Introduction

The Faculty Handbook is designed to provide information that will assist Stonehill faculty to become more effective in their roles as teachers, scholars, and members of the College community. A PDF version of the Handbook is accessible online at www.stonehill.edu/facultyhandbook.

The Faculty Handbook is a product of a cooperative effort between the elected Faculty Senate and the academic leadership of Stonehill College. In preparing this handbook, we have incorporated actions of the Senate and agreements between the academic leadership and the Senate, as well as historical college practices. The Handbook has been revised over the years since its first publication to reflect policy and procedural changes, as well as changes in expectations and resources for faculty. This year’s Faculty Handbook reflects the updated policies and procedures found in the College’s Online Policy Manual as of June 30, 2014. All sections of the Online Policy Manual cited herein are incorporated by reference into this Faculty Handbook.

The Online Policy Manual represents the only official version of the College’s policies. The Employee Handbook contains general information for all individuals employed by the College and is maintained by the Office of Human Resources. A copy of the Employee Handbook is available upon request by contacting the Human Resources Office at 508-565-1105. If anything contained in the Faculty Handbook or Employee Handbook contradicts or is inconsistent with College policy, the online Policy Manual shall control. Faculty and Employee handbooks are provided as a reference guide only and do not constitute a contract between a faculty member and the College. The College Policies can be accessed online on MyHill under the Employee Services tab. Inquiries concerning interpretation of College policies should be directed to the Office of the General Counsel, 508-565-1413.

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

Suggestions for revisions to the Handbook should be addressed to the person or committee responsible for the relevant section of the book (Faculty Responsibilities – Faculty Senate; Faculty Resources, Faculty Membership, Faculty Evaluation – Dean of the Faculty). Approved changes will be compiled by the Faculty Handbook editor, and will be incorporated into the revised Faculty Handbook distributed at the beginning of the Fall semester.
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CHAPTER ONE: FACULTY RESPONSIBILITIES

College faculty have responsibilities in the areas of teaching, research and professional work, and service to the college and community. These responsibilities are mutually interactive; for example, teaching and research inform and sustain each other. In addition, through mentoring of students, service on committees, attendance at faculty assemblies and other gatherings and college events, faculty members contribute actively to the work of the departments and the institution. As members of a community that includes students, staff, and faculty colleagues, faculty are expected to deal with other members of the community with respect and consideration.

I. INSTRUCTION AND COURSE MANAGEMENT

A. Teaching Loads and Assignments
Teaching is the primary responsibility of Stonehill faculty. Teaching responsibilities and specific course assignments are established in consultation between the Dean of the Faculty, the department chair or program director and the faculty member. For full-time, tenure-track faculty in the Liberal Arts and Business, the normal teaching load is 35-37 credits over a four-semester cycle. For full-time, tenure-track faculty in the Natural Sciences, the normal teaching load is 34.8 to 37.2 credits over a four-semester cycle. For full-time term renewable and visiting faculty who do not have research or service obligations, the normal teaching load is 24 credits per academic year. There may be exceptions to these standard loads, based on class size, significant research or administrative responsibilities, external grants, etc. These exceptions are negotiated between the faculty member, department chair and Dean of the Faculty.

Through the work of the Center for Teaching and Learning (CTL), academic departments and the Office of the Provost, the College seeks to support effective and innovative teaching. Faculty are encouraged to participate in the activities of the Center and avail themselves of the other resources that are available to them in the areas of pedagogy and technology, and the Scholarship of Teaching and Learning (SOTL).

B. Course Management
Each member of the faculty is responsible for:

- Ordering books and other required teaching materials in advance of the beginning of the semester and communicating with the bookstore in a timely manner to ensure best pricing for students.
- Meeting classes at scheduled times and locations.
- Honoring the College’s reading and examination periods.
- Evaluating students’ work, including providing adequate and timely feedback to students.
- Submitting grades by the dates established by the Registrar’s Office.

1. Syllabi
Every course taught at Stonehill must have a syllabus that summarizes for the student the key elements of the course. For accreditation and other purposes, the Office of the Provost maintains copies of syllabi for all courses offered. Each Semester faculty must submit a syllabus for each course through the Learning management system (LMS) course site.
When you are designing your syllabus please keep in mind your course credit value and try to follow the recommended guidelines of work expectations of students based on the definition of the Credit Hour as defined by the Federal Government:

“… an amount of work represented in intended learning outcomes and verified evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

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

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

You can access suggested wording for the statements on academic integrity, disabilities accommodations, and academic student support at the Center for Teaching and Learning website’s teaching resources.

2. Student Attendance

Students are expected to be regular and prompt in their class attendance. In case of absence, students are responsible for all class work, assignments, and examinations. Any student who misses an examination (other than the Final Examination), a quiz, or any required classroom activity to which a grade is assigned, must consult the instructor as soon as possible regarding the opportunity to make up the work missed. In such cases, it is the instructor who determines whether or not the absence was legitimate; if it was, the instructor has the obligation to give a make-up examination or a quiz, or to provide the student with an equivalent basis for evaluation. If the absence is deemed not to have been legitimate, the instructor has the option to decide whether or not to provide an opportunity to make up the work. For the College's policy on attendance for student-athletes, consult the Athlete's Handbook. Generally, student athletes should not be excused from classes in order to attend practices, but faculty are encouraged to make reasonable accommodations for game attendance. Student athletes are expected to notify instructors.

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1 Taken from the New England Association of Schools & Colleges, Inc. Commission on Institutions of Higher Education- Fifth Interim Report Manual
of game schedules prior to the beginning of the semester and to work with instructors to satisfy the attendance and assignment requirements of the course.

If, due to prolonged illness or any other reason, any student misses three consecutive weeks of classes, the instructor has the right to decide whether or not the student will be permitted to make up the work missed.

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

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

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

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

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

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

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

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

If a faculty member is unable to meet a class due to illness, emergency or other unexpected reason, s/he is expected to try to find a colleague to cover the class. If that is not possible, the faculty member should
contact the chair of the respective department and the Office of the Provost (508-565-1311). If time permits your class will be notified. If there is advanced knowledge of an absence, a faculty member may choose to contact the Office of Career Services, Office of Health Services, or Office of Intercultural Affairs, which have implemented a program entitled “Don’t Cancel That Class.” A professional in one of these offices will meet with the class in the faculty member’s absence to discuss an agreed upon topic.

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

6. Evaluative Criteria/Grading/Final Examinations

Faculty are encouraged to view exams, quizzes, and papers as learning experiences and not merely as grading opportunities. The criteria for the grading of examinations, quizzes, and papers are to be determined by the individual faculty member in accordance with usual and accepted professional standards. The Faculty is reminded of its responsibility in grading and promptly returning student work/assignments.

Faculty are required to give each first-year student an assessment by the midpoint of the semester. For sophomore, junior, and senior students mid-semester assessments must be submitted for students who have earned a grade of C- or lower in any course. Final grades must be submitted by the deadline established on the academic calendar. The mid-semester assessment policy and grading system used by the college are found in the Hill Book and in the College’s Policies & Procedures sections A18.8 and A18.2.

Once a student’s semester grade has been submitted to the Registrar’s Office, the faculty member (the only person authorized to change the grade) needs to submit a Grade Change form to the Registrar’s Office for processing. Grade changes that are older than one semester require the additional approval of the Dean of Faculty. Although it is very rare, a student has the option to dispute a grade, the process followed in this case can be found in the College’s Policies & Procedures section A18.11.

Research on learning suggests that some type of comprehensive examination or relevant assignment or project will facilitate a student’s integration and synthesis of knowledge and/or skills. Therefore, faculty are expected to give final exams in their courses, or an equivalent type of cumulative learning experience. Obviously the nature of the examination or project is left to the discretion of the faculty member and will be influenced greatly by the discipline and specific course. Final examinations are scheduled by the Registrar’s Office and are to be administered only during the Final Exam Period (see the Academic Calendar for the dates of the Final Exam periods for 2014-15.) It is not acceptable to re-schedule a final exam because of student or faculty preference.

If a faculty member chooses not to give the conventional two-hour final examination, he/she must notify the department chair and the Registrar’s Office.

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

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

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

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

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

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

For the policy regarding students withdrawing from a course after the Drop/Add period see the Hill Book and the College’s Policies & Procedures section A15.6. For the policy regarding dismissal of a student from a class see the College’s Policies & Procedures section A15.7.

8. Course Activities Off-campus

For documentation purposes, faculty members are asked to provide notification prior to traveling off campus with students by completing the Travel Notification Form.

Due to safety and liability issues, faculty and staff members should avoid traveling alone with a student or using a personal vehicle for travel whenever possible. In cases where travel in a personal vehicle with students is considered necessary and proper by a faculty member, in the course of their duties, the faculty member’s insurance will be the primary carrier in the event of an accident. Any faculty member performing their duties off-campus remains indemnified under article VI of the Bylaws of Stonehill College.

Off-campus activities should not conflict with course schedules of enrolled students.

9. Retention of Course Records

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

- Student Work: Any student work such as papers, projects or examinations that remain in the possession of a faculty member may be discarded after one year.

- Assigned Grades: All grades for course assignments should be retained for at least four years after the course is offered. Since grade records in eLearn will be kept for one year after the completion of the course, it is the responsibility of faculty members to maintain a copy of all assigned grades for the requisite four years. Mid-semester assessments and final grades for every student are permanently maintained by the Registrar’s Office.
Course Artifacts: The retention of course artifacts such as the syllabus (B. 1), assignments and tests are left to the discretion of the faculty member; however, course artifacts are necessary for annual, pre-tenure, tenure and promotion reviews. See Policy 10.1 on the requirement to submit syllabi each semester.

C. Stonehill College Academic Honor Code, Policy and Procedures

1. Academic Honor Code

In the context of a community of scholarship and faith, and anchored in a belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust, fairness, and responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

2. Academic Integrity Policy

All members of the College community have the responsibility to be familiar with, to support, and to abide by the College’s Academic Honor Code. This responsibility includes reporting knowledge of or suspected violations of this policy to the appropriate faculty member or to the Director of Academic Services and Advising or designee.

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

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

Each year, the Vice President for Academic Affairs is responsible for maintaining and publishing a set of procedures relative to the Academic Integrity Policy. These procedures are available through the Office of Academic Services and Advising.
3. **Academic Integrity Procedures**

**Authority**

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

2. The Director of Academic Services and Advising or designee gives each faculty member the right to approach a student suspected of violating the Academic Integrity Policy to determine whether or not a violation has occurred, and if so, decide the appropriate sanction for the violation.

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

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

**4. Academic Hearing Boards**

The purpose of the Academic Integrity Board (AIB) is to review statements from a charged student, the faculty member, and witnesses with knowledge of the incident when there is a dispute over either the alleged violation or sanction. The AIB determines whether or not the charged student violated the academic integrity policy, and determines the nature of the sanction if the charged student is found responsible.

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

The Academic Appeals Board (AAB) is charged with hearing all requests for appeals resulting from an AIB hearing. A quorum of three AAB members must be present to conduct a hearing. The AAB is comprised of one faculty member and one student representative, chaired by the Dean of the Faculty or designee. Members of the College community may nominate student members for the AAB. From these nominations, the Student Government Association will appoint students to serve on the AAB for the following academic year. The Faculty Senate will appoint one faculty from each division and fill any vacancies during the year by appointment. Members of the AAB may not serve on the Academic Integrity Board. It is expected that all hearing board members be impartial. All decisions by the AIB and AAB will be arrived at by a simple majority vote. The chairperson will vote only in case of a tie. All board findings are reviewed by the Vice President of Academic Affairs before being released.
In order to participate on either board, all members must complete a training process. The term of office for appointed AIB and AAB board members will be two years for faculty members and one year for students. There are no specific term limits for board members. Student members of the AIB and AAB must be full-time students in good academic and disciplinary standing. If a student member does not maintain good academic or disciplinary standing, he or she will be removed from the AIB or AAB for that academic year. A member of the AIB or AAB may be removed from the Board for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.

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

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

5. **Initiation of Academic Integrity Procedures**

When a faculty member suspects a violation of the Academic Integrity Policy, the faculty member meets privately with the student (in person, or by phone with email documentation, if a face-to-face meeting is impossible, as can happen at the end of a semester) as soon as possible but within five business days of discovering the alleged violation, presents the evidence, and asks for an explanation. Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services and Advising or designee. The faculty member and the student may arrive at one of the following conclusions:

- Both agree that violation did not occur and the case is dismissed. No written report is necessary.
- Both agree that the action was an unintentional matter resulting from miscommunication or lack of understanding. The faculty member and student agree to a limited sanction (e.g. a reduction in the grade for the assignment, a requirement to rewrite and resubmit the assignment and/or the requirement that the student schedule an appointment with the Writing Center personnel for assistance on proper procedure, etc.) within five business days of their initial meeting. Reporting of the incident to the Director of Academic Services and Advising is left to the discretion of the faculty member. If reported, the faculty member should indicate whether a formal or informal letter is most appropriate.
- Both agree a violation did occur and come to an agreement on an appropriate sanction(s) within five business days of their initial meeting. The faculty member imposes the appropriate sanction, depending on the nature and severity of the violation. The faculty member submits an Academic Integrity Incident Report to the Director of Academic Services and Advising or designee indicating whether a formal or informal letter is most appropriate and a copy of the report and letter will be sent to the student. The Director of Academic Services and Advising or designee will review all reports to determine if a repeat offense has occurred. In the case of a repeat offense, the AIB will be convened.
- The faculty member and student are not able to reach an agreement about either the violation or the sanction. The faculty members is then required to submit, within five business days from when the initial meeting occurred with the student, an Academic Integrity Incident Report to the Director of Academic Services and Advising or designee who will send a copy of the report to the
student. The Director of Academic Services and Advising or designee will refer the case to the AIB.

In cases where the personal safety of a faculty member is a concern, the faculty member may either request a third party to be present when meeting with the student or may report the violation directly to the chair of the AIB or designee without prior discussion of the incident with the student.

The student and faculty member involved will be contacted by the chair of the AIB to arrange a date, time and place of the hearing through a written notice. During this contact, the faculty member and student can recommend witnesses.

Formal AIB hearings will be conducted as soon as possible but no sooner than two business days nor more than ten business days after the charged student has been notified.

Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services and Advising or designee.

Faculty members must respect the student’s right to confidentiality during this process. Discussion of any matters related to the event that would violate the student’s confidentiality should be avoided. Faculty members seeking advice from others should not use the names of the alleged students and should be careful not to reveal confidential information. Designated staff members in the Office of Academic Services and Advising are available for confidential consultation.

6. Students Rights to formal AIB and AAB Board Hearings

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

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

a. be notified of the date, time and place of the formal discipline hearing, as well as the names of the witnesses (if applicable) called to the hearing;

b. receive notice of the fact that failure to appear for a formal hearing may result in the hearing being conducted in the absence of the charged student;

c. provide in writing the names of witnesses with knowledge of the incident that may appear at a formal discipline hearing on his/her behalf to the Director of Academic Services and Advising or designee, within twenty-four hours of the hearing. Character witnesses are not permitted;

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

e. challenge the composition of the hearing board with cause;

f. present his/her case;

g. decline to answer any questions or make any statements during a formal board hearing. Such silence will not be used against the charged student; however, the outcome of the formal hearing will be based upon the information or lack thereof presented at the hearing;

h. be advised by an advocate, who is defined as a faculty member, staff member or member of the student body who is not an attorney.

i. be informed in writing of the decision and sanction, if any, within three business days of a hearing; and

j. request an appeal of the decision resulting from an AIB hearing within five business days of receiving the decision in writing. A charged student is entitled to one appeal.
In cases where the personal safety of a faculty member is a concern, the faculty member may either request a third party to be present when meeting with the student or may report the violation directly to the Director of Academic Services or designee without prior discussion of the incident with the student.

The student and faculty member involved will be contacted by the chair of the board to arrange a date, time and place of the hearing through a written notice. During this contact, the faculty member and student can recommend witnesses.

Formal hearings will be conducted as soon as possible but no sooner than two business days nor more than ten business days after the charged student has been notified.

