such requests may be made for one to four semesters. In exceptional cases, request and authorization may be made for a maximum of six semesters but never for more than six semesters. The Provost normally seeks the advice of the Educational Policy Committee about the allocation of all such requests, except when time precludes such consultation, in which case the Provost will inform the Educational Policy Committee of the decision to authorize such a search. After the request has been approved, a search may be undertaken, following the guidelines as printed in Section V.H. Full-time visiting appointees will be eligible for all pertinent institutional and faculty benefits.

Faculty holding visiting rank or status are welcome to attend faculty meetings, with voice but without vote. They are not expected to serve on faculty committees unless specifically invited to do so. Visiting faculty in the second or third year of a visiting appointment are expected to advise a cohort of students, either first- and second-year students or majors in the home department.

4. ADJUNCT FACULTY APPOINTMENTS

Adjunct faculty may be hired at any of the ranks at which tenure-track or visiting full-time faculty are hired. Occasionally, a person in the adjunct category holds the title of **Teaching Assistant** or **Associate**, usually in foreign language or laboratory science. Adjunct faculty are usually hired to teach less than a full-time load (not more than two courses per semester) to meet a particular need. As part-time employees, adjunct faculty are not eligible for most faculty and institutional benefits. They do, however, have library and computing privileges and every effort is made to accommodate their needs for office space on campus wherever possible. No adjunct appointment carries tenure or the presumption of eventual tenure. Adjunct faculty are welcome to attend faculty meetings with voice but without vote.

The rank of **Senior Adjunct Assistant Professor** is given to those faculty members who have shown a long-term commitment to the College (minimum of eight academic-year semesters), established a high quality of teaching (based on student evaluations, exit interviews, peer observations by tenured colleagues, if available, etc.) and who have been reviewed and recommended by the department chair and Associate Dean with final recommendation made to the Provost and the President by the Professional Standards Committee.

Adjunct faculty are usually hired, upon the request of the department(s), by authorization of the Provost or Associate Dean. It should be noted that most adjunct faculty are hired to meet

a temporary need caused by enrollment pressures or the unexpected absence of a regular faculty member. It is understood, however, that some departments have traditionally relied on adjunct help on an ongoing basis to staff a particular, specialized aspect of their program.

5. EMERITI FACULTY APPOINTMENTS

Upon recommendation of the Provost and with approval of the President, tenured faculty, Senior Teaching Professors, and Teaching Professors who have retired from the College in good standing are accorded emeriti status. Emeriti faculty hold the title of Professor, Associate Professor, Senior Teaching Professor, or Teaching Professor Emeritus/a and are so listed in the College Catalog. Emeriti faculty are eligible for continuing institutional privileges, such as library and computer access, as determined by the Board of Trustees and administered by Human Resources. If they continue to teach on an occasional basis or are engaged in active research, emeriti faculty may be provided with office space on campus, subject to its availability and with priority given to those holding full-time teaching appointments. Occasionally, emeriti faculty may seek a title signifying continuing, active connection with the College in addition to their emeriti rank. In that case, the title Senior Research Associate is granted for one year by the President of the College, upon recommendation of the Provost, and may be renewed upon annual request from the individual concerned for a subsequent year.

6. PHASED RETIREMENT

Tenured faculty members with 10 consecutive years of full-time service may elect to reduce their teaching obligation to the College after reaching the age of 59 1/2 until they reach full retirement. A detailed description of the phased retirement policy and the necessary forms are available from Human Resources.

7. PRE-RETIREMENT LEAVE OF ABSENCE

The Pre-retirement Leave of Absence program allows eligible members of the Faculty to elect to take a one-year leave of absence and retain half normal base salary during the leave year, in preparation for full retirement. During the leave year, the faculty member will have no formal duties or responsibilities to the College.

An eligible, tenured, full-time member of the Faculty may elect to take a final, one-academic-year leave of absence during which they will have no teaching or other responsibilities. A faculty member who elects to participate in the Pre-retirement Leave of Absence Program is irrevocably agreeing to retire from the College immediately following the one-year leave of absence. The faculty member will have no option to extend the leave of absence period beyond one year or to return to teaching on a full-time basis; full retirement must immediately follow the leave of absence.

8. ACADEMIC ASSOCIATE APPOINTMENTS

These appointments are for those who are affiliated with the College for scholarly or artistic purposes, without primary responsibility for the instruction of students for academic credit, and usually with no compensation from the College. Such appointments allow the incumbents access to the library, network services and athletic facilities, but normally do not

commit the department or the College to financial or other support. They carry no voting rights.

No academic associate appointment carries tenure or the presumption of eventual tenure. The normal term of appointment is for no more than one year, though renewal is possible. Academic associates may hold appointments with one of the following titles:

Research Associate or Senior Research Associate - These titles are usually reserved for those participating in grant-funded research.

Visiting Scholar - This title is usually used for those pursuing unfunded scholarly and/or artistic endeavors either alone or in conjunction with a Franklin & Marshall faculty member and for whom an association with the College will be of mutual benefit.

Academic associates are usually appointed by the Provost upon recommendation from a department or program. The nature and length of the association may vary, but it is typically short-term, never for more than one year, renewable at the request of the department or program. Academic associates typically are present at the College to pursue a particular scholarly or artistic interest for which Franklin & Marshall provides special resources, or to work collaboratively with a Franklin & Marshall faculty member. Academic associates may be invited to give a public lecture or performance, or a non-credit master class to students, but there is no such expectation of them. Occasionally, an academic associate may be financially supported by a faculty member's grant. In this case, Human Resources and the Payroll department must be involved in processing the necessary paperwork, as all such grants are received through the College. The host department may, at its discretion, provide space and other support for academic associates while they are on campus.

B. STATEMENT ON NONDISCRIMINATION

The College offers equal employment opportunities to qualified applicants and employees consistent with College policy. It is the College's fundamental policy to provide equal opportunity in all areas of employment practice. This policy extends to recruitment and hiring, working conditions, pay and benefits, employee treatment, training programs, promotions, and all other terms and conditions of employment. Franklin & Marshall College is committed to having an inclusive campus community.

C. PARENTAL LEAVE FOR FACULTY

The philosophical basis of these policies is the following: adoption, pregnancy, childbirth and recovery, and the substantial care required by an infant should not disadvantage a faculty member in the long term as regards: (1) compensation, (2) procedures concerning faculty evaluation, retention, interim review, tenure, or promotion, or (3) opportunities for professional activity and development associated with their role as a faculty member as they deem desirable and appropriate.

The above statement is one of principles and is not a guarantee of such outcomes.

1. ELIGIBILITY

Benefits of this policy apply to tenure-track and tenured faculty, and Teaching Professors, including:

- a) a tenure-track or tenured faculty member or a Teaching Professor who gives birth or adopts a child; or
- b) a tenure-track or tenured faculty member or a Teaching Professor whose spouse / partner gives birth or adopts a child.

2. BENEFITS

- a) Consistent with the principles stated above, an eligible tenure-track faculty member automatically receives an extension to the tenure probationary period of one year, per birth or adoption, up to two times within the probationary timeframe. This extension will be automatic unless otherwise directed by the faculty member by April 1 of the year prior to the original tenure decision year.
- b) Teaching Professors who avail themselves of parental leave automatically receive a one-year extension to the next major review. This extension will be automatic unless otherwise directed by the Teaching Professor, typically by April 1 of the year prior to the major review.
 - Teaching Professors are normally limited to one one-year extension per three-year contract period.
 - Senior Teaching Professors are normally limited to two one-year extensions per five-year contract period.
- c) When an eligible faculty member as defined above learns that they are going to become a parent, they may elect to receive up to a two-course reduction in their teaching load with no reduction in base salary or applicable benefits coverage. The faculty member may take the total two-course reduction during the semester in which the birth or adoption will occur; the semester following the birth or adoption; or may spread the two-course reduction over two semesters (*i.e.*, a one-course reduction each semester). There is no expectation of departmental or College duties during a semester where there is a two-course reduction; however, when the two-course reduction is spread out over two semesters, during one of those semesters the faculty member will be expected to contribute to departmental and College governance, as determined by the Department, Faculty Council, and the Office of the Provost.
- d) In the case of faculty who are parents of the same child, the course reduction options may be shared if both faculty members are in a shared/split position at the College and both will serve as the primary caregiver; however, the total reduction in teaching may not exceed two courses per child.

3. LEAVE POLICIES

Leave time for faculty under this Section V.C runs concurrently with the College's Family and Medical Leave policy.

Leave under this Section will be administered by the Human Resources Department in conjunction with the Office of the Provost.

4. MODIFICATION OR TERMINATION OF POLICY

This policy can be modified or terminated at the discretion of the College, following consultation with Faculty Council.

D. HIRING PROCEDURES FOR TENURE-TRACK FACULTY POSITIONS

- 1) Before recruiting for a tenure-track position, the department or program chair shall obtain written authorization from the Provost, including a general description of the position.
- 2) Once a search has been authorized, the Provost's Office will coordinate a hiring meeting with department and search chairs who are recruiting new faculty to discuss hiring procedures. Such procedures shall be outlined in an annual recruitment memo prepared by the Office of the Provost that addresses all faculty hiring.
- 3) The Provost's Office will approve the text and placement of the advertisement for the position.
- 4) After the search committee has reviewed the applicants and selected the leading candidates for initial interviews, the Provost's Office will review that list of interviewees, ensuring that all hiring processes have been followed and that the department or program has engaged in best efforts to recruit a diverse pool.
- 5) After completing initial interviews, the department or program will normally select two or three candidates to invite to campus. The search chair will submit that list to the Provost's Office for review and approval along with a rationale for the selection. If there appear to be any concerns with that list, an Associate Dean and the search chair will discuss steps to be taken as necessary and possible.
- 6) All candidates require a Professional Standards subcommittee interview, which should be scheduled near the end of the campus visit.
- 7) When the department or program is ready to recommend that an offer be made to a particular candidate, the department or program chair will rank the candidates and send in writing the reasons for that ranking to the Provost's Office. Normally, the recommendation of the department or program will be accepted.
- 8) The Provost or an Associate Dean will make all offers to candidates, including all negotiation of salary, start-up costs, etc.

E. POLICY ON SHARED TENURE-TRACK APPOINTMENTS

Endorsed by the Professional Standards Committee, July 2000

Franklin & Marshall College ordinarily expects faculty members holding tenure-track and tenured appointments to serve as full-time, nine-month employees. On occasion, however, it may be in the best interests of the College to allow two people to share a single tenure-track appointment. This may allow the College to attract outstanding individuals to the Faculty who otherwise would not be able to come, and it also may create curricular diversity and flexibility.

The decision to create a shared appointment should be considered carefully by the Provost and the recruiting department. The needs of the College and the department must not be compromised. The department should be aware of the potential complexity of dealing with two individuals, rather than one, in arranging teaching schedules, making committee assignments, and carrying out other departmental business. It should also be aware that, if one member of the shared appointment were to leave the College or not to earn tenure, the remaining faculty member could continue in a half-time position, creating the potential of an unfilled half-time position. This could have unacceptable consequences for the departmental program, particularly in small departments. No department is required to consider applications for shared positions.

Also, individuals contemplating sharing a tenure-track position should consider carefully potential compromises they are accepting. In addition to the obvious reduction in compensation relative to both holding full-time positions, there would be the possibility of one being denied reappointment or tenure and the other remaining in a half-time position.

Guidelines for Shared Tenure-Track Appointments:

- 1) Applicants for a tenure-track position who wish to be considered for a shared appointment should inform the chair of the recruiting department as early in the application process as possible, preferably before any on-campus interviews have taken place. Those who choose to be considered for a shared, tenure-track appointment must both be ranked highly by the recruiting department to be offered such an appointment.

Faculty members hired to share a position are normally expected together to be qualified to cover the teaching and other responsibilities stated explicitly in the advertisement for the position. Only with the approval of the Provost may the department modify the description of the position to accommodate a shared appointment, and such modifications are expected to be minor, not to violate the original intent of the position, and to be clearly in the best interests of the department and the College. The individuals sharing a position will not be obligated to change their areas of expertise to meet the requirements of the position or to accommodate the shared nature of the position.

On rare occasions a full-time tenured or tenure-track appointment may be converted to a shared appointment. This is done upon recommendation of the department involved and with the approval of the Provost, the Professional Standards Committee, and the President. The details of such appointments must be negotiated among the Provost, the individuals, and the department chair before they are submitted to the Professional Standards Committee.

- 2) Each faculty member in a shared tenure-track appointment is to be considered a full-time citizen of the College and is to be treated as a regular faculty member by the College. Each will have a full vote in faculty meetings, the usual office space and

computer, and be expected to take their turn on appropriate faculty and departmental committees. Though the College and the hiring department will try to provide research space for both individuals, sharing of such space may sometimes be necessary. The department may elect to grant each of those in a shared appointment one-half vote or a full vote in department meetings, and a member of a shared appointment may take a turn as department chair under arrangements approved by the department, the Professional Standards Committee, and the Provost.

- 3) Over a two-year period, each person in a shared appointment will teach a five-course load, both normally teaching at least one course each semester.
- 4) Each faculty member in a shared appointment is expected to meet the normal standards for teaching effectiveness, scholarly achievement, professional activities, advising, and contributions to College governance as described in Section III.A.13. The half-time nature of the appointments will be taken into account for committee and advising assignments. The tenure probationary period for shared appointments will be a minimum of six years and a maximum of eight years. Each may choose when to be considered and may be considered only once. No credit will be given for prior teaching experience.

In cases where only a half-time tenure-track faculty member is made full-time, the tenure calendar shall be prorated. Since the maximum probationary period for full-time faculty members is six (6) years and for half-time faculty members is eight (8) years, each year is equivalent to three-fourths ($3/4$) of a year at full-time. Any necessary rounding will be up, that is, it will benefit the faculty member.

- 5) Interim and tenure reviews will be carried out independently and reappointment or tenure will be decided for each individual separately. Interim review will occur in the third year of the tenure probationary period. If either individual in a shared appointment is not reappointed at interim review or does not receive tenure, the individual will be given the normal terminal year. If only one is reappointed or receives tenure, the individual may continue in a half-time appointment. The conversion of such a half-time appointment to full-time requires a recommendation with a rationale from the department involved and the approval of the Professional Standards Committee, the Provost, and the President. Otherwise the vacant half-time position will be handled by the normal procedures used for full-time vacancies.
- 6) Also, should one faculty member in a shared appointment leave for any reason, the above-described policies for the remaining faculty member will apply.
- 7) The starting salary for each person hired into a shared appointment will be half of the full salary assigned to the position. Salary increments will be given to each person in the normal manner. Each faculty member in a shared appointment will receive full benefits. However, in the case of an appointment shared by spouses or domestic partners, no benefit intended to cover a family unit shall be given twice, and the College's contribution to retirement will be calculated on the salary earned by each person.
- 8) Each faculty member in a shared appointment will have normal access to College funds, such as professional travel, faculty development, academic innovation, the grants

committee, and Hackman funds.

- 9) Each faculty member in a shared appointment is eligible for a junior faculty research semester and is eligible for normal sabbaticals on a regular schedule. In the case of sabbaticals, each faculty member in a shared appointment is eligible for sabbatical according to the timing and compensation outlined in Section V.L, with the proviso that while a faculty member in a shared appointment has a smaller teaching load, each semester at their normal teaching load is considered a qualifying semester. Normally faculty members sharing an appointment will take junior faculty research semesters and sabbaticals at the same time.
- 10) Should another tenure-track appointment become available within the department, those holding shared appointments will have no particular claim on that position.
- 11) Normally, both members of a shared appointment will be in the same department. In cases where they are spouses or domestic partners, one may not serve as supervisor of the other. Specifically, one may not evaluate the other; one may not judge the tenure or promotion of the other; and one may not serve in a formal mentoring capacity for the other. If one is department chair, for example, these functions must revert to the Provost for direct handling or delegation to someone other than the member of the shared appointment.
- 12) When opportunities for sabbatical- or leave-replacement teaching arise in the department, the department will follow the normal procedures for requesting the adjunct or visiting replacement. If the replacement is approved and faculty members in shared appointments are qualified to teach the needed courses, then those faculty members may, upon approval of the Provost, be appointed as the replacements without a search. If the replacement is at the adjunct level, the salary will be that of a normal adjunct. If the replacement is at the full-time visitor level, then a member of a shared appointment may be offered one semester of such an appointment. If they accept, they would teach full-time that academic year and be compensated at full-time.
- 13) With the approval of the department chair and the Provost, a faculty member in a shared appointment may accept part-time employment outside Franklin & Marshall (for example, part-time teaching assignments at other institutions). However, such outside employment must not interfere with the faculty member's responsibilities at Franklin & Marshall and will have no bearing on departmental/interdisciplinary program reviews, interim reviews, and tenure reviews at Franklin & Marshall. A faculty member in a shared appointment cannot accept a part-time, tenure-track position at another institution.
- 14) All additional features of shared appointments must be mutually agreed upon, in writing, by the Provost, the department, and the individuals concerned prior to taking effect. Any such features that might affect an interim or tenure review must be approved by the Professional Standards Committee.

F. DURATION OF FACULTY APPOINTMENTS

Instructor—An initial appointment at the rank of instructor shall be for one year. Subsequent appointments shall be made on an annual basis.

Assistant Professor—An initial appointment at the rank of assistant professor shall be for one year. Subsequent appointments shall be made on an annual basis.

Associate Professor—An initial appointment at the rank of associate professor shall be for a two-year term. Subsequent appointments shall be made on an annual basis.

Professor—An initial appointment at the rank of professor shall be for a two-year term. Subsequent appointments shall be made on an annual basis.

The procedures for reappointment and non-reappointment are specified below in Section V.I.

In case of non-reappointment, notice shall be given:

- Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year.
- Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year.
- At least twelve (12) months before the expiration of an appointment after two or more years.

Teaching Professor—Appointment at the rank of Teaching Professor and reappointments at that rank shall be for a three-year term. Appointment at the rank of Senior Teaching Professor and reappointments at that rank shall be for a five-year term.

Newly hired tenure-track or multiple-year visiting faculty members are occasionally permitted to postpone the beginning of their active employment until the spring semester of their first academic year. Such faculty members shall receive a six-month contract. They shall be evaluated for reappointment on or before June 30. If reappointed, they shall receive a one-year contract for their second year of employment. If not reappointed, they shall be issued a second six-month contract, and their employment will be terminated as of the following December 31st.

G. REVISION OF SECTIONS G-N

The following Sections V.G-N require additional procedures for revision because they describe faculty evaluation, including tenure and promotion. These standards and processes thus determine the composition of the Faculty, the identity of this institution, and the careers of faculty members. For these reasons, extra care must be exercised to change these sections.

- 1) Revisions to Sections V.G-N may be initiated in three ways:
 - a. The Professional Standards Committee may bring a motion to revise Sections V.G-N directly to the Faculty for endorsement and a subsequent vote as described below in Sections V.G.2 and V.G.3.

- b. Faculty Council may bring a motion to revise Sections V.G-N. Before such a motion is placed on a faculty meeting agenda, it should be sent to the Professional Standards Committee for review. Following consultation with the Professional Standards Committee, Faculty Council may choose to place the motion on a faculty meeting agenda in its original form or to revise the motion. The faculty meeting agenda shall include a comment from the Professional Standards Committee on the final version of the motion.
 - c. Any ten members of the Faculty may propose to revise Sections V.G-N by sending a motion to Faculty Council. Faculty Council will forward the motion to the Professional Standards Committee for review. Following consultation with the Professional Standards Committee, the signatories may choose to forward to Faculty Council the motion in its original form or to revise it. The faculty meeting agenda shall include a comment from the Professional Standards Committee on the final version of the motion.
- 2) In accordance with the procedures outlined above, motions advanced by the Professional Standards Committee, Faculty Council, or ten faculty signatories will be brought to the Faculty for endorsement at a faculty meeting. If the motion is endorsed by a simple majority vote, it will then enter a period of review and discussion of at least fourteen days.
 - 3) After this period, the motion, without any revision, shall require a two-thirds majority vote for adoption and inclusion in the *Faculty Handbook*. Regardless of origin, motions to revise Sections V.G-N may be amended by a simple majority vote, but any amended motion is subject to the procedures outlined above. That is, if a proposed motion is amended from the floor, then the revised motion as approved by a simple majority vote must be followed by another fourteen-day review period, with the opportunity for the Professional Standards Committee to comment, before the final two-thirds vote to make the motion part of the *Faculty Handbook*.

H. APPOINTMENTS OF TENURE-TRACK FACULTY

Decisions made concerning appointments and tenure are perhaps the most important that the Professional Standards Committee and the College make. The kind of appointments made defines the College—its tone, its thrust, its reputation. Therefore, the Committee should exercise very great care, consider all of the available evidence, and decline to recommend a candidate if there is reasonable doubt concerning the desirability of their appointment to the Faculty. The Committee is guided in its deliberation by the College Statement on Nondiscrimination and by the hiring procedures approved by the Faculty.

- 1) The Professional Standards Committee will interview candidates for a position only after the Provost, in consultation with the appropriate committees, has reviewed the need for such an appointment and an authorization for a candidate search has been given to the department. The Committee may ask the Provost to provide any materials relevant to that search.
- 2) A subcommittee, comprising two present and/or past voting members of the Professional Standards Committee, will interview all candidates for full-time

tenure-track teaching positions. In evaluating these candidates, a tie vote shall be counted in the candidate's favor.

- 3) Except in extraordinary circumstances, as determined by the Committee, a subcommittee must interview at least two candidates for any tenure-track position.
- 4) Prior to the interview the subcommittee members will normally be supplied with documents such as a "placement dossier," including a cover letter, a curriculum vitae, transcripts of graduate work, and three letters of recommendation from persons qualified to assess the candidate's competence and teaching effectiveness. The department may request that candidates supply undergraduate transcripts. The subcommittee may request that the Provost and/or the department chair supply additional information about the candidate. Such information might include appraisals of the candidate by their thesis adviser, by colleagues, by professional peers, and evaluations of teaching by students. (For internal candidates, student evaluations and peer observations by tenured colleagues, if available, from courses taught while holding a visiting appointment at Franklin & Marshall College will serve this purpose.)
- 5) Whenever possible, subcommittee members will interview candidates toward the end rather than the beginning of their campus visits; the constitution of the interview subcommittee will be as constant as possible for all candidates for a given tenure-track position. Members of the interviewing subcommittee will signify the acceptability or unacceptability of candidates presented to them. The Provost (or the Provost's designee), who will generally preside over the interview subcommittee, will reveal nothing to department chairs about the results of interviews until the subcommittee has been officially polled. The Provost (or the Provost's designee) will supply brief minutes of the interview subcommittee deliberations to the department chair and will be given the rationale for an "unacceptable" or "acceptable with reservations" recommendation. The department chair must share this information orally with the voting members of the search committee.
- 6) The chair of the department presenting the candidate supplies the subcommittee with their own appraisal of the candidate and those of department members and student majors. The subcommittee may inquire of the chair about the system employed by the department in selecting candidates and in soliciting faculty and student judgments of them. Normal expectation is that during the visit to campus a candidate will demonstrate competence in both teaching and research, for example by presenting a lecture, reading a paper, or leading a seminar discussion.
- 7) The preference of the department for a candidate is accorded very great weight in the matter of appointments. Nevertheless, when the subcommittee finds a candidate unacceptable, the institution-wide perspective of the Professional Standards Committee will take precedence over the perspective of the departments. While a department may take exception to the judgment of the subcommittee or not be satisfied by the reasons for the judgment, ultimately the subcommittee must itself make its own reasoned recommendation to the Provost and the President.
- 8) Approval of candidates for appointment is grounded on a judgment of the Professional Standards subcommittee about the candidate's professional qualifications as a teacher

and scholar. Members of the subcommittee are at liberty to ask any questions that are directly relevant to making a judgment of the candidate's professional competence and promise. The candidate is expected to present evidence of competence and promise as a scholar and teacher.

Promise of the candidate as a teacher—It is not enough that the candidate know subject matter. The candidate must show promise of excellence in the ability to engage students in the pursuit of knowledge.

Promise of the candidate as a scholar—The candidate must be able to demonstrate the potential to develop and pursue programs of research and study. We believe that effective teaching is enhanced by scholarly activity, customarily manifested by scholarly publication or equivalent public artistic presentation.

