

SPRINGFIELD
COLLEGE

A photograph of a campus scene. In the foreground, there are trees with vibrant autumn foliage in shades of orange, yellow, and red. In the background, a large brick building with a prominent circular tower and a bell tower is visible. The sky is overcast. A few students are seen walking on a paved path and sitting at a table in a courtyard area.

FACULTY HANDBOOK
Academic Year 2024-25



SPRINGFIELD COLLEGE FACULTY HANDBOOK TABLE OF CONTENTS

SECTION I - General Institutional and Academic Affairs Organization	
Academic Affairs Organizational Chart	2
Academic Affairs Directory	3
Faculty Rank List	4
Important Deadlines for the 2024-2025 Academic Year	5
Common Hours Meeting Schedule	6
SECTION II - College Governance/Faculty By-Laws	
Springfield College Code of By-Laws	8
Springfield College Faculty By-Laws	16
Springfield College Policy on Shared Governance	36
SECTION III - Faculty Personnel Policy	
Faculty Personnel Policy	44
Addendum: Phased Retirement Policy	88
Addendum: Reduced Workload Assignment Policy	94
Addendum: Statement on Efforts to Restrict Education About Racism	95
Addendum: Statement of Principles Regarding Faculty Compensation	99
Addendum: Emeritus Faculty Status	101
Addendum: Academic Summer School Policies	107
Addendum: Guidelines for Determination of Terminal Degrees	108
Addendum: Policies and Guidelines for Undergraduate Teaching Assistants	113
Addendum: Return Process to Academic Department for Tenured CETLS Director	110
Addendum: Tenure or LT Appt. At Hire for Assoc. or Full Professor	114
SECTION IV - Academic Policies	
Academic Policies	115
Policy for Meeting Federal Credit Hour Standards	118
Guidelines for Internships and Field Experiences at Springfield College Approved February 20, 2015	121
Confidentiality of Student Records	125
External Funding for Research at Springfield College	128
Copyright Policy	129
Logo and Seal Use	131
Email Signature Guidelines	131
Disruptive Behavior Policy	133
Policy for Selecting Faculty Marshalls for Commencement	134
SECTION V - Faculty Responsibilities	
Guidelines for the Preparation of Course Syllabi	140
College Learning Management System	143

College Attendance Policy.....	143
College Academic Honesty and Integrity Policy.....	145
Cancellation of Class	150
School and Department Meetings	151
Class Schedules.....	151
Book Orders.....	151
Springfield College Weather Notification	152
Classroom Safety Issues	153
S.C. Alert.....	153
Teaching Assignments.....	154
Non-Teaching Assignments and Responsibilities	154
Departure Checklist	154
Examinations/Examination Schedule/Term Papers	154
Final Examinations.....	154
Reporting Grades	155
Academic Progress - Mid-Semester Grades	156
Attendance Tracking	156
Enrollment Status	157
Course Information File	157
Commencement Policy.....	158
Transcripts	158
Transportation of Classes.....	159
Research Supervision	159
Institutional Review Board	160

SECTION VI - Faculty Development Opportunities

Opportunities for Faculty Development at Springfield College.....	162
Application Deadlines for Faculty Development Funding.....	162
Faculty Institute	162
Sabbatical Leave.....	163
The Guidelines for Sabbatical Leave Report.....	164
Department Travel Funds.....	165
Faculty Travel Grants	165
Dependent Care During Travel.....	166
Faculty Scholarship/Research Grants.....	167
Faculty Grant Program	167
Appleton Fund Grants	168
Dean's Scholarship Fund	169

SECTION VII - Curriculum Policies and Review Procedures

Curriculum Policies and Review Procedures.....	172
Academic Standard: Definition of Major, Concentration, Minor & Electives	172
Academic Standard: Definition of Course Levels	172
Curriculum Guidelines.....	173
New Course Proposals	173
Proposals for Special Topics Courses	174
Proposals for Current Issues/Events Courses	174
Proposals for Course Modifications.....	175

Proposals to Modify Majors/Minors/Programs/Concentrations	176
Proposals to Add New Majors/Minors/Programs/Concentrations.....	176
Curriculum Proposal “Deadlines”	177
Master Course Policies and Procedures.....	179
Springfield College Online Program Philosophy Statement	182

SECTION VIII - Faculty Personnel Materials/Information

Calendar for Tenure, Long-Term Appointment, Promotion, Mid-Probation Review, Phased Retirement and Emeritus Faculty Status.....	187
Guidelines and Procedures for Faculty Searches	192
Student Opinion Questionnaires	194
Policy on Secondary Faculty Appointments.....	194
Policy on Naming a Department	195
Mid-Probation Review	195
Tenure, Long Term Appointment, Mid-Probation Review and Promotion Portfolio Materials.....	196

SECTION IX - Academic Support Services and Departments

Office of the Registrar	198
Library Services and Resources	198
Springfield College Bookstore.....	199
Campus Directory	199
Use of Facilities	199
Food Services	199
Health Services.....	199
Memorial Gifts/Donations	199
Parking.....	200
Service Animals and Pets	200
Post Office	200
Printing Services	200
Conservation.....	201
Notary Services.....	201

SECTION X - College Wide Policies/Procedures

SC Policies and Procedures Published by the Office of Human Resources.....	203
Faculty Travel	204
Student Labor	205
Business Office Insurance Coverage.....	206
Time and Leave Reporting.....	206

SECTION XI - Forms

Forms	208
-------------	-----

Section I

General Institutional and Academic Affairs Organization

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Associate Vice President for Academic Affairs
(Academic Advising, Academic Success, Center for Excellence In Teaching, Learning, and Scholarship, Core Curriculum, Institutional Research, Library Services, Registrar)

Director, Educator Preparation and Licensure

Director, Honors Program

Director, International Center

**Dean
School of Arts and Sciences**

**Dean
School of Health Sciences**

**Dean
School of Physical Education,
Performance and Sport Leadership**

Social Work

Biology/Chemistry

Business Management

Criminal Justice

Counseling

Education

Humanities and Social Sciences

Literature, Writing and Journalism

Math/Physics/Computer Science

Psychology

Visual and Performing Arts

Public Health and Health Professions

Occupational Therapy

Physical Therapy

Physician Assistant Studies

Athletic Training

Exercise Science

Physical Education and Health Education

Sport Management and Recreation

East Campus

ACADEMIC AFFAIRS DIRECTORY – FALL SEMESTER 2024

Office of Academic Affairs

		Ext.	Bldg.
Provost and V.P. for Academic Affairs	Lori Ciccomascolo	3959	Marsh
Associate V.P. for Academic Affairs	Elizabeth Morgan	3959	Marsh
Administrative Coordinator	Michele Mariani	3959	Marsh
Director of Institutional Research, Interim	Kevin Psonak	3244	Administration
Director of the Core Curriculum	Lisa Bromberg	3117	School/Bemis
Director of the Honors Program	Rebecca Lartigue	3189	Blake Hall
Department of Social Work	Lisa Watson	3045	Brennan

School of Arts and Sciences

Dean	Rachel Rubinstein	3713	Hickory
------	-------------------	------	---------

School of Arts and Sciences Department Chairs

Business Management	Laura Katz	3200	Locklin
Biology/Chemistry	Donna DiLullo	3182	School/Bemis
Counseling	Allison Cumming-McCann	3025	Locklin
Criminal Justice	Katherine Dugan	3665	Blake Hall
Education	Stephanie Logan	3356	Blake Hall
Humanities and Social Sciences	Katherine Dugan	3665	Blake Hall
Literature, Writing and Journalism	Anne Wheeler	3606	Weiser
Math/Physics/Computer Science	James O'Brien	3713	School/Bemis
Psychology	Maysa DeSousa	3075	Locklin
Visual & Performing Arts	Christopher Gagne	3490	Blake Hall

School of Physical Education, Performance and Sport Leadership

Dean	M. Susan Guyer	3385	PEPSL/Wellness
------	----------------	------	----------------

School of Physical Education, Performance and Sport Leadership Department Chairs

Athletic Training	Jessica Barrett	3178	Field House/Wellness
Exercise Science	Elizabeth Mullin	3800	AT/Exercise Science
Physical Education and Health Education	Michelle Moosbrugger	3486	PE Complex
Sport Management and Recreation	Heather Gilmour	4751	Fieldhouse

School of Health Sciences

Dean	Brooke Hallowell	3820	Health Sciences Center
------	------------------	------	------------------------

School of Health Sciences Department Chairs

Public Health and Health Professions	Debra Burnett	3633	Health Sciences Center
Occupational Therapy	Scott McNeil	3785	Health Sciences Center
Physical Therapy	Cheryl Peters-Brinkerhoff	3590	Health Sciences Center
Physician Assistant	Meghan Migeon	3558	Health Sciences Center

Academic Services

Registrar	Marshall Bradway	3530	Administration
Acad. Adv. Center and Acad. Success Center	Leigh-Ann Gomes	3465	Administration

East Campus

	Benjamin Taylor	750-5011	East Campus
--	-----------------	----------	-------------

<u>Educator Preparation and Licensure</u>	Valarie Annear	3146	Administration
--	----------------	------	----------------

<u>International Center</u>	Heather St. Germane	3215	Campus Union
------------------------------------	---------------------	------	--------------

<u>Library Services</u>	John Brady	3609	Learning Commons
--------------------------------	------------	------	------------------

<u>Teaching and Learning Center</u>	Christopher Hakala	4732	Learning Commons
--	--------------------	------	------------------

7.9.24

Academic Affairs Faculty Rank List – Fall 2024 (193)

Professor (50)

Accordino, Michael
Agonafer, Mulugeta
Alter-Muri, Simone
Andersen, Richard
Arce, Miguel
Campbell, Angela
Carty, Thomas
Crump-Swaby, Gayl
Cumming-McCann, Allison
Cyr, Eileen
Davis-Delano, Laurel
Dobrow, Martin
Dymond, Justine
Eaton, Alice Knox
France, Thaddeus
Gaul, Meghan
Gifford, Shannon
Gouws, Dennis
Hage, Sally
Hakala, Christopher
Headley, Samuel
Higgins, Pamela
Hutchinson, Jasmin
Kokaliari, Effrosyni
Lartigue, Rebecca
Liu, John
Logan, Stephanie
Long, Moira
Mangano, Kathleen
Markkanen, Tyler
McNeil, Scott
Migeon, Meghan
Montemagni, Elizabeth
Montgomery, Missy-Marie
Moosbrugger, Michelle
Nowakowski, Kimberly
O'Brien, James
O'Neill, Elizabeth
Perry, Andrew
Roland, John
Roy, Ann
Shell, Martin
Sullivan, Charles
Surette, Michael
Thompson, Brian
VandenAkker, Sherri
Vaughn, Lori
Wang, Donna
Willis, Cecilia
Zukergood, Daniel

Associate Professor (61)

Ampofo, Akwasi
Barrett, Jessica
Berte, Gary
Blauvet, Marisa
Bowen, Katherine
Bromberg, Lisa
Brubaker, Matthew
Bugbee, Keith
Burnett, Debra
Cerasuolo, Michael
Cipora, John
Coppola, Andrea
Davis, Matthew
Delahanty, Ian
DeSousa, Maysa
Dugan, Katherine
Elcin, Melih
Esaki, Nini
Fullmer, Lindsey
Futrell, Erin
Gilmour, Heather
Graves, Naomi
Green, Kathleen
Groccia, Steven
Gruber, Robert
Harrowfield, Michael
Harvey, Megan
Herzberg, Judith
Hill, Anthony
Hluska, Mary Ellen
Hoang, Lethuy
Holder, Jason
Howard, Mark
InDelicato, Harold
Katz, Laura
Kinal, Hai
Leckie, Carey
McAnulty, Elizabeth
McCaffery, Jean
Merson, Joshua
Miller, Michael
Mullin, Elizabeth
Musante, Michael
Neville, Kathleen
Peters-Brinkerhoff, Cheryl
Rodriquez, Ariel
Selby, Christine
Simeone, Mark
Simon, Mara
Smith, Daniel
Spina, Francesca
Sprague, Roxanne
Steinman, Anna
Taylor, Kari
Thifault, Paul
Valdiviezo, Saul
Wassell, Nicole
Watson, Lisa

Associate Professor (contd)

Wheeler, Anne
Winston, Brett
Zehnder, Sarah

Assistant Professor (77)

Abdullah, Christopher
Alecea Torres, Elizabeth
Allison, Chelsea
Barbieri, John
Barlow, Jason
Barrett, Maureen
Bartha Barnacle, Gemma
Boyd, Korey
Burdick, Allie
Cannon, Kristin
Chamberland, Sally
Cho, Minseok
Clark, Olya
Corr-Limoges, Chelsea
Crabill, Thomas
Dadio, Kathleen
Daingerfield, Maggie
Dashiell-Shoffner, Jennifer
De Silva, Chamila
DeMartino, Sean
DeVarenes, Tanner
DiLullo, Donna
Dionne, Latasha
DiRienzo, Louis
Donnelly, Erica
Feit, Adam
Feit, Mary Kate
Frazier, Megan
Fried, Melinda
Gagne, Christopher
Gagnon, Jeff
Gale, Michael
Gallagher, Diana
Giebutowski, Jill
Gray, Tatiana
Hinds, Howard
Hossain, Md. Razuan
Kearney, Loni
Keene, Nicolas
Kele, Joseph
Keyworth, Rachel
Kim, Hyun Uk
Kochanek, Jill
Krichevsky, Eugenia
Lopez-Cruz, Yomaira
Lyons, Emily
McCarthy, Mark
McClendon, Michael
McGowen, Sara
Mellano Kennedy, Kathleen
Mills, Matthew
Milstein, Susan
Munjal, Deeksha
Musa, Prianka
Neiman, Michael

Assistant Professor (contd)

Niedbala, Christine
Nordtveit, Fadia
Olsen, Mia
Osborn, Whitney
Pelton, Luke
Riley, Leila
Rodriguez, Amanda
Rodriguez, Laurel
Rynkiewicz, Kelsey
Schoolnik, Andrew
Scott, Samantha
Selby, Brian
Shabazz, Dominique
Spurgeon, Karissa
Theulen, Michael
Thomas, Jennifer
Tronnier, Christine
Van Dyke, Erika
White, Elizabeth
Whitney, Madison
Yazawa, Daigo
Zhong, Juan

Instructor (5)

Kennedy, Joseph
Menard, Jeremy
Paige, Kelley
Pelton, Jamie
Shimits, Arianna

IMPORTANT DEADLINES FOR THE 2024-2025 ACADEMIC YEAR

September 3, 2024: Letter of Intent for Tenure, Long-Term Appointment, Sabbatical, Promotion and Phased Retirement

Third Monday of each month: Faculty Travel/Research Grants due to appropriate school dean

Fourth Monday of each month: Faculty Travel/Research Grants due to the Provost/Vice President for Academic Affairs

October 1, 2024: Academic Affairs Office sends notification letters to faculty members required to complete their mid-program review process during 2024-2025

October 1, 2024: Program pre-proposals due to the Provost/Vice President for Academic Affairs. Proposals for programs that require approval by the Board of Trustees (new major or new degree) must be submitted at least 1 ½ years prior to the anticipated implementation date to allow time for Board review

October 1, 2024: Faculty Scholarship Empowerment grants first deadline

October 31, 2024: Departments that wish to modify programs and courses for the following academic year must launch the proposals in Curriculog by October 31, 2024

November 15, 2024: Nominations due to school deans for retiring faculty nominated for Emeritus Faculty Status

January 17, 2025: Due date for second review cycle for curricular changes

February 17, 2025: Dean's Scholarship Fund application due to department chair

February 17, 2025: Reassigned Time and Summer Grant applications due to appropriate school dean

February 24, 2025: Reassigned Time and Summer Grant applications due to the Provost/Vice President for Academic Affairs

March 4, 2025: Dean's Scholarship Application due to school dean

March 17, 2025: Appleton Fund applications due to appropriate school dean

March 24, 2025: Appleton Fund applications due to the Provost/Vice President for Academic Affairs

April 1, 2025: Faculty Scholarship Empowerment grant second deadline

Suggested Common Hours Meeting Schedule Framework:

Week:	Monday 12:00-1:20	Tuesday 12:15-1:05	Thursday 12:15-1:05
<i>1st of the Month</i>	- Full Senate Meetings (SEN) - Student Government (SGA)	-HR sessions or other faculty workshops (HR)	-Faculty Forum Sessions (FAC)
<i>2nd of the Month</i>	-Student Government (SGA) - Senate Committees (FDPC, UAAC, GAAC, CCC)	- Rapid Action Task Forces/Working Groups (RTF) - Senate Committees (FDPC, UAAC, GAAC, CCC)	- Rapid Action Task Forces/Working Groups (RTF) - Senate Executive Committee (SX)
<i>3rd of the Month</i>	-Athletic Department Meetings (ATH) -Student Government (SGA)	-Professional Development (PD)	- Senate Executive Committee with President & Provost (SXP)
<i>4th of the Month</i>	-Department Meetings (DEPT) -Student Government (SGA)	- Senate Committees, as needed (FDPC, UAAC, GAAC, CCC)	-Professional Development (PD)

(**BOLD** = abbreviations used in sample calendar); Full Faculty Meetings (once per semester): *TBD*

Suggested dates for Meetings for 2024-2025:

Group	Dates
ATH	(Mondays) 9/16, 10/28, 11/18, 12/16, 2/17, 3/24, 4/21, 5/19
DEPT	(Mondays) 9/30, 10/28, 11/25, 1/27, 2/24, 3/31, 4/28
SEN	(Mondays) 9/9, 10/7, 11/4, 12/2, 2/3, 3/3, 4/7, 5/5
FAC	(Thursdays) 9/12, 10/10, 11/7, 12/5, 2/6, 3/6, 4/10
HR	(Tuesdays) 9/3, 10/1, 11/5, 12/3, 2/4, 3/4, 4/8
PD	(Tuesdays and Thursdays) 9/24, 10/22, 10/31, 11/19, 2/18, 2/27, 3/27, 4/15, 4/24
RTF	(Tuesdays and Thursdays) 9/17, 9/19, 10/15, 10/17, 11/12, 11/14, 12/10, 12/12
Senate Committees (CCC, FDPC, GAAC, UAAC)	(Mondays) 9/16, 11/11, 12/9, 2/10, 3/10, 4/14, 5/12 OR (Tuesdays) 9/17, 10/15, 11/12, 12/10, 2/11, 3/11, 4/14 OR (Tuesdays) 9/24, 10/29, 11/26, 1/28, 2/25, 3/25, 4/29 (<i>committees will select the day or days as needed</i>)
SGA	(Mondays) 9/9, 9/16, 9/23, 9/30, 10/7, 10/21, 10/28, 11/4, 11/11, 11/18, 11/25, 12/2, 12/9, 12/16, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10, 3/24, 3/31, 4/7, 4/14, 4/21, 4/28, 5/5
SX	(Thursdays) 9/19, 10/24, 11/14, 12/12, 2/13, 3/13, 4/17, 5/8
SXP	(Thursdays) 9/26, 10/31, 11/21, 12/19, 2/20, 3/27, 4/24

24-25 Academic Calendar: Fall Classes 9/3 – 12/13 & Exams 12/16 – 12/19; Spring Classes 1/22 – 5/6 & Exams 5/8 – 5/13

***Holidays/Breaks** (*adjusted meeting dates as needed*): Labor Day (Monday, 9/2/24); Indigenous Peoples Day (Monday, 10/14/24); Thanksgiving Break (W-F 11/27/24-11/29/24); Martin Luther King Jr. Day (Monday, 1/20/25); Spring Break Week (M-F 3/17/25 – 3/21/25)

Section II

College Governance/Faculty By-Laws

SPRINGFIELD COLLEGE



CODE OF BYLAWS
With Revisions through June 10, 2022

**THE SPRINGFIELD COLLEGE CODE OF BYLAWS
WITH AMENDMENTS THROUGH FEBRUARY 5, 2021**

ARTICLE I - MEMBERS OF THE CORPORATION

Section 1.

The Corporation shall not have any Members or Corporators. Any action or vote required or permitted by law to be taken by Members or Corporators shall be taken by action or vote of the same percentage of the Trustees of the Corporation.

ARTICLE II - OFFICERS OF THE CORPORATION AND THEIR ELECTION

Section 1.

- a. The Officers shall be elected at the Annual Meeting of the Board of Trustees upon nomination by the Governance Committee for a term of one year but for no more than three such consecutive terms.
- b. The Officers to be elected at the Annual Meeting of the Corporation shall be a Chair, who shall also serve as Chair of the Board of Trustees, a Vice Chair, a Treasurer and a Secretary, all of whom shall be Trustees prior to election as officers.
- c. Vacancies may be filled at any time upon nomination by the Governance Committee by a majority vote of the members of the Board of Trustees present at the meeting provided a quorum is present.

ARTICLE III - DUTIES OF THE OFFICERS OF THE CORPORATION

Section 1.

The Chair shall preside at all of the meetings of the Board of Trustees and Executive Committee and has the right to vote on all questions. In the absence of the Chair, the Vice Chair shall perform the duties of the office of the Chair. The Vice Chair shall have other powers and duties as the Chair may from time to time prescribe. The Chair shall serve as an ex officio member of all of the Standing Committees of the Board of Trustees. During the period in which trustees serve as Chair, Vice Chair, and for one year as Immediate Past Chair, years of service for the purposes of term limits shall be paused.

Section 2.

The Treasurer shall ensure that all Trustees regularly receive comprehensive financial statements that include comparisons of revenues and expenditures with the approved annual budget and the preceding fiscal year for the same time periods. The Treasurer shall ensure that other financial reports including those for special or major board-approved expenditures, investments, and annual or special audits are provided all Trustees in a timely manner for review and discussion as appropriate. The Treasurer works closely with the external and internal auditors, and the Investment Committee and the Audit and Compliance Committee.

Section 3.

The Secretary shall ensure that minutes are accurately taken and promptly distributed to all Trustees, and placed in the permanent records of the College; and that meetings are properly scheduled and written notice given.

ARTICLE IV - BOARD OF TRUSTEES NOMINATION AND ELECTION

Section 1.

The Board of Trustees shall consist of no fewer than 21 and no more than 34 members.

- a. Of the designated number, the President of the Alumni Council shall be a Trustee ex officio with full voting rights during term of office as President of the Alumni Council.
- b. There may be included in the membership of the Board of Trustees one (1) undergraduate student nominated and approved in accordance with the procedure recommended by the President. The Student Trustee shall not be entitled to sit at executive sessions of the Board of Trustees unless invited to do so by the Chair.
- c. A student trustee-elect may be selected in accordance with established procedure and may attend meetings of the Board of Trustees without vote or right of participation.
- d. The President is an ex officio member of the Board of Trustees with full voting rights. If the Treasurer position is held by an employee of the College then the Treasurer shall be an ex officio member of the

Board of Trustees without voting rights. If the Secretary position is held by an employee of the College then the Secretary shall be an ex officio member of the Board of Trustees without voting rights.

- e. Upon recommendation of the Governance Committee, the Chief Executive Officer of the YMCA of the USA and the Chief Executive Officer of the Naismith Memorial Basketball Hall of Fame may be elected trustees of the College and their terms as trustees shall be while they hold the position of Chief Executive Officer of their respective organizations.

Section 2.

- a. The term for Trustees who are not ex officio members and who are not subject to Article IV, Section 1.e., is three years.
- b. Upon recommendation of the Governance Committee, a trustee shall be eligible for re-election to three additional three-year terms. After a period of 12 years of service, trustees shall conclude their service and be ineligible to resume service as trustees for a period of two years. Upon recommendation of the Governance Committee, a trustee may be subsequently invited to return to the Board for additional terms of service.

Section 3.

Any Trustee may be removed from office, for cause, by a vote of two-thirds of the Trustees present at a scheduled meeting, provided that a quorum is present and that prior written notice has been given of such removal action.

Section 4.

Any vacancy on the Board of Trustees may be filled by the remaining Trustees upon recommendation of the Governance Committee.

Section 5. Trustees Emeriti

Upon recommendation of the Governance Committee, individuals may be elected as Trustees Emeriti, without voting privileges. Trustees Emeriti shall participate in accordance with procedures approved by the Board of Trustees.

Section 6. Trustee Advisors

Upon the recommendation of the Governance Committee, a trustee leaving the Board for any reason, may be invited to serve as a Trustee Advisor. Such advisors will serve at the request of the Chair of the Board of Trustees in either an advisory role on specific subject matters or will participate in two standing committees. Trustee Advisors shall serve for a period of two years without voting privileges.

ARTICLE V - BOARD OF TRUSTEES POWER AND RESPONSIBILITIES

The Board of Trustees shall exercise ultimate institutional authority as set forth in these bylaws. These bylaws shall take precedence over all other institutional statements, documents and policies. The Board of Trustees shall have and exercise the corporate powers prescribed by law. Its primary functions shall be policy making and responsibility for sound resource management of the Corporation (referred to in this and the following articles as "College"). The Board of Trustees shall further determine the general, educational and financial policies, and shall have the power to carry out any other functions which are permitted by these bylaws or by the Charter, except as limited by law. These powers shall include but shall not be limited to the following:

1. Periodically review and, if necessary, revise the purposes and mission of the College.
2. Establish policies regarding the educational programs of the College, consistent with its mission, and review and approve substantive changes in educational programs.
3. Establish policies and procedures regarding appointment, promotion, tenure and dismissal of faculty members.
4. Review and approve faculty tenure.
5. Establish policies with regard to the terms and conditions of employment, salary policies and schedules for all staff, faculty, administrators and other employees of the College.
6. Appoint and evaluate the President who shall be the Chief Executive Officer of the College.
7. Approve and authorize all earned degrees upon recommendation of the faculty.