7. **Academic Integrity Board Hearings Procedure**

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

a. Review and signing of the Honesty Statement;
b. Reading of the alleged violations(s);
c. Charged student’s opportunity to challenge member(s) of the Academic Integrity Board for bias;
d. Charged student’s plea;
e. Charged student’s statement;
f. Faculty member’s statement;
g. Witness’ statement(s) (If applicable);
h. Person who believes he/she was the victim of the student’s Academic Integrity Violation (If applicable);
i. Charged student’s closing statement;
j. Discussion and decision making in close session.

8. **Sanctions**

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

Sanctions of separation or dismissal from the College may only be imposed by the AIB and AAB. For an egregious academic integrity violation, the board may separate or dismiss the student from the college. The board may also separate the student from the college because of repeated academic integrity violations. If a student has already been separated for an academic integrity violation, has been re-admitted, and has committed another academic integrity violation, the AIB may permanently dismiss the student from the College. In the case of a student with repeated academic integrity violations, these violations will only be considered when a decision has been made about the current violation and a sanction for the current violation has been determined.

The Director of Academic Services and Advising or designee may impose interim restriction(s) upon a student pending a formal board hearing. Interim restrictions become effective immediately without prior notice whenever the Director of Academic Services and Advising or designee believes the student may cause serious disruption to the College community.

Interim restrictions may include: separation from the College; restriction of communication with named individuals within the College community; or the restriction from attending a particular class.
Whenever reasonably possible, a meeting between the charged student and Director of Academic Services and Advising or designee will be held prior to the imposition of interim restrictions. The charged students will have the opportunity to meet with the Director of Academic Services and Advising or designee to present his/her version of the facts, and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the Director of Academic Services and Advising or designee will be final.

9. Appeals

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

- A request for an appeal is to be submitted in writing to the Director of Academic Services and Advising or designee.
- The Director of Academic Services and Advising or designee refers the request to the Dean of the Faculty or designee who serves as the chair of the AAB.
- Appeals will be considered based on the following criteria:
  - Failure to follow the stated processes or procedures that significantly prejudices the outcome;
  - Insufficient or inappropriate evidence used to justify a decision; or
  - Unjustified sanction.
- Upon receipt of the request for an appeal, the Director of Academic Services and Advising or designee will normally refer the request to the AAB within 10 business days.
- In reviewing the request the AAB may:
  - Determine there are no grounds for the appeal, thus upholding the AIB decision;
  - Refer the case to the AIB that originally heard the case for re-consideration of special issues;
  - Change the original decision or sanction after reasonable review of the appeal request and the decision rationale of the AIB; or
  - Determine the appeal request merits a formal appeal hearing and schedule a hearing no later than 10 business days from the date the request is reviewed. Typically, a formal appeal hearing would not be granted unless significant prejudices result from deviations of designated procedures.
- All decisions, once realized by the AAB, are binding.

10. Academic Discipline Records

Academic discipline records are educational records maintained in the Office of Academic Services and Advising. There are two types of discipline records: informal and formal letters.

An informal letter is a temporary record that is destroyed after graduation. The letter is kept confidential and is shared with appropriate College officials in the case of a repeated violation of the Academic Integrity Policy or where disclosure is appropriate or necessary under the Family Educational Rights and Privacy Act (FERPA).

A formal letter is a discipline record that is retained for seven years post-graduation. The letter is kept confidential and is shared under the following circumstances: (a) with appropriate College officials in the case of a repeated violation of the Academic Integrity Policy; (b) upon request of
student (often as part of the admission process to graduate school, medical school, dental school, service programs, etc.); and (c) where disclosure is appropriate or necessary under FERPA (for example, upon request from law enforcement or in conjunction with the issuance of a valid subpoena).

Academic discipline records are not considered to be part of a student’s permanent academic record maintained by the College. However, a violation of the Academic Integrity Policy that results in a sanction of college separation or college dismissal is considered part of the student’s permanent record.

D. Course Evaluations

Every semester students will be asked to complete online evaluations for each of their courses. The online evaluations are used for student feedback and faculty self-evaluation and as such, faculty will have the option to add questions to the evaluations for their eyes only. The evaluations (without the faculty-added questions) will also be available to department chairs, deans and the Rank and Tenure Committee for evaluation of programs and faculty. For first-year faculty, course evaluations are formative only.

In addition to using the formal evaluations, faculty members are encouraged to experiment with soliciting feedback from their students at other times during the semester. This can be particularly useful at the point of mid-semester. The Center for Teaching and Learning provides a number of confidential services meant to assist faculty in developing, administering, and evaluating mid-semester feedback for the purpose of formative self-assessment. See the CTL’s website at http://www.stonehill.edu/ctl for more information.

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

Faculty members who plan to apply for promotion must have course evaluations for all of their classes during five teaching semesters immediately preceding the semester in which the promotion reviews are to take place. Finally, the course evaluations shall be solicited for all courses being taught for the first time.

Special note: Tenure-track faculty who are applying for tenure and promotion for the Fall of 2015 can continue to administer the paper evaluations. Faculty applying for promotion the Fall of 2015 also have the option to administer paper evaluations in their courses.

E. Mentoring and Advising of Students

1. Mentoring

Close faculty-student interaction is an important characteristic of the Stonehill academic experience. This interaction can be an important aspect of mentoring and can take many different forms, influenced by factors such as the discipline, the faculty member and the students. For example, in the sciences mentoring is often accomplished through collaborative research. In other disciplines, students work closely with faculty through Directed Study courses and student interest groups. In all areas, faculty are asked to encourage students to meet with them during office hours and other times to discuss course material, other topics of interest, career opportunities, etc. These interactions are often described by students as one of the most important aspects of their undergraduate experience.

2. Academic Advising

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

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

II. DEPARTMENTAL AND COLLEGE-WIDE CONTRIBUTIONS

A. Departmental responsibilities

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

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

In addition, faculty must attend to the development of the Library collection, most particularly within their own disciplines. Typically, requests or recommendations are to be submitted to the Acquisitions Librarian though extraordinary requests should be discussed with the Library Director.

B. College-wide responsibilities

1. Faculty Senate and Faculty Assembly Meetings

The Faculty Senate expects all full-time faculty members to attend all meetings of the Faculty Assembly (held during the activities period whenever there is a fifth Monday of a month and at other times) and to vote in all faculty elections, unless prevented from doing so by official duties or other serious reasons. Faculty members are invited to attend all meetings of the Faculty Senate, normally scheduled on the first Monday of each month during the Activity Period.

2. Committee Participation

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

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

In the spring of 2006, the Faculty Senate approved the following statement: "The Faculty of Stonehill College value the important role faculty members have on institutional and academic committees. All faculty are expected to serve their colleagues and the college community through participation in the nomination and electoral process. The Faculty Senate's Governance Committee will attempt to ensure that both committee nominations and committee membership are representative of the gender and ethnic diversity of the Faculty as well as diversity of discipline and rank. Of particular importance to the Senate
and the Faculty is membership in the Rank and Tenure Committee. Awarding tenure to a junior colleague is an important decision for the long-term success of Stonehill College. Senior faculty members are encouraged to consider this important role and the long term benefits to their junior colleagues by serving on Rank and Tenure."

3. Attendance at College Functions

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

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

III. PROFESSIONAL DEVELOPMENT

According to the procedures governing the Rank and Tenure process for full time faculty, "Significant scholarly and professional contributions to a candidate's academic discipline are an essential component of the criteria for tenure. In order to be granted tenure, a candidate must have a record of scholarly contributions that indicates strong potential for further accomplishment." Stonehill takes seriously the scholarly development of all faculty members at all stages of their careers. To that end the College supports a number of Professional Development opportunities. Faculty members are encouraged to take advantage of the benefits of these opportunities, which are described in this Handbook under the Procedures for Tenure and Promotion as outlined on the Faculty Resources website and in the following chapter.
CHAPTER TWO: FACULTY DEVELOPMENT

FACULTY DEVELOPMENT - RESOURCES FOR TEACHING AND SCHOLARSHIP

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

A. Faculty Development Goals and Planning

Faculty are able to take advantage of available resources, both internal and external to the College, in order to achieve their own expectations for sustained professional development and to contribute to the College’s goal of academic excellence. Chapters Two and Three of the Handbook describe many of the internal resources available to support and promote faculty teaching and scholarship. Faculty are encouraged to discuss their professional goals and plans to achieve those goals with colleagues, department chairs and others who are familiar with the College’s expectations for tenure and promotion.

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

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

B. New Faculty Orientation and Seminar

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

C. New Faculty Mentoring Program

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

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

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

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

Prior to the start of classes, the Dean of the Faculty and the Director of the Center for Teaching and Learning assign mentors. Mentors and mentees are encouraged to meet face to face at least 3 times per semester. Suggested mentoring activities:
- Discuss short-term and long-term career goals and professional interests.
- Attend the programs offered through the Deans' offices and the Center for Teaching and Learning.
- Share information on academic and student support services on campus.
- Discuss effective instructional techniques, course development and curricular issues.
- Discuss academic policies, guidelines and governance.
- Attend campus events such as theatrical productions, cultural programs and athletic events.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.
- Discuss preparing for tenure and promotion and career advancement.
- Explore professional development opportunities available to new faculty.
- Address special needs, questions or help needed in troubleshooting difficult situations (within courses, within department, across the college).

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

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

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

D. Faculty Development Funds

Each faculty member has access to an annual professional development fund of $1500.

1. Professional Travel

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

Faculty must seek pre-approval from the Dean of the Faculty to spend their faculty development funds on any conference that involves international travel.

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

The College's Travel and Expense Policy is available online, both on the college's intranet and on the Faculty Resources website. Faculty must follow the rules and guidelines of this policy when using college funds. The policy provides information about acceptable reimbursable expenses. Acceptable expenses include: transportation, registration, housing and food, and workshop fees. Reimbursements should be submitted either through a Request for Payment Form, or a Travel Accounting Form, both of which can be found on the Controller’s website under Finance Forms (http://www.stonehill.edu/offices-services/controllers-office/finance-forms/). Reimbursement forms are also available through departmental or building administrative assistants. When arrangements are made far enough in advance, a Request for Payment Form may be used to pay for the charges.

2. Professional Memberships

A portion of the funds may be used for reimbursement for professional memberships. Normally the amount of the reimbursement does not exceed $300 in one year.

3. Lab equipment, books and research materials

Faculty may use a portion of their allotment for the purchase of laboratory supplies, equipment and books to be used for their research activities. Normally, these expenditures do not exceed $300 in one year. Receipts for such materials must be submitted by April 1st or within 45 days of purchase, whichever is earlier.

4. Computer Supplies or Equipment

Normally, the College does not support the purchase of computer equipment or supplies with Faculty Development funds. All technology requests should first be requested through Information Technology (IT). Faculty interested in start-up funds to pilot new classroom technology can also apply for a
Classroom Innovation Grant through the Center for Teaching and Learning or a Faculty Initiatives in Technology grant (FIT) through the office of Instructional Technology.

**An exception** is made for the purchase of a personal technology device such as a tablet. The following are the requirements for such purchases:

- Each full-time professor in a continuing appointment may propose using up to $300 funds (in lieu of books or supply purchases listed in 3. above) to fund or partially fund the purchase of a new personal device such as a tablet. This type of purchase can be made every other year.
- A REQUEST FOR PURCHASE OF A TABLET form must be submitted to the office of the Provost for approval prior to the purchase of the device.
- The personal device/technology purchased with these funds is the property of the individual professor who has purchased it. The professor must keep the original receipts and will be responsible for following up on any warranty issues with the manufacturer if there are any problems with the device, if it needs to be repaired, or is stolen.
- The professor will take the initiative to learn how to use the device.
- Information Technology can only help the professor explore the use of this technology for teaching and learning.

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

**5. Timing of submissions for reimbursement**

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

**6. Exceptions**

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

**E. Externally funded grants**

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

1. Professional Development Grants

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

2. Publishing Support Grants

Publishing Support Grants are available to help subsidize the cost of publication for scholarly works (e.g., page charges, indexing, editing). Application is made to the Dean of the Faculty; there is no specific deadline. Approximately $10,000 is available each year; maximum of $1,500 per faculty member.

3. Instructional Development Grants

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

- **SOTL Research Grant** (one grant awarded per year): Awarded annually, this $2,500 grant provides support for a faculty member or faculty team engaged in research related to the scholarship of teaching and learning (SOTL). A maximum of $1000 of the grant will be awarded as a stipend, and the remaining funds are available to cover research and travel costs related to the project, as well as funding for student research assistance. If the research proposed involves human subjects, applicants should first consult with the Director of Academic Development about Institutional Review Board requirements. Preference will be given to projects leading towards publication. **Applications are due May 1st.**

- **Classroom Innovation Grant** (five grants awarded per year): Awarded each semester, these grants provide “start-up” funds for innovative projects meant to enhance student learning. Typically capped at $1,000, the grant can support a range of projects: development of curricular materials, course-related student publications, and instructional technology innovations (in some circumstances, technology requests may exceed the typical $1,000 cap). This grant cannot be used for a faculty stipend. **Applications for spring semester are due November 1st. Applications for fall semester are due May 1st.**

- **Pedagogy Travel Grant** (ten grants awarded per year): Awarded monthly, these grants (typically capped at $750) support faculty travel to teaching-related conferences and workshops. As grant availability is dependent on available funding, applications received earlier in the year have a greater chance of being funded. **Applications are due on the 1st of every month.**

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

4. Stonehill Undergraduate Research Experience (SURE)

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

The SURE Program is administered by the Office of Academic Development. Applications for the summer program are made jointly by the student and the faculty mentor. Applications will be due in the Office for Academic Development by the first Friday in December (December 5, 2014). Notification is normally made by mid February.

G. Leaves and Awards/Release Time

The College offers several opportunities for leaves and release time awards, to provide additional time for faculty to pursue research/scholarship or other professional activities.

1. Sabbatical

Sabbatical leave is granted for the express purpose of providing an opportunity for faculty members to enhance their professional development through projects of research, written scholarship, or similar creative endeavors. The project must enhance the individual's ability as an educator in the classroom and/or promote scholarship in one's academic discipline. Sabbatical leaves can be awarded for one year at half-salary, or one semester at full salary. Deadline for sabbatical applications is the second Friday of October (October 10, 2014) to the Provost/Vice President for Academic Affairs. Eligibility and application format is available on the Faculty Resources website and in Appendix B. Faculty will be notified by February 1st. Reports are due within three months of the end of the sabbatical.

2. Conboy Award for Faculty Development

Provides a course release in one semester to advance the research of an Assistant or Associate Professor; two offered per year; competitive; priority given to faculty who have not benefited from a course load reduction in the previous 2 years. Criteria and procedure for application are available on the Faculty Resources website. Deadline is the first Friday of December (December 5, 2014) to the Dean of the Faculty. Applicants will be notified by the end of December. Reports are due at the beginning of the semester following the one in which release time was awarded.

3. Teaching and Learning Strategies Seminar

This seminar which is facilitated by the Center for Teaching and Learning takes place one semester each year. Faculty apply for one of five openings and will be given release time from one course to spend the semester working with colleagues and experts from within and outside the College on specific issues related to teaching and learning. Applications are submitted on-line and are due December 1st. Criteria and procedure for application are available on the CTL website (http://www.stonehill.edu/ctl).

4. Special Leave of Absence

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

The application for a Leave of Absence must be presented to the Provost/Vice President for Academic Affairs who, after consultation with the appropriate Department Chairperson, forwards a recommendation to the President for final action. The application must normally be submitted 12
months in advance, but this schedule is flexible.

An authorized Leave of Absence for one academic year or less is not ordinarily considered to be an interruption of service to the College, in consideration of tenure, promotion, retirement, or salary increments.

H. Instructional Development Programs

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

1. Academic Development Day

Each semester, a half-day or full day workshop is scheduled to provide faculty and academic administrators an opportunity to discuss topics related to teaching, general education, curricular design, academic advising and other relevant issues. Suggestions for AD Day topics or speakers should be directed to the Director of the Center for Teaching and Learning. The dates for AD Day are October 14, 2014 and May 14, 2015.

2. Teaching Roundtables

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

3. Pedagogy Reading Groups

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

4. Workshops

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

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

I. Faculty Offices

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

Except when Departments have been assigned specific areas (such as the Departments of Business Administration, Education, and those departments in Cushing Martin, the Martin Institute, Student Union and the Science Center), office space is assigned on a priority basis, as follows:

1. Seniority at the College
2. Faculty Rank

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

II. Telephone

Each faculty office is provided with a telephone; full-time faculty members are assigned individual extensions. Part-time faculty members share offices and phones but can be assigned separate phone message mailboxes. Long distance calls can be made by requesting an outside line from the operator (0). Questions about telephones should be directed to the Telecommunications Office (X1330).