Promise of the candidate in curricular areas—The candidate must show promise of excellence in the ability to enhance the curriculum through their own professional development.

Potential as a contributing member of the College community through the system of College governance—The candidate should show an ability to contribute to the College through its governance system.

Evidence of professional achievement—Normally, a criterion for an academic appointment is the possession of a Ph.D., or a reasonable promise that the candidate will soon complete the requirements for this degree. However, this is not intended to preclude appointments in specialized areas where a different degree is the normal terminal degree, or in cases where the candidate has demonstrated scholarly or artistic achievements by comparable attainments, such as publication, exhibition, or performance in the field, or significant recognition by experts in the field.

- 9) It is the general practice that candidates not in possession of the Ph.D. will be appointed at the rank of instructor (except in rare instances where a different degree is terminal or in other circumstances warranting an exception). In addition, the subcommittee may recommend to the Provost that a candidate without the degree be advised that the renewal of their contract is contingent upon the attainment of the Ph.D. within a stated period of time. The normal expectation is that the Ph.D. or appropriate terminal degree will be completed before the interim review.
- 10) If for any reason the Provost disagrees with the department's recommendation to hire an approved candidate, the issue will be brought to the full Professional Standards Committee for review. As in other matters, the Committee will make a recommendation to the Provost and the President.

I. REVIEW OF TENURE-TRACK PROBATIONARY APPOINTMENTS AND REAPPOINTMENT

As stated above in Section V.F, in the instance of an appointment made for a specific length of time, such as a one- or two-year appointment made as a replacement for a person on sabbatical or leave, the letter of appointment shall state clearly the termination date and shall indicate that

the position is not expected to lead to tenure. No additional notice of non-reappointment is required. All other full-time teaching appointments are probationary; notice of their termination shall be in writing.

During a full probationary period, a faculty member typically receives two departmental/interdisciplinary program reviews and an interim review prior to the tenure review. Reappointment following the first and fourth academic years of service shall be automatic unless the candidate has been notified of their non-reappointment. Non-reappointment shall follow only in cases where adequate cause for dismissal has been determined as outlined in Section V.P.

The College recognizes that faculty members may experience, either individually or collectively, extraordinary circumstances affecting their ability to fulfill the faculty duties outlined in Section IV. In such cases, the Professional Standards Committee shall have the authority to grant extensions to the probationary period for affected candidates. In the case of events or circumstances affecting an individual faculty member, the Committee may, on one or more occasions, approve a request for an extension of the probationary period by one year.

In the case of events or circumstances affecting the Faculty at large, the Committee shall have the authority to exercise discretion regarding the procedures for interim and tenure review, promotion, and third-year and/or fifth-year review of Teaching and Senior Teaching Professors, in addition to providing faculty members the option to extend the probationary period by one or more years. In the case where the Committee revises evaluation procedures, the Committee shall communicate any specific revisions and their duration to the Faculty.

In all cases, the approval of the Provost is required.

1. **DEPARTMENTAL/INTERDISCIPLINARY PROGRAM REVIEW**

Normally, each tenure-track faculty member will undergo a departmental/interdisciplinary program review in the second and fifth years of service. The departmental/interdisciplinary program review will cover either the previous academic year, in the case of the first review, or the period of time from the last review, in the case of the second.

Increases in compensation for tenure-track faculty members are strictly across the board. The purpose of the departmental/interdisciplinary program review, as with the more comprehensive interim review, is to provide constructive feedback and advice on progress toward tenure.

Procedures for Departmental/Interdisciplinary Review and Reappointment

Responsibilities of the Provost

Every spring, the Provost will notify those faculty members who are to undergo a departmental/interdisciplinary program review the following year. The Provost will also send department chairs and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, interdisciplinary program committee chairs, a list of those faculty members in their department and program who are to undergo a departmental/interdisciplinary program review. As part of the meeting

following the first departmental/interdisciplinary program review and in the presence of the department and program chairs, a faculty member shall be advised by the Provost of the substantive and procedural standards generally employed in decisions affecting reappointment and tenure. The pertinent sections of this *Faculty Handbook* shall be called to the attention of the faculty member.

The Provost may request exit interviews, student evaluations, and peer observations by tenured colleagues for the faculty member undergoing review at any point in the review process. The Provost may also solicit updates or clarifications from the department, the interdisciplinary program committee, and/or the faculty member undergoing review.

The Provost shall present annually to the Professional Standards Committee a report of departmental and interdisciplinary program committee recommendations concerning reappointment or non-reappointment of probationary faculty. Either on the initiative of the Provost or members of the Committee, the entire record of a probationary faculty member may be reviewed by the Committee.

Responsibilities of the Probationary Faculty Member

By August 1, the tenure-track faculty member under review will provide the department chair, the Provost, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee chair a current expanded curriculum vitae and a self-evaluative commentary in narrative form, stating clearly the record of the previous academic year, in the case of the first review, or of the period of time from the last review, in the case of the second. Self-evaluative commentaries typically range from 1,500 to 2,500 words.

For teaching, the self-evaluation should include a concise analysis of course goals and pedagogical strategies, including any designed to foster an inclusive and equitable learning environment; discernible patterns evident in student evaluations, peer observations by tenured colleagues, and exit interviews; approach to grading; and academic advising and mentorship.

For scholarship and/or artistic work, the self-evaluation should provide a concise status report on projects, including any community-engaged scholarship, and their projected trajectory in the period until the next review. These goals should be connected to a larger plan that sets out where the individual plans their research or artistic program will be at interim and tenure review.

For governance and service, the self-evaluation should include a concise summary of contributions to the College, the department and/or program, and, as relevant, professional and broader communities, including any contributions to promoting diversity, equity, or inclusion.

The faculty member should also submit any other materials they think relevant, and may submit updates to the dossier at any point in the review process.

Responsibilities of the Department Chair

The department chair will examine the materials submitted by the faculty member as well as exit interviews, student evaluations, and peer observations by tenured

colleagues, and write an appraisal based on these materials, commenting where possible on the quality of efforts listed on the current expanded curriculum vitae and responding thoughtfully to the self-evaluative commentary. In writing their appraisal, the department chair shall refer to Department Guidelines outlined in Section V.J.4, once such guidelines have been approved by the Professional Standards Committee. The department chair will share their appraisal with the tenured members of the department and solicit their opinions on reappointment. The department chair will then share only the department's appraisal with the faculty member and meet with them to discuss the appraisal prior to forwarding it to the Provost by early September. At the same time, the department chair shall communicate the majority departmental recommendation of reappointment or non-reappointment separately to the Provost.

Responsibilities of the Interdisciplinary Program Committee Chair

For faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee chair will examine the materials submitted by the faculty member as well as exit interviews relevant to the program, student evaluations relevant to the program, and peer observations relevant to the program, as available, and write an appraisal based on these materials, commenting where possible on the quality of efforts listed on the expanded curriculum vitae and responding thoughtfully to the self-evaluative commentary. In writing their appraisal, the program chair shall refer to Interdisciplinary Program Committee Guidelines outlined in Section V.J.4, once such guidelines have been approved by the Professional Standards Committee. The program chair will share their appraisal with the tenured members of the program committee and solicit their opinions on reappointment. The program chair will then share only the program's appraisal with the faculty member and meet with them to discuss the appraisal prior to forwarding it to the Provost by early September. At the same time, the program chair shall communicate the majority program recommendation of reappointment or non-reappointment separately to the Provost.

Procedures for Reappointment

Following receipt of the departmental appraisal and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee appraisal, the Provost will read the candidate's self-evaluative commentary, the departmental appraisal, and where appropriate the program appraisal and, if in agreement with the appraisals, will add their signature to each appraisal. At their discretion, the Provost may append a written comment to any of these. Thereafter, the candidate's self-evaluative commentary, departmental appraisal, and where appropriate the program appraisal shall constitute the final appraisal.

For the first departmental/interdisciplinary program review, the faculty member, department chair, and, for faculty formally appointed to an interdisciplinary program committee chair will then meet with the Provost to discuss performance, the self-evaluative commentary, and the final appraisals.

For both departmental/interdisciplinary program reviews, the Provost will invite further conversation if necessary. The Provost will then forward the final appraisal to the department chair, the faculty member, and for faculty formally appointed to an interdisciplinary program, the interdisciplinary program committee chair

If requested by the candidate, the department chair will meet with the faculty member by December 15 to review the final appraisal. In the case of faculty formally appointed to interdisciplinary program, the interdisciplinary program committee chair shall also participate.

The faculty member, the Provost, the department chair, and for faculty formally appointed to an interdisciplinary program, the interdisciplinary program committee chair sign the final appraisal, which then becomes part of the faculty member's file and is available to the Professional Standards Committee for use in the interim and tenure review. Should the faculty member choose to respond to the final appraisal, the faculty member's written response shall be appended to the final appraisal within twenty-eight days and become part of the faculty member's file for use at interim and tenure review.

Responsibilities of the Professional Standards Committee

In the event that a recommendation of non-reappointment is made by a majority of the tenured members of the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, a majority of the tenured members of the interdisciplinary program committee, the Professional Standards Committee shall review the credentials and accomplishments of the faculty member. Said member shall be advised by the Provost that their reappointment is in question and shall be given the opportunity to submit any further supporting material to the Committee which the faculty member believes to be helpful to an adequate consideration of their status.

The Professional Standards Committee may request that the department and/or interdisciplinary program committee undertake a reconsideration of the case. Such a request shall be accompanied by an explanation of the Committee's objections to the department's and/or program committee's recommendation. In response, the department and/or program committee may submit additional material relevant to the case. After due consideration, the Committee, through the Provost, shall forward to the President of the College its recommendation, which serves as a basis for action by the President and, in turn, by the Board of Trustees in accordance with Section III.C.1.e.

Procedures for Reconsideration

If the judgment of the Committee has been not to reappoint, the Committee will compile and record within its minutes a list of reasons that contributed to that recommendation. The faculty member involved may ask the Provost that the reasons for the negative decision be communicated either orally or in writing. If the faculty member presents a written request that the reasons be given in writing, it shall be the responsibility of the Provost and the department chair to counsel the faculty member about the possible adverse consequences of confirming the oral statement in writing as outlined by the "Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments" from the American Association of University Professors at <https://www.aaup.org/report/statement-procedural-standards-renewal-or-nonrenewal-faculty-appointments>.

If, after having been counseled by the Provost and the chair of the faculty member's department, the faculty member reiterates in writing the request for the reasons, the

faculty member shall have the reasons that contributed to the refusal to reappoint confirmed in writing by the President.

At the request of the chair, the President or the Provost shall advise the chair orally of the reasons which contributed to that recommendation and the resulting decision, with due respect for any confidence shared between the Provost or the President and the faculty member.

If the judgment of the Committee has been not to reappoint, the faculty member may request that the Committee reconsider its judgment. This request shall be submitted in writing, addressed to the President, with a copy to the Provost, within fourteen days of notification of denial of reappointment by the Provost. If the request is not submitted within this fourteen-day period, the faculty member forfeits the opportunity for reconsideration. In the event that reconsideration is requested, any further supporting material that the faculty member believes will be helpful to an adequate reconsideration, or that may have escaped the attention of the Committee, may be sent to the Office of the Provost within twenty-eight days of the granting by the Provost of the request for reconsideration. If the faculty member wishes to appear before the Committee to present further material, the request for such an appearance must be in writing and submitted to the Office of the Provost within twenty-eight days of the granting of the request for reconsideration. Such a request must be honored by the Committee. If neither a request for an appearance before the Committee nor further supporting material is submitted within the specified twenty-eight day period, the faculty member forfeits the opportunity for reconsideration. The result of the reconsideration shall be transmitted to the President, as in the case of an initial consideration, and the Provost shall inform the faculty member of the decision in writing without undue delay.

2. INTERIM REVIEW

At approximately the midpoint between initial appointment and the tenure decision, a probationary faculty member undergoes a formal interim review conducted by the Professional Standards Committee, tenured members of the department, and for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee. The purpose of this review is to evaluate the probationer's progress towards fulfilling the criteria for tenure, and it may result in non-reappointment. For faculty members appointed with one year of credit toward tenure, the review will be conducted in their third year of service at the College to allow for evaluation of at least four semesters of performance at the College. Interim review is based on the department's evaluation and, for faculty formally appointed to an interdisciplinary program in addition to a department, the evaluation of the interdisciplinary program committee, along with information and statements provided by the faculty member. In making its evaluation, the department shall refer to Department Guidelines outlined in Section V.J.4, once such guidelines have been approved by the Professional Standards Committee. For faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee shall refer to Interdisciplinary Program Committee Guidelines.

Probationary associate professors and professors may choose not to have an interim review, subject to the approval of their department and, for faculty formally appointed

to an interdisciplinary program in addition to a department, the interdisciplinary program committee.

Procedures for Interim Review and Reappointment

Responsibilities of the Provost

The Provost will send department chairs and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, interdisciplinary program committee chairs, a list of those faculty members in their department and program who are to undergo interim review.

The Office of the Provost is responsible for ascertaining that the candidate's file is complete before it is submitted to the Professional Standards Committee. The Provost shall inform the candidate as soon as possible about any missing materials. The Provost, or the Professional Standards Committee through the Provost, may solicit updates, clarifications, or additional materials from the department, interdisciplinary program committee, and/or the faculty member undergoing review.

The file should contain the following materials:

- 1) the materials submitted by the candidate (see below);
- 2) all student evaluations for courses taught by the candidate;
- 3) the department's appraisal and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, the program's appraisal
- 4) the final appraisal from departmental/interdisciplinary program review and any appended response;
- 5) interviews provided by the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, by the program chair;
- 6) reports from peer observations by tenured colleagues, provided by the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, by the program chair; and
- 7) grade distributions for all classes.

Responsibilities of the Probationary Faculty Member

By August 1, the faculty member undergoing review will provide to the Professional Standards Committee, the department chair, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee chair the following:

- a. A current expanded curriculum vitae, including in chronological order by academic year:
 - a semester-by-semester listing of all academic-year courses, directed readings, independent studies, internships for credit, and tutorials
 - a list of publications, exhibitions, performances, or productions, including any material accepted or submitted for publication, exhibition, or performance, with complete bibliographic citations and clear indication of work undertaken since joining the College
 - a list of any summer scholars and other forms of student collaboration
 - a list of any professional or community presentations

- a list of advising and any mentorship activities
 - a list of contributions to College, department and/or program, professional, and broader communities, including any activities promoting diversity, equity, and inclusion
 - a list of any grant applications and other scholarly prospectuses submitted for peer review
- b. A retrospective and prospective teaching and advising statement that addresses:
- pedagogical goals and methods, with analysis of strengths and areas for improvement, including responses to discernible patterns evident in student and colleague feedback, and any relevant context such as course enrollments and number of distinct course preparations
 - future teaching plans (courses, pedagogical approaches, etc.)
 - curricular development or innovation, including any courses new to the College
 - any significant course revisions
 - approach to grading
 - approach to academic advising and any mentorship activities
 - any courses or projects that engage the public, campus, and/or community
 - any participation in initiatives, workshops, or conferences on pedagogy
 - any pedagogy or other practices used to foster an inclusive and equitable learning environment
 - any questions or concerns raised at departmental/interdisciplinary program review
- c. A retrospective and prospective research statement that addresses:
- an overview indicating accomplishments as well as short-term and long-term plans
 - a specific timetable for the genesis and evolution of each scholarly project, with clear indication of work undertaken after joining the College
 - an explanation of co-authorship for any work done jointly
 - any student involvement in research
 - any public, campus, or community-engaged scholarship
 - any questions or concerns raised at departmental/interdisciplinary program review
- d. A retrospective and prospective statement on College governance and service activities that addresses:
- contributions to College governance
 - contributions to the department and any relevant interdisciplinary program
 - any contributions to professional and broader communities, including participation in public or community-engaged initiatives
 - any contributions to promoting diversity, equity, or inclusion
 - any questions or concerns raised at departmental/interdisciplinary program review
- e. Supplementary teaching materials, with explanations and annotations as appropriate, including:

- the most recent version of each syllabus
- a representative sample of course materials, such as assignments and exams
- evidence of curricular development or innovation
- Supplementary scholarly materials, including:
- evidence of scholarly and/or artistic production, including manuscripts submitted or accepted for publication as well as published work, with complete bibliographic citations
- documentation of exhibitions, performances, or productions
- papers presented at professional meetings
- grant applications and other scholarly prospectuses subject to external peer review

Dossiers typically range from 5,000 to 15,000 words, excluding supplementary teaching and scholarly materials. The candidate may submit any additional material that they believe would be helpful to an adequate consideration of their status. The candidate may also submit updates to the dossier at any point in the review process. Should the candidate desire, any member of the Faculty, with the exception of members of the Professional Standards Committee that will evaluate the case, may provide feedback to the candidate on all interim review materials in advance of submission. In no case is a faculty member obligated to provide feedback.

Without the approval of the candidate, only department and interdisciplinary program chairs, the Provost, and the Professional Standards Committee have access to student evaluations, peer observations by tenured colleagues, exit interviews, and the final appraisal from departmental/interdisciplinary program review and any appended response. The candidate must inform the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, the program committee chair as to whether the tenured members of the department and, if relevant, program committee will be allowed access to student evaluations, peer observations, exit interviews, and the final appraisal from departmental/interdisciplinary program review and any appended response. Normally such access is given.

Responsibilities of the Department

The chair and the tenured faculty members of the department will examine the materials submitted by the faculty member as well as exit interviews, student evaluations, grade distributions, peer observations by tenured colleagues, and the final appraisal from departmental/interdisciplinary program review and any appended response. After soliciting the views of tenured members of the department, the chair will write an appraisal, representing the views of the tenured members of the department, that analyzes, contextualizes, and evaluates the candidate's teaching, scholarship and/or artistic work, and governance and service contributions and responds thoughtfully to the self-evaluative commentary. The department chair will share this appraisal with the tenured members of the department and solicit their opinions on reappointment. The department chair will forward the appraisal to the Professional Standards Committee by September 15. By September 15, the department chair shall also communicate the majority departmental recommendation of reappointment or non-reappointment separately to the Committee. In the case of a departmental recommendation of non-reappointment, the departmental recommendation shall include a written statement from each tenured member of the department. In exceptional circumstances such as

departments with fewer than three tenured members, the Provost, in consultation with the candidate, shall solicit letters from tenured members of the Faculty outside the candidate's department or interdisciplinary program.

Responsibilities of the Interdisciplinary Program Committee

For probationary faculty formally appointed to an interdisciplinary program in addition to a department, the process of review is slightly modified. In addition to the appraisal provided by the department, the chair of the interdisciplinary committee, in consultation with active, tenured faculty on the interdisciplinary program committee, will write an appraisal, representing the views of the tenured members of the program committee that analyzes, contextualizes, and evaluates the candidate's teaching, scholarship and/or artistic work, as well as contributions to the interdisciplinary program, and responds thoughtfully to the self-evaluative commentary. The program chair will share this appraisal with the tenured members of the program committee and solicit their opinions on reappointment. The program chair will forward the appraisal to the Professional Standards Committee by September 15. By September 15, the program chair shall also communicate the majority program recommendation of reappointment or non-reappointment separately to the Committee. In the case of a program recommendation of non-reappointment, the program recommendation shall include a written statement from each tenured member of the program committee.

Responsibilities of the Professional Standards Committee

The Committee, after receipt of all requested evidence, shall review in detail the credentials and accomplishments of the faculty member.

In the event that a recommendation of non-reappointment is made by a majority of the tenured members of the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, a majority of the members of the interdisciplinary program committee, the Provost will advise the faculty member that their reappointment is in question, offering them the opportunity to submit to the Committee material believed helpful to an adequate consideration of the case.

The Committee may ask the department and/or the interdisciplinary program committee to reconsider the case. Such a request shall be accompanied by an explanation of the Committee's objections to the department's and/or program committee's recommendation. In response, the department and/or program committee may submit additional material relevant to the case. After due consideration, the Committee, through the Provost, shall forward to the President of the College its recommendation, which serves as a basis for action by the President and, in turn, by the Board of Trustees in accordance with Section III.C.1.e.

Procedures for Reappointment

If the judgment of the Committee has been to reappoint, the Provost will share with the candidate the department's appraisal and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary committee appraisal. The recommended procedure is for the department chair to meet with the faculty member to discuss the department's review and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, for the interdisciplinary program chair to meet with the faculty member to discuss the program

committee's appraisal. Following these meetings, the faculty member, should they so desire, has twenty-eight days to submit to the department chair and/or program chair a response to the document and discussion. This response should be appended to the department's appraisal and/or program committee's appraisal and become part of the faculty member's file. The appraisal or appraisals and any appended responses shall be made available to the Professional Standards Committee for use in the tenure review.

If the judgment of the Committee has been to reappoint, a written summary of the Committee's review shall be presented to the candidate. The recommended procedure is for the Provost to meet the faculty member to discuss the Professional Standards Committee's review while the chair observes. Following the meeting, the faculty member, should they so desire, has twenty-eight days to submit a response to the document and discussion. This response shall be appended to the summary prepared by the Committee and become part of the faculty member's file. Both documents shall be made available to the Professional Standards Committee for use in the tenure review.

Procedures for Reconsideration

If the judgment of the Committee has been not to reappoint, the Committee will compile and record within its minutes a list of reasons that contributed to that recommendation. The faculty member involved may ask the Provost that the reasons for the negative decision be communicated either orally or in writing. If the faculty member presents a written request that the reasons be given in writing, it shall be the responsibility of the Provost and the department chair to counsel the faculty member about the possible adverse consequences of confirming the oral statement in writing as outlined by the "Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments" from the American Association of University Professors at <https://www.aaup.org/report/statement-procedural-standards-renewal-or-nonrenewal-faculty-appointments>.

If, after having been counseled by the Provost and the chair of the faculty member's department, the faculty member reiterates in writing the request for the reasons, the faculty member shall have the reasons that contributed to the refusal to reappoint confirmed in writing by the President.

At the request of the chair, the President or the Provost shall advise the chair orally of the reasons which contributed to that recommendation and the resulting decision, with due respect for any confidence shared between the Provost or the President and the faculty member.

Following consultation with the Provost and the chair, the faculty member involved may request a written copy of the department's appraisal and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, a written copy of the interdisciplinary committee appraisal. Following consultation with the Provost and the chair, the faculty member may also request written copies of the unredacted individual recommendations submitted by tenured members of the Faculty.

If the judgment of the Committee has been not to reappoint, the faculty member may request that the Committee reconsider its judgment. This request shall be submitted in

writing, addressed to the President, with a copy to the Provost, within fourteen days of notification of denial of reappointment by the Provost. If the request is not submitted within this fourteen-day period, the faculty member forfeits the opportunity for reconsideration. In the event that reconsideration is requested, any further supporting material that the faculty member believes will be helpful to an adequate reconsideration, or that may have escaped the attention of the Committee, may be sent to the Office of the Provost within twenty-eight days of the granting by the Provost of the request for reconsideration. If the faculty member wishes to appear before the Committee to present further material, the request for such an appearance must be in writing and submitted to the Office of the Provost within twenty-eight days of the granting of the request for reconsideration. Such a request must be honored by the Committee. If neither a request for an appearance before the Committee nor further supporting material is submitted within the specified twenty-eight day period, the faculty member forfeits the opportunity for reconsideration. The result of the reconsideration shall be transmitted to the President, as in the case of an initial consideration, and the Provost shall inform the faculty member of the decision in writing without undue delay.

J. TENURE

1. GENERAL

A decision to grant tenure is of long-term consequence to the College. Careful consideration is necessary to reach the conviction that the probationary faculty member has clearly demonstrated effectiveness as a teacher, achievement as a scholar, and merit as a member of the campus community. For this reason, the procedures below are designed to ensure that tenure may be attained at Franklin & Marshall College only as a result of positive action by the College and notification of that action to the faculty member in writing.

2. PROBATIONARY PERIODS

Normally, the probationary period for a faculty member appointed at the rank of instructor or assistant professor is six years, at least five of which are in the employment of Franklin & Marshall College. Prior to the end of the probationary period, the faculty member shall be notified that the next year of service is on tenure or that tenure has not been granted and that the next year is the terminal year of full-time employment at the College. (In the absence of such notification in the sixth year, the issuance of a contract in the seventh year for full-time teaching shall carry the grant of tenure unless the College explicitly states that the contract is for a terminal one-year appointment only.)