8. Approve and authorize all honorary degrees.
9. Contribute financially to the College's fundraising goals, participate actively in strategies to secure sources of support, and authorize College Officers to accept gifts or bequests subject to Board policy guidelines.
10. Oversee and approve the budget of the College, and establish policy guidelines for all investments and major fund-raising efforts of the College.
11. Authorize and approve the purchase, lease, management, sale and/or other acquisitions of all land, buildings or major equipment.
12. Authorize and approve the construction of new buildings and major renovations of existing buildings.
13. Authorize and approve the incurring of debt by the College and the securitization thereof.
14. Authorize and approve any changes in tuition and fees within the College.
15. Designate officers or agents of the College with authority to accept gifts or bequests on behalf of the Trustees.
16. Approve the Faculty Personnel Policy including any amendments.
17. Periodically undertake or authorize assessment of the Board's performance.

ARTICLE VI - BOARD OF TRUSTEES MEETINGS

Section 1.

The Board shall have at least three regularly scheduled meetings annually on such dates and at such places as it shall determine. The Annual Meeting will be held at the principal office of business, unless a different place is specified in the written notice.

Section 2.

Written notification of all meetings, including the place, date, time and purpose shall be made at least ten (10) days prior to such meeting.

Section 3.

Special meetings of the Board of Trustees may be held at the call of the Chair of the Board of Trustees, or any twenty per cent (20%) of Trustees. Written notification of such special meetings shall be sent by the Chair or Secretary of the Board of Trustees with a clear statement of purpose(s) at least ten (10) days in advance of the meeting. Business at such special meetings shall be confined to the stated purpose(s).

Section 4.

A quorum for the transaction of business at meetings of the Board of Trustees or any committee thereof shall consist of a majority of their respective regular voting members. Except as otherwise provided in these bylaws or the Articles of Incorporation, a majority vote of those members present with a proper quorum shall constitute proper action. There is no provision for voting by proxy.

Section 5.

Any action by the Board of Trustees or any committee thereof, may be taken without a meeting if all members entitled to vote on the matter consent to the action in writing filed with records of the meetings of the members of the Board of Trustees or applicable committees. Such consent shall be treated for all purposes as a vote at a meeting. The Members of the Board of Trustees, or any committee designated thereby may participate in a meeting of such board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at a meeting.

ARTICLE VII - BOARD OF TRUSTEES COMMITTEES

Section 1.

The Board shall establish such standing and ad hoc committees as it deems appropriate to the discharge of its responsibilities. These shall include an Executive Committee and a Governance Committee. They may include, but should not be limited to, the following standing committees: Academic and Student Affairs, Audit and Compliance, Business Affairs, Institutional Advancement and Investment.

Each committee shall have a written statement of purpose, scope, and rules of procedure, which shall be reviewed periodically by the committee and approved by the Executive Committee.

Section 2.

The Chair of the Board of Trustees, in consultation with the President of the College and the Governance Committee, shall appoint the chairs and members of all Board committees except for the Governance Committee.

Section 3.

Each committee shall have a clearly designated officer of the College or member of the administrative staff, as determined by the President of the College, to assist with its work. Minutes shall be required of all committees.

Section 4.

- a. A majority of each committee shall be members of the Board of Trustees. Each of the standing committees shall consist of not fewer than five (5) voting members, with a majority of those members constituting a quorum.
- b. The Chairs of standing committees shall be members of the Board of Trustees. They shall be appointed annually as described in Section 2, but may not serve for more than three (3) consecutive years, except in circumstances in which the Governance Committee deems it advisable to retain the Chair.

ARTICLE VIII - THE EXECUTIVE COMMITTEE

Section 1.

The Executive Committee shall be composed of: the Chair, Vice Chair, Treasurer, in the event the Treasurer is a non-employee of the College, Secretary, in the event the Secretary is a non-employee of the College, President of the College, chairs of all standing committees of the Board, immediate past chair of the Board, and, at the discretion of the Chair in consultation with the President, up to two additional members of the Board of Trustees.

- a. The Committee shall meet as often as necessary to conduct its business as the Chair shall determine, provided that notice has been given to its members in accordance with these bylaws. Minutes of all meetings shall be required and shall be distributed within thirty (30) business days to all Trustees for subsequent ratification at its next regularly scheduled meeting. A quorum for this Committee shall be a majority of its members. A majority vote of those members present with a proper quorum shall constitute proper action.
- b. The Executive Committee serves at the pleasure of the Board as its agent in helping the President of the College to address business between regular Board meetings. It takes action on matters which should not be deferred to the Board's next scheduled meeting, as determined by the Chair of the Board and the President of the College; it assists the Chair and the President of the College in their joint responsibility to help the Board function effectively and efficiently by suggesting Board agenda items and periodically assessing the quality of Board and committee work; and designates recipients of honorary degrees.
- c. In addition, the Executive Committee shall oversee the work of the Board and its committees, the College's planning process, and shall evaluate its progress on planning goals. It shall also support the President of the College, assess his or her performance annually, and review annually the President's compensation and conditions of employment.
- d. The Committee shall have the authority to act for the Board on all matters except for the following, which shall be reserved for the Board as deemed by these Bylaws: presidential selection and termination; trustee and board officer selection; changes in institutional mission and purpose; changes to the charter, articles of incorporation or bylaws; incurring of corporate indebtedness; sale of college assets or tangible property; adoption of the annual budget; and the conferral of degrees. These bylaws or other board policy may reserve other powers for the Board of Trustees. The Chair or Vice Chair shall have the authority to request that any meeting of the Executive Committee not be attended by an employee of the College.

ARTICLE IX - GOVERNANCE COMMITTEE

Section 1.

- a. The Governance Committee shall have not more than seven (7) members. The committee's chair and members shall be elected at the annual meeting for a term of two years on a rotating basis and no more than two consecutive terms shall be permitted.

- b. The responsibilities of the Governance Committee shall include: to ensure that the Board's membership and leadership consists of highly qualified, committed individuals representing the diversified population served by the College; to ensure that regular programs of new trustee and ongoing education are established and maintained; to review the performance of all incumbent trustees, keeping careful records of assignments and attendance; and initiate and oversee periodic reviews by the Board of its own performance. It serves as the Board's agent in reviewing the performance of Trustees and Board Officers eligible for reelection. It shall also propose and periodically review a statement of Trustee responsibilities which shall be approved by the Board and conveyed in writing to all incoming Trustees. It shall recognize exceptional Trustee service.
- c. The Committee shall present to the Corporation at its Annual Meeting nominations for the election of: Officers of the Board; new Trustees, and the chair and members of the Governance Committee. It shall furnish this slate of nominations along with information relating to the background and qualifications of all such nominees at least ten (10) days prior to the meeting at which such elections shall take place.
- d. The Committee shall seek the assistance of all Trustees in the course of meeting its responsibilities in accordance with these bylaws and its own rules of procedure.
- e. The Committee shall review the bylaws for needed changes on an annual basis.

ARTICLE X - OFFICERS OF THE COLLEGE

Section 1.

The Officers of the College shall be the Chair, Vice Chair, Secretary, and Treasurer of the Corporation, the President of the College and one/or more Vice Presidents of the College. All officers shall serve at the pleasure of the Board of Trustees except for the Vice Presidents who shall serve at the pleasure of the President in consultation with the Board of Trustees.

Section 2.

The Chair, Vice Chair, Secretary and Treasurer shall be Trustees. The President of the College, and the Treasurer and the Secretary of the College in the event they are employees of the College, shall be members ex-officio of the Board of Trustees. The other College Officers shall not be members of the Board.

ARTICLE XI - TERM, AUTHORITY AND RESPONSIBILITIES OF THE PRESIDENT OF THE COLLEGE

Section 1.

The President of the College serves at the pleasure of the Board of Trustees for such term, compensation, and with such conditions of employment as it shall from time to time determine.

Section 2.

The President shall be the College's chief executive officer and the chief advisor to and executive agent of the Board of Trustees. The President's authority is vested through the Board of Trustees and includes responsibilities for all educational and managerial affairs. The President is responsible for leading the College, implementing all Board policies, keeping the Board fully informed on College activities and issues, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the College's chief spokesperson. The President has the authority to execute all documents on behalf of the College and the Board of Trustees consistent with Board policies and the best interests of the College. The President serves ex-officio as a member of all Board committees other than the Audit Committee.

Section 3.

In the absence and/or inability of the President of the College to perform the functions and duties of that office, or, in any event, if the Board of Trustees shall determine that the President of the College will be and/or is expected to be absent from and/or unable to perform the functions and duties of that office for a period of time which shall exceed thirty (30) days, then the Board of Trustees, upon recommendation of the President, if possible, shall determine which Vice President or other individual shall perform the President's functions and duties.

ARTICLE XII - INDEMNIFICATION

The Board of Trustees shall, to the extent legally permissible and only to the extent that the status of the College as an organization exempt under Section 501(C) (3) of the Internal Revenue Code is not affected thereby, indemnify and save harmless each of its Trustees and officers (including persons who serve at its request as trustees or officers of another organization in which it has an interest) against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, reasonably incurred by him or her in connection with the defense or disposition of any action, suit, or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter, by reason of being or having been such a trustee or officer, except with respect to any matter as to which such a trustee or officer shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that the action was in the best interests of the College; provided that as to any matter disposed of by a compromise payment by such trustee or officer, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise shall be approved as in the best interests of the College, after notice that it involves such indemnification: (a) by a disinterested majority of the trustees then in office; or (b) by a majority of the disinterested trustees then in office, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such trustee or officer appears to have acted in good faith in the reasonable belief that the action was in the best interest of the College. Expenses, including counsel fees, reasonably incurred by any trustee or officer in connection with the defense or disposition of any such action, suit, or other proceeding may be paid from time to time by the College in advance of the final disposition thereof upon receipt of an undertaking by such trustee or officer to repay the amounts so paid to the College if it is ultimately determined that indemnification is not authorized hereunder. The right of indemnification hereby provided shall not be exclusive of or affect any rights to which any trustee or officer may be entitled.

Nothing contained herein shall affect any rights to indemnification to which college personnel other than trustees or officers may be entitled by contract or otherwise under law. As used in this paragraph, the terms "trustees" and "officers" shall include their respective heirs, executors, and administrators, and an "interested" trustee or officer is one against whom in such capacity the proceeding in question or another proceeding on the same or similar grounds is then pending.

The Trustees and officers of the College shall not be personally liable for any debt, liability or obligation of the corporation. All persons, corporations or other entities extending credit to, contracting with, or having any claim against the College may look only to the funds and property of the College for the payment of any such contract or claim, or for the payment of any debt, damages, judgment, or decree, or of any money that may otherwise become due or payable to them from the College.

ARTICLE XIII - CONFLICTS OF INTEREST

A Trustee shall be considered to have a conflict of interest if (a) such Trustee has existing or potential financial or other interests which impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his responsibilities to the College, or (b) such Trustee is aware that a member of his/her family (which for purposes of this paragraph shall be a spouse, parents, siblings, children, and any other relative if the latter reside in the same household as the Trustee, or any organization in which such Trustee (or member of his/her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder has such existing or potential financial or other interests. All Trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time. No Trustee shall vote on any matter, under consideration at a Board, Corporation, or committee meeting, in which such Trustee has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee having a conflict of interest abstained from voting. Any Trustee who is uncertain whether he or she has a conflict of interest in any matter may request the Board, Corporation, Executive Committee, or committee to advise him or her with respect to whether or not a conflict of interest exists, and the Board, Corporation, Executive Committee or committee shall resolve the question by a majority vote. Each Trustee and Officer shall at least annually complete and sign a disclosure form provided by the Secretary of the Board of Trustees.

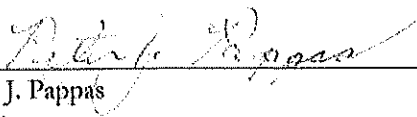
ARTICLE XIV - REVIEW AND AMENDMENT OF BYLAWS

These bylaws may be modified or amended at any meeting of the Trustees by a two- third vote of those present, provided written notice of the substance of the proposed amendment is sent to all Trustees at least ten (10) days before the meeting.

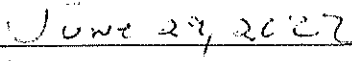
ARTICLE XV - NON-DISCRIMINATION STATEMENT

Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities.

The above Revised Code of Bylaws is a true and accurate record of the bylaws of Springfield College, with amendments through June 10, 2022.



Peter J. Pappas
Secretary



Date

**Springfield College
Faculty By-Laws**

Adopted May 3, 2001

Revised May 20, 2006

Revised November 6, 2009

Revised June 8, 2019

Revised May 13, 2021

Article 1: Purpose

Article 2: Membership

Article 3: Officers

Article 4: Elections

Article 5: Senate Standing Committees

Article 6: School-based Committee Structure and Function

Article 7: Faculty Grievance Committee

Article 8: Senate Accountability

Article 9: Amendments

Article 10: Parliamentary Authority

Article I. Purpose

The purpose of the Faculty of Springfield College is to promote, stimulate, and encourage study, research, and teaching in academic areas central to the College, guided by the mission of the institution, and to monitor and counsel the supportive and ancillary services necessary to maintain academic excellence. The Faculty accomplishes its purpose with adherence to the Charter and By-Laws of Springfield College.

The Faculty adopts as a guiding principle the Statement on Government of Colleges and Universities that was jointly formulated by the American Association of University Professors (AAUP), American Council on Education, and the Association of Governing Boards of Universities and Colleges (Appendix). The Springfield College Faculty are committed to a collaborative partnership with the Board of Trustees and the College Administration that features open communication, trust, and respect for one another when differences of opinion arise, and the utmost concern for students.

The Springfield College Faculty Senate, hereinafter referred to as the Senate, conducts the business of the Faculty in monthly meetings held during the Fall and Spring semester and at other times as may be deemed appropriate or necessary. In order to conduct its business, a quorum of at least 50% of the total voting membership of the Senate shall be present at meetings. Senate meetings are open to all members of the college community unless the Senate votes to enter into an executive session which is attended by Senators only. The Senate is not constituted for the mere purpose of carrying out directives of the Provost/VPAA but it shall report to the Provost/VPAA for administrative purposes.

The Senate and its committees shall:

1. Seek to safeguard faculty governance as defined by the AAUP *Statement on Government of Colleges and Universities* ensuring that faculty have primary responsibility for curriculum, subject matter and methods of instruction, research, faculty status (appointments, reappointments, promotions, tenure) and those aspects of student life which relate to the educational process.
2. Seek to safeguard academic freedom as defined by the AAUP *Statement of Principles on Academic Freedom and Tenure* throughout the College.
3. Seek to promote collaboration, collegiality, and cooperation among members of the College Faculty.
4. As the faculty agent of shared governance, represent the College faculty and make recommendations for the faculty on all College policies concerning faculty responsibilities, as described in the AAUP statement on faculty responsibilities, the Springfield College Faculty Personnel Policy, the Faculty by-laws, the Faculty Handbook and any other areas agreed upon by the College President, Senate President and the Senate's Executive Committee.
5. Advise, recommend, and advocate for the faculty perspective to administrators, trustees, staff, and students and those outside of the College.
6. Facilitate faculty communication among and between departments and schools and hold all-College faculty meetings at least twice in each academic year.
7. Allow any faculty member or member of the College's administration to propose issues for consideration by the Senate.
8. Recommend to the Board of Trustees through the President, and the Provost/VPAA all degrees granted by the College.
9. Conduct and disseminate an annual evaluation of the Senate; review the need, function, operations, and organization of the Faculty Bylaws, the Senate and its committees at least every three years.
10. Disseminate an end-of-the-academic year Senate report to the faculty.

Article II. Membership.

Section 1. Faculty who meet all of the following criteria are eligible for election to be a voting member of the Faculty Senate.

1. Are employed full-time as a Faculty member at Springfield College.
2. Hold academic rank of instructor, assistant professor, associate professor, or professor.
3. Do not serve in the capacity of College President, Vice President, Dean, Assistant or Associate Dean, or individuals regardless of faculty status who are direct reports to the Provost/VPAA.
4. Have terms of employment defined by the Faculty Personnel Policy.

Section 2. The Senate shall consist of members of the faculty as follows:

One Senator from each Academic Department. Departments are entitled to additional Senators based on the number of full-time faculty in the department; one additional

Senator for departments with 15 to 24 faculty members, or two additional Senators for departments with 25 or more faculty members.

Senators will be elected to a two-year term. No Senator can be elected to a third consecutive term.

The number of Senators per department shall be established on February 1 each year based upon department size as of that date. Subsequent changes in the size of departments and/or the creation or dissolution of departments shall be handled as follows in the event there are changes during the course of an academic year:

- In the event a department's size (number of full-time faculty) *increases* by 25% and such change would result in the creation of a Senate position, the Faculty Senate Executive Committee shall have the ability, in its discretion, to request the impacted department to elect another Senator for the remaining portion of the academic year.
- In the event a department's size (number of full-time faculty) *decreases* by 25% and such change would result in the elimination of a Senate position, no change in representation shall occur for the remaining portion of the academic year.
- In the event a department is established during an academic year, the Faculty Senate Executive Committee shall arrange for the newly created department to elect Senator(s) for the remaining portion of the academic year.
- In the event a department is eliminated during an academic year, the Senators from the impacted department will be able to complete service for the remaining portion of the then occurring academic year.

Article III. Officers

The officers of the Senate shall be a Senate President, a Vice President and a Secretary.

Section 1: The **Faculty Senate President** shall be the faculty's spokesperson. The Faculty Senate President shall be elected for a two-year term by the faculty. The Faculty Senate President shall be the presiding officer of the Senate and will attend meetings of the Board of Trustees as the official representative of the faculty with the Trustee representatives of the Senate. The Trustee representatives of the Senate shall include: the Chairs of the Standing Committees. In the event that a chair of a Senate standing committee cannot attend the Trustee meetings, the Senate President will delegate said responsibility to another Senator. The Senate President will also refer items to committees for consideration, and perform other duties appropriate to the office. The Senate President shall be the faculty spokesperson when the Faculty Executive Committee meets with the College President and the President's staff and shall chair these joint meetings. Only the President and Vice-President of the Senate can call emergency Faculty Senate and/or Faculty meetings.

Section 2: The **Faculty Senate Vice-President** shall in the absence of the Faculty Senate President preside over all Senate functions, as well as perform other duties appropriate to the office. The Vice-President will serve as moderator for all-College faculty meetings. The Faculty Senate Vice-President shall be elected for a two-year term by the faculty.

Section 3: The **Faculty Senate Secretary** shall act as parliamentarian and keep the official minutes of all Senate and faculty meetings and shall furnish copies of the minutes to all Senators before the next meeting. The Secretary shall maintain the official faculty membership roster, including committee assignments, keep Senate attendance records and establish the presence of a quorum at Senate meetings. The Secretary will also be responsible for posting approved minutes on the Senate web pages the day following Senate approval. The Faculty Senate Secretary will be elected from among the Senators at the organizational meeting of the incoming Faculty Senate (generally late April or early May).

Section 4: The **Faculty Senate Executive Committee** will consist of the Senate President, Vice President, the chairs of the Senate standing committees, and the Senate Secretary.

Section 5: The **Past-President** and **Past-Vice-President** shall serve on the Senate Executive Committee in an ex officio, non-voting advisory capacity during the summer months and the fall semester following the expiration of their terms as President and Vice President. In addition, these two individuals shall be entitled to attend Senate meetings and join in discussion or debate during the aforementioned period but shall not vote.

Article IV. Elections.

Section 1:

The election process will be completed according to the timeline listed below:

The Senate Secretary and one Senator appointed by the Senate President will distribute and count all ballots and be responsible for all aspects of the ballot process for all voting matters on elections for Senate President, Vice-President, Faculty Grievance Committee and School-based Committees. Elections for Senate President, Vice-President, Faculty Grievance Committee and School-based Committees will be conducted annually in March and completed on or before March 31.

Departments will elect their Senate representation in department run elections. The required Senators are elected by the faculty of each Academic Department on or before March 15 of each year and reported to the Senate Secretary by the Department's Chairperson.

A simple majority vote determines the winners for all elections. **Elected Senators' terms begin annually on July 1; in a year in which the President and Vice President of the Senate are elected their terms begin on July 1 of that year.** The outgoing and incoming Senate will have an organizational meeting (generally late April or early May) to assist in transitioning the

business of the Senate. During that meeting, the incoming Senate shall elect a Senate Secretary and a chair for each Senate committee for the upcoming year.

- A. Terms of office for Senators are two (2) years unless sooner terminated by ineligibility, recall, or resignation. No Senator can be elected to a third consecutive term. The Senate President and Vice President shall serve concurrent terms. 50% of the members of the Senate will end their terms one year and 50% will end their term the following year.
- B. Election of the Senate is distributed in the following manner:
 - The Senate President (1)
 - 2-year concurrent term with VP
 - The Senate Vice-President (1)
 - 2-year concurrent term with Senate President

Nominations for President and Vice President will be accepted in team format that models the election process for the President and Vice-President of the USA. It is critical that the two individuals in these pivotal positions work well together. For that reason, President and Vice President Elect will run on the same ticket together for concurrent terms. Potential candidates will be required to identify their anticipated approach and agenda prior to the election in a written statement disseminated to all faculty by the Senate.

- C. The Senate President and Vice President may be recalled by a vote of a majority of the entire college-wide full-time faculty and a Department Senator representative may be recalled by a majority of the full-time faculty from the representative's department.

A written request for recall must be directed to the Vice-President of the Senate. In the event that the recall is for the President or Vice-President the recall should be directed to the Senate Secretary.

- D. Vacancies are filled by department vote for Senators. **The person who fills a vacancy shall serve the remainder of the term** and shall be eligible for election to a successive regular term providing that person's continuous service on the Senate shall not exceed four years.
- E. In the event that the Senate President resigns, the Vice President will fill the position. The new Senate President (previous Vice President) will select a Vice President from the existing Senators. The vacancy established by a Senator moving to the Vice President position would be filled for the remainder of the term by vote of the department losing representation. All terms will conclude according to the initial election result timelines prior to the resignation. In the event that the Vice-President resigns, the Senate President will appoint an exiting Senator to replace that person for the remainder of the original Vice-President's term. The vacancy created by the newly appointed Vice-

President will be filled in the same manner as noted for President. This procedure will insure internal consistency as important matters are being discussed.

- F. For good and sufficient reason as determined by the Executive Committee, a Senator may be removed from Senate membership. For example, the seat may be declared vacant for excessive unexcused absences.
- G. A Senator on leave of absence for not more than one academic semester need not resign, but will be temporarily replaced by the department to which that Senator is appointed. If the Senator will be absent longer than one academic semester, they will be replaced and will not be entitled to the seat upon returning.

Section 2:

Elections for members of School-based Faculty Development and Status Committee and the Faculty Grievance Committee shall occur annually. Members of the School-Based Faculty Development and Status Committee will be elected to their positions by the faculty in those schools. The Vice-President of the Senate will be responsible for providing the infrastructure for conducting these elections. The Senate Secretary and one Senator appointed by the Senate President will be responsible for distribution and collection of the ballot as well as the tabulation of results.

- A. No department shall have more than one member on the School-based Faculty Development and Status committee at one time. The proceeding clause can be modified only under the circumstances that the composition of a school includes one department.
- B. Members of the committee will elect chairs on an annual basis when the committee is first convened by the Vice President of the Faculty Senate in September.
- C. The terms of the individuals will be two years and no committee member can be elected to a third consecutive term.
- D. No faculty member may serve on the School-based Faculty Development and Status Committee at the time of submitting an application that will be reviewed by this committee.

A member of the School-based Faculty Development and Status Committee will be considered to have a conflict of interest when the faculty member or a member of the faculty member's family, including spouses, parents, siblings, children, and any other relative if said relative resides in the same household is submitting material for consideration for tenure, long-term appointment, and/or promotion.

To avoid conflict of interest situations, the faculty member must resign from the School-based Faculty Development and Status Committee prior to application or delay the submission of application until after their term of service is complete.

- E. Replacement of School-based Committee members shall follow the same procedures as the replacement of senators.

Article V. Senate Standing Committees

Section 1:

The standing committees, which are described below, are made up of members of the Senate. The standing committees shall convene on a monthly basis during the Fall and Spring semesters and at other times as may be deemed appropriate or necessary. The Faculty Senate shall have four (4) standing committees whose charge, membership and functions are described in Article V Section 2. The four (4) standing committees include:

Undergraduate Academic Affairs Committee (UAAC)

Chair (Representative to Trustees Academic Affairs and Student Affairs) and at least 4 additional Senators

Non-voting ex-officio members: Deans, Provost/VPAA (or designee), Associate VP for academic affairs, College Registrar, Director of Academic Advising, Vice President of Student Affairs, Dean of Students, Chief Technology Officer

Graduate Academic Affairs Committee (GAAC)

Chair (Representative to Trustees Academic Affairs and Student Affairs) and at least 4 additional Senators.

Non-voting ex-officio members: Deans, Provost/VPAA (or designee), Associate VP for graduate education, College Registrar, Director of Academic Advising, Vice President of Student Affairs, Dean of Students, Chief Technology Officer

General Education/Core Curriculum Committee (GE/CCC)

Chair (Representative to Trustees Academic Affairs) and at least 4 additional Senators

Non-voting ex-officio members: Deans, Provost/VPAA (or designee), College Registrar, Director of Academic Advising, Core Director, and 2 student representatives (the SGA Vice President for Inclusion and Engagement and a student volunteer from the Office of Multicultural Affairs).

Faculty Development and Personnel Committee (FDPC)

Chair (Representative to Trustees' Committee on Institutional Advancement) and at least 4 additional Senators.

Non-voting ex-officio members: Provost/VPAA, CETLS Director

Apart from its Standing Committees, the Faculty Senate may establish, by vote, ad hoc committees as it deems appropriate to the discharge of its responsibilities. Each established ad hoc committee shall have a written statement of purpose, scope, composition of membership, rules of procedure, and established time frame for conducting its business.