III. Parking

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

IV. ID Card

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

V. Technology and Support Services

A. Information Technology (IT)

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

1. Stonehill User Account

You will use your Stonehill user account to access many campus services including the campus network, the wireless network, email, the learning management system (eLearn) and the campus portal (myHill).
2. **Faculty Computers**

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

3. **Network Access**

Network access is available by plugging into the jack in your office or connecting your laptop to the cable provided on the classroom podium.

Wireless network access is available in almost all campus buildings in locations marked by HillSpot Wireless Zone signs. Buildings that have complete coverage throughout are marked with similar signs indicating HillSpot Wireless Building. Coverage details are provided on the IT web page under the network heading.

Some resources, such as the Central File Share service which allows secure network storage require that you use our Virtual Private Network (VPN) for access when you are not on campus. Visit the IT web page under the network heading for more information about using the VPN from home.

4. **Teaching with Technology**

IT provides a wide range of instructional applications and support services for faculty to enable the integration of technology into their teaching. Workshops and showcases are held regularly throughout the year. Unique hardware and software resources are available in the Instructional Technology Center located in Duffy 019 for experimentation and development in a supportive environment. Hours of operation are M-F, 8:30 to 4:30 or by request. For more information visit the IT website or contact Janice Harrison (jaharrison@stonehill.edu) to set up an appointment.

5. **E-mail**

Each faculty member is assigned an email account and is given access to the College Network. Faculty members are expected to check their Stonehill e-mail regularly as this is the communication venue used to conduct college business. Stonehill e-mail is the property of the College and can be accessed by the College at its discretion. The primary purpose of Internet usage is for professional activities; minimal personal use is acceptable so long as it does not interfere with the integrity of the network.

6. **myHill Portal**

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

7. **Learning Management System (LMS)- eLearn**

eLearn utilizes the BlackBoard Learn platform introduced on campus this Fall. eLearn provides simple yet powerful tools that enable delivery of course content, management of student outcomes and enhanced collaboration.
8. **ResponseCard RF Clickers**

The College standard for classroom response systems is the ResponseCard RF from Turning Technologies and student purchase through the Bookstore. Faculty members who plan to use clickers must contact the Bookstore to place an order for the ResponseCard RF as part of the course requirement. The IT Help Desk provides a receiver for the faculty members using clickers in their classes. A loaner set for short-term experimentation is also available.

9. **Learning Spaces**

Most classrooms are equipped with a Windows based PC as the instructor desktop at the podium, a projector and a document camera. Faculty also have the option of connecting their laptop (PC or Mac) at the podium. Additionally, 4 teaching labs with Windows based computers are available in various locations around campus. The graphic design studio in Cushing-Martin Hall is equipped with 20 high-end Mac computers and Duffy 210 Media Mac Lab has 24 high-end Mac computers as well. Students utilize general access labs in Stanger Hall 109 and the library 116 and 313 as well as the teaching labs when classes are not in session. More information including the list of installed software can be found on the IT web page under the classroom technology heading. A full list of classrooms is available on the Registrar’s website at [http://www.stonehill.edu/offices-services/registrar/classrooms-and-labs/](http://www.stonehill.edu/offices-services/registrar/classrooms-and-labs/)

10. **Audio-Visual Media**

IT staff provide assistance with all classroom multimedia technology including projection, sound, filming, editing, CD/DVD duplication and web conferencing.

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

- When purchasing new media, captioned versions of that media must be purchased when available. If no captioned version is available, faculty will consult with the Center for Writing and Academic Achievement about alternative options (see C3 below).

- When choosing to assign or use media in a course, faculty must ensure that it will be accessible to the students in that course. Faculty can either:
  1) choose materials that are already captioned;
  2) request that captioned versions of the materials be purchased by the library;
  3) consult with the Center of Disabilities Services as to which of the following is the most suitable solution:
     - Submit materials for captioning
     - Request an interpreter
     - Provide a transcript

- When a faculty member has a clear pedagogical need that requires that no captioning be used (for example, when teaching hearing comprehension of a foreign language film), that faculty member should meet with the Center for Writing and Academic Achievement to discuss reasonable accommodation alternatives.
In the spirit of universal design (which seeks to create environments that are already accessible for the largest range of individuals), faculty are encouraged to always use captioning, even when no student has requested it as an accommodation. Captioning is not only useful for students with hearing loss; students with learning disabilities, students who are second language speakers, and students who are “visual” learners can all benefit from captioning.

- The faculty member will ensure that students requiring captioning will be seated to ensure that the line of sight and lighting supports the captioning.

- All media equipment and computers used in classrooms must be capable of displaying captions when using media. Classroom projectors will be set to show captions as their default mode (faculty can choose to turn off captioning when necessary). Labels with clear instructions for displaying captions should appear on all equipment and media (as needed).

11. Support

The Service Desk (previously named Help Desk) is the single place to seek assistance with technology issues and is accessible via email, the phone or in person. Contact the Service Desk with any technology problems or questions at

Service Desk, Duffy 025
servicedesk@stonehill.edu
508-565-4357

B. Copying and Printing

1. Centralized Copying Services

The College offers centralized copying services in the Document Center, located in Duffy 264. Faculty can bring jobs to the Document Center, or e-mail them to documentcenter@stonehill.edu. Services include copying, folding, cutting and binding.

2. Satellite Copiers

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

3. Course Packs and Classroom Materials

The College also offers help with course-packs. These are collections of materials that are combined to be used as the text for a course instead of a single book. In most cases, these materials need copyright approval, which can be obtained from Copyright Clearance Center (“CCC”). After copyright approval has been obtained by the faculty member (or administrative assistant), materials should be collected and brought to the Document Center, which can create the course pack in-house. Because the course packs are produced on campus, a limited number can be created initially with additional copies made if the enrollment changes.

The following are general guidelines (based upon the Fair Use Statute) for copyright requirement:
The following excerpt provides information for faculty who use copyrighted material. This information is found in the Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals (“Guidelines”). It should be noted that the Guidelines provide general guidance but have no legal force.

**Single Copying for Teachers**-
A single copy may be made of any of the following or any part of the following for research or instructional use, without copyright permission:
- A chapter from a book,
- An article from a periodical or newspaper,
- A short story, short essay or short poem,
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

**Multiple Copies for Classroom Use**-
Multiple copies (not to exceed more than one copy per student) may be made for classroom use or discussion, provided that:
- The copying meets the tests of brevity, spontaneity and cumulative effect as defined below, and
- Each copy includes a notice of copyright.

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

**Spontaneity:** A further requirement is that the "inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission. Note that this last requirement has no basis in the fair use statute and, if taken literally, would probably only help the instructor in instances of fast-breaking developments part-way through the term.

**Cumulative Effect:** Another limitation is the "cumulative effect" limitation that no more than two excerpts from the same author and no more than three pieces from the same collective work may be used in the same course packet. And, the copying of the material is for only one course in the school in which the copies are made. These limitations do not apply to current news periodicals and newspapers and current news sections of other periodicals. Finally, the Guidelines say that course packets are not supposed to contain more than nine copyrighted works and that no items may be included in the same packet "from term to term" (presumably meaning in successive offerings of the course).

**Prohibitions:**
A. Copying may not be used to create or substitute for anthologies, compilations or collective works.

B. There shall be no copying from workbooks, exercises, standardized tests and test booklets and answer sheets and similar consumable material.

C. Copying shall not substitute for the purchase of books, publisher's reprints or periodicals or be repeated with respect to the same item by the same teacher from term to term.

D. No charge may be made to the student beyond the actual cost of the photocopying.

If the copied material does not meet the criteria or contains a prohibition, then the faculty member is required to get copyright approval before sending the material to the Document Center.
The courts use the following four factors when determining whether a use is an infringement of the copyrighted work or is a fair use:

1. The purpose and charter of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes (the courts look to whether the use is transformative or adds something new);

2. The nature of the copyrighted work (e.g. whether the work is factual or fictional);

3. The amount and substantiality of the portion used in relation to the whole copyrighted work (whether the secondary use employs more of the copyrighted work than is necessary); and

4. The effect of the use upon the potential market for or value of the copyrighted work (the courts look at the market harm that results when a secondary use serves as a substitute for the copyrighted work).

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

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

- Business Department - Carolyn McGuinness (XI463)
- Duffy Faculty/Religious Studies Faculty/Computer Science Faculty - Wendy Hanawalt (X1225)
- Cushing-Martin Building - Elizabeth Pearson (XI622)
- Martin Institute - Noelle Preston (X1131)
- Education Building/Department – Frances Foote (XI216)
- Shields Science Center - Romelle Berry (XI201)

If your AA is not available (illness or vacation), and you need support, please speak to Lead Administrative Assistant Wendy Hanawalt (XI225); she will find someone to help you.

Assistance Provided By Administrative Assistants

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

- Planning department functions: meetings, receptions, colloquia, student information sessions.
- Receiving and responding to requests for general information from students and the public.
- Organizing and administering personnel searches: receiving correspondence, creating and maintaining applicant files, scheduling interviews, making travel and hotel arrangements, and generating correspondence from applicant databases. (Please let your administrative assistant know as soon as possible when your department is having a personnel search so that she/he can plan accordingly.)
• Assisting department chairs with records retention.
• Maintaining departmental databases of majors, minors, and alumni/ae and generating correspondence.
• Monitoring department budgets.
• Correspondence and file maintenance relating to department administration.
• Taking minutes of departmental meetings, if requested.

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

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

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

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

4. **Mail**
Mail is delivered on a daily basis. When books or large packages are delivered, the Mailroom generates an email alerting the recipient to the fact that a package has arrived for them. These packages will be delivered to building mail drop off points. Ask your AA where books are delivered.

5. **Teaching Assistants (TAs) and Work Study Students**
Teaching Assistants are assigned to faculty by the Center for Writing and Academic Achievement. Faculty may request TAs on a semester by semester basis. In addition, work study students are sometimes available to work on other projects for faculty as needed. Please see your Administrative Assistant for details. Faculty should use work study students only for projects which will support their educational experience at Stonehill. Examples include research, website updating, or planning department projects and events.

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

I. OFFICE OF THE PROVOST

Duffy 134

Provost and Vice President for Academic Affairs:
Joe Favazza, X1311
Assistant to the Vice President for Academic Affairs:
Nancy Dunsing, X1311

Associate Vice President for Academic Affairs and Dean of the Faculty:
Maria Curtin, X1311
Assistant to the Dean of the Faculty
TBA

Dean of Academic Achievement:
Craig Almeida, X1840
Assistant to the Dean of Academic Achievement
Paula Lutton, X1840

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

Associate Vice President for Academic Affairs and Dean of the Faculty
The Dean of the Faculty has direct oversight of the academic departments, curriculum in all major programs of study, faculty development and evaluation, and faculty advising. She oversees the Assistant Dean of General Education, the Director of the Center for Teaching and Learning, and the Director of Academic Development. She works with department chairs on curriculum development and program assessment. She is responsible for coordination of the New Faculty Orientation, the Faculty Mentoring Program, the Conboy Award and the Publishing Support Grant program. She also chairs the Academic Appeals Board Committee.

Dean of Academic Achievement
The Dean of Academic Achievement is responsible for the coordination and delivery of all academic resources to Stonehill students to ensure their academic success across the continuum of ability and achievement. In addition to having direct responsibility for the advisement of applicants for nationally prestigious fellowships, scholarships and awards, as well as the development of affiliation and articulation
agreements with post-graduate and graduate programs, the Dean oversees the work of the Interim Assistant Dean of Academic Services & Registrar, Director of Academic Services and Advising, Director of International Programs, Director of the Moreau Honors Program, Director of the Center for Writing and Academic Achievement, and the primary Pre-Health Professions Advisor. The Dean works very collaboratively with the Office of Career Services.

**Department Chairpersons**

The Department Chairperson or Program Director should be a faculty member's first contact for questions about resources or teaching or student issues. After consultation with the members of the Department, the Department Chairperson is recommended by the Dean of the Faculty and is appointed by the Provost/Vice President for Academic Affairs. He/She ordinarily will serve for a 3-year term with the possibility of renewal. Department Chairpersons receive an annual stipend or teaching load reduction, or a combination of the two for the work associated with their office during the academic year and the summer.

The Department Chairperson is directly responsible to the Dean of the Faculty. He/She is the principal staff administrator of his/her Department, and supervises the teaching faculty. Some responsibilities can be delegated to other faculty as part of their departmental service; if the workload is significant, however, the chair may elect to shift some portion of the chair’s stipend to the faculty member.

**Within the Department**

**Faculty**
- Coordinate searches for full and part-time faculty including efforts to recruit diverse faculty
- Carry out reappointment, tenure and promotion reviews
- Resolve conflicts among peers
- Resolve student complaints
- Mentor new faculty members
- Encourage and facilitate faculty development
- Facilitate a sense of intellectual community and shared vision

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

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

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

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

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

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

II. OFFICE OF ACADEMIC ASSESSMENT
Linda Dillon, Director of Academic Assessment
Duffy 128
X1475 ldillon@stonehill.edu

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

III. OFFICE OF ACADEMIC DEVELOPMENT
Bonnie Troupe, Director of Academic Development
Duffy Room 119
X1069 btroupe@stonehill.edu

The Role of the Office Of Academic Development
The Office of Academic Development (OAD) serves the faculty and staff of the College in helping obtain external funding for scholarly research, academic program and curriculum development, and community service projects. The College requires that all applications for external funding for academic projects be submitted through the Office of Academic Development. This Office serves the Academic Division and reports to the Associate Vice President for Academic Affairs and Dean of the Faculty.

Services Offered by the OAD
The OAD offers the following services to members of the Stonehill College community seeking outside grant support:
• Provides information on potential sources of grant funds through the myHill portal (myResources/Research Support), and in response to individual requests.

• Helps faculty search for funding using web sources that include Grants Search, an electronic database supported by the Grants Resource Center.

• Obtains application materials and information from funding agencies.

• Maintains a mini-library of resources on project development and proposal-writing (e.g., books, sample proposals).

• Helps edit draft proposals.

• Works closely with faculty on project budget development.

• Processes proposals through institutional channels and obtains required institutional signatures.

• Prepares cover sheets and other official forms.

• Duplicates, assembles, and transmits final proposals, including electronic submissions.

• Helps to set up funded projects and monitor them through closeout, insuring compliance with external agency policies.

• Assists in dealing with other College offices working with funded projects, such as the Controller's Office and Purchasing.

• Serves as the College's liaison to external funding sources.

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

Early in the planning process, the faculty member should discuss the project with the Department Chair and the Dean of the Faculty, particularly with respect to the commitment of college resources that might be required to carry out proposed activities (e.g. project director's and other staff member's time, matching funds, use of campus facilities). Almost all awards take the form of a grant to the College, and most proposals will require the endorsement and signature of a College official, usually the President or the Provost/Vice President for Academic Affairs.

What happens when a grant proposal is funded?
If it is an institutional award; that is, if Stonehill College receives the grant (most grants are made to institutions, rather than to individuals):

• The Office of Academic Development will oversee the administration of the funded project, serving as a liaison among the Principal Investigator or Project Director, the College's financial office, and the funding agency.

• Shortly after the award letter and other award documents have been received, the OAD will schedule a meeting of everyone involved in administration of the project, including the Principal Investigator(s), the College Controller, and any departmental personnel who may be affected. This meeting will consist of a review of the project, its origins and purpose, as well as any special conditions of the grant. Fiscal policies and procedures will be covered in detail. All participants will
be able to ask questions and clarify any issues about the project or the grant, as well as to make plans for a well-coordinated administration.

- The College Controller will establish a separate account for the grant project. All purchase orders and check requests must be processed through the OAD. The PI or Project Director is responsible for incurring expenses as presented in the project budget. Variations from the original budget, even minor changes, generally must be cleared with the funding agency. The Controller, together with the OAD, will be responsible for submitting required fiscal reports to the funding agency.

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

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

Our office also administers the Institutional Review Board (IRB) and the Stonehill Undergraduate Research Experience (SURE).