At the time of initial appointment to Franklin & Marshall College, a faculty member with prior research, artistic work, and/or teaching experience, in consultation with the Provost, must agree in writing either to modify the length of the probationary period by receiving a maximum of one year of credit toward tenure or to retain the normal probationary period. In addition, the length of the probationary period may be modified as outlined in Section V.C. A leave of absence is not normally counted in the computation of probationary time.

In cases where a visiting appointment is converted to a tenure-track appointment, a decision, in writing, as to whether one visiting year will count toward tenure must be

made by the faculty member, in consultation with their department chair, immediately after the interim review takes place.

In the event of initial appointment at the rank of associate professor or professor, at the time prior to the contract expiration date of the fourth year at that rank, the faculty member shall be notified that the next year of service is on tenure, or that tenure has not been granted and the next year is the terminal year of full-time instruction at the College. (In the absence of such notification in the fourth year, the issuance of a contract in the fifth year for full-time teaching shall carry the grant of tenure unless the College explicitly states that the contract is for a terminal one-year appointment only.)

A faculty member who is promoted to the rank of associate professor or professor shall have tenure as of the effective date of promotion regardless of the length of previous service.

In exceptional circumstances, tenure may be granted by the College at any contract date prior to the termination of the probationary period described above, in accordance with procedures of consideration approved in writing by the Professional Standards Committee prior to the first year of employment. These procedures may be revised in writing at any contract date prior to the termination of the probationary period described above, subject to approval by the faculty member, the Provost, and the Professional Standards Committee. Such decisions should also be taken in consultation with the department chair, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the program chair. Written notification of such a grant of tenure shall be provided prior to the contract expiration date of the year immediately prior to the first year on tenure.

3. CRITERIA FOR TENURE

Tenure should be granted on a judgment of the quality of the candidate's professional qualifications. The burden of the case for a favorable tenure decision rests on the probationary faculty member and those who support them. Recommendations on tenure are made by the Professional Standards Committee based on a balanced judgment of the probationer's performance on the criteria below, with reference to Department Guidelines and, if relevant, Interdisciplinary Program Committee Guidelines once such guidelines have been approved by the Committee.

Teaching Effectiveness and Curricular Enhancement

Franklin & Marshall expects its faculty to be effective teachers, able to engage students in the pursuit of knowledge through study, research, and artistic practice. The Committee regards as an essential criterion for the granting of tenure the capacity to help students to grow and to develop habits of lifelong learning, critical inquiry, and effective communication. The College also expects its faculty to use their expertise to bring new ideas and methodologies to the curriculum through activities including the development of new courses and the incorporation into courses of a faculty member's scholarly and/or artistic work, new methodologies and interdisciplinary approaches, practices used to foster an inclusive and equitable learning environment, and community-engaged pedagogy. Evidence of effective teaching and curricular enhancement includes student evaluations, exit interviews, peer observations, syllabi

and related course materials, teaching discussions with tenured colleagues, and the supervision of student research and independent work.

Student Academic Advising and Mentorship

Franklin & Marshall expects its faculty to provide conscientious and responsible academic advising to students. Formal and informal advising provides an opportunity for education outside the classroom and constitutes an indispensable component of the College's broader educational mission to foster intellectual exploration. Forms of faculty advising may include guiding students in curricular and co-curricular decisions, assisting students in educational programs both on and off campus, providing students information about campus and post-graduate resources and opportunities, and serving as faculty adviser of a student group. In addition to academic advising, candidates may have formally or informally mentored students. The Professional Standards Committee will seek appraisals of candidates' advising and relevant mentoring practices from exit interviews and evaluations from tenured faculty members. Evidence of effective advising and mentorship may also include participation in initiatives, workshops, or conferences on academic advising or mentorship.

Scholarship and Artistic Work

Franklin & Marshall College expects its faculty to be productive scholars. Research, scholarship, and artistic work advance knowledge and understanding, and they inform and invigorate effective teaching. The Committee regards as an essential criterion for the granting of tenure the ability to initiate, carry out, and sustain a high-quality scholarly and/or artistic program that demonstrates independent and ongoing accomplishment, and that may include substantive contributions to community-engaged or collaborative projects. While the emphasis will be on work produced while at the College, scholarly and artistic work produced before arrival at the College may be considered as evidence of the ability to sustain a high-quality scholarly and/or artistic program. It is expected that candidates for tenure will present a record of scholarship and/or artistic presentations that have undergone rigorous external review by knowledgeable peers. In addition to peer review, the established quality of the venues of such publications and/or presentations is an important component of the evaluation process, as are the context, process, and impact of scholarship and artistic work. Activities indicating the candidate's engagement in their field include, but are not limited to, professional presentations, contributions to professional organizations, the editing of volumes and journals, reviews of the work of other scholars, the supervision of student research, and grant applications.

The Committee will seek appraisals of scholarly and artistic works from tenured faculty members in the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, from the chair of the interdisciplinary program committee in consultation with active, tenured members of the program committee. In addition, established scholars and/or artists at other institutions will be contacted to inform the Committee's evaluation of the candidate's scholarship and/or artistic work.

Governance and Service

Franklin & Marshall expects its faculty to be engaged citizens of the College. Faculty contributions to governance are essential to the well-being of the College, as they enable

faculty members to exercise their responsibilities for the curriculum, the College's budgetary priorities, policies and procedures determining salaries and benefits, and student life as it pertains to the educational process. Service is not simply an individual responsibility, but an opportunity to shape and advance the mission of the College. Faculty play a vital role in sustaining the intellectual life of the College outside the classroom, including in their broader communities. The tenure candidate is expected to show, through work on committees and other initiatives, a willingness and an ability to contribute to the welfare of the College and their department as well as relevant interdisciplinary programs. Normally, faculty members accept appointment, nomination, and election to committees as part of their responsibilities to their colleagues and to the College. The Provost will seek appraisals of a candidate's contributions to governance and service from the chairs of College committees, including interdisciplinary program committees, as well as other bodies on which the candidate has served.

The Terminal Degree

Tenure will not normally be granted to a candidate who does not have the terminal degree in their field. However, this policy is not intended to preclude the granting of tenure to a candidate who has demonstrated scholarly or artistic achievements by comparable attainments (such as publication, exhibition, or performance in the field or significant recognition of the candidate's academic or artistic contributions by experts in the field), or to a candidate who possesses a rare specialization of significance to the academic program of the College.

Institutional Concerns

Institutional concerns may, in extraordinary circumstances, justify a denial of tenure even though a tenure candidate has otherwise satisfied the criteria for tenure. In no case may tenure be denied in order to discontinue a department or program without faculty review of the long-term impact of such discontinuance on the College's educational mission. There is no College policy concerning the number of tenured faculty in any department or interdisciplinary program.

Professional Standards

The Committee is guided in its deliberations by the American Association of University Professors "Statement on Professional Ethics" (see Appendix). Violation of professional standards by a candidate is a very serious matter and could preclude the granting of tenure.

4. PROCEDURES FOR TENURE CONSIDERATION

At the time when decisions affecting tenure of a faculty member are made, the recommendation of the tenured members of that department shall be solicited and forwarded to the Committee and to the Provost. For faculty formally appointed to an interdisciplinary program in addition to a department, the chair of the interdisciplinary program committee, in consultation with active, tenured members of the program committee, will write an evaluation that analyzes, contextualizes, and evaluates the candidate's teaching, scholarship and/or artistic work, as well as contributions to the interdisciplinary program. Other tenured, active members of the program committee may write individual evaluations as well. In exceptional circumstances such as

departments with fewer than three tenured members, the Provost, in consultation with the candidate, shall solicit letters from tenured members of the Faculty outside the candidate's department or interdisciplinary program.

The faculty member shall be advised by the Provost of the time when a decision affecting tenure is to be made, and the faculty member shall be given sufficient opportunity to submit the materials outlined below as well as any additional materials that the faculty member believes will be helpful to an adequate consideration of their status. Should the candidate desire, any member of the Faculty, with the exception of members of the Professional Standards Committee that will evaluate the case, may provide feedback to the candidate on all tenure materials in advance of submission. In no case is a faculty member obligated to provide feedback.

The Committee, after receipt of all requested evidence, shall review in detail the credentials and accomplishments of the faculty member under consideration for tenure. After due consideration, the Committee, through the Provost, shall forward to the President of the College its recommendation, which serves as a basis for action by the President and, in turn, by the Board of Trustees in accordance with Section III.C.1.e.

Responsibilities of the Provost

The Provost, who chairs the Professional Standards Committee, is the primary adviser to tenure candidates. Any questions that cannot be answered by the department chair should be referred to the Provost.

The Office of the Provost staff is responsible for soliciting the evaluations from external reviewers and from chairs of College committees, including interdisciplinary program committees, as well as other bodies on which the candidate has served.

In the academic year preceding that in which a faculty member is to be considered for tenure, the Provost shall meet with the candidate to review Section V.J of the *Faculty Handbook*. The Office of the Provost will share with the candidate the guidelines provided to external reviewers.

The Office of the Provost is responsible for ascertaining that the candidate's file is complete before it is submitted to the Professional Standards Committee. The Provost shall inform the candidate as soon as possible about any missing materials. The Provost, or the Professional Standards Committee through the Provost, may solicit updates or clarifications from the department, interdisciplinary program committee, and/or the faculty member undergoing review.

The file should contain the following materials:

- 1) the materials submitted by the candidate (see below);
- 2) all student evaluations for courses taught by the candidate;
- 3) the letters from external reviewers;

- 4) the evaluations of the tenured members of the department and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, the program's evaluation;
- 5) the evaluations of chairs of College committees and other bodies on which the candidate has served;
- 6) interim review materials, including the Professional Standards Committee minutes, the written summary of the Committee's review shared with the candidate, and any response the candidate submitted;
- 7) final appraisals from departmental/interdisciplinary program reviews and any appended responses;
- 8) the report on junior faculty research semester as specified by Section V.L.2.D;
- 9) exit interviews provided by the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, by the program chair;
- 10) reports from peer observations by and teaching discussions with tenured colleagues provided by the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, by the program chair; and
- 11) grade distributions for all classes.

Responsibilities of Tenure Candidates

- 1) By April 1 of the year before the tenure consideration, the candidate should consult with the department chair on the development of a list of people outside the College who are qualified to evaluate the candidate's scholarly and/or artistic work. The prospective external reviewers should hold tenured appointments or have equivalent status in their scholarly or artistic community; normally, some should hold the rank of Professor. The list agreed upon with the chair will contain at least 10 names, at least five of which were suggested by the candidate and at least five by the tenured members of the department. The list should indicate which external reviewers were recommended by the candidate and/or the department; it should also include contact information for each prospective reviewer and a description of their qualifications for the task. If the candidate has interacted with any of the reviewers, those interactions should be described. Those with whom the candidate has had a close working relationship, such as a dissertation adviser or a co-author, are not appropriate for external reviewers.

Following agreement with the candidate, the department chair will forward the final list of prospective external reviewers to the Office of the Provost by April 1, along with a copy of the candidate's current curriculum vitae.

By August 15, the candidate should submit to the Provost, the department chair, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the program chair the following materials for external review:

- an itemized list of submitted materials
- a current curriculum vitae
- a narrative summary, not to exceed 2,500 words, outlining scholarly accomplishments to date and plans for future scholarship and/or artistic work
- evidence of scholarly and/or artistic production, including as relevant:
 - manuscripts submitted or accepted for publication
 - published work, with complete bibliographic citations
 - documentation of exhibitions, performances, or productions
 - papers presented at professional meetings
 - any grant applications and other scholarly prospectuses submitted for peer review

Candidates may also submit any other materials they believe would be helpful to the external reviewers.

In addition to the candidate's curriculum vitae and materials, external reviewers shall receive copies of the section of the *Faculty Handbook* on tenure criteria for scholarship and artistic work, the relevant Department Guidelines, once such guidelines have been approved by the Professional Standards Committee, and, in the case of faculty formally appointed to an interdisciplinary program, the Interdisciplinary Program Committee Guidelines.

The candidate will not be told which of the external reviewers is asked to submit an evaluation. Normally the Office of the Provost shall secure at least five external reviews.

Maintaining confidentiality is critical to the process, and the obligation to protect this confidentiality should be recognized by all the participants in the process.

- 2) By October 1 the candidate should provide for review by the Professional Standards Committee, tenured members of the department, and, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee, a copy of the materials to be considered in the tenure evaluation. The candidate should submit the following:
 - a. A current expanded curriculum vitae, including in chronological order by academic year:
 - a semester-by-semester listing of all academic-year courses, directed readings, independent studies, internships for credit, and tutorials
 - a list of publications, exhibitions, performances, or productions, including any material accepted or submitted for publication, exhibition, or performance, with complete bibliographic citations and clear indication of work undertaken since joining the College
 - a list of any summer scholars and other forms of student collaboration
 - a list of any professional or community presentations
 - a list of advising and any mentorship activities

- a list of contributions to College, department and/or program, professional, and broader communities, including any activities promoting diversity, equity, and inclusion
 - a list of any grant applications and other scholarly prospectuses submitted for peer review
- b. A retrospective and prospective teaching and advising statement that addresses:
- pedagogical goals and methods, with analysis of strengths and areas for improvement, including responses to discernible patterns evident in student and colleague feedback, and any relevant context such as course enrollments and number of distinct course preparations
 - future teaching plans (courses, pedagogical approaches, etc.)
 - curricular development or innovation, including any courses new to the College
 - any significant course revisions
 - approach to grading
 - approach to academic advising and any mentorship activities
 - any courses or projects that engage the public, campus, and/or community
 - any participation in initiatives, workshops, or conferences on pedagogy
 - any pedagogy or other practices used to foster an inclusive and equitable learning environment
 - any questions or concerns raised in departmental/interdisciplinary program and interim reviews
- c. A retrospective and prospective research statement that addresses:
- an overview indicating accomplishments as well as short-term and long-term plans
 - a specific timetable for the genesis and evolution of each scholarly project, with clear indication of work undertaken after joining the College
 - an explanation of co-authorship for any work done jointly
 - any student involvement in research
 - any public, campus, or community-engaged scholarship
 - any questions or concerns raised in departmental and interdisciplinary program and interim reviews
- d. A retrospective and prospective statement on College governance and service activities that addresses:
- contributions to College governance
 - contributions to the department and any relevant interdisciplinary program
 - any contributions to professional and broader communities, including participation in public or community-engaged initiatives
 - any contributions to promoting diversity, equity, and inclusion
 - any questions or concerns raised in departmental and interdisciplinary program and interim reviews
- e. Supplementary teaching materials, with explanations and annotations as appropriate, including:

- the most recent version of each syllabus
 - a representative sample of course materials, such as assignments and exams
 - evidence of curricular development or innovation
- f. Supplementary scholarly materials, including:
- evidence of scholarly and/or artistic production, including manuscripts submitted or accepted for publication as well as published work, with complete bibliographic citations
 - documentation of exhibitions, performances, or productions
 - papers presented at professional meetings
 - grant applications and other scholarly prospectuses subject to external peer review

Dossiers typically range from 10,000 to 20,000 words, excluding supplementary teaching and scholarly materials. The candidate may submit updates to the dossier at any point in the review process.

- 3) Without the approval of the candidate, only the department and interdisciplinary program chairs, the Provost, and the Professional Standards Committee have access to student evaluations, peer observations by tenured colleagues, exit interviews, the final appraisals from departmental and interdisciplinary program reviews and any appended responses, and the written summary of the Committee's interim review shared with the candidate and any appended response from the candidate. The candidate must inform the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, the program committee chair as to whether the tenured members of the department and program committee will be allowed access to student evaluations, peer observations, exit interviews, the adjusted final appraisals from departmental and interdisciplinary program reviews and any appended responses, and the written summary of the Committee's Interim review shared with the candidate and any appended response from the candidate. Normally, such access is given.

Responsibilities of Departments

Each department will maintain a set of guidelines developed by all its tenured and tenure-track members. The purpose of such guidelines is to articulate departmental expectations for candidates, bring consistency to communication on tenure expectations among department members and candidates, support diverse modes of scholarship and scholarly investigation, and aid in the evaluation of materials presented. Department Guidelines should conform with the criteria listed in Section V.J.3 for scholarly and artistic production, teaching and advising, and governance and service to the department, College, and professional and broader communities. The guidelines should include criteria for scholarship and teaching and address any discipline-specific considerations, which may reflect various disciplinary perspectives comprising a department and/or specific expectations for teaching such as the role of independent studies. Department Guidelines must be reviewed by the department and approved by the Provost and Professional Standards Committee at least every five years. Department Guidelines approved by the Committee before a candidate's first year of employment will be consulted for that faculty member's

reappointment and tenure evaluations, unless the department and candidate agree to adopt more recently revised guidelines.

There is no departmental recommendation on tenure cases. Each individual tenured faculty member must make a recommendation based on information as specified above and with reference to Department Guidelines, once such guidelines have been approved by the Committee. A form to guide these individual evaluations is provided by the Office of the Provost.

Tenured faculty members may discuss tenure cases informally or in meetings called for that purpose. However, such discussions should involve sharing of information only, and a tenured faculty member should not attempt to sway the opinions of others.

The recommendations of the tenured faculty members are due in the Office of the Provost no later than December 1. After all tenured faculty members have submitted their recommendations and upon signing a confidentiality agreement, individual tenured faculty members may read the unredacted external review letters and submit an additional statement after reading them.

Responsibilities of the Department Chair

The department chair should provide as much guidance about the procedures of the tenure process to the tenure candidate as possible, referring them to the Provost if necessary.

The special roles of the department chair in the tenure process are the following:

- 1) In consultation with the candidate and the tenured members of the department, the chair shall develop the list of at least 10 potential external reviewers. (See above for information on this list.) The chair should submit the list, along with a copy of the candidate's current curriculum vitae, to the Office of the Provost by April 1 of the academic year prior to that in which the tenure consideration occurs. For faculty formally appointed to an interdisciplinary program in addition to a department, the department chair shall also consult with the program chair.
- 2) The chair should provide exit interviews to the candidate, the Office of the Provost, and, with the permission of the candidate, tenured members of the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee. Such information should protect the identities of the students.
- 3) The chair should provide reports from peer observations by and teaching discussions with tenured colleagues to the Office of the Provost and, with the permission of the candidate, tenured members of the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee.

- 4) With permission of the candidate, the chair should provide any other relevant and appropriate information requested by the Office of the Provost, the tenured members of the department or, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee to the Office of the Provost, tenured members of the department, and, for faculty formally appointed to an interdisciplinary program committee in addition to a department, tenured members of the program committee.

Responsibilities of Interdisciplinary Program Committees

For faculty formally appointed to an interdisciplinary program in addition to a department, Interdisciplinary Program Committee Guidelines shall be developed by all its tenured and tenure-track members. The purpose of such guidelines is to articulate program expectations for candidates, bring consistency to communication on tenure expectations among program committee members and candidates, support diverse modes of scholarship and scholarly investigation, and aid in the evaluation of materials presented. Interdisciplinary Program Committee Guidelines should conform with the criteria listed in Section V.J.3 for scholarly and artistic production, teaching and advising, and governance and service to the program committee, College, and professional and broader communities. The guidelines should include criteria for scholarship and teaching of high quality and address any program-specific considerations, which may reflect various disciplinary perspectives comprising a program and/or specific expectations for teaching such as the role of independent studies. The Interdisciplinary Program Committee Guidelines must be reviewed by the program committee and approved by the Provost and Professional Standards Committee at least every five years with special concern for their relationship to Department Guidelines for each faculty member formally appointed to an interdisciplinary program in addition to a department. Interdisciplinary Program Committee Guidelines approved by the Committee before a candidate's first year of employment will be consulted for that faculty member's reappointment and tenure evaluations, unless the program and candidate agree to adopt more recently revised guidelines.

Responsibilities of the Interdisciplinary Program Chair

For faculty formally appointed to an interdisciplinary program in addition to a department, the special roles of the interdisciplinary program chair in the tenure process are the following:

- 1) The program chair shall consult with the department chair to develop the list of at least 10 potential external reviewers to be submitted to the Office of the Provost by April 1 of the academic year prior to that in which the tenure consideration occurs.
- 2) The program chair should provide exit interviews from the program to the candidate, the Office of the Provost, and, with the permission of the candidate, tenured members of the department and interdisciplinary program committee. Such information should protect the identities of the students.

- 3) With permission of the candidate, the chair should provide reports from peer observations by and teaching discussions with tenured colleagues in the program to the Office of the Provost and tenured members of the department and interdisciplinary program committee.
- 4) With permission of the candidate, the chair should provide any other relevant and appropriate information requested by the Office of the Provost, tenured members of the department, or tenured members of the interdisciplinary program committee to the Office of the Provost, tenured members of the department, and tenured members of the interdisciplinary program committee.

The chair, in consultation with active, tenured members of the program committee, will write an evaluation expressing the consensus of the program committee based on information as specified above and with reference to Interdisciplinary Program Committee Guidelines, once such guidelines have been approved by the Professional Standards Committee. Should they so wish, other tenured, active members of the program committee may write individual evaluations as well. A form to guide these evaluations is provided by the Office of the Provost. All evaluations are due in the Office of the Provost no later than December 1. After the chair has submitted the program evaluation, they and any other tenured, active members of the program committee who have written individual evaluations may, upon signing a confidentiality agreement, read the unredacted external review letters and submit an additional statement after reading them.

5. GRANTING OF TENURE

Once tenure has been granted, a summary of the Professional Standards Committee's review shall be presented to the faculty member in writing. The recommended procedure is for the Provost to meet with the faculty member before July 1 to discuss the Committee's review. Upon signing a confidentiality agreement, the faculty member shall have access to redacted letters written by external reviewers. The faculty member shall not have access to the individual recommendations submitted by tenured members of the Faculty.

6. FIRST SENIOR REVIEW

In the event that tenure has been granted, and as outlined in Section V.M.1, the Provost will present to the faculty member a document that, with reference to the faculty member's written statements, identifies goals for the next four years and assigns a senior review rating. The Provost shall meet with the faculty member before July 1 to discuss the senior review. With the agreement of both the Provost and faculty member, this discussion may take place at the meeting recommended in Section V.J.5.

7. DENIAL OF TENURE

In the event that the Committee recommends to the President that tenure not be granted, and the President, after consulting with the Provost, concurs with that recommendation, the faculty member, the department chair, and, for faculty formally appointed to an interdisciplinary program in addition to a department, the chair of the interdisciplinary program committee, shall be so informed without undue delay, in writing, by the President.

If the faculty member so requests, orally or in writing, the faculty member shall be informed orally by the Provost and/or the President of the reasons which contributed to the Committee's recommendation.

If the faculty member presents a written request that the reasons be given in writing, it shall be the responsibility of the Provost and the chair of the faculty member's department to counsel the faculty member about the possible adverse consequences of confirming the oral statement in writing as outlined by the "Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments" from the American Association of University Professors at

<https://www.aaup.org/report/statement-procedural-standards-renewal-or-nonrenewal-faculty-appointments>.

If, after having been counseled by the Provost and the chair of the faculty member's department, the faculty member reiterates in writing the request for the reasons, the faculty member shall have the reasons that contributed to the refusal to grant tenure confirmed in writing by the President.

At the request of the chair, the President or the Provost shall advise the chair orally of the reasons which contributed to that recommendation and the resulting decision, with due respect for any confidence shared between the Provost or the President and the faculty member.

8. PROCEDURES FOR RECONSIDERATION

In the event that the Committee recommends that tenure be denied, the faculty member shall have the opportunity to request reconsideration by the Committee and the request shall be granted. This request shall be in writing, and it shall be addressed to the President, with a copy to the Provost. If the request is not received within fourteen days of notification of denial of tenure by the Provost, the faculty member forfeits the opportunity for reconsideration. Once granted the request for reconsideration, candidates will sign a confidentiality agreement that limits the use of confidential materials to the process of reconsideration. They shall then have access to redacted letters written by external reviewers as well as unredacted individual recommendations submitted by tenured members of the Faculty. In the event that reconsideration is requested, any further supporting material that the faculty member believes will be helpful to an adequate reconsideration, or that may have escaped the attention of the Committee, may be sent to the Office of the Provost within twenty-eight days of the granting of the request for reconsideration. If the faculty member wishes to appear before the Committee to present or discuss further supporting material submitted for the Committee's review, the request for such an appearance must be in writing and received by the Office of the Provost within twenty-eight days of the granting of the request for reconsideration. Such a request must be honored by the Committee. If neither a request for an appearance before the Committee nor further supporting material is received within the specified twenty-eight day period, the faculty member forfeits the opportunity for reconsideration. The result of the reconsideration shall be transmitted to the President, as in the case of an initial consideration, and the President, after consulting with the Provost, shall inform the faculty member of the decision in writing without undue delay.