Faculty who are not Senators and third-parties may serve on an ad hoc committee, but the majority of members and the chair, who shall be appointed by the Faculty Senate, shall be Senators.

Section 2

The Undergraduate Academic Affairs Committee (UAAC)

1. Reviews and takes action on all proposals that relate to undergraduate academic programs, including but not limited to changes in majors and minors, new course proposals, and course revisions, proposals for new online programs, proposals to add or delete any program or department with undergraduate studies, etc. The process would include: a department recommends action to their respective school dean; the dean forwards a recommendation to the UAAC, which in turn deliberates and forwards its determination of action to the Provost/VPAA.
2. Formulates, reviews, and recommends academic policies, procedures, and regulations that governs academic issues for undergraduate students that include but are not limited to admissions standards (admission, transfer, and retention), grading system, graduation requirements, degrees/certificates offered, academic advising, academic supports, and academic honors.
3. Advises and works collaboratively with the Vice President for Student Affairs and Dean of Students, the Chief Technology Officer, and other appropriate administrators in addressing issues and concerns related to undergraduate student affairs and educational technology.
4. Advises and works collaboratively with department and program curriculum committees.

The Graduate Academic Affairs Committee (GAAC)

1. Reviews and takes action on all proposals that relate to graduate academic programs, including but not limited to changes in program curricula, new course proposals, and course revisions, proposals for new online programs, proposals to add or delete any program or department with graduate studies, etc. The process would include: a department recommends action to their respective school dean; the dean forwards a recommendation to the GAAC which in turn deliberates and forwards its determination of action to the Provost/VPAA.
2. Formulates, reviews, and recommends academic policies, procedures, and regulations that governs academic issues for graduate students that include but are not limited to admissions standards (admission, transfer, and retention), grading system, graduation requirements, degrees/certificates offered, academic advising, academic supports, and academic honors.
3. Advises and works collaboratively with the Vice President for Student Affairs and Dean of Students, the Chief Technology Officer, and other appropriate administrators in addressing issues and concerns related to graduate student affairs and educational technology.

4. Advises and works collaboratively with department and program curriculum committees.

General Education/Core Curriculum Committee (GE/CCC)

1. Reviews and takes action on all proposals that relate to the general education/core curriculum including new course proposals, and course revisions.
2. Makes recommendations on general education/core curriculum structure and policy.
3. Conducts assessments of the outcomes of the general education/core curriculum program.
4. Validates and revalidates general education courses for inclusion in the core curriculum.
5. The GE/CCC has three sub-committees: Committee on the Advancement of Service Learning (CASL), Writing Across the Curriculum (WAC), and Social Justice Committee. The GE/CCC is responsible for appointing volunteer faculty to these sub-committees. These committees are utilized to provide the CCC with the input from faculty with expertise in these areas as they review proposals for courses classified in the areas representative of these committees.

Faculty Development and Personnel Committee (FDPC)

1. Develops and recommends policies to the Senate including but not limited to: Faculty Personnel Policy, Faculty Handbook, benefits and human resources.
2. Represents the faculty in compensation and related discussions.
3. Develops standards and recommends to the Senate any additions or changes to the policy and procedures relating to sabbatical leave.
4. Reviews sabbatical applications and forwards to the Provost/VPAA's office.
5. Reviews and recommends Faculty Emeritus nominations.
6. Makes recommendations for the distribution of Faculty Development Funds.
7. Proposes the Spring Faculty Institute topic to the Faculty Senate and plans the Institute.

Article VI. School-based Committee Structure and Function

Each school will elect a School-based Faculty Development and Status Committee. Terms of office for school-based committees follow the model of the Senate two-year terms with no more than two consecutive terms of service; 50% of the members of the committee will end their terms one year and 50% will end their term the following year.

1. School Faculty Development and Status Committee:

The School Faculty Development and Status Committee will be comprised of no more than four (4) faculty elected from their school. The school committees will be convened by the Vice President of the Faculty Senate. Each year, each school committee shall elect one of its members as the committee chair and report to the President and Vice President of the Faculty Senate the name of the committee chair.

The school committees will recommend action on tenure, long-term appointment, and promotion. A faculty member eligible for tenure, long-term appointment, or promotion would submit their materials to the school-based committee, to the School Dean, to the Provost/VPAA, who in turn will forward recommendations to the President and Trustees for action on these matters only in accordance with the guidelines and parameters described in the Faculty Personnel Policy.

While it is not the intent of the faculty to limit freedom of the individuals as they volunteer for specific tasks, the membership on the School Faculty Development and Status Committee should be representative of all ranks and both tenure-track and program track faculty with no more than one untenured faculty member who has completed the third year review. Rank is defined at the time of the election and will represent that rank for the entire duration of the term. Committee members who are department chairs shall abstain from voting on Committee decisions to recommend or not recommend members of their own departments for tenure, long term appointment, and promotion.

No faculty member may serve on the School-based Faculty Development and Status Committee at the time of submitting an application for tenure or promotion that will be reviewed by this committee. To avoid conflict of interest situations, the faculty member must resign from the School-based Faculty Development and Status prior to the year of application or delay the submission of the application until after a term of service is complete. An untenured faculty member being reviewed for mid-tenure by the committee will remove themselves from discussion and voting on mid-tenure review candidates.

Article VII. Faculty Grievance Committee

A Faculty Grievance Committee shall be established as follows:

- A. Purpose: The purpose of the Faculty Grievance Committee shall be to hear and act upon grievances in accordance with Article 13 of the Faculty Personnel Policy.
- B. Composition: The Faculty Grievance Committee shall be comprised of: i) the Faculty Senate Vice-President, ex officio; and, ii) one representative elected from each of the College's schools ("School Representatives"). The School Representatives shall be full-time faculty members, and shall all be elected for two year terms every other year at the time of the Faculty Senate elections. The Faculty Grievance Committee School Representatives shall not be considered Senators (and shall not participate in Faculty Senate business) but a full-time faculty member may serve in both the capacity as a Senator and member of the Faculty Grievance Committee if they are so elected to both positions. In addition, each School shall elect one alternate Faculty Grievance Committee School Representative to serve in the event the School's primary member is

unable to serve or hear a particular grievance. No Faculty Grievance Committee School Representative may be elected to a third consecutive term.

- C. Faculty Grievance Committee Chair: The Faculty Senate Vice-President shall serve as the Committee chair and act as a liaison between the Faculty Grievance Committee and the Faculty Senate. The Faculty Senate Vice-President may only vote on matters in the event of a tie vote among the other members of the committee.

Article VIII. Senate Accountability.

Section 1: The Senate shall keep the faculty and administrative staff informed of its recommendations and actions through its system of regular monthly meetings, its published agenda, minutes, motions, periodic memos by e-mail, postings to the Faculty Senate web site, and the President's annual report to the Trustees.

Article IX. Amendments.

Section 1: These bylaws may not be altered, amended or rescinded except in accordance with this Article. In the event that any provision of these bylaws comes into conflict with newly enacted federal or state laws, such provision is superseded by those laws.

A. Proposing Amendments. Amendments to the bylaws may be proposed by fifteen or more full-time faculty or by a majority vote of the Faculty Senate. All such proposals shall be submitted to the Senate for review via the Senate President. Only the Senate may order a referendum on a proposed amendment.

B. Adopting Amendments. Except as noted below in Subsection C, a proposed amendment must be approved by a majority vote of the Faculty voting in referendum in accordance with the Faculty By-Laws for the express purpose of considering and voting on the proposed amendment. A simple majority vote of those faculty voting in the referendum will decide the outcome. All Faculty Members shall receive a copy of the proposed amendment seven (7) days in advance of the vote in accordance with the Faculty By-Laws. A proposed amendment that has been approved for recommendation by the Faculty must then be transmitted to the President of the College by the Senate through the Provost/VPAA. If the proposed amendment is adopted by the Board or delegated to the President for final decision, the Senate's FDPC shall ensure that copies of the new policy are provided to the Faculty and the appropriate documents amended.

C. Administrative Amendments. Proposed administrative amendments (amendments that are purely clerical in nature and have no substantive impact - e.g. a change in title of a position or a date) require only the vote of the Faculty Senate before transmission to the President of the College by the Senate through the Provost/VPAA for formal approval as outlined above.

Article X. Parliamentary Authority.

Section 1: The parliamentary authority for the Faculty Senate of Springfield College shall be the latest edition of Roberts Rules of Order.

APPENDIX

Statement on Government of Colleges and Universities

American Association of University Professors

The statement which follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies which increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation.

The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also

"recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

I. INTRODUCTION

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

II. THE ACADEMIC INSTITUTION: JOINT EFFORT

A. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

B. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional

aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

C. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each

component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part V of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

D. External Relations of the Institution

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

III. THE ACADEMIC INSTITUTION: THE GOVERNING BOARD

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the

many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

IV. THE ACADEMIC INSTITUTION: THE PRESIDENT

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system, which links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

V. THE ACADEMIC INSTITUTION: THE FACULTY

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life, which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure,

and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons, which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures, which involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty. The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees, (2) joint ad hoc committees, (3) standing liaison committees, (4) membership of faculty members on administrative bodies, and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

ON STUDENT STATUS

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Endnotes:

1. See the "1940 Statement of Principles on Academic Freedom and Tenure," AAUP, Policy Documents and Reports, 9th ed. (Washington, D.C., 2001), 3–10, and the "1958 Statement on Procedural Standards in Faculty Dismissal Proceedings," *ibid.*, 11–14. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the "1940 Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the "1940 Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (Policy Documents and Reports, 4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by AAUP's Council in June 1978.]

4. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]

The Faculty Senate reaffirms the principles laid out in the Policy Statement on Shared Governance at Springfield College developed and approved last year by the Faculty Senate, Administration and Board of Trustees

Policy Statement on Shared Governance at Springfield College

The Board of Trustees, College Administration, and Faculty are committed to the principles and practice of shared governance as a fundamental ingredient to a healthy Springfield College. This commitment requires and results in an environment in which there is trust and open communication, mutual respect, collegiality, and accountability. When functioning well, the practice of shared governance results in a common vision of the institution's future. This mission-driven practice ensures that our strategic and procedural decision-making is not only collaborative and inclusive but that it makes the best use of human talent as well as institutional and financial resources.

The principles of shared governance are delineated in the Statement on Government of Colleges and Universities jointly formulated by the Association of University Professors, the American Council on Education and the Association of Governing Boards of Universities and Colleges. While the tasks of governance must be delegated within a structure approved by the Board of Trustees, effective and legitimate shared governance depends on the interdependence and cooperation of the Board of Trustees, the College President (and the President's Leadership Team) and the Faculty.

The sustainability of the practice of shared governance is reliant on the clarity of our collective understanding of what it is, how it works on our campus, our institutional governance structures, their relationships, their lines of communication and the ongoing evaluation of the functions and outputs. Shared governance sustainability is enhanced at Springfield College through a meeting and evaluation process that occurs three times a year in advance of each Board of Trustees meeting. Led by the President of the Board of Trustees, the College President, and the Faculty Senate President, the evaluative process will examine such aspects of shared governance as inclusion of appropriate stakeholders at the earliest possible time, timely decision-making through existing governance groups or ad hoc appointments, communication effectiveness, and the effectiveness of relationships among leaders of constituent groups.

Among the benefits of a formal structure for shared governance are that it allows for:

- A clear decision-making process and identification of stakeholders, recommenders and final decision-makers
- Participants to collaborate and contribute as informed campus citizens in a timely manner
- Trust that representatives have the expertise and knowledge to make recommendations and decisions on behalf of stakeholders.
- Flexibility in addressing urgent (e.g., time sensitive, resource constrained) issues
- A regular assessment of the efficacy of shared governance on the campus

- A process whereby individuals have been heard even though they may not agree with the outcome
- Recognizing that there may not be consensus on an issue
- Respectful disagreement
- Inclusion despite unpopular, sensitive or difficult conversations
- Transparency

To enhance transparency and representation of faculty in shared governance, the President and Vice-President of the Faculty Senate will be added to the membership of the President's Cabinet.

Appendix 1. Main Governance Structures that Represent Institutional Stakeholders.

At the current time, the major institutional governance groups include the following:

Board of Trustees- The Board of Trustees shall have and exercise the corporate powers prescribed by law. Its primary functions shall be policy making and responsibility for sound resource management, its organizing charter, and its bylaws. The Board of Trustees shall further determine the general, educational and financial policies, and shall have the power to carry out any other functions which are permitted by its bylaws or by the College's Charter, except as limited by law. These powers shall include but shall not be limited to the following:

- Periodically review and, if necessary, revise the purposes and mission of the College.
- Establish policies regarding the educational programs of the College, consistent with its mission, and review and approve substantive changes in educational programs.
- Establish policies and procedures regarding appointment, promotion, tenure and dismissal of faculty members.
- Review and approve faculty tenure.
- Establish policies with regard to the terms and conditions of employment, salary policies and schedules for all staff, faculty, administrators and other employees of the College.
- Appoint and evaluate the President who shall be the Chief Executive Officer of the College.
- Approve and authorize all earned degrees upon recommendation of the faculty. Approve and authorize all honorary degrees.
- Contribute financially to the College's fundraising goals, participate actively in strategies to secure sources of support, and authorize College Officers to accept gifts or bequests subject to Board policy guidelines.
- Oversee and approve the budget of the College, and establish policy guidelines for all investments and major fund raising efforts of the College.
- Authorize and approve the purchase, lease, management, sale and/or other acquisitions of all land, buildings or major equipment.
- Authorize and approve the construction of new buildings and major renovations of existing buildings.
- Authorize and approve the incurring of debt by the College and the securitization thereof.

- Authorize and approve any changes in tuition and fees within the College.
- Designate officers or agents of the College with authority to accept gifts or bequests on behalf of the Trustees.
- Approve the Faculty Personnel Policy including any amendments.
- Periodically undertake or authorize assessment of the Board's performance

Committees of the Board of Trustees

- **Executive Committee-** The Executive Committee shall be composed of: the Chair, Vice Chair, Treasurer, in the event the Treasurer is a non-employee of the College, Secretary, in the event the Secretary is a non-employee of the College, President of the College, chairs of all standing committees of the Board, immediate past chair of the Board, and, at the discretion of the Chair in consultation with the President, up to two additional members of the Board of Trustees.

The Executive Committee serves at the pleasure of the Board as its agent in helping the President of the College to address business between regular Board meetings. It assists the Chair and the President of the College in their joint responsibility to help the Board function effectively and efficiently by suggesting Board agenda items and periodically assessing the quality of Board and committee work; it reviews the bylaws for needed changes on an annual basis; and designates recipients of honorary degrees. In addition, the Executive Committee shall oversee the work of the Board and its committees, the College's planning process, and shall evaluate its progress on planning goals. It shall also support the President of the College, assess his or her performance annually, and review annually the President's compensation and conditions of employment.

- **Academic and Student Affairs Committee**
 - Chair: Trustee
 - Secretary: Provost and Vice President for Academic Affairs
 - Faculty Representatives (n=2): Members of the Faculty Senate Executive Committee
 - Student Representative

The academic and cocurricular programs of Springfield College reflect the College's fundamental purpose as an institution of Higher Education. The Academic and Student Affairs Committee of the Board of Trustees shall be responsible for monitoring the quality of these programs, ensuring that the programs are consistent with the college's mission, and that they are appropriate for the College's students. Additionally, the Academic and Student Affairs Committee shall counsel and advise the College Administration and the Trustees on matters of policy and procedure relating to the life and general welfare of the students and the services provided to students. The committee shall also make recommendations to the Board of Trustees for the awarding of academic degrees and for the awarding of tenure status to members of the faculty.

- **Audit and Compliance Committee**
 - Chair: Trustee
 - Secretary: Director of Internal Audit

Legal, financial reporting and auditing procedures are either required by law or deemed prudent for the management of Springfield College. The committee, in conjunction with designated representatives of the College administration, shall review and advise the Trustees on matters related to an annual audit by certified public accountants of the accounts of the Corporation, and the resulting statement by such accountant of the true condition of the College's financial affairs as disclosed by its books at the time of the audit. This statement shall be in such form and contain such information as may be prescribed by generally accepted standards governing the accounting and auditing professions.

The Committee shall provide oversight and guidance for the College's Internal Audit function. The Committee shall also make recommendations for and approve audit plans, the fulfillment of which shall include, but shall not be limited to, everything stated in its own Charter signed on February 16, 1995.

- **Business Affairs Committee**

- Chair: Trustee
- Secretary: Vice President for Finance and Administration
- Faculty Representatives (n=2): Faculty Senate President and Vice President or other Senate Executive Committee designee(s)
- Student Representative

The Business Affairs Committee shall be responsible for providing advice and recommendations to the College Administration, Executive Committee and the Board of Trustees on matters relating to the budgets and financial decisions of the College. The Committee shall review and submit to the Board recommendations for tuition, student fees, room and board charges, staff compensation, and the annual operating budget of the College. The Business Affairs Committee shall monitor actual to budgeted results at each meeting, and review proposed changes to the five-year financial forecast annually. The Committee shall report to the Board in a timely manner on any issues that affect the financial stability of the College.

- **Governance Committee**

- Chair: Trustee
- Secretary: Vice President and General Counsel, Secretary of the Board of Trustees

The Committee on Trustees shall ensure that the Board's membership and leadership consists of highly qualified, committed individuals representing the diversified population served by the

College; review the performance of all incumbent trustees, and keep careful records of assignments and attendance; and initiate and oversee periodic reviews by the Board of its own performance. The Committee shall present to the Corporation at its Annual Meeting nominations for the election of: Officers of the Board; new Trustees; and the chair and members of the Committee on Trustees.

- **Investment Committee**

- Chair: Trustee
- Secretary: Vice President for Finance and Administration

The managed growth of the Endowment Fund and other investments of Springfield College are important to the achievement of the College's mission. In order to achieve this goal, the Investment Committee shall be responsible for recommending, directing and monitoring investment decisions with respect to the College's Endowment Funds. Additionally, the Committee shall provide recommendations to the Board of Trustees and the College Administration regarding investment policies that will assist in the prudent management of the College's Endowment Funds and other investments.

- **Institutional Advancement Committee**

- Chair: Trustee
- Secretary: Vice President for Institutional Advancement
- Faculty Representative (n=1): Member of the Faculty Senate Executive Committee
- Student Representative

The Institutional Advancement Committee shall advise the College Administration and the Trustees on matters of policy relating to Springfield College's fund raising activities for current, capital, and long-range financial needs. The Institutional Advancement Committee shall also advise the College Administration and the Trustees on matters relating to the College's constituent relations programming, and its marketing and communications activities including public information about College services, activities, and needs.

Members of the Institutional Advancement Committee shall also take an active volunteer role as appropriate in the ongoing fundraising programs of the College.

President- The President of the College serves at the pleasure of the Board of Trustees for such term, compensation, and with such conditions of employment as it shall from time to time determine. The President shall be the College's chief executive officer and the chief advisor to and executive agent of the Board of Trustees. The President's authority is vested through the Board of Trustees and includes responsibilities for all educational and managerial affairs. The President is responsible for leading the College, implementing all Board policies, keeping the Board fully informed on College activities and issues, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the College's chief spokesperson. The President has the authority to execute all documents on behalf of the College and the Board of Trustees consistent with Board policies and the best interests of the College. The President serves ex-officio as a member of all Board committees other than the Audit Committee.

President's Leadership Team includes the President, Vice Presidents, Executive Director of Athletics and Chief of Staff. These senior administrators of the College are responsible for day to day operations of their respective divisions. They function informally and collaboratively to communicate across divisions,

solve problems and advise the President. (meets twice monthly and for brief check-in meetings three mornings a week)

President's Cabinet includes the President, the President's Leadership Team, Faculty Deans, Faculty Senate Leadership, and over 20 mid-level managers from all of the divisions on campus. This group has functioned as a steering and advisory group for the strategic planning process and meets monthly.

Faculty Senate is the agent of shared governance for the faculty. It has primary responsibility for the content, quality and effectiveness of the curriculum and a substantial voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

- Senate Executive Committee
- Senate Standing Committees are made up of members of the Senate. The five (4) standing committees include:
 - Undergraduate Academic Affairs Committee (UAAC)
 - Graduate Academic Affairs Committee (GAAC)
 - General Education/Core Curriculum Committee (GE/CCC)
 - Faculty Development and Personnel Committee (FDPC)

School Faculty Development and Status Committees recommend action on faculty tenure, long-term appointment, and promotion.

Faculty Grievance Committee which hears and acts upon grievances in accordance with Article 13 of the Faculty Personnel Policy.

Staff Council- a representative body of 20 non-faculty staff employees has as its mission: to increase staff employee involvement by providing a forum for dialogue concerning non-academic policies while also promoting communication, a supportive work environment, safety and wellness, and employee morale at the College. Its bylaws are included at:

https://pridenet.springfield.edu/ICS/icsfs/springfield_college_staff_council_bylaws_.pdf?target=7e3e97d5-e79f-4caa-9ed1-d0022dfa0b6b Its functions are:

- To communicate interests, concerns, requests, and/or suggestions of employees to the College's senior administration through the Director of Human Resources and to assist in sharing information from the Council back to employees.
- To provide feedback on changes in policy or development and implementation of new programs.
- To enhance interdepartmental communications and promote a sense of community among staff employees, faculty, senior administration, and students.
- To plan and coordinate employee events, including speakers on specific topics, with Human Resources.
- To discuss and recommend programs and procedures to Human Resources for career development and training, safety and wellness, and employee morale.

- To recommend representative participants for College-created committees, project teams, and task-forces as requested.

Student Government Association (SGA)- promotes the interests and welfare of the student body and guides and finances more than 50 registered student organizations. Managed by elected students, SGA approves funding for active student organizations, adopts policies affecting students, and serves as a liaison between students and the College administration.

Graduate Student Organization (GSO)- identifies and protects the rights and interests of graduate students as a liaison to Springfield College Administration. In service to the graduate class, the GSO creates and facilitates both academic and social cocurricular activities to enhance the experiences of graduate students at Springfield College.

Alumni Council- is the highest level volunteer body of the Alumni Association. They are the representative body of some 45,000 alumni. The Council members serve three year terms, which can be repeated once. Council members are selected from a nominating committee, similar to the process used by the Board of Trustees. The president of the Alumni Council is an *ex officio* member of the Board of Trustees for his/her term as president. The Council serves in an advisory capacity to the Director of Alumni Relations, who serves as secretary to the group. While not a governance group in the traditional sense of the term, they are an active and vital part of the information sharing and information gathering process.

Section III

Faculty Personnel Policy

Faculty Personnel Policy

SPRINGFIELD COLLEGE

TABLE OF CONTENTS

Article 1: Introduction.....	2
Article 2: Faculty Classifications	2
Article 3: Faculty Responsibilities.....	5
Article 4: Faculty Rights	8
Article 5: Compensation	9
Article 6: Appointment and Reappointment.....	10
Article 7: Evaluation	11
Article 8: Promotion Standards	15
Article 9: Standards for Tenure and Long-Term Appointments	18
Article 10: Leave of Absence and Sabbatical Leave	23
Article 11: Resignation, Retirement, and Termination	27
Article 12: Retrenchment	30
Article 13: Grievances.....	32
Article 14: Appointments, Expectations, and Evaluation of Teacher-Coach Faculty Members	36
Article 15: Appointments, Expectations, and Evaluation of Department Chairs	41
Article 16: Amendments to the Faculty Personnel Policy	42

Approved by the Board of Trustees February 12, 2011
Revisions Approved February 7, 2015, October 24, 2015, June 8, 2019,
May 13, 2021 and September 30, 2022

ARTICLE 1

INTRODUCTION

A. Humanics. Humanics, the unique philosophy that guides Springfield College, directs us to place people and our relationships first. Among its tenets, Humanics counsels us that people are holistic beings (mind, body, and spirit); that enhancing mind, body, and spirit is a noble and collective responsibility (community); that community is pursued by reaching out to one another collaboratively (service); and that service requires the utmost mutual respect and care (humaneness). Our College shapes a unique mission, program, and organization from this philosophy.

B. The Board of Trustees, the Administration, and the Faculty. The Board of Trustees, the administration, and the faculty are central to the College. They intimately share a commitment to delivering a high-quality education, to promoting a caring College community, and to ensuring the well-being of our College. Based on this commitment and on the tenets of Humanics, they share responsibility for this College and have shaped a partnership in the governance of the College to fulfill this responsibility.

C. The Faculty Personnel Policy and Related Documents. The Faculty Personnel Policy (the “policy”) is adopted and amended collaboratively by the faculty, the administration, and the Board of Trustees in accordance with the College bylaws and governs the conditions of employment of the College’s faculty. It is one piece of evidence of the collaboration among the faculty, the administration, and the Board of Trustees. The Faculty Personnel Policy shall apply to all full-time faculty regardless of rank, appointment, school, or campus location.

1. The College Charter and Bylaws. The College Charter and Bylaws are the corporate documents of the College that place the legal authority and responsibility for the conduct of the College with the Board of Trustees and are published annually in the *Faculty Handbook*.
2. The Faculty Bylaws. The Faculty Bylaws establish the policies for faculty governance, including the creation of a Faculty Senate. The Faculty Senate and its subcommittees collaborate with the Board of Trustees and administration to develop and amend faculty personnel policies and monitor proposed changes in the policies and procedures to ensure appropriate faculty review of and vote on proposed amendments that would alter conditions of faculty employment.
3. The Faculty Handbook. The *Faculty Handbook* is a collection of the policies and procedures followed by entities and officials of the faculty and administration that establish or influence the conditions of employment of the faculty.