**Institutional Review Board**
The Institutional Review Board (IRB) is an institution-wide committee certified by the US Department of Health and Human Service's Office of Human Research Protections whose job is to protect the rights of human participants in research conducted at the College. Any research involving human participants conducted either at Stonehill College or under its sponsorship at another location, must be reviewed and approved by the College's IRB. For more information see [http://www.stonehill.edu/offices-services/institutional-review-board/](http://www.stonehill.edu/offices-services/institutional-review-board/).

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

**IV. OFFICE OF ACADEMIC SERVICES AND ADVISING**

John D. Pestana, Interim Assistant Dean of Academic Services & Registrar
Duffy 112
X1104 jpestana@stonehill.edu

Joseph P. Dacey, Director
Duffy 104
X1306 jdacey@stonehill.edu

**Mission Statement**
The Office of Academic Services and Advising develops, coordinates, and provides systems that enable students to reach their educational and career goals. Working within the strategic plans of the College, the
Office of Academic Services and Advising marshals all of the College's resources to focus on and advocate for individual student success. The Office fosters advising and support services that bring faculty and students together to work toward intellectual and personal excellence.

**Academic Advising**
Stonehill College prides itself on providing developmental and intentional advising to students. Every first-year student is assigned an academic advisor for the academic year. In some instances, the advisor will change when the student decides on, or changes his or her major. In other instances, the advisor will meet with the student at least once per semester—during the registration period. However, advisors are available to meet with students as often as needed.

**Academic Intervention Programs**

**Academic Community Experience (ACE)** - An intensive three-week program that prepares incoming, academically at-risk students for college life and study through actual coursework, writing support, and skill-building workshops. Students take a three-credit Cornerstone core humanities course in a small-seminar format, and the one-credit APL 042 Applications of Learning Theory course, and a variety of workshops to sharpen critical reading, note taking, time management, and other essential skills. Students will benefit from adjusting to the demands of college before the semester begins, and because they complete one of their general education requirements in ACE, students will have a lightened course load in the fall, which can also smooth the transition from high school to college. Because they make connections to faculty, staff, advisors, and future classmates during the program, ACE students hit the ground running with an established support network behind them. The ACE program is offered at no additional charge to accepted Stonehill students, but space is limited.

**APL 042 Applications of Learning Theory** - A one-credit study skills class for first-year students. Students assess their own individual learning styles as well as become familiar with the Cornell system of note-taking, strategies to prepare for and take exams, the SQ3R method of textbook reading, how to break up large tasks and complex ideas into small understandable parts, etc.

**Back on Track** – A program that pairs students with an academic advisor for regularly scheduled meetings to discuss strategies for improving their academic performance. Discussions will take place around the particular study skill(s) each individual student needs to master. This program is intended to be an academic survival kit for the remaining semesters at Stonehill College. Once the student puts the newly learned strategies into practice, they should see an improvement in their overall performance.

**Academic Warning System for Faculty** – Faculty should contact the Office of Academic Services and Advising at any time during the school year if they have students struggling in their classes.

**Midsemester Assessments Deficiencies** - Ninth week into the semester professors are asked to submit performance assessment of all first year students and any other students who currently have a grade of C- or below to the Registrar's Office.

**NOTE** - All of the above are followed up by an academic advisor.

Students may withdraw from individual courses until approximately two weeks after mid-semester, as indicated in the Academic Calendar. Requests for course withdrawal after the deadline will be considered only for a serious reason such as prolonged illness. To withdraw from courses, students must receive approval from the Office of Academic Services and Advising. Authorized withdrawal from a course will be indicated on the student’s permanent academic record. Unauthorized withdrawal results in a failing grade in the course.
Course Withdrawal for Medical Reasons
If course withdrawal is due to a medical reason, the College requires that the student provide primary medical documentation to the College’s Healthcare Professionals prior to the approval of the course withdrawal. The documentation required will be determined on a case-by-case basis based on the nature of the medical reason presented. In the case of a medical course withdrawal, the Director of Academic Services and Advising shall contact, based on the nature of the medical reason presented, either the Director of Counseling Services or the Director of Health Services (the Designated Healthcare Professional) and inform them of the need for a medical withdrawal consultation. The Designated Healthcare Professional will determine the documentation required, inform the student of the documentation required, review the documentation, and provide written confirmation to the Director of Academic Services and Advising that the documentation presented is sufficient. In the case of a medical course withdrawal, upon receipt of written confirmation of sufficiency, the Director of Academic Services and Advising may grant the course withdrawal.

Student Absence
Students are responsible for notifying their professors directly if they will be absent on a short-term basis. In the event of a long term absence due to a serious illness, injury or other matter, the student should contact the Office of Academic Services and Advising. The Office will in turn notify faculty and provide any information that may be helpful in assisting the student during the period of absence.

Parent Notification
Our academic contract is with our students. We do not routinely notify parents about academic difficulties that students may be experiencing. It is usually far more effective for us to work directly with the student. We do strongly encourage students to communicate with their parents whenever they are having difficulty. However, in serious situations, such as extended absences from class, we will make contact with the parents of dependent students.

V. OFFICE OF CAREER SERVICES
Heather Heerman, Director
Cushing Martin- Kruse Center
x1325, hheerman@stonehill.edu

The Office of Career Services is available year-round to assist with students' career-related questions or concerns. The office provides information and support regarding internships, resume writing, job search, graduate schools, and post-graduate service. The office provides access to numerous online and print resources and organizes various events throughout the year to help students prepare for the future.

VI. CENTER FOR NON-PROFIT MANAGEMENT
Sarah Varadian, Director
Martin Institute
x1856, svaradian@stonehill.edu

The Center for Nonprofit Management (CNM) builds the leadership and management capacity of nonprofits in southeastern Massachusetts and northern Rhode Island. CNM focuses its programs and services in three main areas: Learning Programs, Resource Room Offerings, and Internship Programs. These programs and services are designed to address the key challenges that nonprofits face.

CNM’s signature training series, BreakFACTS, is designed for managers and decision-makers of small to mid-size nonprofits within CNM’s service region. BreakFACTS trainings are facilitated by experts and leaders in the nonprofit sector. Other services offered through CNM involve
conducting grant and other nonprofit management related research within the Resource Room, hosting forums and networking events, and serving as a physical resource by sponsoring the use of the Brocktonian Room, a space for nonprofits to convene. In order to strengthen and train the next generation of civic leaders, CNM and the Advancement Division at Stonehill have created and each year leads the Developing Fundraising Leaders Institute (DFLI). DFLI is dedicated to exposing Stonehill students to the world of philanthropy, giving them experience and skillset necessary to be successful as leaders in the nonprofit sector.

VII. CENTER FOR TEACHING AND LEARNING
Stacy Grooters, Director
Duffy 114
x1324, sgrooters@stonehill.edu

The Center for Teaching and Learning sees as its central mission the fostering of a dynamic and supportive teaching culture at Stonehill College. To that end, the CTL strives to:

- create opportunities for faculty to reflect critically on their teaching in consultation with the CTL and in collaboration with their colleagues
- inspire and support faculty to experiment with new pedagogical approaches informed by the latest teaching & learning research
- encourage faculty to systematically investigate the impact of their teaching practices and share their findings with others through the Scholarship of Teaching and Learning
- assist faculty to successfully transition through the stages of their professional lives
- advocate to improve institutional support and infrastructure for teaching
- integrate an active engagement with questions of diversity throughout all areas of the CTL’s work

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

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

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

2. Mid-semester Assessment
The CTL is also available to assist faculty in gathering feedback about a course while it is still in progress. While end-of-semester evaluations can be useful for making adjustments to future courses, they don't allow for "midstream" adjustments. Midterm assessment, on the other hand, enables faculty to:
- make adjustments to a course while there is still time to do so,
- signal to students the professor's investment in their learning, and
- provide additional evidence of teaching effectiveness (to supplement end-of-semester evaluations and peer review).

The CTL offers the following options to faculty interested in gathering mid-semester feedback:
Student written feedback
Small Group Interview
Classroom observation
Classroom videotaping

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

3. Teaching Resources
The CTL has a growing collection of print and online teaching resources for faculty. A substantial collection of teaching-related texts are housed in the Faculty Reading Room (located in the Center for Teaching and Learning, Duffy 114). The entire print collection is catalogued through the MacPháidín Library and is searchable using the library’s online catalogue. The Faculty Reading Room is also available to faculty as a quiet space for individual and collaborative work.

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

- Academic Development Day: A day-long series of programs devoted to curricular and faculty development (held every semester).
- Faculty Learning Communities: A program that brings small groups of faculty together for semester-long conversations about various classroom topics.
- Faculty-Librarian Partnership Program: A program meant to encourage better collaboration between faculty and librarians. Organized with the MacPhaidín Library.
- SOTL Writing Retreat: A summer retreat for faculty interested in working on a SOTL research project.
- Teaching and Learning Strategies Seminar: A semester-long seminar open to all Stonehill faculty (application required).
- Teaching Roundtables: Faculty-led conversations about various teaching topics.
- Tenure & Promotion Retreat: A retreat organized each spring for all faculty on the tenure track. Organized with the Dean of the Faculty.

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

VIII. OFFICE OF COMMUNITY-BASED LEARNING
Corey Dolgon, Director
Duffy 114
x1904, cdolgon@stonehill.edu

Initially funded by a generous grant from the Davis Foundation, the Office of Community-Based Learning (OCBL) is part of the Center for Teaching and Learning. Founded in 2009, the OCBL is charged with building faculty and community capacity to adopt best practices for civically engaged teaching that positively impact student learning and community life. The OCBL offers workshops, diversity trainings for students, support with course creation, and site visit coordination.

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

Best practices in CBL include such goals as:
- meeting community needs through service, research and action projects;
- collaborative design between faculty and community partners;
- fully integrating experiences into course curriculum and related academic experiences;
- structured reflection and assessment of student learning and community impact;
- fostering participatory citizenship and social responsibility.

IX. THE CENTER FOR WRITING AND ACADEMIC ACHIEVEMENT
Devon Sprague, Director
MacPháidín Library, Third Floor
Ext. 1751, dsprague@stonehill.edu

The center for Writing and Academic Achievement coordinates supplemental instruction for students seeking to improve their academic performance at the College. With over 150 faculty-selected undergraduate Teaching Assistants, In-Center Subject Tutors, Atrium Tutors, Math Lab Tutors, Writing Tutors and Writing Fellows, the Center provides one-on-one support and small group tutoring in over 60 courses. The tutor program is certified by the College Reading and Learning Association. Students are eligible to receive Level 1 certification from the International Tutoring Certification Program (ITCP). All services are offered at no additional cost. Students are invited to take advantage of this valuable opportunity to enrich their academic experience.

The Center is dedicated to assisting students in the preparation of documents for course work, publication, and applications. Using a series of questions, trained student tutors lead the writer from topic to question, from question to thesis, from thesis to main points and parts, to connectives, to grammar, and to word choice. Students may walk-in or make an appointment.

X. OFFICE OF DISABILITY SERVICES
TBA, Director
Duffy 104
Ext. 1033 academicservices@stonehill.edu

Stonehill College is committed to providing all students equal access to learning opportunities, programs, resources, and facilities. The Office of Disability Services is the campus office that works with students who have documented disabilities, in order to provide and/or arrange reasonable accommodations. Students are encouraged to visit the Office if they have, or think they may have, a disability.

XI. GENERAL EDUCATION AND THE WRITING PROGRAM
Todd Gernes, Assistant Dean of General Education and Director of the Writing Program
Duffy 131
X1946 tgernes@stonehill.edu

General Education Program
The Director of General Education has direct oversight of the Critical Encounters Program, Moral Inquiry, and other distribution requirements. The Director monitors the implementation and assessment
of all aspects of General Education, including the Writing Program, and works with departments to ensure that senior capstone courses measure appropriate all-college outcomes. Questions about General Education, about courses fulfilling General Education requirements, or about advisees’ general education concerns should be directed to Todd Gernes.

XII. OFFICE OF INTERDISCIPLINARY PROGRAMS AND THE MARTIN INSTITUTE FOR LAW AND SOCIETY

Peter Ubertaccio, Associate Dean of Interdisciplinary Programs and Director of the Martin Institute
Martin 234
X1131, pubertaccio@stonehill.edu

The Interdisciplinary Studies program at Stonehill College provides students a unique opportunity to take ownership over their education and design educational programs that are both creative and academically rigorous. Interdisciplinary Studies enables students to pursue their passions and achieve their academic and career goals by creating a space for personal growth, critical thinking and intellectual engagement.

Learning Communities are also administered and supervised by the Director of Interdisciplinary Programs. Faculty interested in proposing or teaching a Learning Community should contact The Office of Interdisciplinary Studies.

The Martin Institute seeks to prepare the students of Stonehill College for leadership as active citizens in service to an improved human community. Through rigorous, critical interdisciplinary inquiry, the Institute challenges students to explore the vital issues of public policy and social justice. It is committed to a curriculum and co-curriculum that bridges theory and practice, inviting student curiosity in and engagement with the pressing issues of the day.

XIII. OFFICE OF INTERNATIONAL PROGRAMS

Alice Cronin, Director
Duffy 131
X1021, acronin@stonehill.edu

The Office of International Programs is centered on the development of students as global citizens by providing international opportunities that assist them with meeting their academic, personal and career goals and that foster the education of the whole person. The Office of International Programs assists students with the inclusion of global learning into their four-year plan by offering opportunities for engagement through studying or interning abroad.

Study Abroad
With nearly 40% of students spending a semester abroad, Stonehill is consistently ranked nationally within the top 20 among baccalaureate institutions for semester-long study abroad programs. Stonehill students can choose from over 120 programs in 35 countries. Stonehill also has direct-affiliate programs with the National University of Ireland, Galway, Royal Holloway in England, Umbra Institute in Italy and Granada Institute for International Studies in Spain. Students are strongly encouraged to explore this option as part of their academic plan.
International Internships
The International Internship Program places students from all majors in internships in public or private organizations and corporations, where they gain first-hand knowledge of a specific field, and apply their classroom learning to a working environment in a foreign setting. Semester-long internships are available in Dublin, London, Madrid and Paris. Students earn academic credit based on a research paper, professional journal and site supervisor’s evaluation. The Dublin and London programs include a course component while the Madrid and Paris programs focus on language immersion. The International Internship program allows students to live and work as a professional in another culture.

G.R.A.S.P. course
G.R.A.S.P. (Global Reflections Abroad Shape Potential) is an exciting course developed by the Office of International Programs in an effort to prepare students for their study abroad experience and assist them in maximizing their time abroad. Using a three-pronged approach, G.R.A.S.P. students will enroll in a 1-credit course prior to their semester abroad, another 1-credit on-line course while they are abroad and the remaining 1-credit course upon returning to campus.

Courses taken abroad
All courses taken abroad must be pre-approved by the Office of International Programs in conjunction with the Registrar’s office. Students are allowed to take courses to fulfill major and/or minor requirement, however those courses must be pre-approved by the respective department chair. Based upon the study abroad policy of each academic department, students will be allowed to transfer no more than half of the required credits within the major and/or minor.

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

Faculty Advising
As part of the Office of International Programs application process, students are advised to meet with their Faculty Advisor and to develop a 4-year plan that includes studying or interning abroad. Students and their advisors should discuss how being abroad for one or two semesters will fit into their academic plan, as well as how taking courses abroad will enhance their academic goals. The approval of transfer of credit for courses taken abroad is the responsibility of the respective Department Chairs and the Office of International Programs.

XIV. LIBRARY
Cheryl McGrath, Library Director
The Bartley MacPháidín Library
X1223, cmcgrath1@stonehill.edu

Transformation via Discovery: Explore Evaluate Engage
The Stonehill College Library provides faculty with the resources needed to teach students to become successful seekers and users of information. Through our collections and consultations we enable faculty to transform their teaching via discovery and delivery of new ideas. In the Library and Archives, faculty can engage with rich collections and find unique opportunities for experiential teaching.

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

Stonehill College’s investment in space and resources extend beyond the core collection house in the MacPháidín Library building.

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

**MacPháidín Library** houses the main collection including Irish Government Documents and Parliamentary papers. Books, journals, films and music are available in print and online. The space includes a café, group study rooms, the Flynn Discovery and Collaboration Space (aka The Flynn DisCo) and the Center for Writing and Academic Achievement (third floor).