9. FORFEITURE OF TENURE

A faculty member on tenure who teaches less than fifty percent of the teaching load required by their appointment in the regular academic program may continue to hold tenure for three years. This arrangement may be extended for successive periods of three years following review and approval of such a proposed action by the Professional Standards Committee. The Committee consults with the faculty member's home department as part of this process.

Prior to December 31 of the third year of any such three-year period, including the first, the Committee may recommend that tenure be forfeited unless the faculty member resumes teaching at least fifty percent of a regular teaching load across the following three academic years.

K. PROMOTION OF TENURE-TRACK AND TENURED FACULTY

1. RULES AND PRACTICE

In general, faculty are eligible for promotion according to the following guidelines:

- a. Promotion from Instructor to Assistant Professor upon receipt of the Ph.D. or appropriate terminal degree;
- b. Promotion from Assistant to Associate Professor upon receipt of tenure.
- c. Promotion from Associate Professor to Professor.

Promotion to Professor requires a record of continued effective teaching, scholarly productivity indicative of intellectual growth, and ongoing contributions to College governance and, as appropriate, to professional and broader communities. An expectation of future achievement in these categories must be assured. The normal expectation is that a faculty member applies for promotion in the seventh or eighth year of tenure. It may be appropriate for a candidate with an unusually strong record to apply for promotion as early as the sixth year on tenure, to be promoted at the beginning of the seventh year. Faculty who have not applied for promotion by the ninth year of tenure should consult with the Provost about plans for candidacy in the future. The Provost or Associate Dean shall also discuss at each senior review eligibility for promotion to Professor with any faculty member not yet promoted. If the review does not lead to promotion, the candidate may choose to be reconsidered as early as the following year.

2. CRITERIA FOR PROMOTION TO PROFESSOR

A successful candidate for promotion will normally demonstrate especially strong performance in at least one of the areas of teaching, scholarship and/or artistic work, or governance and service, while demonstrating satisfactory performance in the remaining areas. Promotion may also be granted to a candidate who balances strong performance in each of the areas of teaching, scholarship and/or artistic work, and governance and service.

In all cases, a faculty member must have continued to demonstrate an ability to engage students in the pursuit of knowledge through study, research, and/or artistic practice. Teaching should be evaluated primarily for its effectiveness, but also for the evidence it provides of a post-tenure commitment to ongoing engagement in curricular and pedagogical development. It is expected that candidates for promotion will present a record of effective teaching based on student evaluations, exit interviews, peer observations, syllabi, and the supervision of student research and independent work. In addition, evidence of curricular development and innovation should be an important component of the evaluation process, including the development of new courses and the incorporation into courses of a faculty member's scholarly and/or artistic work, new methodologies and interdisciplinary approaches, practices used to foster an inclusive and equitable learning environment, and community-engaged pedagogy.

In addition to effective teaching in the classroom, one of the expectations of the College is that each faculty member will provide conscientious and responsible academic advising to students. In addition to academic advising, candidates for promotion may have formally or informally mentored students. The Committee will seek appraisals of candidates' advising and relevant mentoring practices from exit interviews and evaluations from tenured faculty members. Evidence of effective advising and mentorship may also include participation in initiatives, workshops, or conferences on academic advising or mentorship.

Scholarship should be evaluated primarily for its quality, but also for the evidence it provides of a post-tenure commitment to ongoing engagement in the faculty member's field. It is expected that candidates for promotion will present a record of publications and/or artistic presentations that have undergone review by knowledgeable peers. In addition to peer review, the established quality of the venues of such publications and/or presentations within the candidate's field should be an important component of the evaluation process, as are the context, process, and impact of community-engaged scholarship for candidates involved in such work. Activities indicating the candidate's engagement in their field include, but are not limited to, professional presentations, contributions to professional organizations, the editing of volumes and journals, reviews of the work of other scholars, the supervision of student research, and grant applications. The Committee will seek appraisals of scholarly and artistic works from tenured faculty members in the department and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, from the chair of the interdisciplinary program committee in consultation with active, tenured faculty of the committee. The Committee shall also seek appraisals from established scholars and artists at other institutions to inform its evaluation of the candidate's scholarship.

The promotion candidate is also expected to be an engaged citizen of the College and to show, through work on committees and other initiatives, a willingness and an ability to contribute to the welfare of the College and their department as well as relevant interdisciplinary programs. Any service as chair or on elected committees, appointed task forces, or campus organizations should be an important component of the evaluation process, as are the context, process, and impact of any service contributions designed to foster an inclusive and equitable learning environment. Activities contributing to professional and broader communities, including participation in public or community-based initiatives, may complement the above measures of service.

3. PROCEDURES FOR CONSIDERATION FOR PROMOTION TO PROFESSOR

Responsibilities of the Provost

The Provost is the primary adviser to promotion candidates. The Provost should discuss plans for promotion with faculty members during each senior review in the years leading up to a promotion review. By May 1 of every academic year, the Office of the Provost shall contact all faculty not yet promoted, but tenured for five or more years, regarding their eligibility for promotion review in the coming academic year.

The Office of the Provost is responsible for ascertaining that the candidate's file is complete before it is submitted to the Professional Standards Committee. The Provost shall inform the candidate as soon as possible about any missing materials. The Provost, or the Professional Standards Committee through the Provost, may solicit updates or clarifications from the department, interdisciplinary program committee, and/or the faculty member undergoing review.

The file should contain the following materials:

- 1) the materials submitted by the candidate (see below);
- 2) all student evaluations for post-tenure courses taught by the candidate;
- 3) the letters from external reviewers;
- 4) the evaluations of the tenured members of the department and, in the case of faculty formally appointed to an interdisciplinary program in addition to a department, the program's evaluation;
- 5) exit interviews provided by the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, by the program chair;
- 6) any reports from peer observations by and teaching discussions with tenured colleagues, provided by the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, by the program chair; and
- 7) grade distributions for all post-tenure classes.

The Office of the Provost is responsible for securing external reviewers. Following receipt from the department chair of the final list of at least six prospective external reviewers and the candidate's curriculum vitae, the Office of the Provost shall contact prospective external reviewers by September 1 of the academic year in which the promotion consideration will occur. When reviewers have been secured, the Office of the Provost will send external reviewers the candidate's curriculum vitae, the candidate's materials for review, guidelines for external reviewers, and copies of the section of the *Faculty Handbook* on promotion. The candidate will not be told which of the external reviewers is asked to submit an evaluation. Normally the Office of the Provost shall

secure at least three external reviews. The Provost shall also share with the candidate the guidelines provided to external reviewers.

Maintaining confidentiality is critical to the process, and the obligation to protect this confidentiality should be recognized by all the participants in the process. Once notified of the Committee's recommendation and upon signing a confidentiality agreement, the faculty member shall have access to redacted letters written by external reviewers. The faculty member shall not have access to the individual recommendations submitted by tenured members of the Faculty.

If a review does not lead to promotion to Professor, the Provost shall share with the candidate a written summary of the reasons for the Professional Standards Committee's recommendation.

Responsibilities of Departments and Interdisciplinary Program Committees

There is no departmental recommendation on cases of promotion to Professor. Each tenured member of the department is responsible for making a recommendation, not to exceed 1,000 words, on the case based on information made available by the candidate and department chair. The recommendations of the tenured faculty members are due in the Office of the Provost no later than February 1. After all tenured faculty members have submitted their recommendations, individual tenured faculty members may, after signing a confidentiality agreement, read the external review letters and submit an additional statement after reading them.

For a faculty member formally appointed to an interdisciplinary program in addition to a department, the chair of the program committee, in consultation with active, tenured faculty on the program committee, will provide the Provost and the Professional Standards Committee by February 1 with an independent evaluation of the faculty member's effectiveness. After the submission of the program evaluation, the program chair may, after signing a confidentiality agreement, read any external review letters and submit an additional statement after reading them.

Responsibilities of the Department and Interdisciplinary Program Chair

The special roles of the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, the interdisciplinary program committee chair, in the promotion process are the following:

- 1) The chair should provide exit interviews and peer observations to the candidate, the Office of the Provost, and, if the candidate approves, to the tenured members of the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee. Such information should protect the identities of the students.
- 2) If the candidate approves, the chair shall also provide access to the candidate's student evaluations to the tenured members of the department and, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee.

- 3) In consultation with the candidate, the chair shall develop the list of at least six potential external reviewers.

Responsibilities of Promotion Candidates

By August 1 of the academic year of consideration for promotion, the candidate should consult with the department chair on the development of a list of people outside the College who are qualified to evaluate the candidate's scholarship and/or artistic work. For faculty formally appointed to an interdisciplinary program in addition to a department, the department chair and candidate shall also consult with the program chair. The prospective external reviewers should hold tenured appointments or equivalent status in the scholarly or artistic community; normally, some should hold the rank of Professor. The list agreed upon with the chair will contain at least six names, at least three of which were suggested by the candidate and at least three by the other tenured members of the department. The list should indicate which external reviewers were recommended by the candidate and/or the department; it should also include contact information for each prospective reviewer and a description of their qualifications for the task. If the candidate has interacted with any of the reviewers, those interactions should be described. Professional collaboration with the candidate should not exclude any potential reviewer from consideration, but only one letter from a collaborator may be included in the candidate's dossier. Dissertation or postdoctoral advisors may not serve as external reviewers. The chair should submit the list to the Office of the Provost by August 1 of the academic year during which the promotion consideration will occur, along with a copy of the candidate's current curriculum vitae.

By September 1 of the academic year of consideration for promotion, the candidate shall submit to the Provost the following materials for external review:

- an itemized list of submitted materials
- a current curriculum vitae
- a narrative summary, not to exceed 1,000 words, outlining scholarly accomplishments to date and plans for future scholarship and/or artistic work
- a statement, not to exceed 500 words, explaining that the case for promotion is based on either especially strong performance in at least one of the areas of teaching, scholarship and/or artistic work, or governance and service with satisfactory performance in the remaining areas or balanced strong performance in each of the areas of teaching, scholarship and/or artistic work, and governance and service
- evidence of post-tenure scholarly and/or artistic production, including as relevant:
 - manuscripts submitted or accepted for publication
 - published work, with complete bibliographic citations
 - documentation of post-tenure exhibitions, performances, or productions
 - papers presented at post-tenure professional meetings
 - any post-tenure grant applications and other scholarly prospectuses submitted for peer review

Candidates may also submit any other materials they believe would be helpful to the external reviewers.

By December 1 of the academic year of consideration for promotion, all candidates should provide for review by the Professional Standards Committee, tenured members of the department, and, for faculty formally appointed to an interdisciplinary program in addition to a department, tenured members of the interdisciplinary program committee, a copy of the materials to be considered in the promotion evaluation. The candidate should submit the following:

- a. A statement explaining that the case for promotion is based on either especially strong performance in at least one of the areas of teaching, scholarship and/or artistic work, or governance and service with satisfactory performance in the remaining areas or balanced strong performance in each of the areas of teaching, scholarship and/or artistic work, and governance and service
- b. A current expanded curriculum vitae of post-tenure activities, including in chronological order by academic year:
 - a semester-by-semester listing of all academic-year courses, directed readings, independent studies, internships for credit, and tutorials
 - a list of publications, exhibitions, performances, or productions, including any material accepted or submitted for publication, exhibition, or performance, with complete bibliographic citations and clear indication of work undertaken since receiving tenure
 - a list of any summer scholars and other forms of student collaboration
 - a list of any professional or community presentations
 - a list of advising and any mentorship activities
 - a list of contributions to College, department and/or program, professional and broader communities, including any activities promoting diversity, equity, and inclusion
 - any grant applications and other scholarly prospectuses submitted for peer review
- c. A retrospective and prospective teaching and advising statement that addresses:
 - pedagogical goals and methods, with analysis of strengths and areas for improvement, including responses to discernible patterns evident in post-tenure student and colleague feedback, and any relevant context such as course enrollments and number of distinct course preparations
 - future teaching plans (courses, pedagogical approaches, etc.)
 - post-tenure curricular development or innovation, including any courses new to the College
 - any significant post-tenure course revisions
 - approach to grading
 - approach to academic advising and any mentorship activities
 - any post-tenure courses or projects that engage the public, campus, and/or community
 - any post-tenure participation in initiatives, workshops, conferences on pedagogy
 - any pedagogy or other practices used to foster an inclusive and equitable learning environment
 - any questions or concerns raised in the most recent senior review

- d. A retrospective and prospective research statement that addresses:
 - an overview indicating post-tenure accomplishments as well as short-term and long-term plans
 - a specific timetable for the genesis and evolution of each scholarly project, with clear indication of work undertaken since tenure
 - an explanation of co-authorship for any post-tenure work done jointly
 - any post-tenure student involvement in research
 - any post-tenure public, campus-, or community-based scholarship or scholarly engagement
 - any questions or concerns raised in the most recent senior review
- e. A retrospective and prospective statement on post-tenure College governance and service activities that addresses:
 - contributions to College governance
 - contributions to the department and any relevant interdisciplinary program
 - any contributions to professional and broader communities, including participation in public or community-based initiatives
 - any contributions to promoting diversity, equity, and inclusion
 - any questions or concerns raised in the most recent senior review
- f. Supplementary teaching materials, with explanations and annotations as appropriate, including:
 - the most recent version of each syllabus
 - a representative sample of course materials, such as assignments and exams
 - evidence of curricular development or innovation
- g. Supplementary scholarly materials, including:
 - evidence of scholarly and/or artistic production, including manuscripts submitted or accepted for publication as well as published work, with complete bibliographic citations
 - documentation of exhibitions, performances, or productions
 - papers presented at professional meetings
 - grant applications and other scholarly prospectuses subject to external peer review

Dossiers typically range from 5,000 to 8,000 words, excluding supplementary teaching and scholarly materials. The candidate may submit any additional materials that they believe would be helpful to an adequate consideration of their status. The candidate may also submit updates to the dossier at any point in the review process. Candidates may choose to voluntarily administer student evaluations in the non-evaluation semesters leading up to promotion review.

Without the approval of the candidate, only the department and interdisciplinary program chairs, the Provost, and the Professional Standards Committee have access to student evaluations, peer observations by tenured colleagues, and exit interviews. The

candidate must inform the department chair and, for faculty formally appointed to an interdisciplinary program in addition to a department, the program committee chair as to whether the tenured members of the department and program committee will be allowed access to student evaluations, peer observations, and exit interviews. Normally, such access is given.

Responsibilities of the Professional Standards Committee

The Committee, after receipt of all requested evidence, shall review in detail the credentials and accomplishments of the faculty member under consideration for promotion. After due consideration, the Committee, through the Provost, shall forward to the President of the College its recommendation, which serves as a basis for action by the President and, in turn, by the Board of Trustees in accordance with Section III.C.1.e. The faculty member shall be advised by the Provost of the time when a decision affecting promotion is to be made.

L. SABBATICALS, RESEARCH SEMESTERS, AND LEAVES OF ABSENCE

As stated in Section II.A, the Board of Trustees is the final authority for sabbaticals, research semesters, and leaves of absence. After the Professional Standards Committee renders decisions about individual sabbaticals, research semesters, and leaves of absence, the Provost reports those decisions to the President and the Board of Trustees.

Applications for Paid Sick Leave for Faculty and for Pre-retirement Leaves of Absence should be directed to Human Resources.

1. SABBATICALS

A sabbatical is an investment by the College in the professional development of a faculty member. This investment is intended to support intellectual growth and to enhance scholarly or artistic productivity. The expected long-term return is a faculty member who contributes to scholarly or artistic discourse in the member's area of specialization on a continuing basis, who earns the respect of peers both inside and outside the College, and whose teaching is enlivened by the insights gained from original research or creative activity. The Professional Standards Committee is responsible for evaluating sabbatical applications, and will approve a sabbatical only if it is convinced that the sabbatical will improve the professional stature and intellectual development of the applicant and, thus, will benefit the College and its students.

A. Eligibility

A faculty member may submit an application for a sabbatical if the following apply:

- 1) The faculty member will have completed at least one year of full-time, tenured service at the College by the start date of the sabbatical;
- 2) The faculty member will have accumulated, at the time the sabbatical begins, the requisite number of semesters of full-time (hereafter known as qualifying) service to the College since the most recent sabbatical, or since appointment in the case of a first sabbatical (see V.L.1.B below).

B. Timing, Length of, and Intervals Between Sabbaticals

It is expected that the timing and sequencing of the faculty member's sabbaticals, considered either singly or over a longer period of time, will not unduly disrupt ongoing contributions to the College community (e.g., teaching, advising, and governance). The College normally discourages an interval between sabbaticals of fewer than three years, as this unduly disrupts the potential for service to the department and to the College.

Newly tenured faculty are eligible to apply for their first sabbatical during their first tenured year. Subsequent sabbaticals follow the schedule described below.

Under normal circumstances, faculty members who will have completed ten or more qualifying semesters will be eligible to apply for a one-semester sabbatical at full pay. Faculty members who will have completed twelve or more qualifying semesters will be eligible to apply for a one-year sabbatical at three-fourths (3/4) pay. An unsalaried research semester or a leave of absence shall not count as a qualifying semester when calculating eligibility for a sabbatical.

However, under compelling circumstances, it might benefit a department, the faculty member, and/or the College to allow a faculty member to alter the usual timing of a sabbatical, so that it occurs either earlier or later than the normal number of qualifying semesters would require. Such alterations should be discussed and agreed to by the faculty member, chair, Associate Dean, and Provost. Sabbatical requests that come in past the deadline as a result of these negotiations shall be regarded as on time by the Professional Standards Committee.

Any adjustment to sabbatical timing should take into account the guidelines for return to service in Section V.L.1.E below.

C. Procedure

- 1) The Office of the Provost is responsible for contacting department chairs annually to notify them of application procedures and deadlines, and provides a form via which faculty members may submit sabbatical applications.
- 2) The applying faculty member should propose a worthy plan for research, creative activity, or study that is consistent with the purposes of the sabbatical program, and that gives a clear statement of the expected outcomes of the sabbatical.
- 3) As part of the application, the faculty member's department chair (or Associate Dean, if the chair is the faculty member applying for a sabbatical) should propose a plan to accommodate the sabbatical (e.g., to address course offerings, advising loads, etc.) in order to maintain the departmental curriculum and general education offerings. If an alteration to the faculty member's normal sabbatical schedule has been agreed to as described in Section V.L.1.B, the department chair's statement should reflect this

agreement.

- 4) As part of its review of an application for a sabbatical, the Professional Standards Committee shall undertake a review of the faculty member's past performance and the scholarly or artistic merit of the proposed sabbatical leave.

The faculty member's application should demonstrate, through the sabbatical plan and, when available, through the record of previous sabbaticals, that the proposed sabbatical will be productive.

- 5) The Professional Standards Committee review shall not take into consideration the departmental or curricular needs associated with a given sabbatical application.
- 6) Faculty members are normally notified of the acceptance or rejection of their applications by February.

D. Compensation and Teaching Load

A full-time faculty member taking a one-semester sabbatical will normally be expected to teach three courses in that year's teaching semester; the sabbatical semester will automatically consist of the faculty member's two-course semester. Under unusual circumstances, however, it may be possible to spread the three courses over two semesters; faculty members desiring such an arrangement should discuss the matter with the Provost.

Compensation From the College: A faculty member taking a one-semester sabbatical will receive full pay; a faculty member taking a full-year sabbatical will receive three-fourths (3/4) pay.

Compensation From Outside Sources: The purpose of the sabbatical program is to provide faculty members with a sustained period of relatively uninterrupted time to devote to the sabbatical purposes specified above. In general, it is expected that faculty members on sabbatical will not engage in remunerative employment. Those who wish to do so should request approval from the Provost, stating the nature and period of their employment and the amount of compensation expected. This request should be accompanied by a list of sabbatical-related costs such as travel, moving, special research expenses, etc. Faculty receiving grants or fellowships should inform the Provost of the amount and terms of the grant and submit a similar list of sabbatical-related costs. If the faculty member will receive compensation from outside sources, the Provost will determine whether or not the College's financial obligation will be reduced. The aim of the program is to make it possible for faculty members to receive a sabbatical, and the obligation of the College does not extend beyond this point.

E. Return to Service

The normal expectation is that a faculty member will return to full-time service for at least one year after a sabbatical. However, faculty members who take a one-year

sabbatical early (that is, with only ten qualifying semesters of service rather than twelve) will normally be expected to return to service for two years.

F. Report

It is expected that, within four weeks of returning to teaching, a faculty member will submit a report to the Provost on the work done while on sabbatical. These reports must be available for review by the Professional Standards Committee; no consideration will be given to a request for a sabbatical until reports on previous sabbaticals have been submitted. In the event that a faculty member has already had one or more sabbaticals, consideration of the faculty member's application for another sabbatical will include a review of the outcomes of previous sabbaticals.

2. JUNIOR FACULTY RESEARCH SEMESTERS

Junior faculty members may also apply for an unsalaried research semester to be taken following a junior faculty research semester (see Section V.L.3).

A. Purpose

The one-semester junior faculty research semester program was established to assist junior faculty in their professional development by affording support for their research, writing, or artistic activity. A junior faculty research semester may incorporate pedagogical or curriculum development with the understanding that this is not a primary purpose of the program. A junior faculty research semester is not granted for the purpose of pursuing or completing a terminal degree.

B. Procedure

Following the successful interim review, the Office of the Provost shall supply the junior faculty member with the application form for a junior faculty research semester, with the option of an unsalaried research semester. A brief prospectus consonant with the purposes of the junior faculty research semester and, if applicable, the unsalaried research semester must accompany the junior faculty member's application. The Professional Standards Committee reviews all applications for junior faculty research semesters and unsalaried research semesters, and the Provost transmits approved applications to the President. The faculty member is notified of acceptance or rejection of the application by the Office of the Provost.

C. Compensation

The junior faculty research semester is granted at full salary and full fringe benefits. Compensation for an unsalaried research semester is described in Section V.L.3.

In general, it is expected that faculty members will not engage in remunerative employment during a junior faculty research semester. Those who wish to do so should request approval from the Provost, stating the nature and period of their employment and the amount of compensation expected. This request should be accompanied by a list of related costs such as travel, moving, special research expenses, etc. Faculty receiving grants or fellowships should inform the Provost of the amount and terms of the grant and submit a similar list of related costs. If the

faculty member will receive compensation from outside sources, the Provost will determine whether or not the College's financial obligation will be reduced.

D. Report

Recipients of junior faculty research semesters and unsalaried research semesters are expected to submit a report of their activities to the Professional Standards Committee and their chair within four weeks of their return to teaching.

3. UNSALARIED RESEARCH SEMESTERS

Faculty members may apply for an unsalaried research semester to pursue one or more scholarly or artistic projects. Such a semester temporarily relieves the faculty member of teaching and service requirements, while they remain in other respects a full, continuing employee and member of the Faculty.

A. Eligibility

Junior faculty members who have successfully completed their interim review may apply for an unsalaried research semester following a junior faculty research semester. The Professional Standards Committee will approve an application from a tenured faculty member for an unsalaried research semester only under compelling conditions and a second, successive unsalaried research semester only under exceptional circumstances. It is expected that the configuration of the faculty member's unsalaried research semester(s) will not disrupt their ongoing contributions to the College community (e.g., teaching, advising, and governance). Thus, under ordinary circumstances, the Professional Standards Committee would not expect to be approached with such an application more than once during the period between consecutive sabbaticals.