ARTICLE 2

FACULTY CLASSIFICATIONS

A. Classifications. The faculty consists of full-time, part-time, visiting, and emeritus faculty.

1. Full-time Faculty. Full-time faculty are those individuals appointed with academic rank. They consist of tenure- track, program-track, and term faculty

and hold ranks of professor, associate professor, assistant professor, or instructor. Full-time faculty may also include persons with academic rank at Springfield College who are on leave or on reduced work load or, for some other similar reason, are employed for fewer than nine months per year.

2. Part-time Faculty. Part-time faculty are those who are employed via semester/term adjunct appointment (see *Adjunct Faculty Handbook* for policies related to part-time faculty members).
3. Visiting Faculty. Visiting faculty may be either full-time or part-time faculty members invited to join the institution from another institution for purposes of teaching, collaboration or research. Their term is typically a semester or a year. Often, the visitor is funded, at least in part, by the home institution or external agency. Individuals may be appointed as visiting faculty if they have made outstanding contributions to their field of specialization or have the ability to render a unique academic contribution to the College.
4. Emeritus Faculty. Emeritus faculty are appointed to emeritus status following their retirement from Springfield College. Emeritus faculty must have completed a minimum of 15 years of full-time service to Springfield College and have been granted the rank of professor or associate professor.

B. Full-time Faculty Rank. All full-time faculty members shall hold one of the following ranks: instructor, assistant professor, associate professor, or professor. The initial rank of faculty members is established at their initial appointment and is changed only through the promotion process (see Article 8). Instructors are not eligible for promotion. No faculty member who has achieved a particular rank may have that rank lowered because of this Faculty Personnel Policy as adopted or amended. The minimum qualifications for assignment to a rank are as follows:

1. Instructor. An instructor shall hold a master's degree or the equivalent in the appropriate discipline.
2. Assistant Professor. An assistant professor shall hold at least a master's degree in the appropriate discipline and have demonstrated achievement in their field of specialization.
3. Associate Professor. An associate professor shall:
 - a. hold an earned doctorate appropriate to the discipline or shall hold the earned terminal degree as approved by the Board of Trustees for this discipline as identified in the initial letter of appointment;
 - b. have a minimum of eight years of professional experience with six years of full-time teaching at the college level; and
 - c. have demonstrated effectiveness in teaching and advising; contributions in scholarly, creative, and/or professional activities; and service within and beyond the College.

Exceptional cases could include (a) outstanding contribution to the field of specialization; (b) ability to render a unique academic contribution to the College; or (c) evidence that the field of specialization does not customarily demand fulfillment of the academic requirements set forth in this section.

4. Professor. A professor shall:
 - a. hold an earned doctorate appropriate to the discipline or shall hold the earned terminal degree as approved by the Board of Trustees for this discipline as identified in the initial letter of appointment, and have previously attained the rank of associate professor and have demonstrated achievement in their field of specialization;
 - b. have a minimum of 15 years of professional experience with at least 10 years full-time teaching at the college level; and
 - c. have demonstrated effectiveness in teaching and advising; contributions in scholarly, creative, and/or professional activities; and service within and beyond the College.

Exceptional cases could include (a) outstanding contribution to the field of specialization; (b) ability to render a unique academic contribution to the College; or (c) evidence that the field of specialization does not customarily demand fulfillment of the academic requirements set forth in this section.

C. Types of Full-time Faculty Appointments. Springfield College employs different types of full-time faculty with diverse credentials and professional experiences who assume roles to serve programs with a range of needs. Those appointments include tenure-track, program-track, and term appointments. Prior to the search for a candidate for a faculty position, the Provost and Vice President for Academic Affairs, in consultation with the dean of the school and the chair of the department, will determine the qualifications and the type of appointment needed for the program conducting the search. The criteria for these appointments and the expectations associated with these appointments are described below. Based on these criteria, each full-time faculty appointment will be designated in one of these categories prior to the search process.

1. Tenure-Track Appointments. Faculty members on tenure-track appointments are expected to fulfill the traditional faculty roles of teaching, service, and scholarship. Tenure-track appointments are generally used when faculty members are expected to bring a scholarly focus to their endeavors that is appropriate to the discipline and program objectives. Faculty members appointed to tenure-track positions will generally have an earned doctorate, though other types of terminal degrees may be considered to serve the needs of the program. Faculty members on tenure-track appointments will be issued an annual salary agreement letter and will be evaluated annually during a six-year probationary period. A mid-probation evaluation must be completed during the third year of service. Tenure-track faculty members must apply for tenure in their sixth year of service. Exceptions to this timeline will be determined on a case-by-case basis for medical or military leaves or other extenuating circumstances.
2. Program-Track Appointments. Faculty members on program-track appointments are expected to fulfill the traditional faculty roles of teaching, service and scholarship. For these faculty, expectations for professional service are emphasized more so than scholarly and creative work. Program-track appointments are generally used when faculty members are expected to bring practitioner and professional service foci to their endeavors that are appropriate to the discipline and program objectives. Program-track appointments are intended for faculty members who bring a specialist, clinical, or practitioner focus

to their discipline or who are recruited to complete a specialized workload. Program-track faculty members may be hired with a master's degree in an appropriate field; however, certain programs may seek candidates with doctoral or appropriate terminal degrees. Faculty members on program-track appointments will be issued an annual salary agreement and will be evaluated annually during a six-year probationary period. Following the first year of service, program track faculty are eligible for a two-year appointment. During their third year of service, a mid-probation review will be completed. Following the third year of service, program-track faculty are eligible for a three-year appointment. In the sixth year of employment, or as part of any future third-year evaluation, the program-track faculty member may choose to apply for a long-term appointment (i.e. a five-year renewable appointment). Exceptions to this timeline will be determined on a case-by-case basis for medical or military leaves or other extenuating circumstances.

3. Term Appointments. Term appointments are provided to faculty members who are engaged for a limited term (maximum of four semesters) of employment at the College. Term appointments may be used for summer or overload assignments, to replace faculty members on leave, for positions for which a full faculty search was not possible, for short-term curricular needs, or for visiting appointments. Extensions to the four semester maximum appointment must be for exceptional circumstances, have the support of the department chair, dean and provost, be for no longer than one additional year, and be accompanied by a written rationale.
4. Balance Among Types of Appointments. Recognizing that Springfield College requires a strong full-time faculty that includes both scholarship-focused and specialist/practitioner-focused individuals, and that the College does not seek to staff its programs with short-term or "contingent" faculty, the College will seek to maintain an appropriate balance among term, tenure-track, and program-track appointments. In support of this effort, the Office of Academic Affairs will submit an annual report to the Academic and Student Affairs Committee of the Board of Trustees and to the Faculty Senate president and the Faculty Development and Personnel Committee of the Faculty Senate. The report, produced in the fall semester/term, will present the percentage of each type of faculty appointment at Springfield College for that academic year. Should the proportion of any type of appointment change by five percent or more over a two-year interval, the Faculty Senate president, jointly with the Faculty Development and Personnel Committee, will request of the President of the College a formal review of and explanation for the change in hiring patterns. Should the faculty be concerned about a consistent change within any category over a six-year interval, the Faculty Senate president, jointly with the Faculty Development and Personnel Committee, will request of the President of the College a formal review of and detailed explanation for this pattern. The Faculty Senate president, jointly with the Faculty Development and Personnel Committee, will provide a formal response to any review/explanation.

ARTICLE 3

FACULTY RESPONSIBILITIES

- A. Responsibilities of the Profession. Members of the full-time faculty have special responsibilities as members of the academic profession. These responsibilities are described in the American Association of University Professors (AAUP) Statement on Professional Ethics, as follows:

"1). Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

"2). As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

"3). As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institutions.

"4). As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

"5). As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom."

AAUP Policy and Reports, Tenth Edition, 2006, p.171-172.

B. College Responsibilities. As stated throughout this policy, all full-time faculty members are expected to meet College standards for teaching and advising; scholarly, creative and/or professional work; and service within and beyond the College. The basic responsibilities of all full-time faculty in these areas include:

1. Teaching. Full-time faculty members on nine- or 12-month appointments will be assigned 12 workload units of teaching tasks per semester/term, or will be provided with released time for a portion of this teaching workload to fulfill other responsibilities, such as coaching, service activities, administrative duties, or others. The teaching schedule for each faculty member will be assigned by their department chair and approved by the school dean. Faculty members who are asked to teach more than 12 workload units of teaching in a semester/term will

be provided with an overload payment based on the College's overload payment schedule.

2. Student Advising. Faculty members will be assigned student advisees by their department chair or by the Director of Academic Advising. Faculty members who serve as advisors to Exploratory Studies students will receive special training and support for these assignments. Faculty members who do not serve as advisors will be assigned other duties.
3. Scholarly, Creative, and/or Professional Work. Faculty members are expected to engage in scholarly, creative, and/or professional activities. Funds are provided to each department to support attendance at professional meetings, and additional funds are available to support faculty members who are making presentations at such meetings. Additional support for faculty development includes sabbatical leaves, faculty research grants, reassigned time awards, etc. (see faculty development section of the *Faculty Handbook*).
4. Service Within and Beyond the College. All faculty members are expected to fulfill basic service obligations to the College, to their department/campus, and to their school, and to participate in required College activities, including faculty institutes and commencement activities at their home campus. In addition, faculty members are expected to participate in faculty governance, attend department/campus and school events, and complete service activities in support of their program and department/campus. Given the mission of the College, faculty members are also expected to make contributions to their community.

C. Academic Work Year. Faculty members will be issued salary agreement letters for either a two-semester/term (nine month) or a three-semester/term (12 month) teaching period. The salary of faculty members on these different salary agreements will be adjusted to reflect the different terms of their employment at the College. The academic work year for nine-month faculty will begin with the fall Faculty Institute and conclude at the end of commencement weekend. The academic work year for faculty members on 12-month appointments in all schools will be September 1 to August 31. For budget purposes, faculty salary agreement letters will cover the period September 1 to August 31 of each year.

D. Faculty Availability. The College hires full-time faculty members to provide full-time support to the College and its students. While the College recognizes that faculty members complete many hours of professional work outside their offices, and that they need time for scholarly and creative work, each full-time faculty member should be available on a regular basis throughout the work week for teaching, office hours, and College service activities throughout the semester/term. Faculty members on 12-month appointments (three semester/terms) are expected to complete a regular work schedule throughout the year when the College or their campus is open. Faculty members on 12-month appointments should consult with their department chair when scheduling their vacation time. For the convenience of students, all faculty members must be accessible for a minimum of five hours each week (beyond teaching hours), on different days and at different times, with additional office hours added as needed. Additionally, faculty members should be available as needed on campus for department or College meetings and events at times outside their teaching schedule.

E. Outside Employment. The College has first claim on the working time of the faculty member. Outside employment is not to interfere with the faculty member's College responsibilities.

F. Membership in Learned or Professional Societies. Faculty, at their own expense, are expected to be members of learned or professional societies in their fields. It is the policy of the College to assist faculty to attend meetings of such societies that will contribute to professional growth or to the College.

G. Personal Opinions: When faculty members speak or write as citizens, they should not use the name of the College in a manner that suggests that they represent the views of the College.

H. Humanics: Faculty shall demonstrate commitment to the Humanics philosophy through service to the College, the community, and the profession.

ARTICLE 4

FACULTY RIGHTS

A. All faculty members, whether full-time or part-time have the following rights:

1. Academic Freedom. Springfield College has a long-standing commitment to academic freedom, dating back to the time of Dr. Laurence Locke Doggett, who served as President of the College from 1896-1935. The American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure was endorsed by the Association of American Colleges in 1941. These principles are adopted as the College's position on academic freedom.

a. All faculty members are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties. However, research for pecuniary return must be based upon prior understanding with the Provost and Vice President for Academic Affairs.

b. All faculty members are entitled to freedom in the classroom in discussion of their subject, but should be careful to identify as a personal view any controversial matter that has no relation to their subject or that does not reflect the Humanics philosophy of the College.

c. All faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

2. Protection Against Discrimination. All faculty members are entitled to protection against illegal or unconstitutional discrimination by the institution, or

discrimination on a basis not demonstrably related to the faculty member's professional performance, including but not limited to race, color, sex, religion, national origin, age, disability/handicap, marital status, sexual or affectional preference, gender identity, creed, veteran's or uniformed services status, or membership or non-membership in any political or ideological organization.

3. Faculty Senate or School Committee Membership. Only full-time faculty members are eligible for election to the Faculty Senate, Faculty Grievance Committee, or school committees. The Provost and Vice President for Academic Affairs, deans of the schools, and individuals with faculty status with less than 15 percent of their workload in teaching are not eligible for election to the Faculty Senate, Faculty Grievance Committee, or school committees.
4. Faculty Voting. Only full-time faculty members who are assigned 15 percent or more of their workload in teaching have voting privileges in Faculty Senate and school committee elections (see Faculty Bylaws for eligibility criteria for election to Faculty Senate).

B. College Support of Personal and Professional Development. The College recognizes the importance of personal and professional development of members of the faculty and seeks to encourage that development by such means as may be appropriate and possible.

ARTICLE 5

COMPENSATION

- A. General Principles. Compensation consists of faculty salaries and benefits including salary plans and schedules as well as benefit packages. The College is committed to establishing compensation that is fairly allocated among faculty and that is comparable to compensation at schools with comparable programs and quality. Recognizing that compensation is an important issue for both the faculty and the administration, the President of the College shall invite the Faculty Senate president and members of the Faculty Personnel Committee to discuss proposed changes in the compensation plan prior to implementation. The Faculty Personnel Committee will report to the Faculty Senate in a timely manner.
- B. Copies. Copies of compensation provisions (e.g., the formulas of salary plans, the provisions of health benefits, or the terms of tuition remission options) shall always be available for review by faculty members upon request to the Office of Human Resources or its successor.
- C. Twelve-Month Positions. Salaries for faculty on 12-month appointments shall be converted by applying the ratio of 12/9 to their nine-month salary.
- D. Compensation for Additional Duties. Faculty members will receive additional compensation or released time for certain assigned work outside the standard appointment period or for additional duties assigned by the Provost and Vice President for Academic Affairs and the school dean (e.g. department chair positions, coaches). **Faculty members may decline to teach an overload.**

ARTICLE 6

APPOINTMENT AND REAPPOINTMENT

A. Appointment.

1. Initial appointments are made by the Provost and Vice President for Academic Affairs after conferring with the dean of the school. Recommendations for appointments are made by the dean of the school after conferring with the department chair and receiving the recommendations of the screening committee, which is charged with conducting a thorough review of applicants' qualifications. See *Faculty Handbook* for more detailed information.
2. Initial Letter of Appointment. The Provost and Vice President for Academic Affairs shall send to each newly appointed faculty member an initial letter of appointment which includes the rank, track, terms of appointment, terminal degree, years to be applied to the probationary period, and salary for the position. Additional information on conditions of employment is found in the *Faculty Handbook*. The acknowledged receipt of the letter and written acceptance of its conditions constitute an employment agreement between the faculty member and the College.

B. Reappointment and Non-Reappointment of Probationary Faculty. Faculty members who are in their first six years of a tenure-track or program-track appointment are considered probationary faculty and are reviewed annually. Probationary faculty members on both tenure-track and program-track appointments are subject to reappointment or non-reappointment at the conclusion of their appointment term for the duration of their probationary period.

1. Reappointment. The decision to reappoint a probationary faculty member will be made by the Provost and Vice President for Academic Affairs and the school dean in consultation with the department chair and will be based on the performance of the faculty member (see Article 7) and/or the continuing need for the faculty position. For faculty with coaching duties the dean will consult with the Director of Athletics.
2. Non-Reappointment. The decision to non-reappoint a probationary faculty member will be made by the Provost and Vice President for Academic Affairs and the school dean in consultation with the department chair and will be based on the performance of the faculty member (see Article 7) and/or the continuing need for the faculty position. For faculty with coaching duties the dean will consult with the Director of Athletics. Notice of non-reappointment will be based on the following schedule:
 - Prior to March 1 of the first year of academic service or at least three months prior to the expiration of the appointment;
 - Prior to December 15 of the second year of service or at least six months prior to the expiration of the appointment; or
 - At least 12 months prior to the expiration of the appointment after two or more years of service.

C. Annual Salary Agreement Letters. Faculty receive annual salary agreement letters. The Provost and Vice President for Academic Affairs shall, on or before June 15, send to each faculty member a salary agreement which includes rank, track, terms of appointment, and salary as well as changes in the Faculty Personnel Policy or *Faculty Handbook* which the faculty member has not otherwise received. The acknowledged

receipt of the letter and written acceptance of its conditions constitute an employment agreement between the faculty member and the College. Should a salary increase be approved subsequent to June 15, the Provost and Vice President for Academic Affairs will send a notification of the salary increase to faculty by August 1.

ARTICLE 7

EVALUATION

A. Principles. This article addresses the requirements for evaluation of teaching, advising, scholarly, creative, and professional activities, and service within and beyond the College for faculty members who do not have coaching responsibilities, (see Article 14 for information on evaluation for Teacher-Coach Faculty Members. Faculty evaluation is essential for the professional development of faculty and for continued employment and promotion. Because of these uses of evaluation and because of the inherently complex and sensitive nature of evaluation, persons responsible for evaluation should seek to be humane as well as effective and fair in their assessments. Faculty members must be aware of the evaluative criteria and the evaluation process, and must seek to meet the expected standards of Springfield College. Faculty evaluations are part of the required documentation used in the review for tenure and long-term appointments, and in the promotion review process.

Evaluation must be based on clear criteria. The criteria include both general and individualized expectations of each faculty member. The individual faculty workplan is developed in consultation with the department chair and approved by the school dean. General expectations are stated in this policy (see articles concerning faculty responsibilities, tenure, long-term employment, promotion, and specialized work load assignments). Individualized expectations arise through the regular development of individual work plans tailored to the specific needs and interests of each faculty member and of their department(s) or program(s).

B. Schedule.

1. Tenure-track faculty members in their probationary period and program-track faculty members on one-, two-, or three-year appointments will be evaluated annually. Faculty members who have been granted tenure and program-track faculty members who have been granted a five-year appointment will be evaluated every third year. The Provost and Vice President for Academic Affairs will create a schedule for these three-year evaluations to ensure that one-third of the eligible faculty in each department will be evaluated each year. For each of the two years when these faculty members are not evaluated, they must submit a Report on Professional Accomplishments to their department chair outlining their professional accomplishments/achievements for the year.
2. Individuals applying for tenure will be notified by the Office of Academic Affairs of the process and timeline for submitting their tenure application by October 1 of the year preceding their application.
3. Individuals applying for five-year appointment, or promotion should follow published timetables for these processes.
4. All faculty members may be subject to a special evaluation at any time by the department chair and/or school dean if there are concerns about their performance. See Article 11 for the procedure.

C. The Faculty Evaluation Procedure.

1. As part of this process, all faculty members who are in their evaluation year as described in Section B1, will submit two documents to their department chair no later than June 1. The first document will be the Self-Evaluation Report of the previous year completed using the form included in the *Faculty Handbook*, and the second document will be their Faculty Workplan Proposal for the coming academic year. Faculty members who are not in their evaluation year as described in Section B1 will submit a Report on Professional Accomplishments no later than June 1 using the form included in the *Faculty Handbook* instead of the Self-Evaluation Report. Faculty members who have not submitted their evaluation materials in a timely manner may not be eligible for salary increments effective September 1.
2. The faculty evaluation cycle for all faculty members at the College will be for the academic year, extending from the start of the fall semester/term through the end of the summer semester/term. Faculty Workplan Proposals submitted by faculty members on a three-year evaluation cycle will propose goals and priorities for the next three-year period of professional development.
3. Upon receipt of the Self-Evaluation Report and Faculty Workplan Proposal, the department chair will meet with the faculty member to discuss the faculty member's performance in the previous year(s) and their goals for the academic year(s) ahead. Following this meeting, the department chair will provide a written evaluation of the faculty member using the space and format provided in the Self-Evaluation Report and will make a recommendation regarding the faculty member's proposed workplan. The evaluation will provide the faculty member with clear feedback in each area of evaluation, indicating whether the faculty member has met, exceeded, or failed to meet the College standards in that area based on the criteria described in Section D.
4. The department chair's written evaluation and recommendations regarding the proposed workplan will be shared with the faculty member prior to being forwarded to the school dean. The faculty member will be asked to indicate in writing that they have received the evaluation and will have the opportunity to respond to the evaluation in writing. If the faculty member chooses not to acknowledge that they have received the evaluation, the department chair can still submit the evaluation if they have given the faculty member the opportunity to acknowledge and respond to its contents.
5. Once completed, the department chair will forward the written evaluation of the faculty member and their proposed workplan, including any comments provided by the faculty member, to the school dean. The school dean will review the evaluation and proposed workplan with the department chair, and if the school dean has a concern about either the evaluation or the workplan, they will communicate that concern in writing to both the department chair and to the faculty member. The school dean finalizes the faculty member's evaluation and workplan either by approving these documents as recommended by the department chair, or by meeting with the department chair and the faculty member to discuss their concern. Following this meeting, the school dean will either confirm the department chair's evaluation and workplan recommendation

or they will revise the evaluation or workplan in writing. If this occurs, the school dean will provide the faculty member with the opportunity to respond to the new evaluation or revised workplan in writing as part of the faculty member's evaluation file. The evaluation process should be completed by June 30.

6. The faculty member's finalized evaluations and workplans will be maintained by the school dean for the duration of their employment. The faculty member shall have access to any and all personnel records and evaluation materials included in these files.
7. The Provost and Vice President for Academic Affairs, in consultation with the Faculty Senate, shall publish and disseminate the appropriate documents relevant to this procedure to all faculty through the *Faculty Handbook*. The documents will include a timetable. The Provost and Vice President for Academic Affairs shall ensure that any persons with primary evaluation responsibility will be trained in effective evaluation.

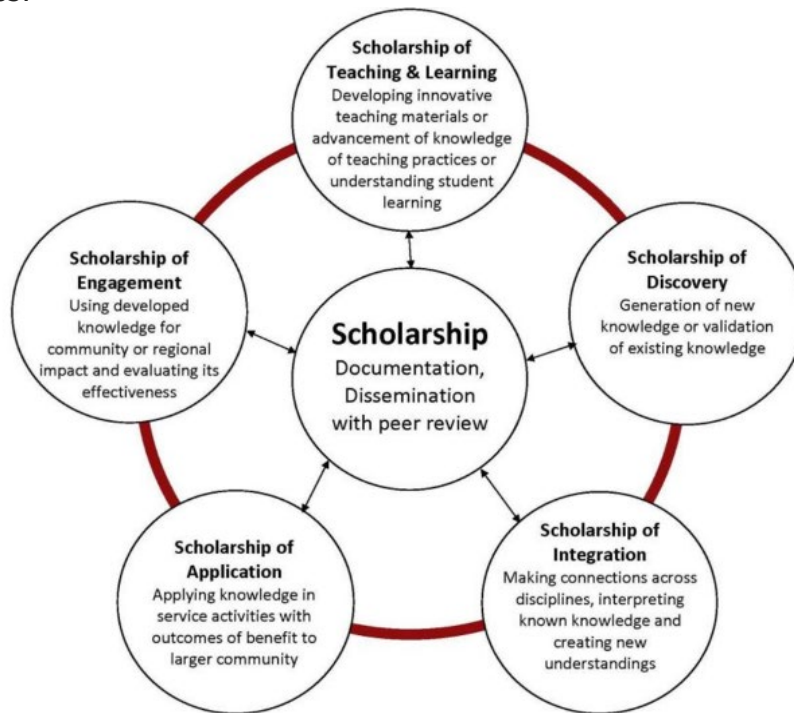
D. Evaluation Criteria. The faculty evaluation criteria adopted by Springfield College provide a framework for the development of faculty workplans and are directly linked to the required standards for continued employment and for promotion in rank, tenure, and long-term appointments. Given the mission of the College, the evaluation process will provide feedback to the faculty member in the three primary areas of faculty responsibility: 1). teaching and advising; 2). scholarly, creative, and/or professional activity; and 3). service within and beyond the College. During each evaluation, and for each evaluation area, faculty members will be given a summary evaluation of "exceeds," "meets," or "is below" the College standard by the designated evaluator, along with comments that will provide the faculty member with feedback in each area. For each evaluation area, all evaluators will use the criteria and materials listed below to assess the work of the faculty member.

1. Teaching and Advising: All Springfield College faculty members will be effective in teaching and advising their students. The following activities exemplify effectiveness in teaching and advising. Faculty members will provide evidence that they meet the College standard in this area of evaluation.
 - a. Effective Teaching.
 - Content Expertise: Faculty members will demonstrate mastery of the course content and will ensure that their course content is current.
 - Instructional Design: Faculty members will demonstrate that they use an instructional design for their courses that is effective in facilitating student learning.
 - Student Engagement: Faculty members will demonstrate that their teaching challenges students and engages them in the learning process.
 - Course Management: Faculty members will demonstrate that they provide timely feedback to students, are responsive to College timelines and deadlines, and maintain a positive learning environment.
 - b. Effective Advising. The faculty member will offer evidence that they are providing direction and support to students in planning their academic program and completing all requirements for their degree.

The effectiveness of a faculty member in meeting these criteria will be based on the faculty member's self-evaluation; classroom observations completed by the department chair; classroom observations completed by peers if requested by the faculty member or the department chair; course materials such as syllabi, examinations, assignments, and class readings; and feedback provided by students.

2. Scholarly, Creative, and/or Professional Activity.

Springfield College employs the model for defining scholarly, creative, and professional activity published by Ernest L. Boyer in "Scholarship Reconsidered." The revised Boyer model includes five interrelated areas of faculty scholarship: "discovery" or disciplinary research; "application" or responsibly applying knowledge to societal needs and practice; "integration" or interdisciplinary collaboration "teaching" or the systematic approach to student learning through discovering what and how students learn; and "engagement" or implementing knowledge in the community for greater societal good, and evaluating its effectiveness.