**Cushing Martin** houses the college's industrial collections including a permanent exhibition of Ames shovels, and a gallery space with rotating exhibits. A reading room is available in which to view collections by appointment only.

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

The **CTL library** is housed in the Center for Teaching and Learning is housed in Duffy.

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

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

**The "Sem" Library** is a study space for students living in the dorm at Holy Cross Center.

The librarians are available to assist you in integrating library resources and research into your class assignments. Please do not hesitate to contact us if we can be of assistance.

**Library Web Page** [http://www.stonehill.edu/library/](http://www.stonehill.edu/library/)

### Library Research

You will find information about the library and links to our catalog, electronic reserves, subscription databases, streaming media, and other Internet sites on our home page. Virtually all of our electronic resources are available campus-wide and most are accessible from off campus.

- Librarians are able to create research guides for your course, including content in your eLearn site.
- Librarians are available for consultations for faculty research projects.
- Committees may request a librarian to assist with research.

### Library Collections

Faculty members are invited to order print and electronic books, print and streaming media, and journals and databases for the library’s collections. Our primary focus is support for the curriculum, but we also purchase material to support faculty research needs.

**Collections: Liz Chase, x1329 echase2@stonehill.edu**

**Serials and Databases: Geri Sheehan: x1293 gsheehan@stonehill.edu**

**Streaming Media: Heather Perry x1538 hperry@stonehill.edu**
**Library Liaisons**
Each department has a liaison librarian available to provide instruction, research assistance, and collection development support.

<table>
<thead>
<tr>
<th>Trish McPherson</th>
<th>Heather Perry</th>
<th>Jane Swiszcz</th>
<th>Liz Chase</th>
<th>Joe Middleton</th>
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<tbody>
<tr>
<td>Philosophy</td>
<td>Chemistry/Biology</td>
<td>Sociology</td>
<td>English</td>
<td>Business</td>
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<td>History</td>
<td>Math</td>
<td>Criminology</td>
<td>Writing</td>
<td>Economics</td>
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<td>Religious Studies</td>
<td>Physics</td>
<td>Psychology</td>
<td>Visual and Performing Arts</td>
<td>Healthcare</td>
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<td>Foreign Languages</td>
<td>Environmental Studies</td>
<td>Gender Studies</td>
<td>Communication</td>
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<td></td>
<td>Computer Science</td>
<td>Neuroscience</td>
<td>Education</td>
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**Course Reserves**
Contact the circulation desk by August 15th to put material on reserve for your fall courses. Formats can be electronic (accessible via our web page or your eLearn page) or in hard copy.

*Contact: Circulation Desk x1313*
Jennifer Connelly, jconnelly@stonehill.edu or Joyce Vacchi, jvacchi@stonehill.edu

**Information Fluency**
Librarians will be happy to work with you to provide course-related instruction in research methods and help students learn to identify their information needs, evaluate sources and use data to answer questions and solve problems. Librarians will customize assignments, create specialized web pages for your courses and tailor instruction throughout the course for point of need access to information for students.

*Contact: Trish McPherson, ext1844 pmcpherson@stonehill.edu*

**Interlibrary loan**
The library provides free interlibrary loan services for faculty and students. You can fill out a request form online or contact the reference department to make a request. Interlibrary Loan is provided for you free of charge.

*Contact: Heather Perry x1538 hperry@stonehill.edu*

**XV. REGISTRAR’S OFFICE**
John Pestana, interim Assistant Dean for Academic Services and Registrar
Duffy 112
X1104 jpestana@stonehill.edu

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

The Registrar’s Office is responsible for the scheduling of courses, classrooms, registration, the Academic Calendar, final exam schedule, grading process, degree clearance, transcripts, and general information about enrollment. The office also coordinates myHill, the Banner student information system, with Information Technology.

**myHill (under the Faculty Services tab)**
- View your schedule of courses, class rosters and photos, and waitlists.
- Enter mid-semester assessments and final grades.
- Send e-mail to all of the students in each of your classes.
- View a list of your advisees and their schedules, their major/minor information, their degree audit, and their on-line transcript.
- Send e-mail to your advisees individually or as a group.

**myHill (under the myResources tab)**
- Faculty Forms, Guidelines, Policies and Procedures
- Curriculum Change Forms
- Advising, Career Services, and International Programs information
- Technology Services
- Academic Assessment resources
- Research Support
- Teaching Support

**myHill (under the Employee Services tab)**
- Human Resource Information and Calendars
- College Policies
- Payroll and Benefit Information

**Registration**
Registration is the process by which all students select their courses on-line for the following semester. It involves each student meeting with their academic advisor, obtaining a Registration PIN card, and selecting courses on myHill. Registration is typically held in November and March for the following semester.

**Add/Drop**
Add/Drop is the period of time when students may change their course registration on myHill. It is not required that students receive advising prior to Adding/Dropping though it is encouraged. Add/Drop is typically open from the final day of registration through the first 10 days of classes.

**Auditing Courses**
Students may enroll in courses on an “Audit” basis, for no academic credit during the first two weeks of the semester, with the approval of the course instructor. The fee for auditing a course is one-half of the per-course tuition fee, unless it is being taken as part of a full-time course load. The audit is recorded on the student’s academic record as “AU”, but no grade or credits are assigned. An auditor is expected to attend classes, but is not required to complete assignments or to take examinations.
Advanced Placement
Stonehill College participates in the Advanced Placement program administered by the College Entrance Examination Board. Each academic department establishes criteria for awarding placement and credit.

Students who have taken part in the Advanced Placement program during high school may request advanced credit. To receive credit, students must request that an official transcript be sent to the Office of Academic Services and Advising for approval. Transcript requests should be made to: AP Exams, P.O. Box 6671, Princeton, NJ 08541-6671. A score of 4 or higher is accepted for transfer as major or elective credit.

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

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

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

a) All students must have a minimum semester GPA or cumulative GPA of 3.30 prior to registering for an overload.

b) Students must receive the approval of their primary faculty advisor and the Registrar’s Office to overload.

c) First-Year students may register for a maximum of two one-credit courses in a semester, but they may not take a sixth 3- or 4-credit course.
   i) First-Year B.S.B.A. and B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Mathematics, or Physics) students may be approved for a maximum of 19 credits.
   ii) First-Year B.S. and B.A. in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Mathematics, or Physics students may be approved for a maximum of 20 credits.

d) Additional tuition will be charged on a per credit basis once students have reached the following semester limits:
   i) B.S.B.A and B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Mathematics, or Physics) students will be charged additional tuition for any credits beyond 19 in a given semester.
   ii) B.S. and B.A. in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Environmental Studies, Mathematics, or Physics students will be charged additional tuition for any credits beyond 20 in a given semester.

e) Required R.O.T.C. Military Science courses will be automatically approved, but the credit limits for tuition still apply.

f) Courses taken through the SACHEM or other consortium programs count toward the credit limits for tuition.

g) Registration for a 3 or 4-credit overload will normally take place during the first seven class days of each semester. Exceptions may be made for courses that have no enrollment caps (e.g. Directed Studies, Internships, or one-credit music classes).
h) The Director of Academic Services in connection with the Standards & Standing Committee may approve exceptions to this policy in the case of extenuating circumstances.

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<thead>
<tr>
<th>DEGREE/MAJOR</th>
<th>First-Year</th>
<th>Sophomore, Junior, or Senior Year</th>
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<tr>
<td>B.S.B.A &amp; B.A. (Except Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Math or Physics)</td>
<td>May take up to 17 credits without permission; students may petition for two 1-credit courses in a semester with a Credit Overload Authorization Form (COAF) - up to max of 19 credits</td>
<td>May take up to 17 credits without permission; Credit Overload Authorization Form (COAF) for 18+; Additional charges for anything over 19</td>
</tr>
<tr>
<td>B.S. &amp; B.A. in Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Math or Physics</td>
<td>May take up to 18 credits without permission; students may petition for two 1-credit courses in a semester with a COAF - up to max of 20 credits</td>
<td>May take up to 18 credits without permission; COAF for 19+; Additional charges for anything over 20</td>
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</table>

**Waitlists**

Waitlists are created during registration once a course fills to the established capacity. Only students who meet the prerequisites of the course may add themselves to the waitlist. Students are taken off the waitlist, added to the class, and contacted by the Registrar’s Office in a priority order determined by the Registrar’s Office using the following guidelines:

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

It is up to the individual faculty member to accept extra students into their class. These requests will be processed provided there are enough seats in the assigned classroom to accommodate the extra students.

**Degree Audit (myAudit)**

myAudit includes all the requirements for the student’s degree including cornerstone, major and minor requirements. You will find the link to myAudit on myHill on the Faculty Services tab.

myAudit has many advantages. It is color coded – Yellow for “completed” courses, blue for “in progress”, and pink for courses that are “still needed.” The layout is easy to read and hierarchical in order. The myAudit blocks are: Degree, Cornerstone, Major, Concentration, 2nd Major, 2nd Concentration, Minor, electives, Insufficient, and In-progress. Several other blocks you may see include: Not Counted Toward Degree and Exceptions.

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

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

Exceptions are those courses that have been approved as substitutes by the Chair of the major or minor department and are used to fulfill requirements.

What-if Scenarios: One link that may be helpful to you is the “What-if.” You can select a different major or add a minor to see what courses are needed to complete the requirements.

Printing: You can also print a copy of the audit. Select Save PDF and you will be able to print a copy for yourself.

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

Notes: You can add, modify, delete and view notes from your meetings with students. Please remember that anything you write in the Notes area is at the bottom of the degree audit and can be seen by everyone including the student.

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

Check-In

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

Mid-Semester Assessments

Midway in each semester, on a date announced in the Academic Calendar, faculty members are expected to submit an assessment in myHill for all first-year students as well as sophomore, junior, and senior students whose present grade is C-, D, or in danger of failing the course.

Final Grades

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

Grade Changes

Once a student’s semester grade has been entered into myHill, only the faculty member is authorized to subsequently change the grade. Such a change must be reported on the appropriate form available under the myResources tab in myHill. Grade changes are submitted to the Registrar’s Office for processing. Grade changes that are older than one semester require the additional approval of the Dean of the Faculty.
Grade Re-Evaluation and Dispute Process

Only the instructor can give a grade in a course or change a grade given. Any question on the part of the student concerning the correctness of a grade should be raised first with the instructor. If, after contacting the instructor, a student does not believe the grade to be equitable, he/she should contact the relevant department chairperson. If the student still disputes the grade, a Grade Re-Evaluation request should be filed in the Dean of the Faculty's office. Such a request must be made before the middle of the semester following the one in which the grade was given. If, after receiving the explanation of the instructor, the student still feels that the grade is unjust, he or she may appeal to the Academic Appeals Board within two weeks. Appeals should be filed in the Dean of the Faculty's office.

Final Examinations

The Registrar’s Office schedules all final examinations; a final examination schedule will be posted to the Registrar’s webpage prior to the beginning of each semester. Policies related to the administration of Final Examinations are found in the online Policy and Procedures Manual. Faculty who choose to give students a take-home exam, paper or project instead of a traditional comprehensive exam need to notify the Registrar’s Office each semester so that the final exam time and location can be removed from the final exam schedule.

Advanced Placement (AP) and International Baccalaureate (IB)

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

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

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

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

Transfer Credits

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

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

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

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

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

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

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

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

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

Stonehill does not grant transfer credit for:
- completion of the College Level Examination Program (CLEP) exam;
- life experience;
- remedial courses below the 100-level or college transition/study skills courses;
- directed or independent study/research and internships, unless taken as part of a Stonehill sponsored program or abroad experience; or
- courses taken in the natural and computer sciences more than 10 years ago.
Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act ("FERPA") is a Federal law requiring the confidentiality of student’s records and information. Learn more about FERPA from the Registrar’s Office webpage (http://www.stonehill.edu/offices-services/registrar/).

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

- Link the name of a student with that student's ID on the public posting of grades.
- At any time use the full or partial Social Security Number of a student on any class rosters, grade sheets, or posting of grades.
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students.
- Circulate a printed class list with student name & ID number or grades as an attendance roster.
- Post student grades alphabetically or with ID numbers.
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.
- Provide anyone with lists of students enrolled in your classes for any commercial purposes.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.
- E-mail grades to students. There is no guarantee of confidentiality of e-mail. Students may check their mid-semester assessments and final grades in myHill.
- Include in a student recommendation letter any personally identifiable information obtained from a student’s education record (Grades, GPA, ranking in class, etc.) without a signed release from the student. (Release Forms are available under the myResources tab in myHill).

Directory Information

At its discretion, the College may provide Directory Information without the consent of the student in accordance with the provisions of the Act, which information includes:

Student name, current enrollment, address, e-mail address, telephone number, class standing (First-Year, Sophomore, Junior, Senior), full-time or part-time status, schedule of classes, photograph, date and place of birth, major and minor fields of study, dates of attendance, degrees and awards received, including Dean's List and graduation honors, most recent previous educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams.

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

Dealing With Parents and FERPA

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

A. MEMBERSHIP

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

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

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

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

B. FACULTY SEARCHES AND APPOINTMENTS

The recruitment procedure is designed to attract a diverse pool of qualified applicants from whom we can select faculty members who support the mission and academic goals of the college. We want to recruit faculty who are committed to excellence in undergraduate teaching and close mentoring of our students, as well as to professional and scholarly achievement in their disciplines. We are looking for faculty who want to be active members of a close and collegial academic community, and who recognize the importance of service to that community.

Procedures for Tenure-Track Faculty Searches

1. Overview of General Responsibilities
   The hiring of tenure-track faculty is a collaborative endeavor. After a search is authorized, the academic department determines the desired qualifications and expertise of the potential candidates, reviews candidates’ academic credentials, selects the finalists to be brought to the College for interviews, and recommends to the Provost/Vice President for Academic Affairs and Dean of the Faculty the candidates qualified for the position. The Provost/Vice President for Academic Affairs, Dean of the Faculty, and Vice President for Mission reviews the academic credentials of the finalists, participates in the interviewing process, and gives the department feedback regarding College-wide needs and the degree to which candidates meet those needs. The President receives the recommendation of the Provost/Vice
President for Academic Affairs and makes the appointment. The Provost/Vice President for Academic Affairs offers the candidate the position.

2. **Requesting A Search**

A search is usually justified in terms of staffing needs based on (a) enrollment trends and (b) curricular requirements. The Dean of the Faculty works with department chairs in determining their overall needs and reviews departmental requests for new or replacement faculty with the Vice President for Academic Affairs. The Vice President considers the department's request in light of the overall needs of the academic division. If need is confirmed and funding is available, the Vice President for Academic Affairs then recommends to the President that a search be authorized. After the search is authorized, the Dean of the Faculty and the Director of Human Resources approve the final form of the announcement.

3. **Advertising**

Searches for tenure-track positions normally are nationally advertised; each advertisement includes the rank at which the faculty appointee will be hired, and a deadline or time line for the search process. All candidates submit a letter of application, curriculum vitae, three letters of recommendation, a statement of teaching philosophy, and whatever other supporting materials the department deems relevant.

Once the job announcement has been approved, it is sent to the office of Human Resources, along with the department's list of desired electronic and print sites, and the dates the chair would like the ads to run. Human Resources then places the advertisement. Applications should be received early enough so that department members can review them and set up interviews at the discipline's national conference, if appropriate.

4. **Interviews**

Each department determines an appropriate process for identifying candidates, including a specific plan for identifying diverse candidates. The Dean of the Faculty should approve this process. Interviews may be conducted on campus, at conferences, or both. Interviews are an essential step in the hiring process because they allow the department to gain a clearer sense of candidates and give candidates a sense of the department.

Prior to meeting a candidate, department members involved in the interview read the candidate's file carefully, preparing to ask questions and to anticipate questions posed by the candidate. Each department has questions it deems most important, but all candidates should be asked questions about their teaching and how they see themselves contributing to the goals and mission of the department and College. This conversation with candidates should include an explanation of the College's tenure process and criteria and a discussion of Stonehill's Catholic identity and Holy Cross tradition as they relate to the culture of the College.

**Off-Campus Interviews**

When interviewing takes place at a national conference, the department reviews the applications and decides which candidates to interview at the conference. The department contacts selected candidates to verify that they will be at the conference and to set up specific times for the interviews. If there is an Employment Information Service affiliated with the conference, the department chair or the member responsible for the search contacts the Service to reserve an interview room or booth. The Office of Academic Affairs will assist with the costs of travel, so that two members of the department will be able to interview candidates.