B. Procedure

- 1) Junior faculty members may apply for an unsalaried research semester to follow a junior faculty research semester. See Section V.L.2.B.
- 2) The faculty member requesting an unsalaried research semester submits an application in August of the year preceding the desired unsalaried research semester on a form supplied by the Office of the Provost, which includes a prospectus consonant with the purposes of the unsalaried research semester program. As part of its review of an application for an unsalaried research semester, the Professional Standards Committee shall undertake a review of the faculty member's past performance. The Professional Standards Committee renders decisions on all applications for unsalaried research semesters, and the Provost transmits approved applications to the President. The faculty member is normally notified of the acceptance or rejection of their application by February.

C. Compensation

If an unsalaried research semester is granted, the faculty member remains an active employee but has a salary of \$0.00 during the unsalaried research semester. Health benefits are continued as if the individual were in a normal teaching semester, with the usual cost share between the individual and the College. Life and disability

insurance continue at no cost to the faculty member during an unsalaried research semester. Since the salary is \$0.00, retirement benefits will be \$0.00. As the faculty member is an active employee, the faculty member is covered by workers' compensation and is not a volunteer.

In general, it is expected that faculty members will not engage in remunerative employment during an unsalaried research semester. Those who wish to do so should request approval from the Provost, stating the nature and period of their employment and the amount of compensation expected. In cases where external funding accompanies an unsalaried research semester, retirement benefits are not paid on external grant receipts, even if those payments flow through the College's payroll process.

D. Report

Recipients of unsalaried research semesters are expected to submit a report of their activities to the Professional Standards Committee and their chair within four weeks of their return to teaching.

4. LEAVES OF ABSENCE

Leaves of absence may be granted for faculty members to pursue activities that are not part of their ongoing contributions to the College community and that may conflict with the timely fulfillment of those contributions. Leaves of absence shall be granted only for compelling reasons. In exceptional cases, leaves of absence may be authorized by the Board of Trustees on the recommendation of the President. The Committee shall be informed of such exceptional cases.

The faculty member requesting a leave of absence submits an application in August of the year preceding the desired leave of absence on a form supplied by the Office of the Provost. The Professional Standards Committee renders decisions on all applications for leaves of absence, and the Provost transmits approved applications to the President. The faculty member is normally notified of the acceptance or rejection of their application by February.

5. PROFESSIONAL LEAVES FOR TEACHING PROFESSORS

Only Senior Teaching Professors are eligible for professional leave. A Senior Teaching Professor may apply to the Provost for a one-semester fully paid professional leave from teaching responsibilities in the year after being promoted. Senior Teaching Professors are eligible to apply for subsequent leaves after teaching at least fifteen courses over at least ten academic semesters. Such leaves (if granted) may be for either scholarly or pedagogical research or for the purpose of pursuing a degree or professional development opportunity. The semester during which the professional leave takes place would be the semester in which the individual has the lesser number of courses (if applicable). The Provost will negotiate with the supervisor(s) of the Senior Teaching Professor's administrative responsibilities to ensure that Senior Teaching Professors on professional leave from teaching may also be on leave from their other responsibilities at the same time. The procedures governing these leaves should generally conform to those outlined in Sections V.L.1.C-F of the *Faculty Handbook*.

M. REVIEW OF TENURED FACULTY

1. SENIOR REVIEW

Senior review provides an opportunity for tenured faculty members to reflect thoughtfully on their professional development and future goals. Appraisals are designed to support a faculty member's effective teaching, scholarly productivity, and ongoing contributions to College governance.

Tenured faculty members will undergo periodic senior reviews. The first senior review will occur in the year the faculty member receives tenure. Thereafter, senior reviews will take place every four years until a faculty member is promoted. Following promotion, senior reviews will normally take place every six years; in exceptional cases, a faculty member who has been promoted may request to undergo a senior review after four years. Normally, the interval between senior reviews shall not exceed six years. Each spring the Provost will notify those faculty members who are to undergo a senior review the following year. The Provost will also send chairs a list of faculty members who are to undergo a senior review in their department and, for faculty formally appointed to an interdisciplinary program in addition to a department, in their interdisciplinary program.

If the chair of the department is the faculty member undergoing review, the Provost will notify the most recent former chair of the department who will undertake the chair's review responsibilities. If the chair who is under review is the only tenured member of the department, or if the most recent former chair of the department is unable to undertake the review, the Provost and the Associate Dean, in consultation with the chair undergoing review, will determine who will fill the role of overseeing the senior review of the chair. This person may be a tenured faculty member from another department or an Associate Dean.

Senior Review Ratings

As a result of the Senior Review, each tenured faculty member will be given a performance rating of "Above Expectation," "At Expectation," or "Below Expectation." That rating will determine increases in compensation until the next Senior Review, except in the case of those rated at "Below Expectation," who will have the opportunity to be reviewed again at the end of two years.

Ratings shall be determined by the following criteria:

Faculty shall demonstrate satisfactory performance in scholarship and/or artistic work through evidence of recent and projected scholarly engagement. Faculty shall demonstrate strong performance in scholarship and/or artistic work through evidence of ongoing and projected scholarly engagement. Faculty shall demonstrate especially strong performance in scholarship and/or artistic work through significant publications, performances, contributions to professional and broader communities, the editing of volumes and journals, reviews of the work of other scholars, the supervision of student research, and/or research grants during the period under review. Faculty shall demonstrate exceptional performance in scholarship and/or artistic work through a record of substantial and significant publications, performances, contributions to professional and broader communities,

the editing of volumes and journals, reviews of the work of other scholars, the supervision of student research, and/or research grants during the period under review.

Faculty shall demonstrate satisfactory performance in teaching through effective classroom instruction, evidence of curricular innovation, conscientious and responsible academic advising, and a commitment to ongoing improvement. Faculty shall demonstrate strong performance in teaching through very effective classroom instruction, evidence of curricular innovation, conscientious and responsible academic advising, and a commitment to ongoing improvement. Faculty shall demonstrate especially strong performance in teaching through highly effective classroom instruction and/or especially substantial evidence of curricular innovation, especially conscientious and responsible academic advising, and a commitment to ongoing improvement. Faculty shall demonstrate exceptional performance in teaching through exceptionally effective classroom instruction and/or College or national recognition of teaching excellence, exceptionally effective curricular and pedagogical innovation, exceptionally conscientious and responsible academic advising, and a commitment to ongoing improvement. In addition to academic advising, the formal and informal mentoring of students shall be considered as evidence of a commitment to help students to grow and to develop habits of lifelong learning, critical inquiry, and effective communication.

Faculty shall demonstrate satisfactory performance in governance and service through consistent membership on at least two Category 2 committees or one Category 1 committee. Faculty shall demonstrate strong performance in governance and service by notable service on at least two Category 2 committees or one Category 1 committee or by chairing a department, interdisciplinary program committee, or other body. Faculty shall demonstrate especially strong performance in governance and service by assuming a significant leadership role in College governance or service. Faculty shall demonstrate exceptional performance in governance and service by assuming a significant leadership role in governance or service in addition to contributing to governance and service in other substantial ways.

At expectation—A faculty member rated “at expectation” should present clear evidence of strong performance in the areas of teaching, scholarship and/or artistic work, and governance and service or especially strong performance in at least one of these areas and satisfactory performance in the remaining areas.

Above expectation—A faculty member rated “above expectation” should present clear evidence of especially strong performance in the areas of teaching, scholarship and/or artistic work, and governance and service or exceptional performance in at least one of these areas and strong performance in the remaining areas.

Below expectation—A faculty member rated “below expectation” will have been unable to present clear evidence of meeting the standards for “at expectation.”

First Senior Review Procedures

Faculty undergoing senior review following the granting of tenure shall be evaluated on the basis of the materials previously submitted for tenure; the Committee's analysis of any new student evaluations, peer observations, and exit interviews; and any new information or materials provided by the candidate. The Provost will consult with members of the Professional Standards Committee to determine the appropriate performance rating for faculty members undergoing a first senior review. The Provost will present to the faculty member a document that, with reference to the faculty member's written statements, identifies goals for the next four years and assigns a senior review rating. The Provost shall meet with the faculty member before July 1 to discuss the senior review. With the agreement of both the Provost and faculty member, this discussion may take place at the meeting recommended in Section V.J.6.

Subsequent Senior Review Procedures

For faculty formally appointed to an interdisciplinary program in addition to a department, all references to department chair shall refer to their interdisciplinary program committee chair as well.

For chairs under senior review, all references to department chair shall refer to the most recent former chair of the department or to the person who has been chosen to fill the role of overseeing the senior review of the chair.

- 1) By December 1, faculty members undergoing senior review should provide to the Provost and their department chair a copy of the materials to be considered in the senior review evaluation. The candidate should submit the following:
 - a) an expanded curriculum vitae
 - b) a retrospective and prospective statement of approximately 2,500 words on scholarship and/or artistic work, teaching and advising, and governance and service since the last senior review that addresses any relevant considerations below:
 - scholarly accomplishments as well as short-term and long-term plans
 - a specific timetable for the genesis and evolution of each scholarly project, with clear indication of work undertaken since the last senior review
 - an explanation of co-authorship for any work done jointly
 - any student involvement in research
 - any public, campus, or community-based scholarship or scholarly engagement
 - pedagogical goals and methods, with analysis of strengths and areas for improvement, including responses to discernible patterns evident in student and colleague feedback, and any relevant context such as course enrollments and number of distinct course preparations
 - future teaching plans (courses, pedagogical approaches, etc.)
 - curricular development or innovation, including any courses new to the College
 - any significant course revisions
 - approach to grading
 - approach to academic advising and any mentorship activities
 - any courses or projects that engage the public, campus, and/or community

- any participation in initiatives, workshops, conferences on pedagogy
- any pedagogy or other practices used to foster an inclusive and equitable learning environment
- contributions to College governance
- contributions to the department and any relevant interdisciplinary program, including mentorship of untenured colleagues
- any contributions to professional and broader communities, including participation in public or community-based initiatives
- contributions to promoting diversity, equity, and inclusion

The faculty member should also submit any other materials they think relevant. Examples of such materials are copies of publications, reviews of publications or creative works, descriptions of the peer-review process for publications and exhibitions, grant proposals, annotated syllabi for new or revised courses, etc.

- 2) The chair will examine materials covering the period since the last senior review: the expanded curriculum vitae, the materials submitted by the faculty member, exit interviews, student evaluations, and peer observations, if available. The chair will write an appraisal based on these materials. The chair does not assign a rating.
- 3) The chair will forward their appraisal to the Provost and the faculty member by January 15. The Provost or Associate Dean will conduct their own appraisal with a tentative rating before meeting with the faculty member (and the department chair, if either the faculty member or the Provost or Associate Dean wishes) before April 15 to discuss tentative conclusions reached during the review. The Provost or Associate Dean shall discuss eligibility for promotion to Professor with any faculty member not yet promoted.
- 4) By June 1, the Provost or Associate Dean will prepare a summary letter evaluating the faculty member's performance during the period of review and identifying goals for the coming years. The Provost shall assign the final senior review rating. The files of all faculty members who underwent review in a given year will be made available to the Professional Standards Committee. Following the Committee's review, the summary letter will then be sent to the faculty members under review and their chairs. Senior review files are available to the Professional Standards Committee as part of a faculty member's record for the Committee's consideration of promotion and sabbatical, unsalaried research semester, or leave applications.

2. SPECIAL REVIEW OF TENURED FACULTY

Situations may arise indicating to the Provost the advisability of a review of a tenured faculty member at a time earlier than the faculty member would normally be reviewed. In such a situation, the Provost will propose such a review to the Committee, which will then decide whether a special review is warranted. If the Committee deems that it is, the faculty member to be reviewed and the department chair will be notified of the impending review and have the opportunity to submit relevant materials as described above for the Committee's consideration. In such an exceptional case, the review will be conducted by the Committee, which will write an appraisal with a tentative rating

before the Provost meets with the faculty member (and the chair, if either the faculty member or the Provost wishes) to discuss tentative conclusions reached during the review. The Committee will then prepare a summary letter evaluating the faculty member's performance and identifying goals for the coming years. The Committee shall assign a special review rating. Following the Committee's review, the summary letter will then be sent to the faculty member under review and their chair. Special review files are available to the Professional Standards Committee as part of a faculty member's record for consideration of promotion and sabbatical, unsalaried research semester, or leave applications.

N. REVIEW, REAPPOINTMENT, AND PROMOTION OF TEACHING PROFESSORS

1. SCHEDULE FOR REVIEWS, REAPPOINTMENT, AND PROMOTION

Teaching Professors who teach three or more courses per year have major reviews every three years (the triennial reviews), and Senior Teaching Professors who teach three or more courses per year have major reviews every five years (the pentennial reviews). Successful major reviews lead to a recommendation of reappointment for a subsequent three- (Teaching Professors) or five- (Senior Teaching Professors) year period. On the occasion of the third successful Professional Standards Committee review, a Teaching Professor teaching three or more courses per year will be promoted to Senior Teaching Professor.

Teaching Professors who teach one or two courses per year will have their first major review in the ninth year at rank. Teaching Professors who teach two courses per year will have their second major review (which determines promotion to Senior Teaching Professor) at year fifteen. Those who teach one course per year will have their second major review (which determines promotion to Senior Teaching Professor) at year eighteen. After achieving the rank of Senior Teaching Professor, those who teach one or two courses per year will have major reviews every ten years, with reviews to determine contract renewal conducted by an Associate Dean (or two tenured faculty members designated by an Associate Dean) and, when relevant, the supervisor of the administrative position *every five years*.

Teaching Professors and Senior Teaching Professors will administer SPOT forms to their classes every semester. Teaching Professors and Senior Teaching Professors must receive peer review from their tenured colleagues, including regular classroom visitation for Teaching Professors. Without the approval of the candidate, only the department/program chair, the Provost, and the Professional Standards Committee have access to student evaluations (SPOTs), peer observation reports, and exit interviews. The candidate must inform the department/program chair as to whether the tenured members of the department/program and Senior Teaching Professors in the department/program will be allowed access to those evaluations. Normally such access is granted.

Annual Review Procedures

Following the Annual Review, Teaching Professors shall receive written copies of the reports by the Associate Dean and department/program chair. The Teaching Professor and chair will then meet with the Associate Dean to discuss performance, commentary,

and appraisal. The Associate Dean and chair will prepare a final appraisal, and the Associate Dean will invite further conversation if necessary. The chair will present the adjusted final appraisal to the Teaching Professor in person. At that meeting, the chair and Teaching Professor will have the opportunity to discuss the Teaching Professor's entire evaluation. Should the Teaching Professor agree with the appraisal, the Teaching Professor, the chair, and the Associate Dean sign the adjusted final appraisal, which becomes part of the Teaching Professor's file and is available to the Professional Standards Committee for use in major reviews. Should the Teaching Professor dissent, that dissent shall be explained in a document appended to the adjusted final appraisal and become part of the Teaching Professor's file for use in the major review.

Teaching Professors Teaching Three or More Courses Per Year

Teaching Professors have Annual Reviews in years when there is no major review. Senior Teaching Professors do not have Annual Reviews. Annual Reviews of Teaching Professors will be conducted by an Associate Dean based on material submitted by the Teaching Professor, and a report by the department/program chair. Teaching Professors who have administrative responsibilities will also have annual staff performance evaluations conducted by their administrative supervisors. These reviews should take place at the same time. The following will be submitted to the Associate Dean on an annual basis by the department/program chair:

- A narrative statement of approximately 1,500 words regarding teaching provided by the Teaching Professor
- Evaluations of teaching from peer observation by tenured members of the Teaching Professor's department/program or Senior Teaching Professors from the department/program using the same guidelines as for tenure-track faculty
- Analysis of student evaluations performed by the Teaching Professor's department/program chair
- A full transcription of exit interview comments pertaining to the Teaching Professor
- A narrative statement from the department/program chair regarding teaching performance
- Any additional material the Teaching Professor wishes to submit

Teaching Professors Teaching One-Two Courses Per Year

Annual Reviews in all but the third and sixth years for teaching will be conducted by an Associate Dean and the relevant department or program chair. Teaching Professors who have administrative responsibilities will also have annual staff performance evaluations conducted by their administrative supervisors. These reviews should take place at the same time. The reviews in the third and sixth years at rank determine whether the Teaching Professor will have their contract renewed for another three years. These will be conducted by an Associate Dean. Prior to the reviews in the third and sixth years, the department or program chair will submit a statement about the ongoing need for the position to the Educational Policy Committee, which will then make a recommendation to the Provost about that need. This need must be affirmed in order for the Teaching Professor's contract to be renewed.

The following will be submitted to the Associate Dean (or designee) by the Teaching Professor's department or program chair:

- A narrative statement of approximately 1,500 words regarding teaching provided by the Teaching Professor
- Evaluations of teaching from peer observation by tenured members of the Teaching Professor's department/program using the same guidelines as for tenure-track faculty
- Analysis of student evaluations performed by the Teaching Professor's department/program chair, designee, or tenured faculty member (or Senior Teaching Professor) designated by the Associate Dean
- A full transcription of exit interview comments pertaining to the Teaching Professor
- A narrative statement from the department/program chair regarding teaching performance
- Any additional material the Teaching Professor wishes to submit

As part of the first Annual Review and in the presence of the department or program chair, a Teaching Professor shall be advised by the Provost of the substantive and procedural standards generally employed in decisions affecting reappointment. The pertinent sections of the *Faculty Handbook* shall be called to the attention of the Teaching Professor. Any special standards adopted by the Teaching Professor's department/program shall also be brought to the individual's attention.

2. MAJOR REVIEWS

Major reviews occur every three years for Teaching Professors who teach three or more courses per year and every five years for Senior Teaching Professors who teach three or more courses per year. The review will be undertaken at the beginning of the final contract year. Prior to the review, the Educational Policy Committee will consult with the department/program and determine whether there is an ongoing curricular and enrollment need for the position. If the Educational Policy Committee decides there is no further need for the position, they would make that recommendation to the Provost. The Provost then makes the final decision about the status of the position and whether to proceed with the major review. The major review of Teaching Professors will be conducted by the Professional Standards Committee. The major review of Senior Teaching Professors will be conducted by the Provost and relevant department or program chair. It is based on the department's or program's recommendation along with material provided by the faculty member, exit interviews, and, when applicable, additional material that may be provided by the chair of a department, a program, or the Associate Dean on behalf of that program.

The review will be informed by the employment agreement governing a Teaching Professor's specific position. The Professional Standards Committee will evaluate teaching performance together with other areas depending upon the responsibilities and job characteristics outlined in the job description. Those additional areas may include advising, governance and service, curricular development, and research/publication and artistic activity. (Some of these roles may not apply in all situations.) Guidance on the presence and balance of additional responsibilities should be provided by the faculty member and department or program chair.

A positive triennial or pentennial review would be referred to the President, who would make the final decision about whether to reappoint. As a result of the major review, Teaching Professors will receive a performance rating of “Above Expectation,” “At Expectation,” or “Below Expectation.” That rating will determine increases in compensation for the next contract period. A negative review would result in the granting of a one-year terminal appointment for the faculty member as a Teaching Professor, after the end of the contract period.

Major Review Procedures

1) The faculty member undergoing review will provide to the department, interdisciplinary program (if applicable), and Professional Standards Committee the following information:

A current expanded curriculum vitae that includes:

- A chronological listing of all courses taught, including course numbers, course titles, and numbers of sections
- Where appropriate, a year-by-year list of advising responsibilities and contributions to College and departmental governance and service, as well as service to the discipline and/or community
- Where appropriate, a list of publications, exhibitions, or performances, with complete bibliographic citations, and details about conference participation. The list should include any material accepted for publication or projected performance or exhibition and any submitted work, with information about where and when it was submitted.
- Where appropriate, a list of external grants for which the Teaching Professor has applied, whether funded or not

Personal statements on teaching and professional development

- The teaching statement should address pedagogical goals and methods with an analysis of what courses, assignments, exercises, etc., have worked well, and of which ones would benefit from revision, and future plans for teaching. It should describe any courses developed or revised. The statement should address the context and purpose of the course within the curriculum, as well as relevant issues from feedback on teaching, such as exit interviews and student evaluations of teaching. Problems evident in student reviews should not be ignored—rather, they should be reflected on and responded to. Any issues regarding teaching that emerged in earlier reviews should be addressed.
- The professional development statement should describe professional accomplishments since the previous major review and plans for accomplishments in the next interval. It should describe participation in any conferences, workshops, courses, or seminars that helped enhance pedagogy or advance the field, as well as any contributions made by the reviewee.

Supplementary teaching materials

- The most recent version of each syllabus
- A representative sample of course materials, such as assignments, handouts, and exams
- Any additional documents that illustrate the points made in the narrative—for example, in teaching statements describing the evolution of a course, it may aid the narrative to provide “before” and “after” versions of a particular syllabus; if a new approach to teaching writing has been particularly successful, it would help to provide a sample assignment.

Additional materials

Additional materials may also be submitted in order to help the reviewer(s) in formulating a recommendation. If the Professional Standards Committee would like more information about a particular point, it will request it.

- 2) In making the department’s or program’s recommendation of reappointment or non-reappointment, the chair shall solicit the opinions of the tenured members and Senior Teaching Professors in the department/program.

For Teaching Professors with appointments in programs, the Chair of the program committee, in consultation with active, tenured faculty on the program committee, will provide the Professional Standards Committee with an independent analysis of the faculty member’s effectiveness as a teacher and overall contributions to the program. For Teaching Professors who are not attached to a department or program, the membership of their review committee should be specified in their MOU.

- 3) Prior to all major reviews and contract renewal reviews, the department/program Chair should submit to the Educational Policy Committee its assessment of ongoing need for the position. In addition, the Chair should submit to the Professional Standards Committee the following information:
 - a. All available classroom observations since the last major review
 - b. All available exit interviews since the last major review
 - c. The department’s or program’s recommendation, to be written by the department or program Chair in consultation with other tenured members of the department/program
 - d. Anything else pertinent to the review
- 4) After the elected members of the Committee have reached a judgment on a case, the Provost may request that the elected members clarify or reconsider their recommendations. After they have done so, the Provost will then forward the Committee’s final judgment, including the minutes detailing any requests for clarification or reconsideration and all deliberations and votes, directly to the President, who may then seek consultation with the Committee or request that it reconsider its recommendations. After the President has accepted the

recommendation of the Committee, the Provost communicates that decision to the Teaching Professor and the department/program chair.

- 5) If the judgment of the Committee has been to reappoint, the Provost will share with the Teaching Professor the departmental/program statement. The recommended procedure is for the chair to meet with the faculty member to discuss the review. Following the meeting, the Teaching Professor, should they so desire, has twenty-eight days to submit to the chair a response to the document and discussion. This response shall be appended to the departmental/program statement and become part of the Teaching Professor's file. Both documents shall be made available to the Professional Standards Committee for use in future reviews.
- 6) If the judgment of the Committee has been to reappoint, a written summary of the Committee's review shall be presented to the candidate. The recommended procedure is for the Provost to meet the Teaching Professor to discuss the Professional Standards Committee's review while the chair observes. Following the meeting, the Teaching Professor, should they so desire, has twenty-eight days to submit a response to the document and discussion. This response shall be appended to the summary prepared by the Committee and become part of the Teaching Professor's file. Both documents shall be made available to the Professional Standards Committee for use in future reviews.
- 7) In the event that a recommendation of non-reappointment is made by a majority of the tenured members of the department and/or program, the chair of the department and/or program shall solicit the written opinions of the tenured members of the department and/or program and transmit these along with their own written recommendation to the Provost. The Provost will advise The Teaching Professor or Senior Teaching Professor that their reappointment is in question, offering them the opportunity to submit to the Committee additional material helpful to an adequate consideration of the case.
- 8) If after receiving this additional material the Professional Standards Committee votes to recommend reappointment, this recommendation goes to the President. If the Professional Standards Committee votes to recommend against reappointment, the reconsideration procedures will follow those for interim review outlined in Section V.I.2.

O. CHAIRS

1. DEPARTMENT AND PROGRAM CHAIRS' RESPONSIBILITIES

In addition to administering the affairs of the department or interdisciplinary program, including peer observations and exit interviews, the chair, who is a member of the Faculty, provides guidance and leadership in long-range planning and represents the needs and goals of the department or program to the administration and to the College as a whole. The chair is an important mentor for junior faculty, participates in the senior review of all tenured faculty and the review of Teaching Professors, and is responsible for budget and personnel activities including faculty searches. The role of the chair in hiring, reappointment, tenure, and promotion is outlined in the appropriate sections of this *Faculty Handbook*. Additional chair responsibilities in faculty searches are outlined in

an annual recruitment memo prepared by the Office of the Provost. Department chairs receive a course release and a stipend. Program chairs receive a stipend and may, in exceptional cases, receive a course release.