Professional competence in teaching requires that faculty members be actively involved in the intellectual and scholarly activities in their field. Because these activities vary from discipline to discipline, and because the College has different expectations of faculty members serving on different appointments, individual faculty members may meet the standard in this area of evaluation in different ways. In evaluating the work of each faculty member, the following will provide evidence that the faculty member is meeting the College standard in this area of evaluation:

- a. Alignment with the Discipline. Faculty members will demonstrate that their scholarly, creative, and professional activity is representative of typical work in their discipline; and
- b. Contributions to Their Teaching. Faculty members will demonstrate that their scholarly, creative, and professional activity makes a direct

contribution to their teaching effectiveness.

The effectiveness of a faculty member in meeting these criteria will be based on the faculty member's self-evaluation, where the faculty member will demonstrate that their scholarly, creative, and professional activity is valuable in terms of the time, effort, and intellectual intensity required to complete their work. The faculty member should present the products of their professional work or the progress made on that work as part of the evaluation process. Observations of their activities by the department chair, observations of their activities by peers, and/or letters of support submitted by qualified peers or external agencies or evaluators may serve as evidence of the faculty member's effectiveness in this area of evaluation.

3. Service within the College and Service Beyond the College. All faculty members are expected to complete their basic College responsibilities (see Article 3). Beyond these basic responsibilities, each faculty member is expected to provide service within the College and beyond the College. Such service should contribute to and enhance the general welfare of the College and community organizations and activities. Recognizing that each faculty member may meet the College standard in this area of evaluation in different ways, the evaluator will consider the following criteria:
 - a. Service Within the College. Faculty members will demonstrate that their College service activities provide support for the College via service to their school and/or campus in faculty governance, in academic leadership positions, in cocurricular leadership positions, or other service that goes beyond the basic expectations required of all faculty members; and
 - b. Service Beyond the College. Faculty members will demonstrate that their community service activities provide support for the community via service that will benefit community organizations, agencies, or community members.

The effectiveness of faculty members in meeting these criteria will be based on the faculty members' self-evaluation, where faculty members will demonstrate that their service activity is valued in terms of the time, effort, and intensity involved in the work. A review of the products of their work, observations of their activities by the department chair, observations of their activities by peers, and/or letters of support submitted by qualified peers and/or members of the community who are familiar with their service activities may serve as evidence in this area of evaluation.

4. Specialized Workload Assignments. Faculty members who are assigned specialized assignments as part of their annual salary agreement letter (e.g., coaches, department chairs) should be evaluated on their performance by the individual(s) who supervise those roles.

ARTICLE 8

PROMOTION STANDARDS

A. General. The standard, procedure, review, and appeal process for promotion in rank for faculty members who do not have coaching responsibilities are established by this article, (see Article 14 for information on promotion for Teacher-Coach Faculty Members. A

full-time faculty member is not automatically promoted in rank after a specified period of time but must apply for promotion and be found to meet the requirements of the standards. An untenured assistant professor may seek promotion at the same time that they seek tenure. A program-track assistant professor may seek promotion at the same time that they seek a long term renewable appointment.

B. Eligibility. To apply for promotion to the next rank, an applicant must be a full-time faculty member in either a tenure- or program-track appointment, must successfully complete their probationary period, and must meet the criteria for the next rank as stated in Article 2B.

C. Process. Promotion decisions shall be based upon materials submitted by the applicant, materials from regular evaluations of the applicant, and evaluation materials prepared for the promotion process.

- a. Review Sequence. The promotion process will include the following: The applicant submits a letter of intent to their department chair, athletic director (for teacher coaches), school dean, and the Provost and Vice President for Academic Affairs on or before the first Tuesday following Labor Day. The letter of intent may be submitted electronically with return receipt.
- b. It is recommended that the applicant review all personnel records housed with the department chair, school dean, Provost and Vice President for Academic Affairs, and/or human resources prior to submitting the file of supporting materials for promotion.
- c. The applicant submits a file of supporting materials to the department chair and athletic director (for teacher coaches) on or before the last Friday of September.
- d. The department chair (athletic director for teacher coaches) submits the applicant's file and the chair's assessment and recommendation to the School Faculty Development and Status Committee on or before the second Tuesday in October.
- e. The School Faculty Development and Status Committee reviews the materials and sends the materials and its recommendation to the school dean by the first Tuesday of December. The dean reviews the materials and makes a recommendation to the Provost and Vice President for Academic Affairs by the end of the first week of January.
- f. The Provost and Vice President for Academic Affairs reviews the materials and recommendations from the School Faculty Development and Status Committee and the dean and forwards their recommendation to the President.
- g. The President reviews the recommendation and forwards their positive recommendations to the Board of Trustees as an information item. A recommendation against promotion is not forwarded to the Board of Trustees and no action is taken.

2. Standard for Review. The Provost and Vice President for Academic Affairs, President, and Board of Trustees shall concur with the recommendation of the school dean and the School Faculty Development and Status Committee except for compelling reasons stated in writing upon request to the school dean, School Faculty Development and Status Committee, and the applicant. Should the recommendations of the School Faculty Development and Status Committee and the school dean conflict, the Provost and Vice President for Academic Affairs will determine the recommendation to be forwarded to the President.
3. Personnel Records. The School Faculty Development and Status Committee and any subsequent reviewer may examine information and materials concerning the applicant that are contained in personnel records housed with the department chair, school dean, Provost and Vice President for Academic Affairs and/or human resources. If information or materials that have not previously been shared with the applicant are examined by any reviewer, that reviewer shall notify the applicant, the author of the materials, and the school dean. The reviewer will share the information or material with the applicant and provide the applicant with a reasonable time to respond to that information or material.
4. Communication of Decision. All decisions regarding promotion shall be sent to the faculty member by return receipt mail.

D. Standard for Promotion. The School Faculty Development and Status Committee shall recommend promotion if the applicant meets the criteria for the higher rank as stated in Article 2B and if the applicant demonstrates the following performance standard.

1. Promotion to Associate Professor.
 - a. Teaching and Advising: Consistent performance that exceeds the College standard;
 - b. Scholarly, Creative, and/or Professional Activity: Consistent performance that meets the College standard; and
 - c. Service within and Beyond the College: Consistent performance that meets the College standard.
2. Promotion to Professor.
 - a. Teaching and Advising: Consistent performance that exceeds the College standard; and
 - b. Performance must exceed the College standard in one of the other two areas while meeting the College standard in the other.

E. Rights of Denied Applicants. An applicant who is denied promotion has the following rights (in addition to any others provided by law):

1. To make a request within 14 days from the Provost and Vice President for Academic Affairs for a written explanation of the specific reasons for denial and a meeting to further discuss the denial; and
2. To file a grievance according to this Faculty Personnel Policy under Article 13.

ARTICLE 9

STANDARDS FOR TENURE AND LONG-TERM APPOINTMENTS

A. Standards for Tenure. The standard procedure, review, and appeal process for tenure for faculty members who do not have coaching responsibilities are established by this article, (See Article 14 or information on tenure for Teacher-Coach Faculty Members. Faculty on a tenure-track appointment are probationary employees subject to non-reappointment for the first six full years of their employment. At the time of the appointment, upon recommendation of the school dean and the department chair, the Provost and Vice President for Academic Affairs may shorten this probationary period to not fewer than three years. Untenured faculty on a tenure track must, in their final probationary year, apply for tenure. A tenure applicant will either be granted tenure or issued a notice of non-reappointment. An untenured faculty member on a tenure-track appointment may seek promotion at the same time that they seek tenure if the criteria for the promotion in rank is met.

1. Application Standard. An applicant for tenure must:
 - a. Hold the rank of assistant professor or higher;
 - b. Be in a tenure-track position; and
 - c. Be in their final probationary year.

2. Determination Standard. The School Faculty Development and Status Committee shall recommend tenure if:
 - a. The candidate has exceeded the College standard in teaching and advising;
 - b. The candidate has met the College standard in scholarly, creative, and/or professional activity;
 - c. The candidate has met the College standard in service within and beyond the College; and
 - d. The candidate's prospects of continuing professional advancement are reasonably assured.

3. Review Sequence. Tenure decisions shall be based upon materials submitted by the candidate, materials from regular evaluations of the candidate, and evaluation materials prepared for the tenure application process.
 - a. Mid-Probation Review. For faculty with a six-year probationary period, a mid-probation review will be conducted during the third year by the department chair, the school dean, and the School Faculty Development and Status Committee in preparation for the application for tenure. For those faculty appointed with a shortened probationary period, there will be no required mid-probation review. However, the faculty member may request a review once during the probationary period which will follow the standard mid-probation review process.
 - i. This review will be forwarded to the Provost and Vice President for Academic Affairs.
 - ii. The Provost and Vice President for Academic Affairs will

complete their review and will indicate in writing to the department chair, the school dean, and the candidate the results of the review.

- iii. The Provost and Vice President for Academic Affairs will meet with the candidate to present the results of the review and the process thereafter. The candidate will indicate in writing receipt of the review and will have an opportunity to respond.

b. Tenure Review. The tenure review process will include the following:

- i. The candidate submits a letter of intent to their department chair, school dean, and Provost and Vice President for Academic Affairs;
- ii. The candidate submits a file of supporting materials to the department chair.
- iii. The department chair submits the candidate's file with the departmental review, assessment, and recommendation to the School Faculty Development and Status Committee;
- iv. The School Faculty Development and Status Committee reviews the materials and sends the materials and its recommendation to the school dean, who, in turn, reviews the materials and makes a recommendation to the Provost and Vice President for Academic Affairs. Should the recommendation of the School Faculty Development and Status Committee and the school dean conflict, the Provost and Vice President for Academic Affairs will determine the recommendation to be forwarded to the President;
- v. The Provost and Vice President for Academic Affairs reviews the materials and recommendations and forwards their recommendation to the President of the College; and
- vi. The President of the College reviews the recommendation from the Provost and Vice President for Academic Affairs. A recommendation for tenure is forwarded to the Board of Trustees, which votes to take action on the application. A recommendation against tenure is not forwarded to the Board of Trustees and no action is taken.

c. Standard for Review. The Provost and Vice President for Academic Affairs, the President of the College, and the Board of Trustees shall concur in the recommendation of the School Faculty Development and Status Committee and the school dean except for compelling reasons stated in writing upon request to the School Faculty Development and Status Committee, the school dean, and the candidate. If a candidate is recommended for tenure by the School Faculty Development and Status Committee and the school dean, tenure shall be granted if: the candidate was qualified to apply for tenure; their prospects of continuing advancement in rank and salary are reasonably assured; and the need and nature of the academic program reasonably ensure continuing utilization of the applicant's services.

d. Personnel Records. The School Faculty Development and Status Committee and any subsequent reviewer may examine information and materials concerning the candidate that are contained in personnel records housed with the department chair, school dean, Provost and Vice President for Academic Affairs and/or human resources. If information or materials that have not previously been shared with the

candidate are examined by any reviewer, that reviewer shall notify the candidate, the author of the materials, and the school dean. The reviewer will share the information or materials with him/her, and provide the candidate with a reasonable time to respond to that information or material.

- e. Communication of Decision. All decisions regarding tenure shall be sent to the candidate by return receipt mail.

4. Rights of Denied Candidates. A candidate who is denied tenure has the following rights (in addition to any others provided by law):

- a. To make a request within 14 days of receipt of the denial letter from the Provost and Vice President for Academic Affairs for a written explanation of the specific reasons for the denial and a meeting date to further discuss the denial; and
- b. To file a grievance under Article 13. The Faculty Grievance Committee may recommend that the decision be sustained, reversed, or reconsidered. It shall recommend reversal or reconsideration only if the candidate claims and the Faculty Grievance Committee finds one or more of the following:
 - i. That a procedural violation in the original review resulted in a significant injustice to the candidate;
 - ii. That the denial, if by the School Faculty Development and Status Committee, was not based on substantial evidence;
 - iii. That the denial was based on discrimination or a violation of academic freedom; or
 - iv. That the denial, if by a reviewer subsequent to the School Faculty Development and Status Committee, was not based upon compelling reasons of the type permitted in this article and was not stated in writing to the School Faculty Development and Status Committee and the candidate upon his or her request.

B. Standards for Long-Term Renewable Appointment. The standard, procedure, review, and appeal for long-term renewable appointments are established by this article. Faculty on program-track appointments are eligible to apply for a long-term renewable appointment (five years) after six years of employment. A program-track faculty member may seek promotion at the same time that they seek long-term appointment if the criteria for promotion in rank is met.

1. Application Standard. A candidate for long-term appointment must:

- a. Hold the rank of instructor or higher;
- b. Be in a program-track position; and
- c. Be in their final probationary year of employment at the College, or be in any third year evaluation cycle.

2. Determination Standard. The School Faculty Development and Status Committee shall recommend a long-term appointment if:

- a. The candidate has exceeded the College standard in teaching and advising;

- b. The candidate has met the College standard in scholarly, creative, and/or professional activity;
 - c. The candidate has met the College standard in service within and beyond the College; and
 - d. The candidate's prospects of continuing professional advancement are reasonably assured.
3. Review Sequence. Long-term appointment decisions shall be based upon materials submitted by the candidate, materials from regular evaluations of the candidate, and evaluation materials prepared for the long-term appointment application process.
- a. Mid-Probation Review. For program-track faculty, a review will be conducted at three years by department chair, the school dean, and the School Faculty Development and Status Committee in preparation for application for future long-term appointments.
 - i. This review will be forwarded to the Provost and Vice President for Academic Affairs.
 - ii. The Provost and Vice President for Academic Affairs will complete their review and will indicate in writing to the department chair, the school dean, and the candidate the results of the review.
 - iii. The Provost and Vice President for Academic Affairs will meet with the candidate to present the results of the review and the process thereafter. The candidate will indicate in writing receipt of the review and have an opportunity to respond.
 - b. Long-Term Appointment Review. The process to apply for a long-term appointment will include the following:
 - i. The candidate submits a letter of intent to their department chair, school dean, and to the Provost and Vice President for Academic Affairs.
 - ii. The candidate submits a file of supporting materials to the department chair.
 - iii. The department chair submits the candidate's file with the departmental review, assessment, and recommendation to the School Faculty Development and Status Committee
 - iv. The School Faculty Development and Status Committee reviews and sends the materials and its recommendation to the school dean, who, in turn, reviews the materials and makes a recommendation to the Provost and Vice President for Academic Affairs.
 - v. The Provost and Vice President for Academic Affairs reviews the materials and forwards their recommendation to the President of the College.
 - vi. The President of the College reviews the recommendation from the Provost and Vice President for Academic Affairs and forwards their positive recommendation to the Board of Trustees. The Board of Trustees votes to take final action on the application.

Standard for Review. The Provost and Vice President for Academic Affairs, the President of the College, and the Board of Trustees shall concur in the recommendation of the School Faculty Development and Status Committee and the school dean except for compelling reasons stated in writing upon request to the School Faculty Development and Status Committee and the candidate. If a candidate is recommended for long-term appointment by the School Faculty Development and Status Committee, a long-term appointment shall be granted if: the candidate was qualified to apply; their prospects of continuing advancement in rank and salary are reasonably assured; and the need and nature of the academic program reasonably ensure continuing utilization of the candidate's services.

- c. Personnel Records. The School Faculty Development and Status Committee and any subsequent reviewer may examine information and materials concerning the candidate that are contained in files held by the department (or school) or in files held by the Provost and Vice President for Academic Affairs. If file information or materials that previously have not been shared with the candidate are examined by any reviewer, that reviewer shall notify the candidate, the author of the materials, and the school dean. The reviewer will share the information or materials with him/her, and provide the candidate with a reasonable time to respond to that information or material.
 - d. Communication of Decision. All decisions regarding the award of a long-term appointment shall be sent to the candidate by return receipt mail.
4. Rights of Denied Candidates. A candidate who is denied long-term appointment has the following rights (in addition to any others provided by law):
- a. To make a request within 14 days of receipt of the denial letter from the Provost and Vice President for Academic Affairs for a written explanation of the specific reasons for the denial and a meeting date to further discuss the denial; and
 - b. To file a grievance under Article 13. The Faculty Grievance Committee may recommend that the decision be sustained, reversed, or reconsidered. It shall recommend reversal or reconsideration only if the candidate claims and the Faculty Grievance Committee finds one or more of the following:
 - i. That a procedural violation in the original review resulted in a significant injustice to the candidate;
 - ii. That the denial, if by the School Faculty Development and Status Committee, was not based on substantial evidence;
 - iii. That the denial was based on discrimination or a violation of academic freedom; or
 - iv. That the denial, if by a reviewer subsequent to the School Faculty Development and Status Committee, was not based upon compelling reasons of the type permitted in this article and was not stated in writing to the School Faculty Development and Status Committee and the candidate upon his or her request.

ARTICLE 10

LEAVE OF ABSENCE AND SABBATICAL LEAVE

A. Leave of Absence.

1. Defined. A "leave of absence" is permission (other than that for sabbatical leave) granted to a faculty member for a specified period during which they may be legitimately absent from the College without salary while continuing to hold faculty status and rank as a faculty member. Normally this period will be not less than one semester and will exceed one academic year only in exceptional cases.
2. Process. The faculty member submits a request to the President of the College with a recommendation from the department chair, school dean, and Provost and Vice President for Academic Affairs.

B. Sabbatical Leave:

1. General. The sabbatical leave system enables full-time faculty members to undertake research, writing, study, or creative and scholarly endeavor that they would not be able to do in the course of their full-time College responsibilities. A faculty member is not automatically granted a sabbatical upon completion of the necessary period of service. The faculty member must apply, submit a proposal, and meet the determination standards. The proposal must be judged meritorious according to the determination criteria for sabbatical as listed in Article 10.B.5. This article establishes the determination standards, the determination criteria, and the determination procedure.
2. Number of Sabbaticals. Sabbatical numbers are determined annually. The total number possible for allocation to faculty in each of the academic schools is a minimum of eight percent of the full-time faculty assigned to each school. Sabbaticals are awarded for meritorious proposals only. Sabbaticals that are unused/not awarded in one school will be placed in a pool for allocation/award to faculty in other schools, provided the proposals are judged meritorious upon recommendation by the Provost and Vice President for Academic Affairs and the sabbatical funding is approved by the Board of Trustees.
3. Sabbatical Duration. Sabbatical leaves may be granted to faculty on nine- or 12-month appointments for one semester/term or for two continuous semesters/terms. In the case of specialized faculty workload assignments (including but not limited to coaching or administrative responsibilities spanning the semesters/terms) where such workload assignment makes the one-semester/one term or two continuous semesters/terms impractical, the faculty member may work with their department chair and school dean to propose an alternative format for sabbatical leave.
4. Determination Standards. An applicant will be eligible for a sabbatical leave if the following standards are met:
 - a. The applicant is a full-time faculty member with the rank of instructor, assistant professor, associate professor, or professor;

- b. The applicant has at least six continuous years of full-time service at the College and at least six full years of service at the College since their last sabbatical leave (faculty members in their sixth year of such service may apply for a sabbatical for the following year);
 - c. If the applicant has previously received a sabbatical, the report from that sabbatical must be on file and available to the Faculty Development Committee; and
 - d. If qualified sabbatical applications in a particular school exceed the number available, the applicant who has waited the longest within the school will be favored. If an applicant is denied a sabbatical solely because others in the school have waited longer, the six-year period between sabbaticals shall count the year in which the denied sabbatical would have occurred.
5. Determination Criteria. Sabbatical recommendations by all reviewing parties shall be based upon the merit of the proposal (as described in criteria "a" through "h" below) submitted by the applicant. The Provost and Vice President for Academic Affairs will review the proposal in terms of its merit and in light of the general welfare of the College. The faculty member must demonstrate a plan for research, creative activity, or other academic achievement for the sabbatical period. The criteria for merit review and rating of proposal as "highly recommended," "recommended," "recommended with reservations," or "not recommended" will be based on answers to the questions: To what extent does the proposed project meet all of the following three criteria (a,b,c):
- a. Align with the mission and goals of the College, the school, and the department;
 - b. Consist of creative and scholarly work that cannot be readily accomplished during periods of regular service; and
 - c. Possess the potential for publication, exhibition, presentation, or performance.

Additionally, proposals will be rated based on the extent to which they meet one or more of the following criteria:

- d. Demonstrate significant contribution to the discipline;
- e. Provide needed retraining for innovation within a discipline or program;
- f. Advance the College's efforts to initiate, improve, or restructure academic programs;
- g. Update the applicant's skills and proficiencies necessary for improved performance of current responsibilities; and
- h. Provide the applicant with opportunities for preliminary study, creative endeavor, and research.

6. Determination Procedure. Sabbatical determinations are made according to a recommendation process as follows:

Application.

- a. The applicant shall submit by mail or electronically a letter of intent to apply for sabbatical to their department chair, athletic director (for teacher coaches), school dean, and to the Provost and Vice President for Academic Affairs by the dates specified.
- b. The applicant shall submit a completed proposal for the sabbatical to their department chair by the dates specified (see *Faculty Handbook*).

Recommendation Review Process.

- c. The department chair reviews and assesses the proposal according to the criteria in Article 10.B.5 and submits the proposal and their recommendation on the Sabbatical Leave Application cover page to the school dean; if more than one proposal is recommended, the department chair must rank the recommended proposals based on their merit. The department chair may note workload or other administrative concerns; however, these should not affect the merit ranking.
- d. The school dean reviews and assesses the proposal according to the criteria in Article 10.B.5 and forwards the proposal and their recommendation on the Sabbatical Leave Application cover page to the Faculty Development Committee. If more than one proposal is recommended, the school dean reviews the plans for workload coverage with the department chair and may note workload or other administrative concerns; however, these should not affect the merit rating.
- e. The Faculty Development Committee reviews and assesses the proposal according to the criteria in Article 10.B.5 and submits the proposal and its recommendation on the Sabbatical Leave Application cover page to the Provost and Vice President for Academic Affairs.
- f. The Provost and Vice President for Academic Affairs reviews the proposals, and the recommendations of the department chair, school dean and Faculty Development Committee; considers the merit of each proposal as well as any administrative concerns including workload issues; and awards sabbaticals subject to the approval of the sabbatical budget by the Board of Trustees.

Approval and Notification.

- g. Sabbatical Leave Applications are acted upon following the approval of the sabbatical leave budget by the Board of Trustees.
- h. The Provost and Vice President for Academic Affairs notifies the sabbatical applicant, the department chair, school dean, and Faculty Development Committee of the action of the Academic Affairs Committee of the Board of Trustees and whether the application has

been "approved and awarded," "approved and deferred," or "not approved" within 10 days of the completion of the Board of Trustees meeting at which the recommendations were reviewed.

7. Rights of Denied Applicants.

- a. Applicants denied a sabbatical leave will receive a written explanation of the reasons for denial from the Provost and Vice President for Academic Affairs upon request.
- b. Applicants denied a sabbatical may engage the grievance process in accordance with Article 13 of the Faculty Personnel Policy.

C. Duties, Rights, and Compensation During Leaves of Absence or Sabbatical Leaves.

1. Duty to Return. Leaves of absence and sabbatical leaves are granted with the understanding the faculty member will return to the College at the end of the leave for at least one academic year unless relieved of this expectation by mutual agreement of the faculty member and the College. Upon return from sabbatical leave, a faculty member must submit a written report of sabbatical activities to the department chair, school dean, and Provost and Vice President for Academic Affairs, and share the outcome of their project with faculty colleagues in an appropriate venue. A copy of the report will be placed in the faculty member's regular personnel records.

2. Salary.

- a. Leave of Absence. A faculty member will not be entitled to their salary during a leave of absence. However, they will be eligible for any salary adjustment increases for the year they are on leave and for the year they return. Time during a leave will be counted as earned time in calculating any salary increments that depend on time served.
- b. Sabbatical. A faculty member on a nine-month appointment shall receive one-half of their annual pay for two-semester/term sabbatical or full pay during a one-semester/term sabbatical. A faculty member on 12-month appointment shall receive full pay for a one-semester/term sabbatical. For a two-semester/term sabbatical, faculty pay shall be one-half pay for each of the semesters/terms on sabbatical.

These salary provisions shall not alter the base salary figures for computing retirement fund payments. However, they will be eligible for any salary adjustment while on sabbatical.

3. Benefits. During leaves of absence and sabbaticals, all benefits normally offered to full-time faculty shall continue on the following basis:

- a. All minor benefits, such as regular season athletic tickets without charge (may not include playoffs or championships), on-campus parking, and invitations to all-faculty functions, shall continue;

- b. All items normally withheld from the faculty member's salary to which they alone contribute shall continue so long as the faculty member pays the appropriate office the required amount;
 - c. All benefits which the College pays in full and all benefits to which both the College and faculty member contribute shall continue so long as the faculty member pays the appropriate office the required amount;
 - d. Tuition reimbursements that would otherwise be available to the faculty member and their family shall continue; and,
 - e. Sick leave and vacation time shall not accumulate during leaves.
4. Voting/Committee Rights. Faculty members on leave shall continue to have all rights listed in Article 4; however, if they hold an office or committee position during their leave, they shall be replaced (permanently or temporarily according to Faculty Senate policy or decision) if their leave prevents fulfillment of their obligations.
5. Promotion/Tenure Calculations. The time on a leave of absence shall not count as earned time for purposes of tenure or long-term appointment, promotion, or sabbatical leave. However, the time on a sabbatical leave shall count as earned time for purposes of tenure, long-term appointment, or promotion.