**On-Campus Interviews**
After consultation with the Dean of the Faculty, the department decides how many candidates to invite to on-campus interviews, and which candidates will be invited. Four on-campus interviews should be sufficient; the final number may, in part, depend on the candidates' distance from the College.

The chair promptly contacts each candidate to schedule the campus visit, selecting periods when it will be possible to meet with department members, the Dean of the Faculty, and the Provost/Vice Presidents for Academic Affairs and for Mission. In some cases the department or the office of the Dean of the Faculty may agree to schedule additional meetings with other members of the College.

Travel and housing arrangements are made by the administrative assistant who supports the department, with assistance from the Office of Academic Affairs.

Each department sets the agenda for the campus visit, but candidates might be invited to do one or more of the following:

- teach a class;
- meet with a group of students, majors and minors in the discipline, ~ give a lecture to faculty and/or students on his or her research;
- meet with faculty in other departments with overlapping interests ~ eat lunch and/or dinner with faculty members;
- have a formal interview with the entire department.

Each candidate is given a tour of the Stonehill campus, including the library and as many other relevant buildings as possible within the time constraints of the visit. Each candidate will meet briefly with Human Resources in order to complete a Faculty Application.

The Department chair also arranges for interviews to be scheduled with the Dean of the Faculty, the Provost/Vice President for Academic Affairs, and the Vice President for Mission.

The Department chair solicits and collects feedback from students, faculty, and others who have met the candidates. The Provost/Vice President for Academic Affairs gathers feedback from administrators who have met the finalists and provides a summary response to the department prior to their deliberations.

5. **Negotiating an Offer**

During the on-campus interview, each candidate is told approximately when he or she can expect to hear from the College about its decision.

After gathering information from students, administrators, and department members, the department meets to select its choices for the position. The department's recommendation -- which should include a written ranking of the acceptable candidates in order of preference and an explanation of their strengths and weaknesses -- is communicated to the Provost. If the Provost or the Dean of the Faculty has questions about the recommendation, department members meet with the Provost and the Dean of the Faculty to discuss how to proceed. After review of the recommendation, and any discussion, the recommendation is then presented to the President.

The Provost/Vice President for Academic Affairs provides to the President the materials of the recommended candidate, the recommendations of the Department and the administration, and any other information deemed necessary for the President to make the appointment. The President may choose to interview the candidate prior to appointment. Ordinarily, the President will approve the candidate, set the initial rank and fix salary pursuant to Article 4.8 (b) of the Bylaws of the College. In cases where the President's institutional perspective raises questions about the suitability of the candidate for the position, he may request further information from the academic administration, the department, or the candidate or request that another candidate be presented for approval.
Once the President has approved the appointment, the Provost/Vice President for Academic Affairs shall make the offer to the candidate and shall negotiate the terms.

As soon as the offer is accepted in writing, the department notifies other candidates who have visited the College.

6. CSC Appointments

Given the fact that the Congregation of Holy Cross founded and continues to sponsor Stonehill College, the procedures for assigning Religious to the faculty vary from the procedures outlined above. In all searches, the Congregation of Holy Cross may nominate qualified candidates from its membership. After nomination to the College, the President requests that the department members review the candidate's academic credentials and interview him to determine whether the candidate is qualified in the relevant area. The Administrators also interview the Religious to determine his qualifications for the position. The department and the Administrators recommend to the President whether the candidate is qualified for the position. The President then reports back to the appropriate Religious Superior the College's determination of the candidate's qualifications. If the College determines that the Candidate is qualified, the Religious Superior then may assign the Religious to the College. If the College determines that the Candidate is not qualified for the position, then the Religious will not be assigned to the College in that position.

C. RANK AND APPOINTMENTS

Upon receiving an appointment, whether regular or temporary, faculty shall be given the rank of Instructor, Assistant Professor, Associate Professor, or Professor, depending on academic preparation and experience. The Rank and Tenure Committee shall be informed of appointments to the rank of Associate Professor from outside Stonehill College and must approve appointments to the rank of Professor from outside the College.

Appointments shall be of the following types:

1. Tenure and Tenure Track:

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

2. Term Renewable:

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

3. Visiting:

Made with a person who devotes full time to duties at the College for a term of one year, without the obligation to reappoint. Such appointments and the nature of the responsibilities shall be made by the Provost/Vice President for Academic Affairs after consultation with the Dean of the Faculty and appropriate Department Chairpersons or Program Directors.
4. Adjuncts:
Made with a person who normally teaches no more than two courses per semester. Appointments of this kind shall be made by the Dean of Faculty after consultation with the appropriate Department Chairpersons or Program Directors. Such appointments may be continued from semester to semester, but do not lead to tenure or obligation to reappoint.

D. FACULTY EVALUATIONS: GUIDELINES

Department Chairpersons must evaluate all non-tenured faculty members on an annual basis. All tenured faculty members are evaluated every three years unless the Chairperson or the Dean of the Faculty deem it necessary to evaluate a faculty member more frequently. Templates for the evaluations can be found on the Faculty website.

In the evaluation of the faculty in a Department, due by June 30th of each year, the following serve as guidelines for Department Chairpersons:

1. Teaching effectiveness, based on:
   a. A review of student and peer evaluations of teaching (other than course evaluations for first year faculty which are formative only).
   b. Nature of courses taught, based on course syllabi assignments, and teaching materials.
   c. Supervision of directed studies, internships, field studies.

2. Effectiveness in mentoring students:
   a. Advising students on curricular matters, post-graduate plans, etc.
   b. Helping students with problems in their courses

3. Fulfillment of all institutional and departmental obligations:
   a. Participating in departmental meetings and projects (and effectiveness of same)
   b. Conscientiously carrying out obligations to students - meeting classes regularly, advance notification of unavoidable absence, keeping office hours, returning assignments and examinations within a reasonable period of time, etc.

4. Successful integration within the College community:
   a. Participating in faculty seminars and other campus academic and co-curricular activities
   b. Stimulating interest in cultural, political, and social affairs
   c. Encouraging interdepartmental dialogue
   d. Experimenting with innovative pedagogy
   e. Participating in committee functions

5. Efforts at professional growth:
   a. Progress toward completion of terminal degrees (if applicable)
   b. Research, scholarship, publication, etc.
   c. Presenting at regional, national and international professional meetings
   d. Active membership in professional societies

Should the Chairperson make recommendations for improvement in any area, the Chairperson and the faculty member should work together to develop a plan of action to address such recommendations.
E. PRE-TENURE REVIEW PROCESS

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

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

1. Early in the fall semester (by October 1), the Dean of the Faculty will notify all faculty members who are scheduled for pre-tenure review.

2. No later than January 25th in that academic year, the faculty member under review will provide her/his Department Chairperson with the following information:
   a. A one-page personal statement which describes current projects and future aims in the three areas of teaching, scholarship, and service;
   b. A current curriculum vitae;
   c. Copies of all publications and papers referred to in the curriculum vitae;
   d. Representative course materials, including syllabi and assignments; and
   e. Any other relevant information.

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

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

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

   b. All of the faculty member's submitted materials, together with the departmental evaluation, shall be forwarded to the Pre-Tenure Review Committee no later than March 15th. The Pre-Tenure Review Committee will review the materials and produce a written evaluation signed by all
members of the committee; in addition to an evaluation of the faculty member's progress towards tenure, it may include recommendations, such as mentoring or additional support for professional development. A copy of the evaluation will be sent to the faculty member and the department chair.

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

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

   c. When requested to do so, the faculty member will meet with the Dean of the Faculty to review the Provost/Vice President's comments and recommendations, and to incorporate suggestions into a Development Plan.

   d. The Pre-Tenure Review Committee is not itself responsible for implementing the recommendations for individual faculty members. This responsibility falls on the faculty member, with the assistance of the Department Chairperson, the Dean of the Faculty, and, if necessary the Provost/Vice President for Academic Affairs.

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

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

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

F. TENURE AND PROMOTION PROCESS
   Current procedures and criteria are available on the faculty resources website and in Appendix C. Departmental scholarship statements are available from the department chair or the Dean of the Faculty.

   Stonehill College subscribes to the Association of American College's statement on Tenure and the AAUP Statement of Principles Concerning Tenure as formulated in 1940 and as modified in the Policies and Procedures Manual. (The AAUP statements to which the College subscribes are available in the Academic Affairs Office.)

G. PROCEDURES FOR DISCIPLINARY REVIEW OF FACULTY MEMBERS

Disciplinary Action and Termination
   No disciplinary penalty, including termination, shall be imposed on a faculty member except in accordance with the provisions stated in the Policies and Procedures Manual (section A9.4 TERMINATION OF FACULTY APPOINTMENTS). The College subscribes to the 1971 AAUP Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments, which states in part, "faculty status and related matters are primarily a faculty responsibility; this area includes ...
If a person wishes to decline renewal he/she shall give notice no less than three months before the end of his/her contract termination date.

H. FACULTY GRIEVANCES
Consistent with Policy E.41, Employee Grievances, a grievance is a complaint concerning the interpretation of a policy, practice, and rule or working condition. There should be no assumption that all disagreements will be resolved or that there will be agreement that an individual’s perception that a problem exists is correct or accurate.

The Faculty Grievance Committee is established to hear faculty grievances. The membership of the Committee consists of five (5) faculty members: three (3) tenured or tenurable faculty and two (2) non-tenured faculty selected by the Faculty Senate by a process determined by the Faculty Senate. The Committee shall convene as needed to address grievances submitted by a faculty member. It shall provide notice of meeting to the grieving party and shall conduct a hearing under established policies and procedures. It shall provide a written notice of its decision to the grieving party within a reasonable time after the hearing is concluded and shall report its findings and decision to the Vice President for Academic Affairs.

A grieving party who is not satisfied with the decision of the Committee shall have the right to appeal in writing to the Vice President for Academic Affairs within five (5) days of receiving the decision from the Committee. The Vice President for Academic Affairs shall review the findings and decision of the Committee and may “confirm”, “reverse” or “return for further clarification and review” the decision of the Committee and shall provide his/her decision in writing to the Committee and the grieving party.

A grieving party may make a final appeal to the President of the College in writing within five (5) days of the written decision of the Vice President for Academic Affairs. The President may either review the findings and decisions of the Committee and the Vice President for Academic Affairs or conduct a de novo review before providing a written decision to the grieving party.

A subcommittee of the Grievance Committee hears appeals of tenure or promotion decisions based on alleged violations of procedure. The members of the Grievance Committee who hold tenure or are tenurable compose the subcommittee for these appeals. See Policy A9.8.

I. ADDITIONAL COMPENSATION
In addition to the faculty member's contractual salary, stipends are paid to Department Chairpersons and may be paid to other faculty members performing administrative tasks. In unusual circumstances, the College may also grant a reduction in course load for those performing administrative tasks.

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

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

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

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

A. INSURANCE BENEFITS

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

1. Health Insurance - either Individual or Family coverage
2. Dental Insurance
3. Life Insurance
4. Long-Term Disability Insurance
5. Accidental Death and Dismemberment Insurance
6. Worker's Compensation Insurance
7. Liability Insurance
8. Social Security
9. Rental Vehicles

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

B. RETIREMENT PLAN

1. Defined Contribution and Tax Deferred Annuity Plans

All employees, regardless of work schedule, may participate in the voluntary Tax Deferred Annuity Plan. Employees who complete a full year of service (12 consecutive months with at least 1,000 paid hours) may join the Defined Contribution Plan on the first day of the following month. Years of service with any educational organization during the 12 month period immediately preceding the eligible employee's date of employment with the Institution will be counted for satisfying this requirement. You must provide proof and documentation from previous employer.

Both plans permit employees to save tax-deferred dollars for retirement. Details of the plan policies and procedures for contributions can be obtained from the Office of Human Resources (X1105).

2. Voluntary Retirement Incentive Plans

Stonehill offers two separate voluntary retirement incentive programs to provide financial assistance to eligible tenured faculty who would like to retire from Stonehill:

- The Early Retirement Incentive Plan
- The Reduced Academic Schedule Plan
- Interested faculty should contact the Office of Human Resources (X1105) for details of eligibility, deadlines and application procedures.
C. TUITION REMISSION AND EXCHANGE PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty Senate
(16 seats)

Liberal Arts: Christian Martin (Expires 2015)
Liberal Arts: Sean Mulholland (Expires 2015)
Liberal Arts: Anna Lannstrom (Expires 2016)
Liberal Arts: George Piggford (Expires 2017) (Vice President)
Business: Jennifer Swanson (Expires 2015)
Business: Glen Ilacqua (Expires 2016)
Science: Leon Tilley (Expires 2015)
Science: Marilena Hall (Expires 2017) (President)
At-Large: Norah Esty (Expires 2015)
At-Large: Virginia Cortijo (Expires 2015)
At-Large: Sarah Gracombe (Expires 2016)
At-Large: John Lanci (Expires 2016)
At-Large: Shane Savage-Rumbaugh (Expires 2016)
At-Large: Erica Tucker (Expires 2016)
At-Large: William Ewell (Expires 2017)
At-Large: Nate DesRosiers (Expires 2017)
Standing Committees of the Senate

Compensation Committee—6 seats
Adjunct Faculty: Mary Ann Miller (Expires 2016)
Non-Tenured: Timothy Woodcock (Expires 2017)
Tenured (Full or Associate): Daniel Itzkovitz (Expires 2015)
Tenured (Full or Associate): Lee McGinnis (Expires 2015)
Tenured (Full or Associate): Hsin-hao Su (Expires 2016)
Tenured (Full or Associate): Richard Capobianco (Expires 2017)

Curriculum Committee—7 seats + Faculty Senate VP (ex officio)
At-Large: Erin O’Hea (Expires 2015)
At-Large: Virginia Cortijo (Expires 2015)
Business: Geoff Lantos (Expires 2016)
Education: Kathy McNamara (Appointment)
Liberal Arts: Matt Borushko (Expires 2015)
STEM: Ralph Bravaco (Expires 2015)
Martin Institute/Interdisciplinary: Sheila Barry (Appointment)
Faculty Senate VP (ex officio): George Piggford (2015)

General Education Advisory Committee—5 seats
Cornerstone: Joe Velasquez (Expires 2016)
Cornerstone: Mary Joan Leith (Expires 2017)
Social Sciences: Pam Kelley (Expires 2016)
Natural Sciences: Irvin Pan (Expires 2016)
Statistical Reasoning: Rob Carver (Expires 2017)
Foreign Languages: John Golden (Expires 2017)

Governance Committee—5 seats plus Senate President & Vice President
FS President: Marilena Hall (Expires 2015)
FS Vice President: George Piggford (Expires 2015)
At-Large: Chris Wetzel (Expires 2016)
At-Large: Glen Ilacqua (Expires 2016)
At-Large: John Lanci (Expires 2016)
At-Large: Helga Duncan (Expires 2017)
At-Large: Mary Joan Leith (Expires 2017)

Rank and Tenure Committee—6 seats (+ one extra seat for 2014-2015)
Liberal Arts: Angela Paradise (Expires 2016) - Tenured Associate Professor
STEM: Hsin-hao Su (Expires 2016) - Tenured Associate Professor
Business: Richard Anderson (Expires 2017) - Full Professor
At-Large: Christopher Poirier (Expires 2015) - Tenured Associate Professor
At-Large: Richard Gribble (Expires 2015) - Full Professor
At-Large: John Rodrigue (Expires 2015) - Full Professor
Faculty Representation (through Senate-run elections) in other college committees

**Academic Appeals Board—3 seats**
Business: Ginger Meng (Expires 2015)
Liberal Arts: Amy Houston (Expires 2015)
Science: Pamela Lombardi (Expires 2015)

**Academic Integrity Board—6 seats**
Liberal Arts: Helga Duncan (Expires 2016)
Liberal Arts: Katie Currul-Dykeman (Expires 2017)
Business: Geoffrey Lantos (Expires 2015)
Business: Jim Lee (Expires 2016)
STEM: Bob Dugan (Expires 2016)
STEM: Deno Del Sesto (Expires 2017)

**Board of Fellows—3 seats**
At-Large: Debbie Salvucci (Expires 2015)
At-Large: Xuejian Yu (Expires 2016)
At-Large: Anna Lannstrom (Expires 2017)