A. Peer Observations of Teaching

It is essential that a sufficient number of well-documented peer observations and discussions regarding teaching be conducted to yield substantial evidence bearing on the teaching of every junior faculty member and Teaching Professor; these play a key role in the evaluation of teaching. The process includes pre- and post-observation meetings and results in a written document produced by the tenured faculty member and shared with the junior faculty member or Teaching Professor.

Every junior faculty member and Teaching Professor shall receive two evaluative peer observations each year. Evaluative observations are normally to be undertaken by two different tenured faculty members. When appropriate and feasible, Senior Teaching Professors may also participate in peer observation of Teaching Professors. Additional peer observations may be arranged if they are deemed helpful or appropriate.

Junior faculty members and Teaching Professors under review shall receive the written reports of the senior colleagues by the end of the semester during which the observation of teaching occurred. Junior faculty members and Teaching Professors shall then have the opportunity to respond in writing. At the conclusion of the semester, all written reports of peer observations and any responses of the faculty member under review shall be included in the faculty member's review files.

Department Chairs' Responsibilities

The department chair is responsible for ensuring that peer observations and conversations about teaching, along with written reports, have been completed every year and in a timely manner for all junior faculty members and Teaching Professors.

At the start of each academic year, the department chair should work with each junior faculty member, Teaching Professor, and senior colleagues to plan and arrange the requisite peer observations and discussions about teaching. Tenured members of a department are expected to have completed at least one peer observation of the faculty member under review prior to the submission of the application for tenure. Every tenured member of the department who has not directly observed the junior faculty member's teaching in the two years prior to the tenure review should have a discussion about teaching with the junior colleague, culminating in a written report that is shared with the junior colleague.

Program Chairs' Responsibilities

For all junior faculty formally appointed to an interdisciplinary program in addition to a department, the program chair or the chair's designee shall conduct a peer observation in at least one semester before the faculty member's interim review and,

following interim review, in at least one semester before the faculty member's tenure review. A program chair's or designee's peer observation may count as one of the two required evaluative observations in a given year. For all Teaching Professors formally appointed to an interdisciplinary program in addition to a department, the program chair or the chair's designee shall conduct a peer observation in at least one semester before each of the Teaching Professor's major reviews preceding promotion to Senior Teaching Professor.

At the start of each academic year, the program chair should consult with the department chair while working with each junior faculty member or Teaching Professor appointed to the interdisciplinary program to plan and arrange any requisite peer observations.

B. Department and Program Exit Interviews

The chair is also responsible for implementing the process of exit interviews of graduating students in the department or interdisciplinary program. In a department, exit interviews should be conducted every year with all graduating majors or, if the number of majors in the department is unusually large, an adequate, representative sample of majors. In some departments, it may also be appropriate to interview minors as well as majors. In an interdisciplinary program, exit interviews should be conducted every year with all graduating majors and minors.

Given their key role in the evaluation of teaching, it is essential that a sufficient number of well documented exit interviews should be conducted to yield substantial evidence bearing on the teaching of every faculty member. To achieve this, the exit interviews should meet the following expectations:

Specific questions, carefully designed and agreed upon annually by the department or program, should be asked about the teaching of each department member or program member formally appointed to the interdisciplinary program in addition to a department. Interdisciplinary programs may also ask specific questions about the teaching of each faculty member teaching courses in the interdisciplinary program.

Written records of the results of exit interviews relating to the teaching of each faculty member should be compiled in a form that maintains the anonymity of the respondents and included in each faculty member's file. Copies of those records relating to each faculty member should be provided to that faculty member, who should be made aware of their nature as a matter of principle and as a source of potentially valuable feedback. These written records of exit interviews should also be included in junior faculty members' interim review and tenure files and in Teaching Professors' major review files.

Each year, the Office of Institutional Research will ask chairs to add questions relating to the overall experience of the academic program at Franklin & Marshall.

With the permission of the faculty member, results of peer observations and exit interviews may be shared among the tenured members of the department and

interdisciplinary program (and with Senior Teaching Professors, as appropriate) for preparation of faculty reviews, as well as major reviews for Teaching Professors.

2. SELECTION FROM WITHIN THE COLLEGE

When a vacancy is anticipated for a department chair, the following procedures shall govern the recommendation to the President of a chair appointment:

- A. The Provost will meet with the members of the department to discuss the needs of the department and the desired characteristics of a department chair, to solicit comments on the desirability and wisdom of an appointment from within, and to discuss in general the acceptability of some members of the faculty as the department chair.
- B. The Provost will invite each member of the department to nominate in writing candidates for the chair and to give a written statement in support of the candidate.
- C. The Provost will invite individual members of the department to discuss the various candidates and expand on the written statement previously presented. The Provost will also determine the willingness of the various candidates to serve as chair.
- D. The Provost will prepare a report of these consultations for consideration by the Professional Standards Committee. The Professional Standards Committee, following a review of this report, will make a recommendation of appointment and term of office to the Provost and the President.
- E. There may be times when the procedures specified in A–C above are either unduly cumbersome or not complex enough to match the reality of a particular department's situation. When such a situation warrants, and with the prior consent of the Committee, the Provost may modify the procedures as necessary, observing the spirit if not the exact letter of the procedures.
- F. Although department chairs are usually selected from within the department, it may be determined that the vacancy be filled from outside the College (see Section V.O.3 below).

3. SELECTION FROM OUTSIDE THE COLLEGE

If the President, in consultation with the Provost, the Committee, and others, determines that a chair shall be appointed from outside the College community, the Committee will supervise the procedures by which a chair is appointed. These procedures may include the appointment of a Chair Search Committee, which will seek candidates for the chair of the department. Such outside candidates will be submitted for review in the same manner as other candidates for appointment to the Faculty.

If a faculty appointment is made with the understanding that the appointment is also to the department chair, such an appointment to the chair shall be made in accord with the provisions under number 4 below.

4. TERM OF OFFICE

Except as stipulated above, a term of office for a department chair shall be determined by the Provost in consultation with the department and ordinarily shall not be less than three years nor more than five years. The chair and members of the department shall be informed in writing of the length of term at the time of the appointment.

Toward the conclusion of a term, the department chair shall be deemed vacant and the processes outlined in either 2 or 3 above will be set in motion. This system does not preclude successive terms for chairs.

During the incumbency of the chair, the Committee may consult with the Provost and the President concerning the chair's performance.

5. OTHER

A department may propose to the Committee other systems for selection of a chair. If approved for that department by the President with the advice of the Committee, the chair will be subject to Committee review and a prescribed term.

P. CASES OF UNPROFESSIONAL CONDUCT

(See also Section VI.H, "Allegations of Fraud or Misconduct in Research.")

When the fitness of a faculty member is under question, appropriate administrative officers shall make every reasonable attempt to discuss and address the matter with all parties involved. If a mutually satisfactory resolution of the matter does not result, a faculty member may petition the Grievance Committee following procedures outlined in Section V.Q. If the President or Provost believes the conduct of a faculty member justifies the imposition of a major or minor sanction or dismissal, the procedures to be followed are outlined below.

The definition of adequate cause for dismissal or other sanctions cannot be made precise. The general areas of concern that obviously may generate charges of misconduct sufficient for sanction are professional incompetence, unprofessional actions, and unethical or immoral conduct.

1. PROCEDURES FOR IMPOSITION OF SANCTIONS OTHER THAN DISMISSAL

If the President or the Provost believes that the conduct of a faculty member justifies the imposition of a minor sanction, such as a reprimand, the appropriate administrative officer shall notify the faculty member of the basis for the proposed sanction and provide the faculty member with an opportunity to persuade the appropriate administrative officer that the proposed sanction should not be imposed.

If the President or the Provost believes that the conduct of a faculty member, while not constituting adequate cause for dismissal, justifies the imposition of a major sanction that affects the faculty member's rights, roles, or responsibilities, such as suspension from service for a stated period, the appropriate administrative officer shall initiate proceedings to impose such a sanction. The procedures for dismissal outlined below in Sections V.P.2-8 shall also govern these proceedings.

If a faculty member believes that a minor sanction has been imposed unfairly or that a proposed sanction categorized as “minor” should instead be categorized as “major” (i.e. requiring formal proceedings), they may petition the Grievance Committee following procedures outlined in Section V.Q.

2. PRELIMINARY PROCEEDINGS FOR DISMISSAL

If the President or the Provost believes that the conduct of a faculty member constitutes adequate cause for dismissal, the matter shall be referred to the Professional Standards Committee. The Professional Standards Committee shall make an informal inquiry and assist in arriving at a satisfactory resolution, if possible. If none is effected, the Committee shall make a recommendation to the President whether proceedings should be instituted toward a dismissal.

3. SUSPENSION OF THE FACULTY MEMBER DURING PROCEEDINGS

Suspension of a faculty member, or assignment of alternative duties in lieu of a suspension, during the proceedings against them may be imposed only if compelling circumstances warrant it. Such a suspension shall not be considered prejudicial to the faculty member’s case and shall be with pay. Suspension is justifiable only if it is necessary to avoid immediate harm to individuals or the College. The decision to suspend a faculty member pending an ultimate determination of the faculty member’s status shall be made by the President of the College. Normally, before imposing such a suspension the President shall consult the Professional Standards Committee concerning the propriety, the length, and the other conditions of the suspension. Only under extraordinary and urgent circumstances may the President impose a suspension prior to consultation with the Committee and such consultation must occur as soon as practically possible.

If a faculty member believes a suspension has been wrongly imposed, they may petition the Grievance Committee following procedures outlined in Section V.Q.

4. INITIATION OF FORMAL PROCEEDINGS FOR DISMISSAL

If the President, having considered the recommendation of the Committee, determines that the conduct of the faculty member justifies dismissal from the College, then the President or the President’s representative shall formulate a written statement of grounds for dismissal to be known to the members of the Professional Standards Committee for their information.

This statement shall then be incorporated in a letter from the President to the faculty member informing the individual that an inquiry to determine whether they should be terminated from employment with the College on the grounds stated will be conducted by the faculty-elected Judicial Committee. The faculty member shall be informed of their procedural rights, such as the right to counsel and the right to be informed completely of the evidence on which the grounds proposed for termination of employment are based. In particular, the procedures specified in the Judicial Committee description (Section III.C.2) and in this Section V.P.4 shall be made known to the faculty member. Within two weeks of receipt of the President’s letter, the faculty member shall reply in writing indicating whether they desire a hearing before the Committee during its inquiry. If so, a mutually acceptable date for the hearing will be set at least 20 but no more than 30 days

from receipt of the faculty member's request. The faculty member shall address the statement in the President's letter in writing, not less than one week before the date set for the hearing.

Members of the Judicial Committee deeming themselves disqualified for possible bias will remove themselves from the matter. The faculty member and the Office of the President may each challenge the participation of one committee member without stated cause. The alternate member of the Committee shall serve in the case that a regular member must abstain or is otherwise unavailable. If further replacements are necessary, the Committee shall request the service of former members of the Committee, beginning with the most recently serving and available member of the Committee.

5. JUDICIAL COMMITTEE PROCEEDINGS

If the faculty member has not requested a hearing, the Committee shall consider the case on the basis of all reasonably obtainable information and decide whether the faculty member should be removed. If the faculty member has requested a hearing, the Committee shall proceed by considering the statement of grounds for dismissal, the charges of misconduct already formulated in the President's letter, and the faculty member's written response. The burden of proof that adequate cause exists for dismissal rests with the Office of the President and will be satisfied only by clear and convincing evidence in the record considered as a whole. The hearing shall proceed adhering to the following guidelines:

- a) The hearing shall be in private unless the faculty member requests otherwise and the Judicial Committee concurs in the request. In either case, the national office of the American Association of University Professors shall be invited to send an observer to the hearing.
- b) If any facts are in dispute, the testimony of witnesses and other evidence concerning the charges shall be received. The findings of fact and the decision will be based solely on the hearing record.
- c) The President or the President's designee may attend the hearings. The President may designate a representative to assist in developing the case, but the Committee shall determine the order of evidence, conduct the questioning of witnesses, and, if necessary, secure the presentation of evidence.
- d) The faculty member shall have the option of assistance by counsel, whose functions are to be similar to those of the representative chosen by the President. The faculty member shall have the aid of the Committee and of the President in securing the attendance of witnesses.
- e) The faculty member or the faculty member's counsel and the representative designated by the President shall have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member shall have the opportunity to be confronted by all witnesses adverse to them. If, in the judgment of the Committee, compelling circumstances make this impossible, the identity of the witness, as well as the witness' statements, shall be made known to the faculty member. Subject to

these safeguards, statements may when necessary be taken outside the hearing and reported to it. All of the evidence shall be duly recorded.

- f) A verbatim record of the hearing shall be available to both parties.
- g) If there is an allegation of incompetence, testimony must include that of educators and scholars in the faculty member's discipline.
- h) The hearing procedures are not legal procedures and may admit any evidence which is of probative value in determining the issues involved, as determined by the Committee.
- i) The Committee will grant adjournments of reasonable length to enable either party to investigate evidence newly brought forward when a valid claim of surprise is made, as determined by the Committee.
- j) On the basis of the hearing the Judicial Committee shall reach its decision in conference, giving opportunity to the faculty member or the faculty member's counsel and the President's representative to summarize orally before it, and to submit written briefs if the Committee desires. The Committee shall then arrive at findings with respect to each of the grounds for dismissal and charges of misconduct presented and formulate its decision for or against removal of the faculty member. If the Committee does not find adequate cause for dismissal, it may decide that an alternative sanction such as suspension, with or without pay, is appropriate. Decisions by the Committee are determined by majority.
- k) The President, the Professional Standards Committee, and the faculty member shall be notified in writing of the decision. Each shall receive, as promptly as possible, and at the same time, a copy of the record of the hearing.

6. CONSIDERATION BY THE BOARD OF TRUSTEES OF CASES BEFORE THE JUDICIAL COMMITTEE

The President shall transmit the written decision of the Judicial Committee and the hearing record to the Board of Trustees. If the Board of Trustees chooses to review the case, its review shall be based on the record of the hearing, accompanied by opportunity for argument, oral or written or both, by the principals or their representatives, if such argument is deemed appropriate by the Trustees. The decision of the Judicial Committee shall either be sustained or returned to the Committee with specific objections. In the latter case the Committee shall reconsider, taking account of the stated objections and receiving new evidence, if any, prior to determining and communicating its decision as before. Only after study of the Committee's reconsideration shall the Board of Trustees make a final decision.

7. PUBLICITY OF CASES BEFORE THE JUDICIAL COMMITTEE

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers should be avoided until the proceedings, including consideration by the Board of Trustees, have been completed. Announcement of the final decision shall include a statement of the Judicial Committee's original action. The

enjoiner that “publicity should be avoided” applies with equal force to all parties in a controversy.

8. TERMINAL NOTICE AND COMPENSATION

If, as a result of the hearing process described herein, employment with the College is to be terminated, the faculty member shall receive termination notice and compensation according to the schedule given below. Prior to the final termination date, the faculty member shall continue to receive pay at their current salary as well as employment benefits in which they are already enrolled.

If the faculty member is tenured, the faculty member shall receive notice of at least one year following the decision to dismiss. A faculty member within their probationary period shall receive notice of at least three months if the decision is reached at most nine months into the probationary period, at least six months if the decision is reached at most 18 months into the probationary period, and at least one year if the decision is reached after 18 months of the probationary period. Otherwise, for junior faculty members not within the probationary period, notice shall be for six months or until the end of the term of appointment, whichever is shorter.

Notice and compensation shall be given according to this schedule whether or not the faculty member continues to perform their normal duties for the College. This provision for terminal notice or compensation need not apply in the event that there has been a finding that the conduct which justified dismissal involved moral turpitude. In such cases, on the recommendation of the Judicial Committee or the President, the Board of Trustees shall determine what payments, if any, to make following the decision to dismiss, taking into consideration the length and quality of service of the faculty member prior to the operative facts constituting the basis for dismissal.

Q. PROCEDURES FOR CONSIDERATION OF GRIEVANCES

It is the intention of the grievance procedures contained herein to supplement other procedures of Franklin & Marshall College designed to protect academic freedom and to ensure fair treatment of faculty members. The procedures established herein are not intended to substitute for normal administrative decision-making systems or remedies of the College, the exhaustion of which is an expected preliminary to the invocation of the grievance procedures. Rather, it is expected that faculty members will seek the advice and counsel of members of the Grievance Committee or others and will exhaust administrative remedies prior to setting in motion the procedures set out below. Members of the Grievance Committee will explain the grievance procedures and the various kinds of grievances concerning which complaints may be lodged. Such consultations may result in the faculty members dropping the matter or stating a complaint in such a manner as to expedite its resolution.

If, having exhausted other remedies, a faculty member decides to lodge a grievance, the case is first considered by the Grievance Committee. In some cases, the matter may be referred to the Judicial Committee for further consideration. Procedures for both committees when considering grievances are described below in Sections V.Q.2 and V.Q.3, respectively.

1. CLASSES OF GRIEVANCES

There are three classes of grievances: those that allege violations of academic freedom, those that allege impermissible discrimination, and those that allege unfair treatment of other kinds. All complaints to the Grievance Committee, no matter their class, must be filed with the Committee within ninety (90) days of the exhaustion of the normal administrative remedies referred to above.

Grievances can be brought only by members of the teaching faculty, defined herein as (a) tenured and tenure-track faculty and Teaching Professors, and (b) other persons in the full- or part-time employ of the College who are responsible for teaching one or more courses carrying academic credit over the course of a given academic year. The protections of academic freedom and of the right to file a grievance extend to research activity as well as to teaching, but are fundamentally grounded in faculty members' roles as professionally qualified college teachers. In the case of a full-time administrator who occasionally teaches one or more courses that carry academic credit, these procedures and standards apply only to the individual's teaching responsibilities.

a. Grievances Alleging Violations of Academic Freedom

Should a member of the teaching faculty allege that actions of an administrative officer or an agency of the College have violated the faculty member's academic freedom, as described in the College's official Statement of Academic Freedom and Tenure (beginning on page of this *Faculty Handbook*), including allegations that the circumstances of a denial of tenure, promotion, or renewal of appointment violate academic freedom, then the faculty member shall state the grounds for their allegation, in writing, to the Grievance Committee. At the same time the faculty member shall transmit a copy of the complaint to the President. The complaint shall include an assurance by the faculty member that said member agrees to the presentation, for the consideration of the faculty committees mentioned herein, of such reasons and evidence as the College may wish to present in support of any action or decision taken.

b. Grievances Alleging Impermissible Discrimination

If any member of the teaching faculty believes that they have cause for grievance for reasons of impermissible discrimination (discrimination which is either unlawful or inconsistent with College policy), including allegations that the circumstances of a denial of tenure, promotion, or renewal of appointment constitute impermissible discrimination, the faculty member shall state the grounds for their allegation, in writing, to the Grievance Committee. At the same time, the faculty member shall transmit a copy of the complaint to the President. The complaint shall include an assurance by the faculty member that said member agrees to the presentation, for the consideration of the faculty committees mentioned herein, of such reasons and evidence as the College may wish to present in support of any action or decision taken.

c. Grievances Alleging Unfair Treatment

If any member of the teaching faculty believes that they have cause for grievance for reasons of unfair treatment or in any matters other than those involving academic freedom or impermissible discrimination, the faculty member shall state the grounds

for their allegation, in a complaint to the Grievance Committee. The complaint shall set forth in detail the nature of the grievance and shall state against which officer, agent, or agency of the College the grievance is directed. It shall contain any factual or other data that the complainant deems pertinent to the case.

2. GRIEVANCE COMMITTEE PROCEDURES

Submission of a complaint will not automatically entail investigation thereof. Allegations of violations of academic freedom and of impermissible discrimination must be investigated; the Committee will exercise its best judgment in deciding whether to investigate allegations of unfair treatment. A decision by the Grievance Committee that no further proceeding is warranted will terminate the case, and the complainant shall have no appeal from such decision. No complaint filed under the category of unfair treatment will constitute the basis for referral of the matter to the Judicial Committee.

A complainant may challenge the presence of up to one member of the Committee, who for all deliberations and meetings regarding this complaint shall then be replaced by the alternate. An alternate shall serve in the case that a regular member must abstain or is otherwise unavailable. A member of the Committee shall abstain from consideration of and voting on any issue when in the member's judgment or in the judgment of the Committee the member's participation would constitute a conflict of interest. The Grievance Committee requires three members present and participating in order to conduct hearings and investigations.

The Grievance Committee may consult with the College's General Counsel on questions of law or any other matter. In the event that consultation with the General Counsel is impossible or inappropriate for a given circumstance, the Committee may apply to the President for funds for the purposes of consulting with outside legal counsel, organizing its investigation, evaluating information, and reaching conclusions concerning its recommendations.

a. Reporting and Confidentiality

The Committee shall treat all of its proceedings as confidential and will observe the confidentiality of all documents, minutes, memoranda, papers, and statements presented to it. Any violation of confidentiality shall be deemed a breach of trust and of professional ethics and shall subject the alleged violator to proceedings as outlined in Section V.O. These detailed records of hearings and investigations shall remain confidential; they should be stored with the Office of the Provost, and then deleted and/or shredded five years after the conclusion of the complaint.

In connection with all complaints, the Committee reports its findings in writing to all parties and to the appropriate College agencies or officers within a reasonable period of time. These reports may be communicated to the President, Provost, Professional Standards Committee, or other bodies or officers as deemed necessary by the Committee and in accordance with the nature of each complaint; such reports will be made available, however, only to those to whom the reports are to be directed. These reports shall include the Committee's determinations regarding:

- 1) whether or not it has decided to institute Committee proceedings on behalf of the complainant;
- 2) what settlement of the issue has been reached subsequent to its investigation;
- 3) that a settlement is not possible or not appropriate if such be its findings; and
- 4) whether its findings suggest that a party to the complaint may have engaged in unprofessional conduct subject to proceedings in Section V.P.

The chair of the Grievance Committee must also provide a written summary of cases considered to the Office of the Provost; the Provost will receive and archive these summaries. These summaries should make every effort possible to exclude information that would identify specific individuals, and the archived summaries will be available to future Grievance Committees.

b. Procedures for Cases Alleging a Violation of Academic Freedom

Upon receipt of a written complaint from a faculty member alleging a violation of academic freedom, the Grievance Committee shall immediately seek to facilitate resolution of the matter to the satisfaction of the complainant and the College, if at all possible. In order to facilitate resolution, the Grievance Committee shall investigate the matter and shall have access to appropriate documents, minutes, memoranda or other papers, and oral statements it deems necessary, in its judgment, to expedite resolution of the matter.

If satisfactory resolution cannot be reached, that fact shall be reported in writing by the Grievance Committee to the President and the complainant. If the grievance concerns a decision not to reappoint, grant tenure, or promote, the complainant may, within four weeks of receipt of the report, make a written request to the Grievance Committee that the case be taken before the Judicial Committee. If the Grievance Committee finds the matter merits further proceedings, the Committee will make such recommendation to the Judicial Committee and provide to the Judicial Committee a copy of the complainant's statement, at the same time informing the complainant and the President of its recommendation. (Judicial Committee procedures are detailed in Section V.Q.3 of this *Faculty Handbook*.) A decision by the Grievance Committee that no such proceeding is warranted will terminate the case, and the complainant shall have no appeal from such decision.

c. Procedures for Cases Alleging Impermissible Discrimination

Allegations of discrimination that are either unlawful or inconsistent with College policy shall be investigated in the same way as allegations of violations of academic freedom.

d. Procedures for Cases Alleging Unfair Treatment

If the Grievance Committee accepts a case in which the complaint entails an allegation of unfair treatment or other mistreatment not comprehended in b. or c. above, the Committee:

- 1) shall investigate the matter;
- 2) shall have access to any documents, minutes, memoranda or other papers, and oral statements as are necessary, in its judgment, to determine whether the disputed action by an officer, agent, or agency of the College was the result of unfair treatment in terms of the relevant standards of the College;
- 3) shall not substitute its judgment on the merits for the judgment reached by the regular decision-making process; and
- 4) shall return the matter to the original deciding officer, agent, or agency of the College and request reconsideration by said officer, agent, or agency when the Committee believes that fair treatment was not given to the faculty member. This request for consideration shall be binding. Such a reconsideration ends the involvement of the Grievance Committee in this complaint, and the result of the reconsideration shall be considered final.