ARTICLE 11

RESIGNATION, RETIREMENT, AND TERMINATION

- A. General: A faculty member may voluntarily terminate their employment based on resignation or retirement. A faculty member may be involuntarily terminated from employment by the College based on performance, or laid off based on retrenchment (i.e. staff reduction based on a financial exigency, on financial difficulties not qualifying as a financial exigency, or on discontinuance of a program or department not mandated by financial exigency). The policies related to retrenchment are described in Article 12 of this policy.
- B. Voluntary Terminations. Voluntary terminations are ones that result from the resignation or retirement of a faculty member.
- 1. Resignation. A faculty member desiring to resign shall notify the Provost and Vice President for Academic Affairs, their school dean, and their department chair of their intention in a time frame that considers the impact of the decision on the program, the school, and the College. See AAUP Statement of Professional Ethics (Article 3) regarding the timing of resignations.
 - 2. Retirement. In order to assist their program, their school, and the College, faculty members who plan to retire should notify the Provost and Vice President for Academic Affairs, their school dean, and their department chair of their plan to retire by December 1 of their final year of service as a faculty member. Faculty members seeking to reduce their workload in preparation for retirement may

apply for a reduced workload assignment (refer to relevant section of the *Faculty Handbook*.)

C. Involuntary Terminations: Springfield College values the long-term service and commitment made by its faculty and will not terminate faculty members for arbitrary or capricious reasons. The College subscribes to the AAUP Statement on Professional Ethics (see Article 3) as a guide in the three categories of involuntary termination presented below.

1. Immediate Dismissal. If there is credible evidence that they have violated any of the critical employment policies that apply to all College employees, faculty members are subject to immediate dismissal or other sanctions as provided by the policies. These policies are published in the *Faculty Handbook* and specifically include policies on sexual harassment, maintaining a drug-free campus, the responsible use of technology, anti-violence, and campus safety. Beyond these specific policies, faculty members are also subject to immediate dismissal if convicted of a criminal offense that endangers the health, safety, or well-being of the members of the College community. Faculty members may be suspended with pay by the President of the College during the investigation of such offenses if appropriate for the well-being of the College community. Faculty members dismissed under this section of the personnel policy may appeal their dismissal to the Faculty Grievance Committee.
2. Non-Reappointment of Probationary Faculty Members. Probationary faculty members on both tenure-track and program-track appointments (i.e. those faculty members in the first six years of their appointment at the College) are subject to non-reappointment during their probationary period. The decision to non-reappoint a probationary faculty member will be made by the Provost and Vice President for Academic Affairs based on the recommendation of the school dean in consultation with the department chair or Director of Athletics where appropriate and will be based on the performance of the faculty member (see Article 7) and/or the continuing need for the faculty position. Notice of non-reappointment will be based on the following schedule, subject to the provisions of Section C1 above and Article 12:
 - a. Prior to March 1 of the first year of academic service or at least three months prior to the expiration of the appointment;
 - b. Prior to December 15 of the second year of service or at least six months prior to the expiration of the appointment; or
 - c. At least 12 months prior to the expiration of the appointment after two or more years of service.
3. Termination Based on Performance. Faculty members who have successfully completed their probationary period may be terminated for professional incompetence, failure to perform the duties for which they were employed, dishonesty in research, misrepresentation of academic credentials, or substantial and manifest neglect of professional duties only if the following procedures have been followed:

- a. The faculty member must be notified in writing (with return receipt) by the school dean of the specific concerns related to their performance and, where appropriate, the criteria for improvement.
 - b. The written notification by the school dean must indicate that the faculty member is being placed on official warning status; the faculty member will be asked to indicate in writing that they have received this notification.
 - c. If the faculty member chooses not to acknowledge that they have received this notification, the school dean will document and detail the process used to provide the faculty member with the opportunity to acknowledge the receipt of this official warning.
 - d. Following the warning, the faculty member must be given, where appropriate, a minimum of one semester to improve their performance and to submit evidence of their improvement to the school dean and to the department chair or Director of Athletics where appropriate.
 - e. If the faculty member is to be removed from official warning status, the school dean and department chair/Director of Athletics will come to the agreement that the concerns that they identified have been addressed and the criteria for performance has been met. The faculty member will be notified in writing that they are no longer on official warning status.
 - f. If the faculty member is to be terminated, the school dean and department chair/Director of Athletics will come to agreement that the concerns that they identified have not been addressed and the criteria for performance has not been met. They will recommend to the Provost and Vice President for Academic Affairs that the faculty member be terminated.
 - g. If they cannot come to agreement, the Provost and Vice President for Academic Affairs makes the final disposition.
 - h. If the Provost and Vice President for Academic Affairs concurs with the decision of the school dean, department chair and Director of Athletics, then the Provost and Vice President for Academic Affairs will send the faculty member notice that the faculty member will be terminated upon the completion of their current salary agreement. The faculty member will receive either an additional one-year terminal appointment or one year's salary based on consultation with the faculty member, the school dean, and the department chair.
 - i. Faculty members who are placed on official warning and/or are terminated through this process may appeal their termination to the Faculty Grievance Committee following the process described in Article 13.
4. Termination Based on Retrenchment. A faculty member may be laid off in response to a financial exigency, financial difficulties not qualifying as a financial exigency, or discontinuance of a program, campus, or department. In any of

these cases, the guidelines for retrenchment (in Article 12, below) must be followed before notice of layoff is given.

5. Suspension. The President of the College may, if they deem it desirable or warranted, suspend a faculty member who is being separated with pay to the end of the contract year.
6. Compensation. If a faculty member is separated pursuant to Article 11.C.1 during the academic year and no suspension has been imposed, the faculty member shall be paid only that part of their annual salary which is proportional to the period served.

ARTICLE 12

RETRENCHMENT

A. Guidelines. When indicators exist that a program, department, or campus may be facing financial difficulty, the Provost and Vice President for Academic Affairs will meet with the faculty, department chair, and school dean potentially affected to receive input related to plans of action. When retrenchment in the faculty as a whole or in any academic area may be necessitated by a financial exigency or a discontinuance of a program or department or campus not mandated by financial exigency (as these terms are defined by AAUP Policy Documents and Reports); or for financial difficulties not qualifying as a financial exigency, these guidelines will be followed.

1. Notice of Pending Plans. Notice of pending retrenchment plans will be presented to and discussed with the Faculty Senate Executive Committee 30 days prior to any notice of layoff, notice not to reappoint, or notice of reassignment of duties sent to any faculty member in conjunction with retrenchment. The vice president of the Faculty Senate, who serves as the chair of the Faculty Personnel Committee, will bring the retrenchment plans to the Faculty Personnel Committee for comment. The Faculty Personnel Committee will have 10 days to forward their comments on the plans to the Faculty Senate Executive Committee, who will then share their comments with the President of the College.
2. The proposed plan must make appropriate provisions for currently enrolled students to complete their degrees in accordance with New England Commission of Higher Education standards and all applicable state standards and regulations.
3. In the case of financial exigency, a declaration of financial exigency will be presented to the Faculty Senate Executive Committee by the President of the College or their designees and by the Provost and Vice President for Academic Affairs.
4. Prior to the retrenchment of full-time faculty members, all feasible reductions in other personnel in the department, program, or campus should occur if instruction within the program is to continue.

5. In any retrenchment of full-time faculty members, the following shall occur:
- a. In developing and implementing the retrenchment plan, unless the instructional needs of the students require a different order, the following criteria will be used to determine the order of full-time faculty members to be retrenched:
 - Probationary faculty members will be subject to retrenchment first, with seniority at the College used to determine the retrenchment order within this category.
 - Faculty members with tenure and/or six years of service on program-track appointments will be subject to retrenchment only after all probationary faculty members have been retrenched, with seniority at the College used to determine the retrenchment order within this category.
 - b. Retrenchment shall mean the laying off of any member of the faculty and shall not imply or be used to accomplish a termination based on poor performance.
 - c. The College recognizes the desirability, whenever possible, of establishing retrenchment dates that coincide with the end of the academic semester so as to minimize the disruption of teaching.
 - d. Upon request of a retrenched faculty member, the President of the College shall provide him/her a letter of recommendation which shall state the faculty member was retrenched due solely to financial exigency or discontinuance of a program, department, or campus not mandated by financial exigency and for no other reason.
 - e. The right of every retrenched faculty member to receive unemployment compensation benefits to which they may be entitled under Massachusetts law and/or the state in which the campus at which they teach is located, is hereby recognized. The College shall provide any retrenched faculty member with all the information and assistance they may require for filing a claim.
 - f. All retrenched faculty shall have a five-year right of recall. A re-employment list based on department seniority shall be prepared by the College.
 - g. A retrenched faculty member's name shall be removed from the recall list if they fail to accept a re-employment offer within 30 days of receiving a certified mail notice.
 - h. In all cases, retrenched faculty members with appropriate qualifications will be given first consideration in the search process for other positions at the College.
 - i. Faculty members who are retrenched may not claim the position of another faculty member through seniority or tenure rights across departments, schools, or campuses.

- j. Reasonable efforts shall be made to locate employment for retrenched faculty at other colleges/universities, including those identified in the *Faculty Handbook* as Cooperating Colleges of Greater Springfield.
- k. Retrenched faculty shall maintain Springfield College tuition remission benefits for four years.
- l. All retrenched faculty re-employed are entitled to their previous rights and benefits, including but not limited to:
 - (1) Tenure or long-term appointment (if obtained)
 - (2) Faculty rank
 - (3) Seniority to the day before retrenchment
 - (4) Accumulated sick leave and vacation days to the day before retrenchment.
- m. Faculty members who are retrenched from the College through this process may appeal their retrenchment to the Faculty Grievance Committee in accord with the Faculty Grievance Process described in Article 13 of this policy.

ARTICLE 13

GRIEVANCES

A. Definition of Faculty Grievance: A grievance is an alleged violation of established College policies, guidelines, or procedures as set forth in the *Faculty Handbook*, or a faculty member's claim that such policies, guidelines, or procedures have been incorrectly or inconsistently interpreted or implemented by an administrator to affect the faculty member's role, status, or employment.

- A faculty member who believes that they are a victim of any form of harassment or illegal discrimination should not file a grievance under this section but instead should file his or her allegations with the Director of Human Resources, whose office will undertake a prompt investigation of the matter.

B. Intent/Purpose of Grievance Policy. Springfield College recognizes and endorses the importance of due process and of addressing grievances properly without fear of prejudice or reprisal. Accordingly, the College agrees to use all practical efforts to encourage the informal and prompt settlement of grievances. The orderly processes hereinafter set forth are designed to protect due process, academic freedom, and faculty status where appropriate.

The purpose of this grievance policy is to ensure that each member of the faculty uses the same policies and procedures for appealing alleged violations of policies, guidelines, or procedures of the College. The grievance procedure is composed of a four-step process.

1. An initial informal resolution process.
2. The submission of a written grievance to the Faculty Grievance Committee.

3. Formal review, consideration, and recommendations by the Faculty Grievance Committee.
4. Review and action on the recommendation by the President of the College.

C. Faculty Grievance Committee. The function of the Faculty Grievance Committee during the hearing of a grievance is to gather information and to attempt to arrive at a solution that is consistent with the College's policies and, ideally, satisfactory to both the grievant and other individuals involved. All committee decisions are made by majority vote.

The chair of the Faculty Grievance Committee is a non-voting member except when there is a tie vote. Committee members who deem themselves disqualified because of bias or interest will remove themselves from the case, either at the request of a party to the grievance or on their own initiative. Each party to the grievance may request the removal of a committee member for bias or interest. If a member of the Faculty Grievance Committee is removed from the case, the Faculty Senate president will appoint a member from the Faculty Senate to serve as a replacement during the grievance proceedings. When the committee has filled any necessary vacancies and responded to all challenges, both sides will confirm in writing that they accept the committee as composed or will submit concise stated objections. Members of the committee will conduct their business in a strictly confidential manner.

D. Faculty Grievance Procedure.

1. Informal Resolution. A faculty member wishing to alter or reverse a course of action falling under the definition of a grievance must first attempt to resolve the matter informally and expeditiously. To reach an informal resolution of this matter, the faculty member should contact the individual who took the action in question or who made the final decision to discuss the matter in question. It is the responsibility of the individual who took the action in question to make every effort possible to meet with the faculty member. The informal resolution process must be completed within thirty (30) calendar days following the time when the faculty member and the individual who took the action in question or who made the final decision have met to discuss the matter in question. If the faculty member is not satisfied with the outcome of this discussion, the faculty member may submit a formal grievance.
2. Formal Grievance Process. The Faculty Grievance Committee as a whole considers written grievances with supporting evidence from any faculty member. The written grievance should set forth in detail the alleged wrong; the individual (respondent) against whom it is directed, and the relief and/or remedy sought by the grievant, and it may contain any other information that the grievant deems pertinent. The written grievance must include a statement of the faculty member's efforts to resolve the matter through the informal resolution process as outlined above. In addition, the grievance should include a succinct identification of the policies, procedures, and/or guidelines that are at issue and are the basis for the faculty member's belief that they have been incorrectly or inconsistently interpreted or implemented.

An essential component of this grievance policy is adherence to the established time frames, and all participants must make every effort to meet them. There may be exceptional circumstances, however, when an extension for a reasonable period of time is deemed warranted by the Faculty Grievance Committee.

The faculty member's written grievance must comply with the following:

- It must be received by the chairperson of the Faculty Grievance Committee within thirty (30) calendar days after the start of the semester following the semester in which decision being grieved occurred.
- The 30-day calendar period described above shall not include holidays or periods when the College is not in session.
- The time period for an extension may be granted by the Faculty Grievance Committee, but only if a written notice of intent to file a grievance is received by the chairperson of the Faculty Grievance Committee within the 30 calendar-day period specified above.
- Such an extension usually will not exceed an additional thirty (30) calendar days.

E. Procedure for Handling Grievances.

- Step I: Preliminary Assessment. Upon receipt of a grievance, the Faculty Grievance Committee sends, within seven (7) calendar days, a copy of the written grievance to all named respondents.

The Faculty Grievance Committee meets within seven (7) calendar days of receipt of the grievance in order to determine if the grievance is based upon an alleged violation of the faculty member's rights as delineated in the *Faculty Handbook*. If the committee determines that the grievance is not based upon such violation, it shall terminate all business on this matter, forwarding its decision to the grievant and the President of the College. Such a decision is not admissible as evidence in future grievance proceedings at the College or elsewhere.

- Step II: Formal Grievance Hearing. When a formal grievance hearing is to be conducted, the Faculty Grievance Committee notifies the parties involved and supervises the proceedings as follows:
 1. Written notice is given to the Provost and Vice President for Academic Affairs and all of the parties to the grievance that a formal grievance hearing is to take place.
 2. The Faculty Grievance Committee sets a date, time, and place for the grievance hearing that is agreeable to all parties concerned. The arrangements should be completed within fourteen (14) calendar days after the receipt of the grievance by the Faculty Grievance Committee.
 3. The grievance hearing should begin no more than thirty (30) calendar days after notice to the parties that a hearing will be held, thus allowing all parties adequate time to gather evidence, including documentary and other information, and to secure witnesses.
 4. Both parties to the grievance are obligated to attend the hearing as scheduled unless a continuance is requested and granted by the Faculty Grievance Committee.

- Due Process In Formal Proceedings. The hearing is conducted in private and the parties should not make public or private statements about the case during the course of the hearing.

During the proceedings, the grievant is permitted to have a College community advisor of their own choice. The grievant is permitted to consult with the advisor as long as such consultation does not interfere with the conduct of the hearing. The advisor may not address the committee. No outside legal representation is permitted in these proceedings.

The College will cooperate with the committee in securing witnesses and making available documentary and other evidence requested by the grievant, insofar as the materials requested are deemed by the committee to be relevant to the proceedings and not in violation of the College or legal principles of confidentiality. All parties to the grievance, members of the Committee, and the grievant's advisor have the right to cross-examine witnesses. The Faculty Grievance Committee may grant appropriate continuances to enable either party to investigate evidence, or for any other appropriate reason.

The Provost and Vice President for Academic Affairs or their designee will represent the College during the grievance process. The College representative and the grievant will both have the opportunity to be present throughout the hearing and each will develop and present evidence to the committee as part of the grievance proceedings. The process can continue to be completed without the presence of one of the parties, if no continuance has been granted by the Faculty Grievance Committee.

In all cases except termination of a tenured faculty member or a program-track faculty member on long-term appointment, the burden of proof is on the grievant which shall be by the preponderance of evidence. In any case of termination of a tenured faculty member or a program-track faculty member on long-term appointment, the burden of proof that adequate cause exists for action is on the College, which proof shall be by clear and convincing evidence.

The hearing committee is not bound by strict rules of legal evidence and makes formal decisions on the admission of any evidence. A demonstrated effort should be made to obtain the most reliable and trustworthy evidence. The decision takes the form of findings of fact, conclusions, and recommended disposition of the grievance. The findings of fact, conclusions, and the recommended disposition must be based solely on the hearings record and pertinent College procedures and policies.

The Faculty Grievance Committee presents its recommendation in writing within seven (7) calendar days of the conclusion of the hearing to the President of the College and both parties.

F. General Provisions of Formal Grievance Policy. The filing of any grievance under the provisions of this article does not prevent the College from taking the action being grieved, subject however, to the final decision on the grievance.

Failure at any step of this procedure to communicate the decision on the grievance within the specified time limits, or such additional period of time as mutually agreed upon in writing, permits the grievant to proceed to the next step.

Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits, or such additional period of time as may be mutually agreed upon in writing, is deemed to be acceptance of the decision rendered at that step.

Extensions of time are normally granted by the Faculty Grievance Committee for good and sufficient reasons (e.g., illness)

The policies, guidelines, and procedures established under Article 13 of the Faculty Personnel Policy section of the Faculty Handbook supersede all previously established grievance policies, guidelines, and procedures within the *Faculty Handbook*.

ARTICLE 14

APPOINTMENTS, EXPECTATIONS, AND EVALUATION OF TEACHER-COACH FACULTY MEMBERS

A. Introduction. Springfield College recognizes the unique and important contribution that faculty members with coaching responsibilities make to the academic and co-curricular life of the College. For full-time faculty members who serve as coaches, their coaching activities are considered to be an integral part of their teaching responsibilities and workload. Since the demands of coaching are unique, the expectations and evaluation criteria for these teacher-coach faculty members will be defined in this article of the faculty personnel policy. These expectations will inform the evaluation of the teacher-coaches completed collaboratively by the Director of Athletics and the appropriate department chair. As with other faculty members who are evaluated, the results of these evaluations will be directly linked to the review of the teacher-coach faculty member's application for long-term appointments, and promotion.

B. Coaching Appointments. Faculty members who are hired as teacher-coaches will be appointed as the coach of a specific sport and may be appointed to program-track, or term appointments. The specific type of appointment made will reflect the needs of the academic program and the credentials of the candidate and will be defined in the initial letter of appointment for that faculty member. Faculty members hired for these assignments will be responsible for both teaching and coaching duties and the percentage of workload assigned to teaching will be defined in their annual salary agreement. Faculty members who are hired with joint responsibility for teaching and coaching will receive a letter of appointment confirming their appointment as teacher-coach and including the details of their faculty appointment as described above. The annual salary agreement letter issued to these faculty members will include the provision that coaches will agree to abide by NCAA Division III bylaws. Faculty members appointed to these positions must meet the standards of performance for both teaching and coaching responsibilities as defined in this article. In balancing the coaching and teaching responsibilities of each position, the Director of Athletics will work with the appropriate department chair to recommend the days and times for the teaching schedule of each teacher-coach. The department chair will make the teaching assignments for each coach to reflect the needs of the academic program, while making an effort to assign teaching duties that are compatible with the scheduling demands on that coach.

C. Procedure for the Evaluation of Teacher-Coach Faculty members. The evaluation of teacher-coach faculty members will be based on the criteria in section D, E, and F of this article following two processes. First, the full faculty evaluation of the teacher-coaches teaching, coaching, scholarly, creative and/or professional activities and their service within and beyond the college will follow the cycle of evaluation of all faculty. Program-track faculty members on one-, two-, or three-year appointments will be evaluated annually. Faculty members who have been granted a five-year appointment will be evaluated every third year. Teacher-coach faculty who are in their evaluation year will submit the two appropriate documents into a shared electronic drive to the Director of Athletics and appropriate department chair no later than June 1. The first document will be the Self-Evaluation Report of the previous year, and the second document will be their Faculty Workplan Proposal for the coming academic year. Teacher-coach faculty who are not in their evaluation year will submit a Report on Professional Accomplishments and their Faculty Workplan no later than June 1. The Director of Athletics and appropriate department chair will collaboratively complete the evaluation of each teacher-coach. All teacher-coach faculty may be subject to a special evaluation at any time by the department chair, school dean and/or Director of Athletics if there are concerns about their performance. See Article 11 for the procedures.

Annually, or in conjunction with the process described above in the teacher-coach's evaluation year, the Director of Athletics and department chair will complete an evaluation of the teacher-coach's performance as a member of the athletic department and the designated academic department within the School of Physical Education, Performance, and Sport Leadership. This evaluation will be based on the teacher-coach's self-evaluation as well as the input derived from students, student-athletes, Department of Athletics staff, the admissions office, and other support staff which will be shared with the teacher-coach as part of the evaluation process. In addition, the Director of Athletics and department chair will consider observations of the teacher-coach, peer reviews if requested by the teacher-coach or the Director of Athletics and/or department chair, and any other information relevant to the criteria.

As part of the process for teacher-coach faculty evaluation, the Director of Athletics and department chair's written evaluation and recommendations regarding the workplan will be shared with the teacher-coach faculty member by the Director of Athletics prior to being forwarded to the school dean. A meeting to discuss the evaluation with the teacher-coach should be completed by June 30. The teacher-coach faculty member will sign the evaluation, acknowledging that they have received the evaluation. The teacher-coach faculty member will have the opportunity to respond in writing to the evaluation. If the teacher-coach faculty member chooses not to sign and acknowledge that they have received the evaluation, the Director of Athletics can still finalize the evaluation if they can document that they have given the teacher-coach faculty member the opportunity to acknowledge and respond to its contents. A copy of the evaluation, including any comments that the teacher-coach wishes to have included in this document, will be sent to the Dean of the School of Physical Education, Performance, and Sport Leadership and to the appropriate department chair by the Director of Athletics.

D. Criteria and Procedure for the Evaluation of Teaching and Coaching. Faculty members with teaching and coaching responsibilities will be given an evaluation of "meets the standard," "exceeds the standard," or "below the standard" for each area of evaluation along with comments that will provide the faculty member with feedback in each area. The areas of evaluation are:

- a. Teaching through Pedagogical Methodology: (see Article 7, section D1a)
 - Content Expertise: Teacher-coach faculty members will demonstrate mastery of the course content and will ensure that their course content is current.
 - Instructional Design: Teacher-coach faculty members will demonstrate that they use an instructional design for their courses that is effective in facilitating student learning.

- Student Engagement: Teacher-coach faculty members will demonstrate that their teaching challenges students and engages them in the learning process.
- Course Management: Teacher-coach faculty members will demonstrate that they provide timely feedback to students, are responsive to College timelines and deadlines, and maintain a positive learning environment.

b. Teaching through Coaching:

- Expertise in the Sport. Teacher-coach faculty members will demonstrate mastery of his or her sport and expertise in coaching strategies, tactics, and skills, as well as an ability to effectively communicate knowledge to student-athletes.
- Development and Engagement of Student-Athletes. Teacher-coach faculty members will demonstrate the ability to promote and support academic, athletic, and leadership development, as well as to challenge and support student-athletes to ensure that their participation in the sport is a positive component of their overall educational experience.
- Effective Management Skills. Teacher-coach faculty members will demonstrate that they have fulfilled the administrative expectations of the athletic program by carefully managing resources, equipment, and facilities, and by effectively working with members of the Department of Athletics and support staff on program operations (i.e. scheduling, compliance, eligibility, medical clearance, recruiting materials, budgeting, reports).
- Effective Practice Organization Skills. Teacher-coach faculty members will demonstrate the ability to design and organize effective practice sessions that will promote individual and team development, as well as prepare the team for competitive situations.

Please refer to provisions of Article 7 for additional information pertaining to evaluation.

At the time of their appointment, the Dean of the School of Physical Education, Performance, and Sport Leadership will assign each teacher-coach to teaching responsibilities in a specific department within the school. The chair of this department will assign the specific teaching duties for each coach and will be responsible for the evaluation of their teaching through pedagogical methodology section following the schedule described in Article 7, section B. In completing this teaching through pedagogical methodology evaluation, the department chair will use the criteria for the evaluation of teaching described in Article 7, section D1a and will evaluate the teacher-coach faculty member as either "meeting the standard", "exceeding the standard" or as "below the standard" as they do for other faculty members teaching in their department. Concurrently, the Director of Athletics will be responsible for the evaluation of their teaching through coaching section following the schedule described in Article 7, section B. In completing this teaching through coaching evaluation, the Director of Athletics will use the criteria for the evaluation of teaching through coaching described in this section and will evaluate the teacher-coach faculty member as either "meeting the standard", "exceeding the standard" or as "below the standard". Teacher-coach faculty members will not be assigned academic advisees and thus will not be evaluated on their advising effectiveness.

- D. Criteria and Procedure for the Evaluation of Scholarly, Creative and/or Professional Activity; Teacher-coach faculty members are expected to meet the standard for scholarly, creative and/or professional activity through activities that relate to their sport, or to the activities of the athletic department and its programs. In evaluating these activities, the department chair and Director of Athletics will collaboratively evaluate the teacher-coach as either "meeting the standard", "exceeding the standard" or as "below the standard". In evaluating the work of each teacher-coach, the following will provide evidence that the faculty member is meeting the College standard in this area of evaluation:

- a. Alignment with the Sport/Discipline: Teacher-coach faculty members will demonstrate that their scholarly, creative and/or professional activity is representative of typical work completed by coaches in their sport; and
- b. Contributions to their Coaching/Teaching: Teacher-coach faculty members will demonstrate that their scholarly, creative and/or professional activity makes a direct contribution to their coaching effectiveness.
- c. Compliance with Standards. Teacher-coach faculty members will demonstrate that they have complied with all appropriate NCAA, ECAC, and sport-specific conference affiliation standards.
- d. Ethical and Professional Conduct. Teacher-coach faculty members will adhere to ethical and professional conduct in the profession, and in the treatment of student-athletes, opponents, and officials, as well as adheres to their professional responsibilities.