**Catholic Identity Committee—4 seats including one from Religious Studies**
At-Large: Maura Tyrrell (Expires 2015)
At-Large: Geoffrey Lantos (Expires 2015)
At-Large: George Piggford (Expires 2015)
Religious Studies: Nathaniel DesRosiers (Expires 2015)

**Faculty Grievance Committee—5 seats**
Non-Tenured: Eugene Quinn (Expires 2015)
Non-Tenured: Anamika Twyman-Ghoshal (Expires 2017)
Tenured or Tenurable: Jose Martinez (Expires 2015)
Tenured or Tenurable: Shari Lowin (Expires 2016)
Tenured or Tenurable: Mark Kazarosian (Expires 2017)

**Human Resources Advisory Committee—3 seats**
At-Large: Peter Mahoney (Expires 2015)
At-Large: Brian Glibkowski (Expires 2016)
At-Large: Bonnie Klentz (Expires 2017)

**Intercollegiate Athletics Committee—3 seats**
At-Large: Anne Mattina (Expires 2016)
At-Large: Lee McGinnis (Expires 2017)
NCAA Rep: Mark Kazarosian (Appointment)

**Intercultural Affairs Committee—2 seats**
At-Large: Ann Marie Rocheleau (Expires 2016)
At-Large: Ginger Meng (Expires 2017)

**Planning Committee—3 seats plus Senate President**
FS President: Marilena Hall (Expires 2015)
At-Large: Edward McGushin (Expires 2015)
At-Large: Greg Shaw (Expires 2015)
At-Large: Glen Ilacqua (Expires 2016)

Professional Development Committee—6 seats
At-Large: Nate DesRosiers (Expires 2015)
At-Large: Greg Maniero (Expires 2015)
At-Large: John Schatzel (Expires 2015)
At-Large: Dinos Mekios (Expires 2016)
At-Large: Anna Ohanyan (Expires 2017)

Standards and Standing Committee—5 seats
Business: Hilary Gettman (Expires 2015)
Liberal Arts: Rudy deMattos (Expires 2015)
STEM: Robert Dugan (Expires 2017)
At-Large: Heiko Todt (Expires 2015)
At-Large: Jane Nash (Expires 2016)

Student Affairs Committee—2 seats
At-Large: B. Heather Bleakley (Expires 2015)
At-Large: Dinos Mekios (Expires 2017)

Student Orientation Committee—1 seat
At-Large: Wanjiru Mbure (Expires 2017)

Teaching Excellence Award Committee (1 year term) — 2 seats
At-Large: John Golden (Expires 2015)
At-Large: Rick Gribble (Expires 2015)

Technology Advisory Committee—7 seats
At-Large: John Schatzel (Expires 2015)
At-Large: Maura Tyrrell (Expires 2015)
At-Large: Mary Joan Leith (Expires 2015)
At-Large: Allyson Sheckler (Expires 2015)
At-Large: Nicole Capezza (Expires 2016)
At-Large: Brendan O’Sullivan (Expires 2016)
At-Large: Bettina Sholz (Expires 2017)
APPENDICES

A. Professional Development Grants

B. Sabbatical Leave Policy

C. Procedures for Rank and Tenure
APPENDIX A

Professional development grants

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

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

The Professional Development Grant is designed to support faculty members in their scholarly pursuits, including research, writing, artistic creation, and additional post-graduate education. These grants are competitive in nature. The annual deadline for Research, Writing, and Artistic Production Professional Development Grant proposals is the first Friday in October. The annual deadline for Seminar/Institute Support Professional Development Grant proposals is the first Friday in March.

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

Overview

a) Professional Development Grants for research, writing, and artistic production ordinarily support projects that:
   • Advance knowledge through original research and/or creative work
   • Integrate or synthesize knowledge (e.g., create textbooks, edit anthologies or volumes; conduct interdisciplinary research; educate non-specialists within and outside the college; review the work of others; and develop technology to assist faculty in their work)
   • Apply knowledge (e.g., develop public programming, design and lead workshops and seminars, create museum exhibits and catalogs, and participate in film and radio presentations)

Scholarship of Teaching and Learning projects are eligible for funding through the Professional Development Grant; however, the same SOTL project cannot be funded through a Professional Development Grant and a SOTL Research Grant in the same year. The grants offered through the Center for Teaching and Learning are ordinarily the appropriate venue for projects related to pedagogical and curricular innovation.

b) Ordinarily, during the designated award time for the Professional Development Grant the faculty member may not:
   • teach an overload;
   • teach part-time at a neighboring institution;
   • teach any additional courses, such as Winter-Session or Summer-Session courses.

Requests for exceptions, with an explanation as to why such an exception is warranted, should be included in the application and will be reviewed by the Professional Development Committee.

c) A faculty member may apply for and receive a Professional Development Grant in order to augment other sources of funding for this research. However, the Professional Development Committee will have discretion in recommending college funding for needs beyond those covered by any outside sources of funding.

d) A faculty member cannot hold both a Professional Development Grant and a Stonehill Undergraduate Research Experience (SURE) award simultaneously. Notice of awards for Professional Development Grants will be made before the annual due date for completed SURE applications (due in early December).
e) It is recognized that in many disciplines there are several steps to research that may take significant time for data collection and analysis. Therefore, it is understood that certain projects might not immediately result in a publication. However, when applying for Professional Development Grants for multiple years for the same project, it is important that the faculty member clarify their progress in the various steps of the project in order to receive continued funding. Faculty will be asked to address this progress specifically in the proposal narrative (see proposal guidelines below) and to include a copy of the Grant Completion Report. In addition, when applying for grants for consecutive academic years, it is imperative that the faculty member show evidence that he/she is actively seeking external funding for the project.

f) Faculty members have the right to appeal their grant award decisions to the Faculty Grievance Committee.

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

**Process**

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

The Professional Development Committee evaluates and submits recommendations to the Provost/Vice President for Academic Affairs. In consultation with the Dean of the Faculty, the Provost/Vice President for Academic Affairs makes the final decision on these awards. Applicants will be notified of the outcome of this process by the Provost/Vice President for Academic Affairs by November 30. The grant funds will be available to the faculty member on January 1. Grant funds must be expended by December 31 of the year following notification.

**Application**

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

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

- Name
- Primary email address
- Office address
- Telephone
- Current position at Stonehill College
- Rank
- Discipline
- Specialization
- Department
- List amount of funds requested:
*Maximum request is $5,000 with up to $3,000 paid as a stipend (stipends are recorded as taxable income).

- List dates for requested period of funding (e.g. June 1-August 30)
- Give a brief descriptive title of your research proposal.
- List where and when you plan to conduct your proposed research project.
- If applicable, list any countries/geographical areas where you have done or will conduct research.
- List foreign language proficiency, if relevant to the project.
- If the proposed project involves human subjects, outline plan for securing IRB approval before the research begins.

Proposal Narrative:
Your project proposal, starting on a separate page after the cover sheet, should be sufficient in length to address the points below, but no longer than five double-spaced pages. It should make your project clear to an interdisciplinary academic panel of peers on the Professional Development Committee. It is recognized that project proposals will vary according to the author's discipline or professional background; however, the basic elements requested below must be incorporated into the text.

An analysis of the problem to be addressed, its background, and its significance to the field, which may include, but is not limited to:
- The basic ideas and hypotheses to be explored
- Reference to the originality of the proposed study through a brief statement that locates it within the current literature of the field
- The methods or approaches to be used
- The body of research materials that will be drawn upon in archives, libraries, research centers, laboratories, or the equivalent, depending on the field of specialization
- A specific work plan that indicates what activities will be done during the period of funding
- An indication of where and how the project’s results will be disseminated
- An explanation of how the project will directly strengthen your teaching, research, and/or artistic production and how it fits into your scholarly trajectory.
- If the project has received previous Professional Development Grant support, please specify how the proposed project builds on the work completed. For these ongoing projects, you must address what was accomplished under previous grants and what would be accomplished under the new grant.

Budget Justification:
The Budget Justification should begin on a separate page after the proposal narrative and should outline how you will spend funds. The maximum amount per award is $5000. Allowable expenditures include:
- Travel expenses
- Other supplies
- Equipment and books (ordinarily, available Faculty Development Funds should first be exhausted)
- Childcare (a taxable expense) maximum $1,000 per child, limit of $2,000.
- Stipend (a taxable expense)

Additionally, list any external or internal grants for which you have applied for the same project.

Appendices:
- Copy of current CV
• Professional Development Grant Completion Report – required for all continuing projects that have previously received funding
• Additional items that may help to inform the narrative (not required)

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

Seminar/Institute Grants are awarded to enable faculty members to participate in continuing education that is directly related to their research, artistic production, or teaching. A Seminar/Institute Grant should only be requested to cover the actual costs above the financial awards from the sponsoring institution.

**Process**

All full-time faculty members with continuing employment at the College are eligible to apply for a Professional Development Grant: Seminar/Institute Support. Applications must follow the official format for applications as noted below. Applications are due in the Office of the Provost/Vice President for Academic Affairs no later than the first Friday in March by 4:30 p.m. Applications for seminars/institutes that will take place before this date may be submitted earlier for prompt consideration. Hand-delivered and electronic submissions must be received by this deadline. Late submissions and applications that do not comply with any of the required elements will not be considered.

The Professional Development Committee evaluates and submits recommendations to the Provost/Vice President for Academic Affairs. In consultation with the Dean of the Faculty, the Provost/Vice President for Academic Affairs makes the final decision on these awards. Applicants will be notified of the outcome of this process by the Provost/Vice President for Academic Affairs by May 1. The grant funds will be available to the faculty member immediately upon notification of award. Grant funds must be expended by December 31.

**Application**

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

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

• Name
• Primary email address
• Office address
• Telephone
• Current Position at Stonehill College
• Rank
• Discipline
• Specialization
• Department
• List amount of funds requested: Maximum request is $2,000
• List the amount of funds awarded, if any, by the sponsoring institution.
• List the seminar/institute title.
• Give a brief summary of the seminar/institute.
• List dates of the seminar/institute.
Proposal Narrative:
The proposal narrative, starting on a separate page after the cover sheet, should be of sufficient length to address the points below, but no longer than three double-spaced pages. It should make your reasons for attending the seminar/institute clear to an interdisciplinary academic panel of peers on the Professional Development Committee. It is recognized that project descriptions will vary according to the author’s discipline or professional background; however, the basic elements below must be incorporated into the text.

- A detailed description of the seminar/institute. Discuss the projects that you personally will explore.
- An explanation of how the seminar/institute will directly strengthen your teaching, research, and/or artistic production

Budget Justification:
The Budget Justification should begin on a separate page after the proposal narrative and should outline how you will spend the funds. The maximum amount per award is $2000.

Allowable expenditures include:
- Registration/tuition fees
- Travel to and from the Seminar/Institute
- Participation expenses not covered by the Seminar/Institute sponsor

Appendices:
- Copy of current CV
- Announcement/confirmation/brochure/award letter about the seminar
- Additional items that may help to inform the narrative (not required)

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

Research, Writing and Artistic Production
Criteria for Selection
Proposals are scored and ranked on each of the following criteria:

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

- Degree to which the applicant’s project will enable the applicant to enrich and strengthen the curriculum and the applicant’s own teaching and/or scholarly activities
- Demonstration of fulfillment of previous proposals and submission of a Grant Completion Report to the Office of the Provost/Vice President of Academic Affairs upon completion of the grant project
- Potential for contributing new knowledge and/or insight within the discipline
- Potential for outcomes
- Justification of expenses
- For repeat applicants, evidence of outcomes of previous proposals, including Grant Completion Report
- Prior Professional Development Grants (priority will be given to applicants who have not held a grant previously. This does not preclude repeat applications.)

4. Grant Completion Report

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

The report must adhere to the following format:

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

The Grant Completion Report will be available to the Professional Development Committee in its review of future grant proposals.
APPENDIX B

Sabbatical leave process

I. Purpose

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

II. Eligibility

Faculty members who have attained the rank of Associate Professor or above are eligible for their first sabbatical leave after 12 semesters of service to Stonehill College. Full-time faculty members holding long-standing term appointments may also be considered for sabbatical upon the approval of the Provost/Vice President for Academic Affairs. A faculty member will be eligible for future sabbaticals after every 12 semesters and should apply after ten semesters for the next year of eligibility. Since the College wishes to promote scholarship among its faculty, the college may include as part of the 12, semesters in which the College’s President and Provost/Vice-President for Academic Affairs have granted the faculty member leave for academic pursuits. The Dean of the Faculty in consultation with the Provost/Vice-President for Academic Affairs will negotiate such arrangements on a case-by-case basis.

A sabbatical leave is granted consistent with the emphasis the college places on its teaching mission. In order to meet the teaching or administrative needs of the College, it may be necessary to delay or advance a specific faculty member’s sabbatical leave. Consultation between the Provost/Vice President for Academic affairs and the relevant department chair will determine this criterion. Such a determination will not negatively affect the candidate’s ongoing schedule of eligibility.

Faculty members who accept the benefit of a Sabbatical Leave are expected to return for full-time employment at Stonehill College for a minimum of one full academic year (9 months) following completion of the sabbatical. Agreements to the contrary must be negotiated and approved prior to participation. In those instances in which the faculty member neither returned to College duties for at least one year nor had a written agreement to the contrary, the faculty member may be required to return the salary paid during the sabbatical to the College.

III. Process

Applications must be submitted to the Provost/Vice President of Academic Affairs the second Friday of October (October 10, 2014) of the year prior to that in which the faculty member intends to take a Sabbatical Leave.

The application must include (a) the approval of the appropriate Department Chairperson, (b) an explanation by the Chairperson of the impact of the sabbatical on teaching needs in the department, and (c) a sabbatical proposal that follows the official format. Proposals that do not follow the format cannot be approved. Sabbatical applications are evaluated by the Standards and Evaluation Committee, which
makes recommendations to the Provost/Vice President for Academic Affairs. The Provost then forwards the applications, with his/her recommendations, to the President for final action.

IV. Application

1. Preliminary Information

- Name
- Primary email address
- Office address
- Telephone
- Current Position at Stonehill College
- Rank
- Discipline
- Specialization
- Department

2. Sabbatical Project

- Brief descriptive title of your proposal, clearly indicating whether it will involve research, writing, artistic production, and/or professional activity.

- Specific time period of sabbatical (one semester or full academic year)

- If travel is required, where and when you will conduct research or other professional activity.

- If your proposed project involves human subjects, please indicate this, as well as whether or not you have received IRB approval. All grants projects involving research with human subjects must receive IRB approval before the grant period begins.

3. Proposal

Your description should make the project clear to an interdisciplinary academic panel of peers on the Standards and Evaluation Committee. It is recognized that project descriptions will vary according to the author’s discipline or professional background; however, the following basic elements below must be incorporated into the text:

- An analysis of the problem to be addressed, its background, and its significance to the field, which may include:
  - the basic ideas and hypotheses to be explored
  - reference to the originality of the proposed study through a brief statement that locates it within the current literature of the field
  - the methods or approaches to be used;

- The body of research materials that will be drawn upon in archives, libraries, and research centers, laboratories, or the equivalent, depending on the field of specialization;

- A specific work plan that indicates what will actually be done during the period of funding;

- An indication of how the project’s results will be disseminated to augment your abilities as a classroom educator and/or promote research; and

- An explanation of how the project will directly strengthen your teaching, research, and/or artistic production.
4. **Up-to-date curriculum vitae** (for CV format go to [http://www.stonehill.edu/faculty/forms/](http://www.stonehill.edu/faculty/forms/))

**V. Evaluation**

In awarding a sabbatical leave, the following criteria must be met:

- Clear evidence that the applicant’s project will promote research in one’s discipline, as defined in section VI, point 2.