3. JUDICIAL COMMITTEE PROCEDURES FOR CASES ALLEGING VIOLATIONS OF ACADEMIC FREEDOM OR IMPERMISSIBLE DISCRIMINATION

If the Grievance Committee grants a request to refer to the Judicial Committee a case involving an allegation of violation of academic freedom or impermissible discrimination in a decision not to reappoint, grant tenure, or to promote, it shall be the duty of the President, without undue delay and in the presence of or through a letter co-signed by the chair of the Judicial Committee, to inform the complainant of their procedural rights as set forth in this document, the College's official Statement of Academic Freedom and Tenure, and the College's policies on equal employment opportunity and nondiscrimination, including the right to be assisted by counsel and to be informed of the procedures set forth below for the hearing.

If, subsequent to the referral of the complaint to the Judicial Committee, the complainant wishes to waive the right to a hearing, they shall inform the chair of the Judicial Committee and the President, in writing. In this case the hearing will not be held and the grievance shall be deemed to be concluded. If the hearing is held, the following procedure shall apply:

- a) The President shall be responsible for determining and setting forth the College's position with respect to allegations against any administrative officer or agency of the College, such as a committee or department. The President shall respond to the complainant's statement, providing copies of the President's statement to the members of the Judicial Committee and to the complainant within ten days after receipt of the complainant's request for a hearing by the Judicial Committee, absent extraordinary circumstances. The Judicial Committee may extend the period within which the President shall respond upon written request of the President or

the President's agent.

- b) Upon receipt of the President's statement, the chair of the Judicial Committee shall inform both parties of the date set for the hearing, providing both parties sufficient time for the preparation of their cases, such period not to be less than 20 days absent extraordinary circumstances.
- c) The complainant shall be responsible for stating fully the grounds upon which the allegations are made, and the burden of proof shall rest upon the complainant and will be satisfied only by clear and convincing evidence in the record considered as a whole. If the complainant succeeds in establishing sufficient evidence in support of their grievance, as determined by the Judicial Committee, it shall be incumbent upon the President to offer evidence in support of the action upon which the complaint and allegations are based.
- d) Upon opening the hearing, the Judicial Committee shall proceed by considering first the complainant's statement of grievance and the President's statement. The inquiry shall proceed following the procedure given in Section V.P.5-7.

R. TERMINATION OF CONTRACT DUE TO FINANCIAL EXIGENCY AND PROGRAM DISCONTINUANCE

The College may terminate an appointment with continuous tenure, or a probationary or nontenured appointment, but only for adequate cause established by following the procedures and standards prescribed for the cause alleged. Should the cause alleged be bona fide financial exigency or discontinuance of an academic program, then the procedures and standards to be followed are those stipulated below in accordance with Regulation 4 of the AAUP Recommended Institutional Regulations on Academic Freedom and Tenure (2018).

1. FINANCIAL EXIGENCY

Financial exigency entails a severe financial crisis or a significant long-term decline in financial resources that fundamentally compromises the academic integrity of the College as a whole and that cannot be alleviated by less drastic means than termination of a faculty probationary appointment, of an appointment with continuous tenure, or of a contractual appointment before the end of the specified term.

2. THE DECLARATION OF FINANCIAL EXIGENCY

Should the College terminate an appointment with continuous tenure, a probationary appointment, or an appointment as a Teaching Professor before the end of the specified term due to bona fide financial exigency, or should the College discontinue an academic program due to bona fide financial exigency, the following conditions must apply:

- a) The declaration of financial exigency shall be the prerogative of the President and the Board of Trustees, after consultation with and consideration of recommendations of the faculty body as described below.

- b) Financial exigency shall be determined with the full participation of a specially constituted faculty body, called the Committee on Financial Exigency. The Committee shall be impaneled as part of the decision-making processes to determine whether a condition of financial exigency exists or is imminent. Before any proposals for program discontinuance on grounds of financial exigency are made, the Committee on Financial Exigency shall render a written assessment based on the Committee's review of the materials specified in Section V.R.2.D of the College's financial condition, and whether program discontinuance is recommended. It shall also determine that all feasible alternatives to termination of appointments have been pursued. These include, among others, expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early retirement packages, deferral of nonessential capital expenditures, and cuts to noneducational programs and services, including expenses for administration.
- c) The Committee on Financial Exigency shall comprise the faculty chair of the Budget Priorities Committee or their designee, the faculty chair of Faculty Council or their designee, the faculty co-chair of the Educational Policy Committee or their designee, and two elected faculty members: one a past member of the Professional Standards Committee and one an at-large faculty member who shall not be a current member of the Professional Standards Committee. It shall be incumbent upon Faculty Council to hold elections to the Committee on Financial Exigency in accordance with Section III.A.11 and to present a slate guaranteeing representation on the Committee on Financial Exigency from all three divisions. The chair of Faculty Council or their designee, shall serve as chair. A member of the Committee will abstain from consideration of and voting on any issue when in the member's judgment or in the judgment of the Committee the member's participation would constitute a conflict of interest. Any member of the Committee may request that the chair raise with the Committee the possibility of such a conflict. The abstaining member shall be replaced by a member of the same committee as that of the abstaining member. If the abstaining member has been elected at large, then they shall be replaced by Faculty Council appointment.
- d) In producing the written assessment, the Committee on Financial Exigency shall have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years, and may request other documentation that it deems relevant. In order to make informed recommendations about the financial impact of academic program closures, the Committee on Financial Exigency will, upon request, have access to detailed budgets for interdisciplinary program committees, departments, and administrative offices at the College.
- e) The Committee on Financial Exigency shall exercise primary responsibility in determining the criteria for identifying the individuals whose appointments are to be terminated. These criteria may appropriately include considerations of length of service. The Committee shall communicate its written assessment advising appointments to be terminated to the Faculty and the President.

3. TERMINATION OF CONTRACT DUE TO FINANCIAL EXIGENCY

Faculty members whose contracts are under consideration for termination due to financial exigency will promptly be informed by the President of this activity in writing and provided at least thirty days in which to respond to the Committee on Financial Exigency and the President.

In the case of faculty members in an academic program being considered for discontinuance due to financial exigency, all faculty members in the academic program will be invited to respond to the Committee on Financial Exigency and the President and provided at least thirty days for their response.

If the College, because of financial exigency, terminates appointments, it will not at the same time make new appointments in any academic program unless to avert program discontinuance. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure.

Before terminating an appointment because of financial exigency, the institution, with faculty participation, will make every effort to place the faculty member concerned in another suitable position at the College. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered.

Terminal notice and compensation shall be in accordance with Section V.P.8. If the President issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full, on-the-record adjudicative hearing before the Professional Standards Committee. A faculty member who contests a proposed relocation or termination resulting from program discontinuance for educational reasons also has a right to a full, on-the-record adjudicative hearing before the Professional Standards Committee.

The issues in this hearing shall include the following:

- a) The existence and extent of the condition of financial exigency. The burden will rest on the administration to prove the existence and extent of the condition. The written assessment of the Committee on Financial Exigency may be introduced.
- b) The validity of the educational judgments and the criteria for identification for termination.
- c) The recommendations of the Educational Policy Committee on these matters will be considered presumptively valid.
- d) Whether the criteria for identifying the individuals whose appointments are to be terminated are being properly applied in the individual case.

The Professional Standards Committee will make a recommendation, based on the results of the hearing, that shall be conveyed in writing to the faculty member, the

President, and the Faculty. The President shall then make a final recommendation on the termination of appointment to the Board of Trustees. All cases of termination of appointment require final approval of the Board of Trustees.

In all cases of termination of appointment because of financial exigency, the position of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and at least thirty days in which to accept or decline it.

4. PROGRAM DISCONTINUANCE AND TERMINATION OF CONTRACT FOR EDUCATIONAL REASONS

Termination of an appointment with continuous tenure, or of a probationary or other nontenured appointment before the end of the specified term, may occur as a result of bona fide formal discontinuance of a program or department of instruction for educational reasons.

In the case that an academic program is discontinued for educational reasons, the following standards and procedures will apply:

- a) In consultation with the relevant department and interdisciplinary program committees, the Educational Policy Committee shall develop for potential faculty approval a proposal to discontinue an academic program. All such proposals shall be brought to the Faculty for discussion at a faculty meeting and voted upon in accordance with the Rules of Order of the Faculty.
- b) The decision to discontinue an academic program formally shall be based essentially upon educational considerations that do not include cyclical or temporary variations in enrollment, but must reflect long-range judgments that the educational mission of the College as a whole will be enhanced by the discontinuance. The procedure for formal discontinuance of an academic program shall happen in accordance with Section III.D.1.
- c) In the case of faculty approval of a proposal for program discontinuance that leads to the termination of contract of one or more faculty members, before the President issues notice to a faculty member of their intention to terminate an appointment because of formal discontinuance of an academic program, the College will make every effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered.
- d) If the President issues notice to a particular faculty member of an intention to terminate the appointment for educational reasons, the faculty member will have the right to a full, on-the-record adjudicative hearing before the Professional Standards Committee. A faculty member who contests a proposed relocation or termination resulting from program discontinuance for educational reasons also has a right to a full, on-the-record adjudicative hearing before the Professional Standards Committee.

- e) The issues in such a hearing may include the College's failure to satisfy any of the conditions specified above. In the hearing, a faculty vote that an academic program is to be discontinued will be considered presumptively valid, but the burden of proof on other issues will rest on the administration.
 - i) The Professional Standards Committee will make a recommendation, based on the results of the hearing, that shall be conveyed in writing to the faculty member, the President, and the Faculty. The President shall then make a final recommendation on the termination of appointment to the Board of Trustees. All cases of termination of appointment require final approval of the Board of Trustees.
- f) In all cases of termination of appointment for educational reasons, the position of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and at least thirty days in which to accept or decline it.

VI. FACULTY RESEARCH POLICIES

INTRODUCTION

An important responsibility of faculty members is the advancement of knowledge through research and creative scholarship. Faculty members should expect to devote a portion of their time to research and other scholarly activities and should expect encouragement and assistance from the administration of the College in the pursuit of those interests.

A. COLLEGE SUPPORT OF FACULTY RESEARCH AND SCHOLARSHIP

1. FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT FUND (FR-PDF)

These funds are made available each year to full-time faculty members to support their research and scholarship and the dissemination of the results of their work.

Guidelines

In utilizing these funds, faculty members must adhere to all Franklin & Marshall and Internal Revenue Service policies and procedures for reimbursement of College-related expenses, including documentation of the purposes of the expenditures, in accordance with the annual FR-PDF memo from the Office of the Provost.

Access to funds

All questions regarding reimbursement should be submitted to the Director of Academic Budgets in the Office of the Provost, who consults with the Associate Deans about expenditures when necessary. Reimbursement submissions, which must include receipts, description of the research and rationales, are to go through DiploMart.

2. COMMITTEE ON GRANTS RESEARCH FUNDS

Tenured, tenure-track, and multi-year visiting faculty, and Teaching Professors are eligible to apply to the Committee on Grants (COG) for funds in support of scholarly research. Proposals are considered on a competitive basis for research needs exceeding those otherwise covered by new faculty start-up monies and the Faculty Research and Professional Development Fund. The COG will determine eligible expenses. Standard awards are up to \$1,000 with a limited number of Hackman Faculty Research Grants of up to \$5,000. For the latter, preference will be given to faculty members who have applied for outside grants to support their research.

3. ACKNOWLEDGMENT OF COLLEGE FINANCIAL SUPPORT

College financial support should be acknowledged in publications and presentations of the scholarship.

B. APPLICATIONS TO GOVERNMENT AGENCIES, FOUNDATIONS, INDUSTRY, OR OTHER SOURCES OF RESEARCH FUNDS

Administrative personnel can assist in obtaining support for research and ensure that College policies and procedures are followed and that sponsors' requirements are met. The involvement of administrative personnel is necessary if the College has obligations relating to budget, the use of equipment, and the provision of facilities, among others. If a sponsoring agency holds the College responsible for concurrence or compliance in any provision of the contract or grant, the institution must exercise some form of surveillance. Whether the research is conducted on or off the campus is irrelevant. When the College has no responsibility, as is the case with such grants as Danforth, Fulbright, and Guggenheim, central administration is not exercised. It is essential, however, that the Office of the Provost be told of the receipt of such grants.

In recent years, faculty scholarship has been supported with funding from a variety of agencies, foundations, and institutions, including the NSF, NIH, NEH, HUD, NASA, the American Chemical Society, PA Department of Agriculture, PA Department of Health, USAID, the Astraea Foundation, the John Templeton Foundation, Luce Foundation, the Research Corporation for Science Advancement, and RK Mellon Foundation.

All applications by faculty members to outside agencies for funds to support research wherein the College has responsibilities must be authorized by the Associate Dean of the Faculty for Research. This administrator, in consultation with the Office of Sponsored Research, shall ensure that all relevant concerns of the sponsoring agency and of the College are properly met before authorization may be given.

Faculty members wishing to pursue external funding for research or teaching projects should follow the procedures outlined below.

The faculty member should submit a summary of the proposal and an external grant proposal form (available under "External Funding Resources for Faculty" on the Office of Sponsored Research website (www.fandm.edu/grants) and hold pertinent conversations with the Associate Dean and the Director of the Office of Sponsored Research. Unless other arrangements are made with the Associate Dean, faculty members should submit this form no later than three weeks prior to the proposal submission deadline. After appropriate consultation with the Provost, the Associate Dean will approve or disapprove the request. Applications for grants that require approval of the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC) must be submitted to those bodies, in accordance with their established procedures.

If, in the opinion of the Associate Dean, the funding project should be coordinated with College Advancement, the Associate Dean will contact the College Advancement Office in order to coordinate the project. If the request involves alumni or individuals with whom College Advancement might have a relationship, the Associate Dean will contact the Associate Vice President of College Advancement. If the request involves corporations and foundations, the Director of Corporate and Foundation Relations will be advised.

In some cases, it may be appropriate for College Advancement to become engaged in the fund-raising effort. For this to happen, the Advancement Committee of the Board of Trustees must approve the project.

The author of an individual or departmental grant proposal that has been reviewed and authorized is responsible for the timely submission of that proposal to the sponsoring agency. One complete copy of the proposal must be given to the Director of the Office of Sponsored Research, who will forward essential information to the Office of the Controller and the Office of Advancement.

Upon receipt of any grant, the applicant shall provide full particulars to the Director of the Office of Sponsored Research, who will ensure that it is properly acknowledged and recorded, and that an appropriate account is set up. The recipient of a grant shall inform the Director of the Office of Sponsored Research of any subsequent negotiations with the sponsoring agency, in order that the College may be fully informed of the conditions of the grant and its administration.

C. COLLEGE POLICIES RELATING TO RESEARCH

The following College Policies are kept in the online policy repository and are reviewed annually. This section gives an overview of the policies that are in place and their purposes, but does not constitute

the policies themselves. The Office of the Provost has a page dedicated to College Policies. See College Policies, <https://www.fandm.edu/college-policies/>

1. EXPORT CONTROLS POLICY

[\[https://www.fandm.edu/college-policies/academic-affairs/export-controls-policy.html\]](https://www.fandm.edu/college-policies/academic-affairs/export-controls-policy.html)

Franklin & Marshall College intends to fully comply with export control laws as they apply to the College's activities. Under no circumstances shall faculty members, employees, or other persons acting on behalf of the College engage in activities in contravention of U.S. export control regulations. Primary responsibility for compliance with export control laws lies with each individual faculty or professional staff member.

Export controls are most likely to affect College faculty and professional staff in the following potentially overlapping situations: traveling abroad; "sharing" (broadly defined and includes emails) science or technology-based research with a non-US citizen, whether on U.S. or foreign soil; or entering into a contract (including a grant) related to science or technology.

2. FINANCIAL CONFLICT OF INTEREST POLICY

[\[https://www.fandm.edu/college-policies/academic-affairs/financial-conflict-of-interest-policy.html\]](https://www.fandm.edu/college-policies/academic-affairs/financial-conflict-of-interest-policy.html)

The federal government requires that the College comply with regulations pertaining to Financial Conflict of Interest in government-funded research and that researchers be

trained in these regulations. The College's policy fulfills the requirements stipulated by the National Institutes of Health and the National Science Foundation.

Investigators must provide the required Significant Financial Interest disclosures by filling out the form available from the Office of Sponsored Research immediately prior to the submission of a proposal, and must update financial disclosures within thirty days of acquiring or discovering any new Significant Financial Interest.

3. GOVERNING PRINCIPLES OF RESEARCH

[<https://www.fandm.edu/college-policies/academic-affairs/governing-principles-of-research.html>]

The research activities of the College should be compatible with the objectives of the College. Freedom of inquiry and publication should not be obstructed, provided the appropriate relationship between the purposes of the College and the purposes of the research is maintained. Student research is intended to serve the educational goals of the student directly and to be conducted under the direction of a faculty member.

4. HUMAN SUBJECTS AND SURVEYS POLICIES

[<https://www.fandm.edu/college-policies/academic-affairs/human-subjects-policy.html>]

The College requires that all research involving human subjects, whether funded or not, must be reviewed by the Institutional Review Board (IRB). In particular, federal policy mandates that any research involving human subjects that is supported by a federal government grant must be reviewed by the IRB unless it is specifically exempted from such review under section 46.101 of the Code of Federal Regulations, Title 45, Part 46. Research involving surveys may also require review by the Office of Institutional Research; guidelines for research involving surveys can be found on the College website.

5. INTELLECTUAL PROPERTY POLICY

[<https://www.fandm.edu/college-policies/academic-affairs/intellectual-property-policy.html>]

The objective of the College patent policy is to facilitate the invention, transfer, and application of new technology that promises to be of benefit to the general public and, at the same time, to protect the interests of the inventor and the College. It applies to all employees and students of the College.

6. NSF FUNDED GRANTEE'S DRUG-FREE WORKPLACE POLICY

[<https://www.fandm.edu/college-policies/academic-affairs/nsf-funded-grantees-drug-free-workplace-policy.html>]

This policy statement (also found in the NSF GPG Exhibit II-3) is to be reviewed and acknowledged by all NSF grant recipients.

7. RESEARCH INTEGRITY POLICY

[<https://www.fandm.edu/college-policies/academic-affairs/research-integrity-policy.html>]

The College expects its officers, members of the Faculty, and students to adhere to the highest ethical and professional standards in the conduct and management of research. The college policy includes the definition of “Responsible Conduct of Research”, background and context, responsible conduct of research training, implementation, and procedures for responding to allegations of fraud or misconduct in research.

8. RESEARCH USE OF ANIMALS POLICY

[\[https://www.fandm.edu/college-policies/academic-affairs/research-use-of-animals-policy.html\]](https://www.fandm.edu/college-policies/academic-affairs/research-use-of-animals-policy.html)

All research and laboratory teaching involving animals must receive approval from the Institutional Animal Care and Use Committee prior to its initiation. All departments in which animals are housed or used should obtain and require members of the Faculty to be familiar with the Guide for the Care and Use of Laboratory Animals, published by the National Institute of Health, and more specialized guidelines appropriate to field or laboratory research and teaching involving particular groups of animals.

VII. FACULTY POLICIES CONCERNING STUDENTS

A. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Education Rights and Privacy Act of 1974 (FERPA or the Act) codified previously adopted policies of Franklin & Marshall College concerning the rights of students to the confidentiality of their educational records and to the rights of students to have access to such records. However, the Act makes certain rights and procedures explicit and requires that the College establish certain procedures to ensure that the purpose of the Act is achieved. The full Act and the regulations thereunder are available at

<http://www2.ed.gov/policy/gen/reg/ferpa/index.html>. The College policy is available at <https://www.fandm.edu/college-policies/academic-affairs/family-education-rights-and-privacy-act-of-1974-ferpa.html>.

1. ADMINISTRATION OF POLICY AND PROCEDURES

The Provost shall have general oversight of the administration of the Act and the above procedures. Questions concerning the matters covered by these procedures and the Act should be directed to the Provost.

Recommendations for changes and amendments to these regulations will be welcomed by the Provost, and such changes as experience demonstrates will be made in a manner and at such times as conform to Franklin & Marshall College procedures.

B. PRIVACY OF STUDENT GRADES

It is the policy of Franklin & Marshall College to ensure that student grades are a private matter between student and faculty member, to be shared only with authorized officials of the College, unless the student signs a statement giving permission for their grades to be released to a third party, or as otherwise permitted by law (see, e.g., Section A.2.b.). This policy entails the following:

- 1) All graded student assignments must be returned individually to students in such a way as to protect the confidentiality of the grade and the privacy of the student.
- 2) In many cases, it is helpful for students to know the distribution of grades for an assignment without specific identification of grades for individual students. In cases where the instructor believes this to be appropriate to the goals and methods of a particular course, the instructor should regularly inform students of the class-wide distribution on graded assignments.
- 3) Student grades may not be publicly posted; instead, grades must be communicated individually to students.

C. APPEAL OF A GRADE BY STUDENTS

Students are entitled to objective, professional evaluation of their academic work and to fair, equitable treatment in the course of their academic relationships with members of the Faculty. These criteria are observed by members of the Franklin & Marshall Faculty as a part of their professional responsibilities. Misunderstandings have traditionally been resolved by direct discussion between students and professors, and this manner of resolving problems is normally both appropriate and sufficient. Should a student believe that they have a legitimate grievance regarding their grade for a course, the first step is thus to consult directly with the instructor for the course. Instructors may have explicit guidelines for how these appeals are to be registered, and students should follow those guidelines if they exist.

If the student then believes that the grievance has not been reconciled by this direct communication, they may pursue the matter by consultation with the department or program chair. In these instances, the student shall in a written statement provide a full, fair account of the incident or circumstances giving rise to the grievance. The chair shall review the statement, talk or meet with the student, and talk with the professor. (Note: if the department or program chair is also the instructor for the course, the student should consult directly with the Office of the Provost.) If, after this review, the chair finds that the matter does not merit further consideration, the chair shall inform the student and the professor of this conclusion.

If, however, the chair finds that the matter is not comprehended in established College regulations or for other reason merits further consideration, the chair will bring the matter to the Provost (or Provost's designee). If an instructor is no longer employed by the College, and does not respond to inquiries from the student and the department chair in a reasonable amount of time, the chair shall automatically bring the matter to the attention of the Provost (or designee). In addition, a student may appeal the department chair's decision not to pursue a complaint to the Office of the Provost.

In all cases where such a complaint about a grade reaches the Office of the Provost, the following procedure shall apply. The Provost (or designee) shall consult with the department chair, and together they will review the student's statement, the conversations, and any other materials they deem necessary. The Provost (or designee) will also hold a direct conversation with the student, if the student so wishes, and with the professor if deemed necessary. The chair and the Provost (or designee) shall then jointly determine a resolution of the matter (which shall be submitted to the Provost in cases where the Provost was not a party to the discussions). In all such cases, only the Provost has the ultimate authority to approve grade changes, and the Provost's decision shall be considered final. The Office of the Provost shall in all cases be mindful of the principles contained in the College's Statement of Academic Freedom and Tenure. If, in the judgment of the Provost, the grievance is of such gravity that its resolution would have an impact on the welfare of students generally or on the conduct of professional responsibilities in the College, the Provost may consult with the Professional Standards Committee and/or the College's General Counsel.

D. EXAMINATION POLICIES

1. FINAL EXAMINATIONS

Schedules of final examinations and proctoring assignments are prepared by the Registrar and published several weeks before the examination period begins. All final examinations are offered during examination periods, which are up to three hours in duration. Final examinations are scheduled during three periods each day as follows: 9 a.m. to 12 noon; 2 p.m. to 5 p.m.; 7 p.m. to 10 p.m.

Athletic competitions, including those for both intercollegiate and club teams, are not to be scheduled during the final exam period or the preceding "reading days." The exception to this policy is postseason competition associated with Franklin & Marshall's membership in the Centennial Conference.

Examinations that cover a substantial portion of the semester's work and that count as a significant percentage of the semester grade may not be given at a time other than the designated final examination period.