The effectiveness of a teacher-coach in meeting these criteria will be based on the teacher-coach faculty member's self-evaluation, where the teacher-coach faculty member will demonstrate that their work is valuable in terms of the time, effort, and intellectual intensity required to complete the work. The teacher-coach faculty member should present the products of their professional work or the progress made on that work as part of the evaluation process. Observations of their activities by the Director of Athletics, and department chair, observations of their peers, and/or letters of support submitted by qualified peers or external agencies or evaluators may serve as evidence of the teacher-coach faculty member's effectiveness in this area of evaluation.

F. Criteria and Procedure for the Evaluation of Service Within the College and Service Beyond the College: Teacher-coach faculty members are expected to complete their basic College responsibilities as stated in Article 3, except as those responsibilities are modified as part of this article of the Faculty Personnel Policy. Beyond these basic responsibilities, each teacher-coach is expected to provide service within the College and service beyond the College. Such service should contribute to and enhance the general welfare of the College and community. In evaluating these activities, the Director of Athletics and department chair will collaboratively evaluate the teacher-coach as either "meeting the standard", "exceeding the standard", or as "below the standard" as part of their evaluation. Recognizing that each teacher-coach faculty member may meet the College standard in this area of evaluation in different ways, the Athletic Director and department chair will consider the following criteria:

- a. Service to the College: Teacher-coach faculty members will demonstrate that he or she has actively engaged in effective recruitment and retention of student-athletes for the College. Since recruitment activities are required for all coaches, additional college service requirements for each teacher-coach will be more limited than for other faculty members. Teacher-coach faculty members are encouraged to engage in additional College service.
- b. Service Beyond the College: Teacher-coach faculty members will demonstrate that their service beyond the College provides support for their local, regional or professional organizations and/or community.

The effectiveness of a teacher-coach in meeting these criteria will be based on the teacher-coach faculty member's self-evaluation, where teacher-coach faculty members will demonstrate that their service activity is valued in terms of the time, effort, and intensity involved in the work. A review of the products of their work, observations of their activities by the Athletic Director and department chair, observations of their activities by their peers, and/or letters of support submitted by qualified peers and/or members of the community who are familiar with their service activities may serve as evidence in this area of evaluation.

G. Process for applying for promotion, long-term appointment or sabbatical leave. Teacher-coach faculty members are fully eligible to apply for promotion, long-appointment, and sabbatical leave. The timeline for these applications will follow the schedule published each year in the Faculty Handbook, Section VII: Faculty Personnel Materials/Information, Calendar for Tenure, Long-Term Appointment, Promotion, Sabbatical, Mid-Probation Review, Phased Retirement and Emeritus Faculty Applications (Calendar) but the process for these faculty members will reflect the nature of their appointment. The specific steps in the review process will include:

- a. Application for Promotion: Teacher-coach faculty members applying for promotion in rank will submit a letter of intent to the Director of Athletics, their appropriate department chair, their School Dean and the Provost and Vice President for Academic Affairs by the date indicated on the Calendar.

Teacher-coach candidates will submit their application materials to the Director of Athletics and their department chair by the date indicated on the Calendar. Subsequent steps in the review process will follow the dates listed on the Calendar. The Director of Athletics, the department chair, the School Faculty Development and Status Committee, the School Dean, the Provost and Vice President for Academic Affairs and the President will review the promotion application based on the eligibility criteria for promotion described in Article 2B and based on the following standards:

Promotion to Associate Professor:

- Consistent performance that exceeds the standard for coaching and teaching as
- defined above in Article 14D a and b;
- Consistent performance that meets the standard for Scholarly, Creative and/or
- Professional Activity as defined above in Article 14E;
- Consistent performance that meets the standard for Service Within and Beyond the College as defined above in Article 14F.

Promotion to Professor:

- Consistent performance that exceeds the standard for coaching and teaching as
- defined above in Article 14D a and b;
- Performance that exceeds the standard defined above in Article 14 E or F,
- while meeting the standard in the other area.

- b. Application for Long-Term Appointment: Teacher-coach faculty members applying for long-term appointment will submit a letter of intent to the Director of Athletics, their appropriate department chair, the School Dean and the Provost and Vice President for Academic Affairs by the date indicated on the Calendar.

Teacher-coach candidates will submit their application materials to the Director of Athletics and their department chair by the date indicated on the Calendar. Subsequent steps in the review process will follow the dates listed on the Calendar. The Director of Athletics, the department chair, the School Faculty Development and Status Committee, the School Dean, the Provost and Vice President for Academic Affairs and the President will review the long-term appointment application based on the eligibility criteria described in Article 9B and the following standards:

- The candidate has exceeded the College standard in coaching and teaching as
- defined above in Article 14D a and b;
- The candidate has met the standard for Scholarly, Creative and/or Professional
- Activity as defined above in Article 14E;

- The candidate has met the standard for Service Within and Beyond the College as defined above in Article 14F.
 - The candidate's prospect of continuing professional advancement are reasonably assured.
- c. Application for Sabbatical Leave: Teacher-coach faculty members applying for sabbatical leave will submit a letter of intent to the Director of Athletics, their appropriate department chair, the School Dean, and the Provost and Vice President for Academic Affairs by the date indicated on the Calendar.

Teacher-coach candidates will submit their application materials to the Director of Athletics and their department chair by the date indicated on the Calendar. The Director of Athletics and their department chair, the School Dean, the Faculty Development and Personnel Committee of the Faculty Senate and the Provost and Vice President for Academic Affairs will review and evaluate the application using the determination standards and criteria described in Article 10 of the Faculty Personnel Policy.

ARTICLE 15

APPOINTMENTS, EXPECTATIONS, AND EVALUATION OF DEPARTMENT CHAIRS

- A. Introduction. Springfield College recognizes the unique and important contribution that a faculty member makes in service as the department chair. For full-time faculty members serving as department chair, the responsibilities, workload, and payment for each department chair will be defined in the letter appointing the individual as department chair. This article addresses the specialized assignment for a full-time faculty member to serve as the department chair for an academic department and informs the evaluation of the responsibilities as chair that are evaluated by the school dean. As with other faculty members who are evaluated, these expectations and evaluation criteria will be directly linked to the criteria for tenure, long-term appointments, and promotion. Faculty serving as department chair will be expected to maintain a teaching load.
- B. Appointment. The Provost and Vice President for Academic Affairs and the school dean appoint and evaluate the chairs of academic departments.
- C. Term. Chairs are appointed on a yearly basis by the school dean. The term of service of chairs is one year with multiple reappointments possible.
1. Procedure. When a chair is vacant, the school dean will ask the department for applications and nominations for the chair's position. Each department will determine its own process for nomination and submit a written description of the process to the school dean before the process is implemented. The school dean will review the qualifications of applicants and nominees, seek input from department faculty members, and select and appoint a chair.
 2. If a majority of department faculty request reconsideration of appointment of a chair, the school dean will conduct a review of the performance of the chair and will determine whether the process of chair selection should be implemented.
- D. Expectations of the Chair. Members of the faculty who are hired with a joint responsibility for teaching and serving as department chair will receive an initial letter of appointment that confirms their responsibilities and the process that will be used for their evaluation. The annual salary agreement letter issued to these faculty members will confirm this joint responsibility.

E. Procedure for Evaluation of the Chair. The school dean will evaluate, and departmental faculty will be provided an opportunity to evaluate, the performance of each chair at least once a year. This process will include written evaluations by department faculty submitted to the school dean to serve as input for the chair's evaluation. The school dean summarizes the evaluations from department members and shares this information with the chair. This evaluation will be conducted within the time frame outlined in Article 7 above to conform with the issuance of annual salary agreement letters.

F. Criteria for the Evaluation of the Chair. While the duties of each department chair will vary to some extent based on the school or department in which they serve, each chair will be evaluated on their departmental leadership as "meeting the standard," "exceeding the standard," or "not meeting the standard" for each of the following criteria:

1. Establishes high academic standards for the department.
2. Ensures the quality of the curriculum offered by the department.
3. Calls department meetings in a timely and appropriate manner, and completes scheduling, outcomes assessment, and annual reports as requested.
4. Communicates effectively with faculty within the department and with other chairs and the school dean.
5. Completes thoughtful and candid faculty evaluations following the guidelines established in the Faculty Personnel Policy.
6. Supports the teaching, service, and scholarly activities of the faculty members in the department.
7. Promotes faculty collegiality within and external to the department.
8. Represents the department effectively within the school, on the campus, and in the community.
9. Effectively utilizes department budgets and physical resources.
10. Provides oversight for the department's outcomes assessment plan(s), and engages the faculty in using these data for program improvement.

ARTICLE 16 AMENDMENTS TO THE FACULTY PERSONNEL POLICY

A. Overview. The Faculty Personnel Policy as a whole contains the major terms that govern the employment of faculty and operates in conjunction with applicable personnel policies and procedures administered by the Office of Human Resources. The Faculty Personnel Policy, or any part of it, may not be altered, amended, or rescinded except in accordance with this article and with adherence to the charter and bylaws of Springfield College. The policies, procedures, and any amendments that may occur that affect the conditions of employment of the faculty members of Springfield College and are contained herein are to be used by faculty and administration to implement and interpret application of this Faculty Personnel Policy. In the event that any provision of this policy comes into conflict with newly enacted federal or state laws, such provision is superseded by those laws.

B. Changes to the Faculty Personnel Policy. Any changes to the Faculty Personnel Policy that alter the conditions of employment as stated herein for faculty members at Springfield College must be adopted as an amendment or as amendments before being implemented.

C. Proposing Amendments to the Faculty Personnel Policy. Amendments to the Faculty Personnel Policy may be proposed by the President of the College, Provost and Vice President for Academic Affairs, the faculty (through individual members), the Faculty Senate or any standing committees of the Faculty Senate, or the Board of Trustees acting through its Academic Affairs Committee. Such proposals shall be submitted to the Faculty Senate president and the Faculty Senate president shall forward the amendment(s) to the Faculty Personnel Committee for review. Administrative amendments to the Faculty Personnel Policy will require only the vote of the Faculty Senate before transmission to the President of the College by the Senate through the Provost and Vice President for Academic Affairs for formal approval. All administrative amendments will be brought forward to the Executive Committee of the Senate by the Faculty Development and Personnel Committee to determine if the amendment is purely administrative, or whether the amendment will require a full faculty vote.

D. Adopting Amendments. Upon receipt of the proposed amendment(s), the Faculty Personnel Committee solicits comment from Faculty Senate members and, based on such comment, may recommend alterations to the proposed amendment(s). Such recommendations should be made to the party proposing the amendment and will be incorporated into the proposal if the party agrees to the suggested change(s). The Faculty Senate as a whole then votes on the original or altered proposed amendment(s). If the vote is favorable regarding the proposed amendment(s), the Faculty Senate president then arranges for a faculty vote. If the Faculty Senate vote is not favorable, the Faculty Personnel Committee returns the proposal to the originating party for further discussion. Following such discussion, the originating party may withdraw the proposal, revise, and resubmit a new proposal to the Faculty Personnel Committee or request a vote of the faculty on the proposal. In all cases, the number of faculty voting yes, no, or abstaining will be reported.

Proposed amendment(s) are subject to a vote of the faculty in accordance with the faculty bylaws. A simple majority vote of the faculty voting on the amendment will establish the faculty opinion on the amendment. Normally, the faculty vote will occur within 30 days of the Faculty Personnel Committee's receipt of the proposed amendment, and ideally, before the final three weeks of the spring semester in the traditional academic calendar. If the Faculty Personnel Committee finds that there is a need for more rapid review of the proposed amendment, it can expedite the process. If the Faculty Personnel Committee determines that the process requires more than 30 days, it may proceed more slowly up to a maximum of 90 days. The results of all faculty votes on proposed amendments must then be transmitted to the President of the College, who, in consultation with the Provost and Vice President for Academic Affairs, reviews the proposed amendment(s). After such consultation, the President of the College then either submits the proposed amendment(s) as well as the result of the faculty vote to the Academic Affairs Committee of the Board of Trustees or returns the amendment(s) to the Faculty Senate with the rationale for their action. If the proposed amendment(s) are not forwarded by the President of the College to the Board of Trustees, the reasons for that action shall be reported by the President of the College to the faculty through the Faculty Senate president and the Faculty Personnel Committee.

The Board of Trustees then acts on the proposed amendment(s) by adopting or not adopting the amendment(s), and shall, through the President of the College, inform the faculty of the Board of Trustees' decision. If a proposed amendment is not adopted by the Board of Trustees, the reasons for that action shall be reported by the President of the College to the faculty through the Faculty Senate president and the Faculty Personnel Committee.

E. Promulgation of Changes to the Faculty Personnel Policy. If a proposed amendment is adopted by the Board of Trustees, the Faculty Senate president, in collaboration with the Provost and Vice President for Academic Affairs, will ensure that the new policy is promulgated and that copies of the new policy are provided to the faculty. Amendments to the Faculty Personnel Policy are to be included as part of the Faculty Personnel Policy published annually in the *Faculty Handbook*. See Article 1C.

Springfield College Policy and Procedures for Faculty Phased-Retirement

The Springfield College phased-retirement program is designed to provide an opportunity for faculty members to complete a period of reduced responsibilities (teaching and advising, scholarly, creative and/or professional work, service within and beyond the College, and specialized workload) prior to retirement from the College. The program allows faculty who meet the eligibility criteria and who have an approved plan to have a transition period, not to exceed 3 years, from full-time employment, to part-time employment, to retirement. At the conclusion of the period, the employee will retire as outlined by their retirement agreement. The approval process and transition period ensures that our Schools and departments will have adequate time to manage and plan in light of a faculty member's departure from the College. Faculty members on an approved phased-retirement plan will have a pro-rated salary agreement during the period of the phased-retirement. Faculty members on a phased-retirement plan will remain subject to all policies and rules detailed in the Faculty Handbook unless those rules are superseded by this policy or the approved signed phased-retirement plan and agreement.

A). Eligibility:

Full-time faculty members who will have completed 6 years of full-time service to the College and attained the age 59 1/2 at the start of the phased retirement, will be eligible for the program. Time completed as sabbatical leave or any other category of legally protected leave (e.g. FMLA) counts towards the years of service; other forms of leave (e.g. personal) from the College do not count toward the eligibility requirement.

B). Application Process:

- First Tuesday after Labor Day (same due date as for letters of intent for tenure, long-term appointment, sabbatical, and promotion)

Faculty members will notify in writing their Department Chair, the Athletic Director if appropriate, their School Dean, and the Provost and Vice President for Academic Affairs of their intent to apply for the phased-retirement plan.

Faculty members develop a proposal for the phased-retirement plan starting with the upcoming academic year. This plan must be developed in conjunction with the faculty member's Department Chair, the Athletic Director, if appropriate, and the School Dean.

A phased-retirement plan developed in consultation with the Department Chair, the Athletic Director, if appropriate, and School Dean may be proposed for 1-year, 2-years, or 3-years duration. During the phased-retirement period, the faculty member's workload will be between 50-75% of their current assigned workload. Scholarly, creative, and professional activities, and service within and beyond the College will also be pro-rated to reflect the workload and must be outlined in the proposal.

- First Monday in October
The phased-retirement plan proposal is due to the Department Chair by the 1st Monday in October. The Department Chair will write an "impact statement" which comments and provides input on the impact of the proposal.

For faculty members with coaching duties, the phased-retirement plan proposal should be submitted also to the Athletic Director by the 1st Monday in October. The Athletic Director will subsequently write an "impact statement" which comments and provides input on the impact of the proposal.

- Third Monday in October
Phased-retirement plan proposal, including the impact statements, prepared by the Department Chair, and Athletic Director, if appropriate, is due to the School Dean by the 3rd Monday in October. The School Dean will make a recommendation with justification and forward the plan to the Provost and Vice President for Academic Affairs office.
- First Monday in December
Application with a phased-retirement plan submitted to the Provost and Vice President for Academic Affairs by School Dean. The Provost and Vice President for Academic Affairs will make the final decision on each proposal.
- First Monday in February
All applicants are notified by the Provost and Vice President for Academic Affairs about the status of the application by return receipt mail. Approved applicants will sign a Phased-Retirement Agreement, and Employment Agreement, and release of claims. Faculty members whose application is denied may reapply in subsequent years.

Benefits:

1. Salary will be prorated to reflect workload and approved by the Provost and Vice President for Academic Affairs.
2. Faculty members on a phased-retirement plan will continue to be eligible for the same % increases in salary (cost of living and merit-based) if provided to other full-time faculty during the period of phased-retirement on a prorated basis.
3. The employee remains eligible for the college retirement plan based on actual earnings.
4. Faculty members on a phased-retirement plan are eligible to continue participating in the College's medical benefits plan OR if the plan prohibits such participation, the employee will receive prorated reimbursement for COBRA. If the plans allow for participation, the employee remains eligible for dental and vision plans.
5. All other benefits for which the faculty member is eligible (e.g. life insurance, disability) are based on actual earnings. Mandated benefits (e.g. Worker's Compensation, Social Security) are provided in accordance with current law.

6. Faculty members on a phased-retirement plan coverage and payroll deductions for flexible spending accounts continue based upon the level of coverage that the member has selected.
7. Faculty members on a phased-retirement plan are subject to the policies on tuition remission and tuition exchange in place at the time the phased-retirement is requested and approved. For those faculty members with a current student enrolled under tuition remission, such benefits will not be affected by a temporary reduction in appointment percentage.
8. Faculty members on a phased-retirement plan will accrue sick time and floating holidays, in a prorated manner based on workload.
9. Faculty members on a phased retirement plan and on a 12-month appointment will accrue vacation on a prorated basis.
10. Faculty members on a phased-retirement plan will be eligible for bereavement time in accordance with the College's current policy.
11. Faculty members on a phased-retirement plan will retain full faculty privileges related to, email accounts, use of library, parking, discount at college store, service recognition, notary, direct deposit, jury duty, use of College and recreational facilities. Private office space will be provided if available.

Rights:

1. Faculty members on a phased-retirement plan retain tenure or long-term appointment and rank.
2. Faculty members on a phased-retirement plan are eligible to vote on all matters brought before the faculty.
3. Faculty members on a phased-retirement plan are eligible to teach under separate contract during semesters or terms not included in the faculty member's salary agreement.
4. The College reserves the right to modify or terminate this program as it deems appropriate.

Restrictions:

1. Faculty members on a phased-retirement plan are not eligible to apply for tenure, long-term appointment, promotion, or sabbatical.
2. Faculty members on a phased-retirement plan are not eligible for election to the Faculty Senate.
3. Faculty members on a phased-retirement are not eligible for overload contracts during their contracted teaching terms.
4. The position of faculty members on phased-retirement will not be considered in the calculation of the full-time faculty used for Senate representation or sabbatical leave.

Springfield College Policy and Procedures for Reduced Workload Assignment

Overview Statement:

Full-time faculty members at Springfield College are eligible for a reduced workload assignment under this policy. This is not intended to replace any established medical leave policies and/or phased retirement options. The faculty member should consult with their Department Chair and/or Human Resources for clarification.

The reduced workload assignment program is voluntary for both the College and full-time faculty members.

The faculty member may request a reduced workload assignment for up to two semesters/terms (3 semesters for 12-month faculty for a 12-month period).

The faculty member may request one renewal of the reduced workload assignment for a maximum of two years.

A). Eligibility:

Full-time faculty members at Springfield College are eligible for a reduced workload assignment under this policy.

B). Application Process:

Faculty members must complete the reduced workload assignment application (see Faculty Resources Page in PrideNet) and attach a proposed work plan. This plan must be developed in conjunction with the faculty member's Department Chair, and the Athletic Director if appropriate.

In consultation with Department Chair, tenure-track faculty during their probationary period, or program-track faculty in their renewable appointment evaluation period, must indicate on the application whether or not they will apply the reduced workload period towards the tenure/long-term appointment period. This must be indicated on their application form.

The reduced workload assignment application must be submitted to the Department Chair, and the Athletic Director (for teacher-coaches) by December 1st with copies to the School Dean and Provost. NOTE: In extenuating circumstances, alternative submittal dates will be considered.

Approval of the request of a faculty member for reduced workload assignment will be made by the Department Chair, Athletic Director if appropriate, the School Dean, and the Provost and Vice President for Academic Affairs. Approval of the request will be contingent upon the needs of the department and the nature of the academic program, among other considerations.

The duties of the faculty member while on reduced workload assignment will be converted into a proportion of a full-time workload in consultation with the Department Chair, Athletic

Director, if appropriate, and Dean. The Provost and Vice President for Academic Affairs will make the final decision on each proposal.

Benefits:

1. Salary will be prorated to reflect reduced workload assignment and approved by the Provost and Vice President for Academic Affairs.
2. Faculty members on a reduced workload assignment will continue to be eligible for the same % increases in salary (cost of living and merit-based) if provided to other full-time faculty during the period of reduced workload on a prorated basis.
3. The employee remains eligible for the College retirement plan based on actual earnings.
4. Faculty members on a reduced workload assignment are eligible to continue participating in the College's medical benefits plan OR, if the plan prohibits such participation, the employee will receive a prorated reimbursement for COBRA. If the plans allow for participation, the employee remains eligible for dental and vision plans.
5. All other benefits for which the faculty member is eligible (e.g. life insurance, disability) are based on actual earnings. Mandated benefits (e.g. Worker's Compensation, Social Security) are provided in accordance with current law.
6. Faculty members on a reduced workload assignment coverage and payroll deductions for flexible spending accounts continue based upon the level of coverage that the member has selected.
7. Faculty members on a reduced workload assignment are subject to the policies on tuition remission and tuition exchange in place at the time the reduced workload assignment is requested and approved. For those faculty members with a current student enrolled under tuition remission, such benefits will not be affected by a temporary reduction in appointment percentage.
8. Faculty members on a reduced workload assignment will accrue sick time and floating holidays in a prorated manner based on workload.
9. Faculty members on a reduced workload assignment and on a 12-month appointment will accrue vacation on a prorated basis.
10. Faculty members on a reduced workload assignment will be eligible for bereavement time in accordance with the College's current policy.
11. Faculty members on a reduced workload assignment will retain full faculty privileges related to, email accounts, use of library, parking, discount at College store, service recognition, notary, direct deposit, jury duty, use of College and recreational facilities. Private office space will be provided if available.

Rights:

1. Faculty members on a reduced workload assignment retain tenure or long-term appointment and rank.
2. Faculty members on a reduced workload assignment are eligible to vote on all matters brought before the faculty.
3. Faculty members on a reduced workload assignment are eligible for election to the Faculty Senate, Faculty Grievance Committee, and/or school-based committees.

4. Faculty members on a reduced workload assignment are eligible to teach under a separate contract during semesters or terms not included in the faculty member's salary agreement.
5. In cases where retrenchment of faculty occurs, the stipulations of the Faculty Personnel Policy in effect (Article 12: Retrenchment) shall be met. Faculty shall be neither advantaged nor disadvantaged reduced workload assignment.

Restrictions:

While on a reduced workload assignment faculty members are not eligible for overload contracts.

Resolution of the Faculty Senate – Statement on Efforts to Restrict Education About Racism

Motion approved: March 7, 2022

- I. BE IT RESOLVED that the Faculty Senate resolutely rejects restrictions on faculty related to teaching about racial inequality and injustice, and will stand firm against encroachment on faculty autonomy and expertise.
- II. BE IT FURTHER RESOLVED that the Faculty Senate stands with our PK-12 and higher education colleagues throughout the country who may be affected by pernicious directives, policies, and legislation when they seek to teach the truth in U.S. history and social science education.
- III. BE IT FURTHER RESOLVED that Faculty Senate calls upon President Mary-Beth Cooper, Interim Provost Mary Ann Coughlin, and other members of the leadership team, in the spirit of shared governance, to affirm in writing that they reject restrictions on faculty related to teaching about racial inequality and injustice, and will stand firm against encroachment on faculty autonomy and expertise.
- IV. BE IT FURTHER RESOLVED that Faculty Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.
- V. BE IT FURTHER RESOLVED that this document be made available in its entirety to all members of the Springfield College community

**Statement of Principles Regarding Faculty Compensation
at Springfield College**

Submitted by the Faculty Development and Personnel Committee

Subcommittee of the Faculty Senate

2021-2022



Current Climate Context

Recent changes to Springfield College health insurance plan to a high deductible model has resulted in decreased relative compensation, i.e., less net income;

During the COVID-19 pandemic:

- Faculty received less compensation due to both lack of any cost of living or other salary increase and temporary loss of Springfield College contributions to faculty 403b retirement funds;
- Federal funds paid to Springfield College resulted in positive net balance sheet, keeping Springfield College currently in solid financial position, i.e. no institution net loss to justify absence of salary increases and 6-month suspension of Springfield College contributions to faculty 403b retirement funds;
- Faculty had increased workload due to shifting courses to online pedagogy and to accommodating students in quarantine and isolation, including addressing increased student anxiety;
- National economic instability with high rates of inflation (Consumer Price Index 6.2% from October 2020 to October 2021, highest rate since 1990) has decreased the relative spending power of faculty; and
- Federal Social Security Administration has approved a Cost of Living Adjustment increase to Social Security and Supplemental Security Income (SSI) benefits of 5.9% for 2022.