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

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

**VI. Guidelines and Restrictions**

The following guidelines and restrictions are placed on Sabbatical Leaves:

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

2. Sabbatical leave applications include such research, writing, artistic production, and/or other professional activities that:

   - Advance knowledge through original and/or creative research

   - Integrate or synthesize knowledge (e.g., create textbooks, edited anthologies or volumes; conduct interdisciplinary research; educate non-specialists within and outside the college; review the work of others; and develop technology to assist faculty in their work)

   - Apply knowledge (e.g., public programming, collaboration with other institutions and groups, design and lead workshops and seminars)

   - Transform knowledge through pedagogical and curricular development (e.g., develop museum catalogues and exhibits, film and radio presentations; research and write in order to improve teaching at the college or K-12 levels, develop assessment tools, educate faculty peers in web-based or other instructional technologies)

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

4. The Provost/Vice President for Academic Affairs will provide a written explanation for any sabbatical leave decision that deviates from the Standards and Evaluation Committee’s recommendation.
5. Faculty members have the right to appeal decisions pertinent to sabbatical leaves to the Faculty Grievance Committee.

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

VII. Reporting Sabbatical Results

Within three months of returning to full-time teaching, a faculty member granted sabbatical will submit to the Provost/Vice President for Academic Affairs, the respective department chair and the chair of the Standards and Evaluation Committee three copies of a 1-2 page “Sabbatical Leave Completion Report.” This summarizes (1) completed work and, if applicable, (2) future plans to finalize the project through publication, artistic exhibition, or similar, depending on one’s discipline. Reports will be made available to any faculty member upon request.

Within the academic year following sabbatical, a faculty member will communicate the results of their sabbatical activities to the academic community by way of a seminar, printed summary, intranet discussion group, or any other forum open to the college community.

VIII. Benefits

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

A sabbatical leave, if granted, provides full salary for one semester, or half salary for two semesters. N.B.: A faculty member’s eligibility to receive standard faculty benefits during a sabbatical is contingent upon the receipt of a salary, e.g., a faculty member who takes a sabbatical lasting two semesters will receive half salary paid over the entire year and will remain eligible for all standard faculty benefits. Whereas, a faculty member who takes a two semester sabbatical and opts to receive his/her full salary during the first semester and takes an unpaid leave of absence during the second semester will be ineligible to receive the standard faculty benefits during the second semester. Faculty members may make efforts to secure outside funding for their sabbaticals. If the faculty member is successful in obtaining a grant or fellowship, that funding may be used to extend a paid sabbatical for one year. Faculty members who are on full salary sabbatical leave may not engage in salaried employment in this country or elsewhere, however desirable the experience, during the time covered by the sabbatical. This does not preclude acceptance of scholarships, fellowships, or grants for the purpose of research and study for which no services are required, or Fulbright lectureships when teaching is combined with research. A faculty member on a half-salary sabbatical leave may, with the prior approval of the Provost/Vice President for Academic Affairs, accept outside remuneration for work directly relevant to his or her teaching, research, creative or professional activity, or service.
APPENDIX C

Stonehill College -revised 2006

Tenure and promotion - criteria and procedures

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

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

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

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

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

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

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

When hiring faculty, endowed chairs, or administrators with faculty rank at the rank of professor, the Provost/Vice President for Academic Affairs, after consultation with the Rank and Tenure Committee and the appropriate department, may reduce or waive the requirement for three years of teaching at Stonehill College.
Criteria for Tenure or Promotion

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

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

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

- Documentation of effective teaching:
  - The candidate’s self-assessment, course evaluations, formal or informal peer reviews, departmental assessments, and other materials provided by the candidate.
  - The departmental recommendation letter may include summaries of letters of support from students who wish to comment on the candidate’s teaching effectiveness—particularly those who have worked closely with the candidate, for example, teaching assistants, directed study students, or graduates.

- Evidence of course content, rigor, and organization:
  - Candidates submit syllabi, examinations, and assignments from the same semesters as those for which they requested teaching evaluations. Teaching materials illustrate topics covered in each course, learning objectives and expectations, the grading mechanisms, and other materials documenting course content and rigor.
  - The candidate’s departmental evaluation and peer review address the appropriateness of the candidate’s teaching materials and the content and rigor of the course relative to the departmental curriculum. Does the course, for example, meet the needs of students, whether majors or non-majors?
  - Student evaluations indicate student opinion of the candidate’s teaching materials, content, and rigor.

- Evidence of facilitating learning:
  - The departmental evaluation addresses the level of the candidate’s teaching success as reflected in student learning. The nature of the evaluation is influenced by the candidate and his or her discipline. Indicators of success include: the performance of students in advanced classes and internships that use the candidate’s class as a prerequisite; student proficiency in the candidate’s subject area on standardized tests; feedback from graduates after they have begun careers; or the number of the candidate’s students who enter graduate school or distinguish themselves in their field.
Departmental peer review includes classroom visits to observe the candidate’s encouragement of student involvement and interaction and the stimulation of intellectual curiosity. How effective is the candidate’s teaching style and methodology? Is there an appropriate use of instructional technologies? Is the candidate sensitive to diversity regarding learning styles or students’ backgrounds?

Student evaluations indicate student opinion of the candidate's facilitation of their learning. If teaching is effective, many students will respond that course expectations are appropriate; that the professor provides an environment and opportunities to learn the material, and that the evaluation mechanisms are fair.

The candidate is willing to supervise directed studies or independent studies.

The candidate includes other materials that address pedagogical issues.

**Evidence of ongoing development and improvement as a teacher:**

- The candidate's statement addresses mechanisms of self-evaluation of teaching and of attempts to improve teaching effectiveness, and includes other materials that address these issues: a series of syllabi for a specific course, examples of newly developed instructional technologies or methods, descriptions of new assessment methods, participation in teaching and pedagogy workshops.

- The departmental evaluation of the candidate specifically addresses how the candidate has improved his or her teaching. This assessment is based upon peer review and upon the department’s evaluation of the candidate’s willingness to improve his or her teaching given the feedback from students and peers.

**Evidence of mentoring and advising:**

- The candidate’s application materials include evidence of his or her commitment to advisement: remaining in regular contact with advisees, writing effective letters of recommendation, providing guidance and accurate information about academic progress and career preparation.

- The candidate’s application materials include evidence of non-traditional and informal teaching or mentoring within the department or the wider college community; for example, the supervision of international internships, or informal non-credit groups.

**Scholarship:** In order to be tenured or promoted, a candidate must have a record of scholarship that contributes to his or her discipline and strongly indicates future accomplishments. A successful candidate for promotion to professor has a sustained record of acknowledged professional contributions within his or her field that includes national and/or international scholarly accomplishments, and also strongly indicates future accomplishments.

The critical elements of scholarship include the following: discipline-specific expertise and methodology, documented and disseminated results, and process or results judged to be significant or meritorious through peer review.

While publication in one’s field remains the hallmark of scholarly excellence, the nature of scholarship varies by discipline.

- Advancement of knowledge through published research;
- Integration or synthesis of knowledge: creation of textbooks, edited anthologies or volumes; interdisciplinary research; education of non-specialists within and outside the college; reviewing the work of others; developing technology to assist faculty in their work;
- Application of knowledge: public programming, collaboration with other institutions and groups, designing and leading workshops and seminars;
Transformation of knowledge through pedagogical and curricular development: museum catalogues and exhibits, film and radio presentations, other public programs, research and writing designed to improve teaching at the college or K-12 levels, development of assessment tools, education of faculty peers in web-based or other instructional technologies.

The quality and type of scholarly accomplishment that is appropriate for the granting of tenure or promotion depends on the candidate’s academic discipline, level of training, postdoctoral experience, and the characteristics of his or her teaching load, or access to specialized facilities such as libraries or laboratories. The College expects a consistent pattern of ongoing, productive work that leads to significant scholarship in the candidate’s field. Departmental reviews and external evaluators are important sources of information in the assessment of a candidate’s level of scholarly accomplishment.

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

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

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

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

- Membership in standing or ad hoc College committees;
- Departmental service, e.g., department chair, committees, curriculum development, faculty search committees, recruitment of students, assessment, accreditation, program development;
- College activities, e.g., development of or participation in college-wide activities such as seminars, symposia, exhibitions, film series;
- Academic or student activities, e.g., development and active participation in activities such as the Honors Program, Community Associates, Encountering Stonehill, HOPE, SURE;
- Other service to the College's mission, within or beyond the campus.
Table 1: Timeline for tenure & promotion in typical cases

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

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

Review by the Dean of the Faculty:
The Dean of the Faculty reviews the curriculum vitae, the pre-tenure review, and departmental evaluations of the candidate. After consultation with the Dean of the Faculty, a candidate chooses to:
- Submit by a date set by the Dean of the Faculty a tenure application to the Rank and Tenure Committee. By May 1, the Dean of the Faculty informs the candidate and the candidate’s chairperson of the deadlines for submission of the tenure application and related materials. The deadline for the submission of the application is around August 15. The Rank and Tenure Committee is not obliged to review materials submitted after this date.
- Request a one-year extension of the probationary period. The request for this extension, including the justification for it, is submitted in writing to the Provost/Vice President for Academic Affairs before May 1 in the year before the end of the probationary period. After the Provost/Vice President for Academic Affairs consults with the candidate’s chairperson and judges that the weaknesses of the candidate’s case are likely to be addressed successfully within one year, the Provost/Vice President for Academic Affairs grants the extension. A faculty member is rarely granted more than one extension of the probationary period.
- Withdraw from the tenure review anytime before the deadline for submission of the application to the Rank and Tenure Committee. If the candidate has not reached the end of his or her probationary period, no record of this application is kept. If the candidate is applying during the next-to-last year of his or her probationary period and does not receive a one-year extension, the candidate is given a one-year terminal contract at the end of the probationary period. If the candidate has already received a one-year extension, he or she will be given a one-year terminal contract at the end of the next spring semester.

The tenure application:
A tenure application consists of the following materials:
- Outside letters of review. By April 1, the candidate, after consultation with his or her department, submits to the Office of the Dean of Faculty:
  - The names and contact information of at least six people from outside of Stonehill College (with brief descriptions of their credentials and appropriateness for this review) who can evaluate the candidate’s professional stature and accomplishments, quality of scholarship, and likelihood of continued productivity. The candidate provides a brief description of their previous association with each person named as well as their qualifications to undertake the review. Outside reviewers should be recognized scholars in the discipline and the candidate should submit evidence of their scholarship when
submitting their names. At least two of the reviewers must be professionally and personally “arm’s length” reviewers. Faculty at the rank of Assistant Professors are discouraged unless they have a significant publication/research/artistic profile.

- Copies of all work to be reviewed and an indication of what work each outside reviewer should be asked to review.

**Departmental letter of recommendation.** The Dean of Faculty requests a departmental letter of recommendation from the candidate’s department; this letter is written by the candidate’s department chair or by another member of the department designated by the Dean of Faculty. Normally, the Dean of Faculty meets with the Chair or designee by April 1 to discuss the process of preparing the departmental letter. The chairperson or designee writes this letter in consultation with the tenured faculty of the department; the chair and all the tenured faculty of the department should sign this letter. The letter is written in accordance with the “Guidelines for Annual Evaluation of Faculty” as found in the “Faculty Handbook.” At the candidate’s request and with the approval of the Dean of Faculty, the chairperson may consult untenured members of the department or faculty from other departments. So that the department may meet this requirement, the candidate should submit all scholarship and teaching materials to the department Chair or designee by June 15, who will make these materials available to the tenured members of the department. These materials are completed at least two weeks before the application deadline, so that the candidate has time to respond to issues raised in them. Normally, departments strive for consensus in recommending a colleague for tenure and/or promotion. If consensus is difficult or even impossible to obtain, the letter should reflect the differences of opinion in the department. In the rare case of strong departmental disagreement, individual department members may submit a minority recommendation by means of a separate letter. The department letter or letters are due by August 1st, two weeks before the application deadline, to allow the candidate time to review the letter or letters and have the option to provide a written response to any issues raised. The response by the candidate will be included as part of the application.

If a department chair is a candidate for tenure or promotion, the Dean of Faculty selects a tenured member of the department to organize and write the departmental letter of recommendation. If a department has no tenured faculty who can discharge this duty, the Dean of Faculty selects a tenured faculty member from another department.

**Candidate’s dossier.** By August 15th, the candidate submits to the Office of the Dean of Faculty:

- A statement matching the candidate’s activities to the criteria for tenure;
- A current curriculum vitae;
- Copies of all scholarly work to be reviewed as part of the application, referred to in the curriculum vitae;
- Representative course syllabi, tests, and assignments; and
- Any other relevant information.

**Course Evaluations.** The Rank and Tenure Committee reviews student evaluations for four out of the last five semesters of teaching at Stonehill College; the semesters are to be selected by the candidate, who notifies the Dean of Faculty. If a candidate does not select the semesters, the last four semesters are used.

**Grade distributions.** The Dean of Faculty provides to the Rank and Tenure Committee the candidate’s grade distribution for the courses for which evaluations have been requested, as well as departmental and college-wide grade distributions.
• **Pre-tenure review.** The pre-tenure committee’s and department’s evaluations and recommendations are given to the Rank and Tenure Committee.

• **Additional information.** In response to specific questions from the Rank and Tenure Committee, the candidate may supply additional information. Questions or requests for additional information are communicated to the candidate by the Dean of Faculty. If new material becomes available after the application deadline, for example, a submitted manuscript is accepted for publication, the candidate informs the Dean of Faculty who informs the Rank and Tenure Committee.

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

**Evaluation by the Provost/Vice President for Academic Affairs:** The Provost/Vice President for Academic Affairs reviews the Rank and Tenure Committee’s evaluation and vote. The Provost/Vice President for Academic Affairs may request a meeting with the Rank and Tenure Committee if clarification of their report is needed. The Provost/Vice President for Academic Affairs also evaluates the candidate and then recommends either granting or denying tenure and informs the Dean of the Faculty of his or her recommendation.

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

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

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

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

• Continue the review;
• Request a one-year extension of the probationary period; or
• Withdraw from the review.
Evaluation by the Board of Trustees: For those candidates who continue the tenure review, the Provost/Vice President for Academic Affairs sends their materials to the Academic Affairs Committee of the Board of Trustees.

- The Academic Affairs Committee of the Board of Trustees establishes its own procedure to review tenure applications. Changes in this procedure are communicated to the President, who informs the Provost/Vice President for Academic Affairs, the Rank and Tenure Committee, and the College.
- The Board of Trustees grants or denies tenure.
- The Provost/Vice President for Academic Affairs informs the candidate of the Board of Trustees’ action usually by the end of the next working day following their decision.
- A candidate who is denied tenure is given a one-year terminal contract.

The hiring of faculty with tenure:

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

Application for Promotion

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

- By February 1, the Dean of the Faculty informs those eligible for promotion review in the coming fall term that if they intend to apply for promotion, they must submit a current curriculum vitae to the Dean of the Faculty and to their department Chairs by March 1. If a curriculum vitae is not submitted, the faculty member is not considered for promotion. After consultation with the Dean of the Faculty, the faculty member may postpone an application for promotion.
- An assistant professor is evaluated for promotion to associate professor normally as part of a tenure review. Under some circumstances, however, an application for tenure may be separated from an application for promotion to assistant professor.
  - Before the end of his or her probationary period, a tenure-track assistant professor may apply for promotion to associate professor without applying for tenure. Candidates may withdraw from this review without change in contract or tenure status.
  - A non-tenure-track assistant professor may apply for promotion to associate professor. The granting or denying of promotion does not change his or her non-tenure-track status.
- Candidates for promotion may without prejudice withdraw their application after learning the results of the review by the Rank and Tenure Committee, the Provost/Vice President for Academic Affairs, or the President.
### Summary of application deadlines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Dean of the Faculty informs faculty eligible for applying for tenure and/or promotion and their Chairs</td>
<td>Eligible faculty</td>
</tr>
<tr>
<td>March 1</td>
<td>Candidate submits curriculum vitae</td>
<td>Dean of the Faculty &amp; department Chair</td>
</tr>
<tr>
<td>April 1</td>
<td>Candidate submits names of external reviewers.</td>
<td>Dean of the Faculty</td>
</tr>
<tr>
<td>May 1</td>
<td>Candidate submits works to be reviewed.</td>
<td>Dean of Faculty</td>
</tr>
<tr>
<td>June 15</td>
<td>Candidate submits scholarship, teaching, and service materials</td>
<td>Department Chair</td>
</tr>
<tr>
<td>August 1</td>
<td>Department Chair or designee submits department letter</td>
<td>Dean of the Faculty</td>
</tr>
<tr>
<td>August 15</td>
<td>Candidate submits final application dossier</td>
<td>Dean of the Faculty</td>
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</tbody>
</table>