A student scheduled for three examination periods in a row (whether over one or two calendar days) may request a makeup time for the second of the three consecutive examinations. Such requests require advance approval by the Registrar's Office, which verifies the situation and notifies the professor involved. Faculty must honor approved requests.

Unless students are scheduled for three consecutive examinations, they are expected to take all finals as scheduled. Instructors are not permitted to make individual arrangements or exceptions.

When individual students are faced with extenuating circumstances beyond their control, a final examination may be rescheduled with the approval of the Registrar. This examination must be taken no later than two days before the official date for end-of-semester grades.

Instructors may not reschedule a final for an entire class without prior approval of the Registrar. If a student has a final rescheduled against their will, this fact should be reported to the Registrar.

No re-examinations are permitted for the purpose of raising a grade.

2. PROFICIENCY EXAMINATIONS

Proficiency examinations are available only to full-time students and may not be taken for any course in which the student registered during the previous calendar year or which the student has completed with a grade (including F or NP) at any time. Students who are approved to take proficiency examinations should not expect the faculty to provide any special tutoring. Proficiency examinations are not intended to be taken so as to receive credit for work substantially undertaken at Franklin & Marshall but for which credit has not been received.

Students interested in receiving credit through a proficiency examination must adhere to the following procedures:

- a. The student must secure permission from the department chair to take the examination; the chair has the right to deny such requests. If the chair grants the request, they complete a form (available in the Registrar's Office) indicating the agreed-upon date of the examination.
- b. The student takes the form to the Business Office, pays a non-refundable proficiency examination fee of \$100, and receives a receipt. The form and receipt are returned to the chair.
- c. The chair sends the form, with their signature certifying approval, to the Registrar and also indicates the date the Registrar can expect the department's decision as to credit awarded. The chair also consults with the instructor of the course to determine the best time and place for the examination and notifies the Registrar of that decision.
- d. The student takes the examination on the assigned date. The student may expect the results of the examination shortly after the deadline established by the chair for the report to be submitted to the Registrar.
- e. The chair notifies the Registrar's Office, on a form available in that office, of both positive and negative results of all proficiency examinations.
- f. The Registrar's Office informs the student and the student's academic adviser of the results. Only results awarded course credit are recorded on the student's permanent record. No grade is assigned; the course does not count as either P/NP or a regularly graded course.

Each credit earned through a proficiency examination reduces the student's 32-course credit graduation requirement by one course credit. Such course credits cannot count toward the 16-course credits that must be earned at Franklin & Marshall nor toward the 21-course credits that must be earned with standard grades. Students may not earn credit for courses in basic language in modern languages (normally the first four courses in the sequence) by proficiency examination.

For any approved proficiency examination in a course not in the Franklin & Marshall curriculum, the student is responsible for any fees of outside examiners, in addition to the regular Franklin & Marshall proficiency examination fee of \$100 per course.

E. COLLEGE POLICY ON ACADEMIC INTEGRITY

<https://www.fandm.edu/college-policies/academic-affairs/academic-honesty-policy.html>

Membership in the Franklin & Marshall community involves obligations of personal and academic integrity, and members of our community are bound by ideals of scholarly conduct and intellectual honesty. We expect our students to be honest and forthright in representing their work and its origins. Adherence to these norms is at the core of our academic mission and is necessary for the educational benefits we seek to convey. Conversely, violations undermine our shared purpose.

It is the responsibility of faculty members to explain the importance of academic integrity in their courses. This can include, but is not limited to, providing written expectations of these guidelines in the syllabus and explicit instructions for assignments, e.g., what level of collaboration is acceptable. It is the responsibility of the student to be aware of and abide by the standards set by the faculty member in each course. Ignorance of the standards is not an excuse and intent is not a factor in determining responsibility for misconduct.

The failure to meet these obligations of personal and academic integrity results in academic misconduct, which includes, but is not limited to, the following:

Unauthorized aid -- making use of prohibited materials, study guides, or other assistance in an academic exercise, for example:

- accessing prohibited material during an examination,
- obtaining test questions before an exam is given,
- looking up solutions to homework problems online,
- obtaining the solution to a problem from a classmate, or
- collaborating on work that is assigned individually.

Plagiarism -- reproducing the work or ideas of others and claiming them as your own, for example:

- claiming authorship of a piece of writing or artwork created by someone else,
- making use of ideas obtained from other sources (including classmates) without clearly acknowledging the source, or
- incorporating verbatim passages or elements from an existing work into one's own work without quotation marks or otherwise clear indication of authorship.

Falsifying information -- making false statements or fabricating information in an academic exercise, for example:

- inventing data or sources for an assignment,
- lying to obtain an extension or other favorable consideration, or
- submitting work completed in another class for credit without the express permission of the instructor.

Unethical interference -- interfering with or undermining the work of others to gain unfair advantage, for example:

- inappropriately limiting other students' access to relevant materials,
- tampering with others students' submissions or grades,
- purposely undermining the success of collaborative work, or
- interfering with other students' scholarship by creating inhospitable work conditions.

Facilitating misconduct -- helping others commit acts of academic misconduct, for example:

- completing another student's work,
- providing a solution or other prohibited material to another student, or
- lying to help another student gain advantage or conceal wrongdoing.

When a faculty member suspects that a student is responsible for academic misconduct, the faculty member will refer the case to the Office of Student Affairs for referral to the Student Conduct Committee or administrative action. The student and the faculty member are entitled to a Committee hearing upon request by either party.

If the student is found to be responsible for academic misconduct, a disciplinary sanction ranging from a warning to expulsion will be assigned. The faculty member, in consultation with the Committee or appropriate administrator, will decide upon a grading penalty up to a failing grade in the course. After receiving a sanction, the student may not elect the Pass/No Pass option in that course. In the case of a student who has already chosen the Pass/No Pass option, the Registrar will rescind that option. If assigned an F in the course, the student cannot withdraw from the course.

F. COPYRIGHT POLICY

<https://www.fandm.edu/college-policies/academic-affairs/copyright-fair-use-policy.html>

The College obeys, and expects its students to obey, federal copyright laws. These laws generally prohibit the copying without permission of a copyrighted work. That work may be literary, musical, or dramatic; a picture, a sound or video recording, or a computer program or material; or any other original expression fixed in some tangible form. The appropriate College offices (most particularly the Library and Technology Support Services) maintain specific guidelines for the use of copyrighted materials.

G. DISRUPTIONS OF THE ACADEMIC PROCESS

All students should be familiar with this policy statement on campus disruptions, adopted by the Faculty in May 1969:

- 1) Franklin & Marshall College is fully committed to the principle that freedom of thought and expression must be assured for all members of the College community, including the freedom to express or demonstrate disagreement and dissent by reasonable and peaceful means.
- 2) This freedom is a *sine qua non* of a college. The commitment is hereby reaffirmed.
- 3) The spirit of this commitment is clear and it should, by common consent, be held inviolate.
- 4) But the determination of what is orderly and peaceful cannot be left only to those engaged in that action. The College retains the responsibility to state and enforce those determinations.
- 5) The process of free exploration, examination, and evaluation of ideas can survive only in an atmosphere in which every member of the College is guaranteed the right to think, and talk, and move about freely. When any members of the College, unwittingly or by design, deprive others of these rights, the institution and its academic endeavors are placed in grave jeopardy.
- 6) Those who deny this freedom to others shall be subject to sanctions by the College and may, after due process, be considered unwelcome as members of the community.
- 7) The academic process cannot be conducted in an atmosphere tainted by disruption or by the threat of intimidation, coercion, or duress.

- 8) While the maintenance of the integrity of the academic process is an obligation of all members of the College, there is a clear responsibility imposed upon the faculty to safeguard that integrity and to certify standards of performance of all engaged in the academic life of the College.
- 9) The College's determinations on such matters are reached through reasoned thought and rational discourse. The College will not condone or tolerate unreasoned or injudicious violations of the spirit of the College or disruptions of the orderly academic process.
- 10) The College cannot recognize as valid conclusions reached under the imposition or threat of intimidation.
- 11) It is asserted, therefore, that activities that disrupt the normal academic processes of the College are not only inappropriate, but intolerable. Individuals who initiate or engage in such activity shall be subject to appropriate disciplinary procedures or sanctions by the College. Such action shall, of course, provide for appropriate access to fair hearing and due process.

H. CLASS ABSENCE NOTIFICATION BY STUDENT WELLNESS CENTER

Student Wellness Services recognizes that students are responsible for adhering to professors' attendance policies and that only faculty members can excuse students from class. The Student Wellness Service does not issue class absence notes. Students are encouraged to communicate with their professors directly, before missing class.

Students being seen at the Student Wellness Center while missing an exam or a presentation due to illness may give consent at the time for the professor to be informed by phone or e-mail.

Students may consent for professors to be informed by e-mail about a current illness that could interfere with class attendance or academic performance, e.g., mononucleosis or concussion.

The Student Wellness Center does not believe students should miss class for medical appointments on or off campus. If doing so cannot be avoided, the student can give consent for the professor to be informed by e-mail.

A Student Wellness Center professional staff member is able to speak with a professor about a student's special medical situation only if the student gives consent to do so as per required privacy practices.

I. SHORT-TERM STUDENT LEAVES OF ABSENCE

A student may be placed on short-term leave by the Office of Student Affairs for either medical or personal reasons. In such cases, the Office of Student Affairs will promptly inform the student's instructors. Students placed on short-term leaves are expected to contact their instructors as soon as possible regarding missed coursework. Given that the leave is approved by the College, it is expected that instructors will credit late work, offer make-up assignments, and allow the student to meet other academic obligations. Such leaves should be considered

excused absences. Instructors with questions about the feasibility of such arrangements should contact the Director of Student Success.

J. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

The academic calendar of the College is a secular one; thus, religious holidays may conflict with it. It is also policy to attempt to accommodate students who wish to observe religious holidays. Faculty are expected to accommodate observant students who miss class because of major holy days (for example, by according them an opportunity to make up missed work or exams). Such absences should be considered excused absences. When feasible, faculty also should avoid scheduling examinations and quizzes on major holy days. A calendar of religious holidays is available on the College's website.

VIII. ACADEMIC SUPPORT SERVICES

A. OFFICE OF INSTITUTIONAL RESEARCH

In addition to overseeing the compiling of information for external reporting, the Office of Institutional Research oversees the College's work in assessing the effectiveness of its programs and in planning for future change. This includes collecting and analyzing information regarding the curriculum and student achievement. It also includes attempting to determine the extent to which we have met our goals in academics, financial resources, and student life. Issues external to the College that may present challenges or opportunities whether now or in the future are also investigated. The office works so as to ensure that goal-setting and policy-making are based on the appropriate information and that areas where further efforts are needed are identified and addressed.

B. THE COLLEGE LIBRARY

The Library supports the mission of the College by providing students with the scholarly resources and research skills necessary to become independent and productive leaders and learners in a changing world. Librarians work in partnership with the Faculty and in collaboration with students to assist them in discovering and interpreting information in a dynamic environment. Workshops designed to support a course's information or research requirements can be arranged by contacting the Associate Librarian for Research Services or your department's liaison librarian. Librarians meet with 130+ classes each year. Expert research assistance is also offered online and in person.

Collections and services are available online and in two locations on campus. Shadek-Fackenthal Library, built in 1938, expanded in 1983, and updated in 2015-16, houses materials in the humanities, fine arts, and social sciences. Research Services, Interlibrary Loan, and the SparkSpace are on the first floor, along with the Information Desk, Circulation Desk, the Media and Reference areas, current periodicals, Instructional Technologists' offices, and 3D and poster printing. Government documents, bound periodicals, the Creativity and Innovation classroom space, and open study spaces are on the ground floor, with general study areas located throughout the building. The Faculty Center is on the second floor and offers programming and events throughout the year. The Library also maintains a small collection of general and leisure reading material in the Browsing area.

The Martin Library of the Sciences, opened in August 1990, and updated in 2015-16, contains the book collections for the natural and physical sciences, science reference materials, scientific periodicals, and appropriate government publications. This Library also houses other special scientific materials and the Archives & Special Collections.

Archives & Special Collections preserves and makes available Franklin & Marshall's rare book, manuscript, scholarship and archival collections. Some of the subjects for which these collections provide primary and secondary source materials are: 18th/19th-century German-American imprints (monographs, pamphlets, broadsides, Fraktur); Lincolniana; Franklin J. Schaffner '42 (film director); Reynolds Family (Wilkes Expedition, U.S. Civil War); Wohlsen Corporation blueprints and records; and Franklin & Marshall College history.

Professional staff in this area also lead in digitization efforts, creating the College's institutional repository online, and making these and other materials more readily available for classes and researchers.

The combined libraries contain over 1.2 million print and ebook volumes, focused on curricular needs, and supporting students and faculty. Access to thousands of scholarly journals is provided in print and through online subscriptions, subject databases and in print.

The entire College community has access to the Library's Discovery tool and holdings, plus over 210 scholarly databases, full-text journal and newspaper collections, and deep collections of streaming film and media via the website, library.fandm.edu. You can access these valuable resources, such as JSTOR, Kanopy, Project Muse, and Web of Science, anywhere on campus, or from off campus with authentication. Most of this content can be linked directly into courses in Canvas.

Faculty may also use Interlibrary Loan to obtain needed books or copies of articles from libraries here and abroad. In addition, E-Z Borrow is a service allowing simultaneous searching of over 60 academic library catalogs in Pennsylvania. Faculty can directly request loans of books found through E-Z Borrow. The Library is a member of OCLC, a global network of libraries connected online, the Oberlin Group, PALCI, SPARC, and also the Associated College Libraries of Central Pennsylvania (ACLCP), a consortium of twenty-five regional colleges and the State Library of Pennsylvania. The Franklin & Marshall ID Card is honored at all ACLCP libraries, which include Millersville University and Dickinson, Elizabethtown, and Gettysburg Colleges.

The Library has been an official depository of U.S. Government Documents since 1895. As a result, the College has one of the most extensive collections of government documents of any college its size.

Questions about anything pertaining to the College Library can be addressed at any time to ask.us@fandm.edu.

C. THE FACULTY CENTER

The Faculty Center, on the second floor of Shadek-Fackenthal Library, supports the Faculty as teachers, scholars and academic citizens. The Center offers on-line resources and a full set of programs, ranging from workshops to learning communities and accountability groups. Individual consultations are available on such topics as mid-semester feedback on teaching, administrative responsibilities, assessment projects, grant applications, course management, scholarship and sabbatical plans, and course design and revision. The Faculty Center sponsors events with other departments and offices, including the College Library, Technology Support Services, the Office of Sponsored Research, the Writing Center, and the Phillips Museum of Art. Funds are available to support innovative work at the classroom (Academic Innovation Fund), course (Faculty Center Course Revision Awards), and curricular (Arthur Vining Davis Awards) levels. A weekly announcement is made via email of upcoming events. Faculty play a central function in providing input to the Center helping to fulfill the Faculty Center mission — "In collaboration with campus partners, the Faculty Center supports, sustains, and celebrates teaching, scholarship, and service. By enriching the understanding of individuals' evolving roles across the arc of their careers, the Center contributes to the vibrancy of the College as a whole, allowing everyone to achieve the highest levels of academic success."

D. INFORMATION TECHNOLOGY IN THE CURRICULUM

Franklin & Marshall College believes that technology is an important resource for faculty in support of teaching and learning as well as an indispensable tool for scholarship. Information Technology Services seeks to ensure that our students and faculty are equipped with necessary technology so that they can work together effectively. The College is fully wireless-enabled with a dense wired network in academic departments, offices, and workspaces. The College provides a campus portal (<http://mydiplomat.fandm.edu>) as a point of easy access to College-only and personal/confidential information. The College is a Google Apps for Education campus, which means that collaboration using Gmail, Google Drive, and other Google tools is easy and cost free.

For students, the use of personal computers is required or recommended in virtually every course taught at the College. Many courses make use of Canvas, the College's learning management system, where students find assignments and submit their papers, journals, and communications electronically to their professors. Many students have reported that they appreciate when faculty also make use of the electronic gradebook features in Canvas. The idea of "one person, one computer" has met with broad acceptance at Franklin & Marshall as over 98% of current students report having a computer. While approximately 75% of students elect to bring a Macintosh computer, the College is platform agnostic, being sensitive to the ability of students and families to provide computer resources. In addition to personal computers, there are public computers available in the libraries and several other locations on campus. All College-provided resources can be used with either platform, with a few exceptions for software applications that a vendor has produced for only one platform. The College has acquired site licenses for various essential software tools.

Three teams of note within Information Technology Services:

Technology Support Services, which is located in the Martin Science Library (fandm.edu/its), provides information for all first-year students on resources available to them through the College as well as information on ideal computer model configurations and discount price information. This group provides Helpdesk services to the entire campus, in-person and online.

Instructional and Emerging Technologies (IET), which is located in the Shadek-Fackenthal Library, is dedicated to promoting and supporting the integration of technology into the College curriculum in support of teaching and learning. IET consults and collaborates primarily with College faculty in the evaluation, experimentation, and adoption of technology-based solutions that have the potential to support and enhance instruction, comprehension, or research. IET staff, working in close partnership with the library, offer a wide range of services, a few examples of which are:

- Instructional design assistance that leverages technology in support of course objectives and course redesign efforts
- Media, makerspace or other project design and production assistance
- Support for Canvas and course content distribution
- In-classroom instruction and project support for students such as poster design principles, using blogs for writing assignments/journals, 3-D printing projects, survey tools for data gathering, website design using Google tools, etc.

Research Computing Services, located on the lower level of Stager Hall, is dedicated to supporting all faculty and students with their research computing needs, for example high performance and high throughput computing for data analysis and discovery. This team also manages a number of specialized scientific software applications used on campus and supports Computer Science faculty with a wide array of needs in that discipline.

Technology in the Classroom: ITS manages a wide variety of technically sophisticated facilities and technology-enhanced classrooms across the campus. All of the College's classrooms offer projection capability with a wide array of other capabilities depending on the space.

The Committee on Learning & Student Success (CLSS) has as part of its mission to advise Information Technology Services on matters relating to the use of technology, information resources, space design, and faculty support as part of the academic program of the College.

Other important links to service and policies include:

Technology Policies: <https://www.fandm.edu/college-policies/>
Technology Enhanced Classrooms: [Audio & Video Support, plus classroom virtual tours](#)

E. THE WRITING CENTER

The Writing Center is a resource for faculty and students. A staff of specially trained student writing assistants includes majors across the curriculum. Morning, afternoon, and evening appointments are available and range from twenty-five to fifty minutes. Faculty can encourage students to visit the Writing Center for help with writing essays, reports, and other assignments. Writing assistants will review assignments and works in progress, helping with the organization and development of arguments as well as with the mechanics of writing. They will not edit a paper, but they can help writers recognize errors and learn to correct them. With the student's permission, faculty members receive conference report forms after their students' visits.

A technical library of books and handouts on writing is also available at the Writing Center, and many materials are on the Writing Center's web page. Each year the Center sponsors The Phyllis C. Whitesell Prize, a contest that invites students to submit their writing from courses in the general education curriculum. A jury composed of faculty and Writing Center staff awards one \$200 prize for Connections papers, as well as \$75 honorable mention prizes. The Center publishes an online collection containing the prize-winning essays. The full-time director of the Writing Center consults regularly with faculty about writing assignments and assessment, and the Center's workshop program offers a variety of in-class writing workshops that can be tailored to meet individual faculty members' needs.

F. QUANTITATIVE AND SCIENCE CENTER

The Quantitative and Science Center helps to build quantitative, scientific, and problem-solving skills among students and in the wider Franklin & Marshall community. The Center provides students several forms of peer tutoring for courses in, among other departments, Biology; Business, Organizations and Society; Chemistry; Computer Science; Economics; Mathematics and Statistics; Physics and Astronomy; and Psychology. Trained peer tutors are available for drop-in sessions and individual tutoring. In some courses, student leaders facilitate group sessions focused on problem solving or conceptual course material. All types of tutoring and

workshops are visible in the Center's online scheduling system, accessible through Inside F&M> Student Support Hub>Quantitative and Science Center

Faculty can encourage students to visit the Center for help with course material. With the student's permission, faculty members receive conference report forms after their students' visits. Faculty interested in tutoring or other types of support, such as workshops, for quantitative or science courses should contact the Center's Director.

G. THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs at Franklin & Marshall supports the academic, intellectual, and social lives of our students. The Vice President and Dean of Student Affairs oversees this area, which includes the Dean of Students, Executive Director for Residential Life and the College House Directors, the Center for Career and Professional Development, the Ware Institute for Civic Engagement, Student Housing, Athletics & Recreation, Student Engagement & Leadership Education, Student Accessibility Services, fraternity and sorority life, First Year Experience and Parent and Family Programs (including Orientation), and Student Wellness Programs (including DipCares coordination).

Among other responsibilities, the Director of Student Success, House Directors, and Faculty Dons support students experiencing academic difficulty, assist them in developing strategies for academic success, and monitor their subsequent academic progress. They conduct conferences with students receiving academic advisories and/or early alert notices and advise faculty and students concerning exceptions to academic policies, leaves of absence, and incompletes. Finally, the Office coordinates and monitors the varied residential options available to Franklin & Marshall students throughout their years of undergraduate study.

H. THE COLLEGE HOUSE SYSTEM

As a liberal arts college Franklin & Marshall seeks to instill in its students an appreciation for the joys of intellectual life and, in the broadest sense, to engage students in the life of the mind. This mission should be ubiquitous in the interactions among members of the community and throughout the physical spaces that house those encounters. A vibrant intellectual life should be evident both in the formal classroom and in the residential environment.

The College House system offers faculty and students the opportunity to create some of those chance encounters and informal moments that spark students' potential and engage their intellectual imaginations. The Faculty Dons create events that bring faculty, students, alumni, distinguished visitors, and professional staff together in formal and informal settings to engage in lively discussions and social interactions that break the barrier between classroom and student residence.

The House environment integrates thoughtful deliberation and intellectual exploration into students' daily lives. This continual engagement forms habits of thought and analysis that will serve students throughout their professional and personal lives. The Houses are the meeting ground where students can interact and network among the extended College family. Students might encounter a government official, visiting alumni, Nobel Laureates, new Ph.D.s interviewing for jobs at the College, faculty hosting small discussions, or CEOs looking for talent.

College Houses are also places where the arts of democracy are learned and leadership is incubated. Students govern their College House and control its social activities and budget. Faculty Dons and House Directors guide and teach the students as they experience the challenges of leading others, negotiating agreements, and resolving conflicts.

Within Houses, students elect leaders, manage their own social programs, and resolve the problems of living that arise among House residents. The structure and governance of each House is based on the explicit acknowledgement that students are adults and should control many aspects of their social and residential lives. College Houses are connected communities where all students can find a place at the College. In the Houses, we find close relationships among faculty, students, and administrators. College Houses offer students opportunities to gather informally with faculty and other students to explore ideas or simply to have fun.

The Houses include residential first-year seminars — Connections. The classroom component of this program introduces students to skills of critical reading, critical thinking, oral communication, and information literacy. At the same time, the students live together on the same residence floor. Frequently, discussions of substance about ideas move between the classroom and the residential environment.

Members of the Houses form teams that participate in intramural and recreational sports. The residents and their advisers also help facilitate New Student Orientation, introducing new students to the culture and traditions of the House. The House also functions as a connection to the many offices that support the educational experience of students.

Upon matriculation, all students are assigned to membership in a College House based on their shared interest in Connections courses. Although students will not live in the House for all four years, this affiliation continues through all four years and extends beyond graduation.

College Houses define the social landscape of the College. A College House creates an environment that is neither academic nor residential. This environment is sometimes called a “third space,” not classroom and not residence hall, but a comfortable and inviting hybrid and something more. The College House system models a way of living that makes for a rich and rewarding life: it supports a social landscape that integrates work, play, a critical approach to new ideas, and the belief that every moment holds the opportunity for discovery and personal satisfaction.

IX. Appendix: AAUP Policy Statement on Professional Ethics of the American Association of University Professors

Adopted as Association policy by AAUP in April 1966 and revised in June 1987 and 2009.

INTRODUCTION

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable prevalence of the Association's Recommended Institutional Regulations of Academic Freedom and Tenure.

THE STATEMENT

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory

treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.