Statement of Principles Regarding Faculty Compensation at Springfield College

I. Established Bylaws and Policies:

A. Faculty Bylaws

“The Faculty Development and Personnel Committee represents the faculty in compensation and related discussions.”

B. FPP Article 1 - Introduction

“Humanics. Humanics, the unique philosophy that guides Springfield College, directs us to place people and our relationships first. Among its tenets, Humanics counsels us that people are holistic beings (mind, body, and spirit); that enhancing mind, body, and spirit is a noble and collective responsibility (community); that community is pursued by reaching out to one another collaboratively (service); and that service requires the utmost mutual respect and care (humaneness). Our College shapes a unique mission, program, and organization from this philosophy.”

C. FPP Article 5 - Compensation

“A. General Principles. Compensation consists of faculty salaries and benefits including salary plans and schedules as well as benefit packages. The College is committed to establishing compensation that is fairly allocated among faculty and that is comparable to compensation at schools with comparable programs and quality. Recognizing that compensation is an important issue for both the faculty and the administration, the President of the College shall invite the Faculty Senate president and members of the Faculty Development and Personnel Committee to discuss proposed changes in the compensation plan prior to implementation. The Faculty Development and Personnel Committee will report to the Faculty Senate in a timely manner.”

D. Policy Statement on Shared Governance at Springfield College

“The Board of Trustees, College Administration, and Faculty are committed to the principles and practice of shared governance as a fundamental ingredient to a healthy Springfield College. This commitment requires and results in an environment in which there is trust and open communication, mutual respect, collegiality, and accountability. When functioning well, the practice of shared governance results in a common vision of the institution’s future. This mission-driven practice ensures that our strategic and procedural decision-making is not only collaborative and inclusive but that it makes the best use of human talent as well as institutional and financial resources.”

II. Guiding Principles: In keeping with the above established bylaws and policies, we present these principles to guide compensation discussions.

A. Salary and Benefits:

We recognize the vital importance of faculty (full-time and adjunct) in attracting students and shaping the student experience at Springfield College and in achievement of the College's mission to educate the whole person in spirit, mind, and body for leadership in service to others. Using collaboratively selected benchmark data, Springfield College should provide:

- competitive salary, benefits, retirement contributions, and increases related to promotion in rank that attract and retain top-notch faculty;
- fair and equitable salaries for all faculty in accordance with the Humanics philosophy;
- competitive financial support for professional development (e.g., travel, research, and other grant funding); and
- annual salary increases that address cost of living that are equitable and fiscally responsible.

B. Transparency:

We assert the vital importance of transparency to all internal and external stakeholders. As a non-profit entity committed to best practices for reporting accountability, we call for:

- publication of IRS Form 990 and related information on the college intranet and other reporting practices in keeping with best practices of similar nonprofit entities;
- equitable and transparent total compensation and benefits amongst administration, faculty, staff; and
- transparent methodology for establishing total compensation and benefits amongst administration, faculty, and staff in relationship to collaboratively selected benchmark data.

C. Collaboration and Shared Decision-Making:

We encourage timely open dialogue and expect shared decision-making beginning with:

- continued faculty representation on budget committees to provide feedback into all areas of the budget; and
- FDPC involvement in alterations to faculty compensation.

Emeritus Faculty Status

The designation of Emeritus is awarded to faculty members who have retired, and have advanced the mission of the college through meritorious teaching, scholarship and service.

Qualifications:

1. Minimum of 15 years of full-time service to Springfield College
2. Rank of Full Professor or Associate Professor

Nominations:

1. All faculty who have held the title “Distinguish Professor of Humanics” shall automatically be nominated. The Office of Academic Affairs will submit the names of retiring Humanics Professors to the Faculty Personnel Committee of the Faculty Senate.
2. Any retiring faculty member who meets the qualifications may be nominated by any full-time faculty member, their department chair, or the Dean of their School.
3. Nominations in the form of a letter briefly highlighting the candidate’s contributions to the college are submitted to the Dean of the School on or before November 15*.
4. The Dean will forward the nominations along their recommendation (favorable and unfavorable) to the Faculty Development and Personnel Committee of the Faculty Senate generally on or before December 1.
5. The Faculty Personnel Committee will review the nominations and forward their recommendation and the recommendation of the School Dean to the Faculty Senate for consideration at their December meeting.
6. The Faculty Senate will forward these recommendations to the Provost/Vice President for Academic Affairs, by January 15 and who in turn makes a recommendation to the President.
7. The President shall forward the recommendation to the Academic Affairs Committee of the Board of Trustees of Springfield College for approval on or about February 1.
8. Nominated faculty will be notified of the decision in writing following the February Board of Trustees meeting by the Provost/VP for Academic Affairs.
9. Faculty members granted emeritus status will be acknowledged at the Spring Retirement Reception.

*Faculty who are nominated after November 15 but before June 30 will be eligible for Emeritus consideration in the subsequent cycle and will be eligible for Emeritus benefits while their nomination is pending.

Rights and Privileges:

The title of “Professor Emeritus” is an honorary one, and carries no salary or voting privileges. Individuals awarded this title shall have the following rights and privileges:

1. Listing with other faculty in the college catalog and other appropriate publications as emeritus faculty with designation of highest rank achieved.
2. Continuation of highest rank achieved except no longer tenured, if previously tenured, not on the payroll unless holding an adjunct, research, or visiting appointment, and not a voting member of the faculty.
3. Office space, if available, at the discretion of the Provost/Vice President for Academic Affairs.

4. Granted a permanent college identification card.
5. Emeriti Faculty may retain their email account for use in accord with the Responsible Use of Technology Resources policy.
6. Emeriti Faculty may attend all college social, cultural, and athletic events.
7. Use of College recreational facilities in accordance with college policy and with annual written documentation from their personal physician that their health status allows recreational activity.
8. Library privileges.
9. Emeriti Faculty are placed on the mailing list for all college news publications.
10. Emeriti Faculty are eligible to receive a college parking permit.
11. Faculty who are granted Emeritus Status may use the title as an Emeritus Faculty member of Springfield College.

Other:

1. The Emeritus Faculty Status timeline and procedure for nominations should be added to the Academic Affairs calendar.

Academic Summer School Policies

Academic Summer School Schedule Development:

- With the exception of prepractica, practica, internship, and fieldwork courses, only courses numbered 200 and above are eligible for inclusion in the Academic Summer School schedule. Exceptions to this regulation may be approved by Provost and Vice President for Academic Affairs, following consultation with the appropriate department chair.
- All proposed summer course offerings must be submitted by the department chair and approved by the School Dean.
- Summer supply and other expense funding associated with the course must be submitted as part of the proposed course offering.
- Proposed summer course offerings must specify scheduled meeting times. No courses will be published in the final schedule as “To Be Announced”.
- Independent Study, Course by Arrangement, and Research 141/618 (and comparable departmental courses) must be approved by the department chair of the department in which the course resides. Students must have a compelling reason to take a course as CBA if the course is being offered regularly during the academic year.

Academic Summer School Faculty Workload:

1. Academic Summer School Teaching/Supervision Workload

- A faculty member can teach no more than two courses or one course and fieldwork equivalent to three workload units or fieldwork equivalent to six workload units. Exceptions to this practice (necessitated by departmental curricular needs), may be approved by the Provost and Vice President for Academic Affairs following consultation with the appropriate department chairperson and school dean.
- CBA's, Independent Studies, Research 141/618, comparable departmental courses: An individual faculty member may supervise no more than three individual students or a total of 9 sh of student workload during academic summer school. In cases where there are group research or group projects, the three student maximum may be waived by the Associate Vice President for Academic Affairs, following approval of the applicable department chairperson and school dean.
- Faculty with twelve-month appointments for administrative responsibilities may be expected to teach academic summer school courses (or engage in equivalent fieldwork supervision) for no additional pay, in accordance with their academic year teaching workload. Those faculty on twelve-month contracts who teach after the close of summer business hours (after 4:00 pm) are permitted to establish with their immediate supervisor a flexible work schedule that accommodates for the time required by the evening course.

2. Academic Summer School Course Enrollments

- The minimum enrollment for a class is 10 students. If a course is scheduled for cancellation, the faculty member may agree to teach the course as a CBA under the specifications listed above.

- Course enrollment caps or maximums are established in advance of summer school by the Provost and Vice President for Academic Affairs following consultation with the applicable department chair or dean. A sufficient number of sections to accommodate projected student enrollment will be scheduled to insure enrollment caps where necessary.

3. Academic Summer School Pay for Course-Based Teaching

- Full-time faculty pay is as follows:
 - 1) 3 sh course = 10% of the faculty member's current 9m equivalent salary
 - 2) 2 sh course = 7% of the faculty member's current 9m equivalent salary
 - 3) 4 sh course = 13% of the faculty member's current 9m equivalent salary
- Adjunct faculty pay is equal to the academic year adjunct rate of \$200 per student.
- All Course by Arrangement, Independent Study, Research 141/618, and comparable departmental courses are compensated by a stipend of \$100 per semester hour up to a maximum of \$300 per student.
- Pay Rate Rationale for Full-time faculty: supervision unit is equal to 13 hours per student; thus, student ratio to faculty supervisory workload is calculated at $180/13 = 14$ students. The summer pay for 10-14 students is 10% of the faculty member's salary. The maximum number of students to be supervised during summer school is 24 students. Any number of students below five are compensated at a rate of .0083 of salary per student.

4. Academic Summer School Pay Regulations:

- Final grades must be submitted in order for faculty to receive regularly scheduled final payment for summer teaching and fieldwork supervision.
- NOTE: An "I" incomplete is a grade and faculty are encouraged to submit "I" grades for regular and field-based courses, if necessary. When an "I" grade is submitted the contract establishing the conditions for completion of the course must be completed. The faculty member will change the grade when the contracted work has been completed by the student.
- Rationale: This will enable the financial "close" out of the Academic Summer Session in a timely manner.

Summer School: Field-Based Supervision Principles and Guidelines

Best practice supervisory principles focus on building a three-way partnership among the field student, site-based supervisor, and College supervisor in service of the student's successful engagement in the field-based experience. Students who engage in summer field-based coursework should expect to receive strong mentoring by site-based personnel who have been well informed about the College's expectations and requirements for that experience. The College expects that faculty assigned to do so will provide educational supervisory support to the field-based student. Supervisory travel is conducted, as needed, to supplement the educational supervision and to foster institutional interest in and support of the site contribution to the student's success.

In order to clarify the framework underlying institutional expectations for fieldwork/internship/practicum supervision, the principles and guidelines are listed below.

1. **Faculty Appointment:** Faculty on nine-month appointments will be recommended by department chairs to supervise field-based students during the summer on an as-needed basis. Faculty wishing to serve as supervisors of summer field-based students should make their interest and availability known to the appropriate department chair prior to April 15th.

2. **Supervisory Assignments:** Prior to the start of summer school, department chairs must submit to the School Dean a list of faculty supervisors with assigned students.
 - a. The School Dean will submit the final approved list of department supervisors and assigned students to the Provost and Vice President for Academic Affairs. Auxiliary contracts will then be issued by the School Deans.
 - b. Students will be notified of their assigned site supervisor and their college supervisor prior to the start of the internship/practicum/fieldwork by the department chair or fieldwork/practicum/internship coordinator.
3. **Educational Supervision Guidelines and Expectations:** The following guidelines and expectations apply to the summer supervision of field-based students.
 - a. College supervisors must establish, complete, and document their weekly communication with both field students and supervising practitioner/supervisors. Modes of such weekly communication may include telephone calls, e-mail exchanges, on-going evaluation of written work submitted by students, or any combination thereof.
 - b. College supervisors are required to develop with the student an educational supervisory plan for the field-based experience. The educational supervisory plan consists of weekly supervisory communication modes, timelines for the submission of student work, and due dates for the field-based supervisor's assessments of student work and student instructional and fieldwork reports. Such plans can be formulated as departmental policy/expectations and should be found in documents distributed to students. These plans are to be submitted to the department chair and, subsequently, to the School Dean for approval.
 - c. At the completion of the summer, the Department Chair will submit a report to the School Dean documenting the summer field-based programs, including the placement sites, the field-based supervision, and the work of the College supervisor.
4. **Supervisory Travel:** The following principles and guidelines govern supervisory travel. All such travel is subject to prior approval by Dean of School and Provost and Vice President for Academic Affairs
 - a. Principles:
 - i. Visits by College faculty to supervise students must be scheduled the initial year of College placement at the site and should be done at a minimum of every third year thereafter. Modification of the "every third year" visitation principle is subject to request by the Department Chair and approval by the School Dean and Provost and Vice President for Academic Affairs.
 - ii. Department Chairs are encouraged to aggregate faculty on-site supervisory visits, whenever possible.
 - iii. On-site visitation to regularly utilized field sites may be conducted by College alumni or other qualified representatives, should such an option be available and acceptable to the College, the department, and the placement site. Non-faculty supervisory visitation is subject to recommendation of the Department and approval of the School Dean.
 - iv. On-site supervision should be conducted no later than the mid-point of an internship/practicum/fieldwork placement in order to facilitate student success. Faculty should make every attempt to complete summer supervisory travel by July 31st.

- v. Supervisory travel should not exceed, without prior approval from Dean of School, one trip per field site per summer, unless otherwise required by College or licensing regulations.
- b. Guidelines
- i. Supervisory travel arrangements must be approved in advance by the School Dean, in consultation with the Department Chair and the Provost and Vice President for Academic Affairs.
 - 1. Supervisory trips proposed beyond the continental USA (Hawaii and Alaska are not included in continental US) must be requested with budget, supported by Dean of School, and authorized by Academic Affairs, prior to finalizing student field-based placements and advisor assignments.
 - 2. Commercial transportation must be approved prior to confirming transport reservations and/or vehicle rental.
 - 3. Overnight stays for College supervisor visits must be approved prior to confirming lodging accommodations, unless an emergency arises.
 - ii. Supervisory travel is reimbursed according to the College's per mile rate.
 - iii. Per diem food allotment must be within the amount authorized by the Department Chair, School Dean, and Provost and Vice President for Academic Affairs. Receipts are required for reimbursement.

Requests for reimbursement of travel expenses must be signed by the Department Chair and submitted to Academic Affairs within two weeks of completion of a supervisory trip.

SUMMER 2023 FULL-TIME FACULTY PAY SCALE

Full Time Faculty - Regular Course Basis Formula	
1 Credit Course	3% of current year 9m salary
2 Credit Course	7% of current year 9m salary
3 Credit Course	10% of current year 9m salary
4 Credit Course	13% of current year 9m salary

Full Time Faculty - Lecture/Laboratory Courses	
Lecture	Regular course basis formula for credits of record inclusive of one laboratory section
Lab	Additional laboratory sections at the regular course basis formula for 1credit course

Full Time Faculty - Fieldwork	
1-4 Students	.83% (.0083) of current 9m salary per student
5-9 Students	7% of current year 9m salary
10-14 Students	10% of current year 9m salary
15-19 Students	13% of current year 9m salary
20-24 Students	16% of current year 9m salary

Full Time Faculty – CBYA/Research 141, 341, 618, 641
\$100 per credit up to a maximum of 3 credits per student up to a maximum of 3 students

Full Time Faculty – RSCH/PSYC/ATPY: 626 and PHED 692
\$100 per credit up to a maximum of \$300 per student – maximum stipend is \$1,000

FALL 2023 ADJUNCT/OVERLOAD PAY SCALE

Adjunct Faculty – Basic Course		
Semester Hours	Level 1*	Level 2**
1 Credit Course	\$940	\$1,171
2 Credit Course	\$1,880	\$2,342
3 Credit Course	\$2,820	\$3,513
4 Credit Course	\$3,760	\$4,684

*Level 1: Less than 3 years of college teaching experience

**Level 2: 3 or more years of college teaching experience



Guidelines for the Determination of Terminal Degrees

SCHOOL/DEPARTMENT	TERMINAL DEGREE
Athletic Training	Doctorate
Biology/Chemistry	Doctorate
Business Management	Doctorate
Counseling	Doctorate
Criminal Justice	Doctorate
Education	Doctorate
Exercise Science	Doctorate
Social Work	Doctorate
Human Services	Doctorate
Humanities and Social Sciences	Doctorate
Literature, Writing and Journalism	Doctorate
Math/Physics/Computer Science	Doctorate
Occupational Therapy	Doctorate, except for Fieldwork Coordinator
Physical Education and Health Education	Doctorate, except for Coaches
Physical Therapy	Doctorate, except for Fieldwork Coordinator
Physician Assistant	Master's
Public Health and Health Professions	Doctorate, except for EMSM
Psychology	Doctorate
Sport Management & Recreation	Doctorate
Visual and Performing Arts	Doctorate for Art Therapy; MFA for Studio Faculty in Visual Arts

Proposed Policies and Guidelines for Undergraduate Teaching Assistants (UTAs)

Undergraduate students may apply to be considered for an undergraduate teaching assistant (UTA) position for Springfield College courses. A student who serves as a UTA under the supervision of a faculty member may earn academic credit for the term or terms concerned, provided that the following conditions are met:

1. A student seeking academic credit for service as a UTA must have successfully completed the course for which they will be serving as a UTA with a final grade of A or A-.
2. Students may not earn academic credit for serving as a UTA in more than one course per semester.
3. Students may not earn more than three credits per UTA position, and may not earn more than six credits total for serving as a UTA during the course of their undergraduate studies.
4. Assigned responsibilities should reflect the number of credits a UTA is contracted for, with approximately three hours of work per week for each credit received. The UTA position must include the following elements:
 - a. UTAs must attend the class for which they are serving as a UTA.
 - b. UTAs must be assigned clearly-defined teaching-related responsibilities, as outlined in the following section on "Teaching-Related Responsibilities and Expectations".
 - c. UTAs must complete a guided independent study project related to the content of the course for which they are serving as a UTA. Examples of appropriate independent projects include completing a research project or paper, developing materials for and leading a full class session, or any other approved activity that would allow the student to extend and connect their knowledge to the content area in the context of a meaningful academic experience.

The following policies and guidelines should be followed during the process of assigning responsibilities to undergraduate teaching assistants (UTAs), as well as the processes of selecting, training, and supervising UTAs.

I. Teaching-Related Responsibilities and Expectations:

Undergraduate students may fulfill different roles as UTAs, depending on the particular needs of a department and the nature of the course/lab to which the UTA is assigned. The tasks required for a specific UTA position should be provided, in writing, to any student who wishes to apply to serve in this role for a Springfield College course. Potential teaching-related responsibilities include the following:

- Assisting the supervising faculty member with class preparation (e.g., setting up lab specimens or equipment, assisting with the development of in-class exercises or activities, etc.); these activities must be pedagogical rather than administrative in nature.
- Assisting students in office hours or review sessions during or outside of class time.
- Assisting the supervising faculty member with discussion sections or labs.
- Assisting the supervising faculty member with the grading process, provided that the following criteria are met:
 - Faculty are responsible for assigning and submitting all grades.
 - UTAs may not perform grading-related tasks for their peers. For example, a UTA in their junior or senior year may grade work submitted by first-year students, but should not be responsible for grading work submitted by upper-class students. Similarly, UTAs may not grade the work of students with whom they have some personal relationship, as described in section IV of this policy.

- Individual departments should determine appropriate UTA grading responsibilities based on the UTA's level of knowledge and experience and the nature of the material being evaluated. Within this context UTAs can implement well-delineated grading criteria protocols. UTAs should not be allowed to develop their own grading rubric for any assignment. Departments using UTAs in grading roles should provide a procedure for re-grade requests in the event that a student disagrees with a grade given by a UTA.
- UTAs should only be able to view grades that they have personally recorded. UTAs should not be permitted to access, calculate or enter official midterm or final course grades. For this reason, UTAs may not be assigned an Instructor or Facilitator role in online learning management systems (e.g. Brightspace).

In addition to completing these responsibilities, UTAs should fulfill the following expectations:

- Act and dress in a professional manner while carrying out course-related duties both in and outside of the classroom.
- Check email regularly and respond to emails in a timely fashion.
- In the case of a necessitated absence from lecture or a meeting the UTA should contact their faculty supervisor as soon as possible via email or phone.

UTAs should not be asked to perform the tasks listed below, or to perform any additional tasks that are not specified in their position description.

- Grade papers, quizzes, and exams when no answer key or grading rubric is available.
- Teach class sessions on a regular basis (i.e., more than once or twice per semester).
- Assign final grades for individual students.
- Complete work unrelated to the course for which they are serving as a UTA.

II. **Selection:**

Students who wish to serve as a UTA must complete an application form that includes a short personal statement describing their reason for seeking the position. Students who meet the eligibility requirements for a departmental UTA position may be nominated and selected on the basis of faculty recommendations. Departments that seek to use several UTAs each semester may have a formalized search procedure, involving a position announcement, an application submission period, and interviews. Alternatively, departments may hire UTAs more opportunistically; for instance, a UTA position may be filled when an individual student approaches a faculty member directly about possible employment opportunities in the department. Ideally, UTAs will be assigned to faculty members taking into consideration mutual intellectual interests and the potential for collaboration in course work, research, and other scholarly work.

Undergraduates serving as UTAs should have earned a grade of A- or better in the course (or its equivalent) in which they assist. The UTA may also demonstrate knowledge of the material by performing well in more advanced courses that cover the same subject matter. Prospective UTAs should be judged to be willing and able to function as professionals in fulfilling all aspects of the responsibilities associated with the position.

III. Supervision and Mentoring:

A faculty member may be assigned only one UTA per semester. The faculty member is expected to meet with the UTA regularly (usually weekly) to discuss the UTA's upcoming responsibilities and their progress on their guided independent project. UTAs may also be expected to provide feedback to the faculty member on how well the students are learning the material.

The UTA position provides students with a unique opportunity to receive faculty mentoring, and it is Springfield College's expectation that all UTAs, regardless of the actual tasks of their position, benefit intellectually from their experience. Regular meetings or opportunities for conversations with the faculty member should not be limited to reviewing the UTA's responsibilities, but should also serve as times to discuss current issues in the discipline, mutual scholarly interests, and future opportunities for the UTA in terms of research, graduate work, or careers.

IV. Professional Conduct Standards:

UTAs should be directed to the College policies regarding conflicts of interest, sexual harassment and academic privacy.

Faculty members should request that their UTAs inform them of any possible conflicts of interest related to their UTA responsibilities. For example, UTAs must inform their supervising faculty member if they have or have had a personal relationship of any kind (e.g., romantic, platonic, work-related, etc.) with a student enrolled in the course, and/or if they are currently tutoring a student in the course. The faculty member should then ensure that the UTA is not in the position of working with or grading the work of the student with whom they have a conflict of interest.

UTAs should be made aware that violations of the College's Gender-Based Misconduct Policy by an instructor or teaching assistant in an academic environment is understood to be the intentional misuse of authority.

Faculty members should ensure that UTAs understand the need to protect student privacy and confidentiality in all aspects of the course, including grading. Suggested guidelines for UTAs include the following:

- Academic and/or personal information about students enrolled in a course, including grades, should not be shared with anyone but the supervising faculty member.
- When in the UTA's possession, homework and other graded assignments must be stored securely and not left out in areas where they could be viewed inappropriately.

UTAs who violate College policies related to conflicts of interest, sexual harassment, and academic privacy may be subject to the following, depending on the severity of the violation:

- Receive a grade of W if before add/drop
- Receive a grade of F if after add/drop
- Immediate dismissal from UTA responsibilities
- Additional sanctions as described in the College's Gender-Based Misconduct Policy

V. Training:

UTAs should complete FERPA training and sexual harassment training prior to undertaking any grading-related responsibilities. This training should be administered and documented by the appropriate

College office (e.g., Registrar's Office, Office of Human Resources). The faculty member and/or department will ensure that the necessary training is completed. Additional training and guidance provided by faculty mentors or academic departments should include the following:

- Expectations regarding grading, including:
 - Proper record keeping of students' grades
 - Returning papers in a timely fashion
 - Confidentiality of student records
 - Criteria for evaluating assignments that are submitted late
- Expectations regarding scheduling extra help sessions and procedures for reserving rooms for help sessions
- Awareness of URLs for academic or personal help resources on campus (e.g., Academic Success Center, Dean of Students office, etc.)
- Awareness of the College Academic Honesty and Integrity policy and a description of how to handle cases of suspected academic dishonesty

VI. Academic Credit, Workload and Grading:

Students may earn credit for their UTA responsibilities by enrolling in the Undergraduate Teaching Assistant course (INDP 300). The number of credits earned should reflect the approximate number of hours devoted to completing the assigned UTA responsibilities, including attending class, meeting with the supervising faculty member, course-related activities, and work on the guided independent study project.

- 1 credit = 3 hours per week
- 2 credits = 6 hours per week
- 3 credits = 9 hours per week

Learning objectives and a process for receiving credit should be established with the UTA before they begin their responsibilities. As part of the application process to enroll a UTA in the INDP 300 course, the supervising faculty member should develop a detailed plan describing the manner in which learning objectives of the UTA position will be satisfied. The plan must include the course objectives, a description of responsibilities and assignments, the number of contact hours per week scheduled between the student and faculty member, modes of assessment, and grading factors.

Grading for the UTA's work should be awarded on a pass/fail basis. Supervising faculty members should discuss performance-related concerns with UTAs as these concerns arise so that the UTA has the opportunity to improve their performance or to withdraw from the INDP 300 course before receiving a failing grade.

Tenure at Hire for the Position of Provost/Vice President of Academic Affairs

Springfield College is willing to recognize or award tenure to the Provost/Vice President of Academic Affairs (VPAA) at hire according to the process outlined below.

If a tenured Springfield College faculty member moves to the above listed administrative position, they will retain the tenure earned at Springfield College.

If an individual is appointed to the above listed administrative position, and has earned tenure as a faculty member and held tenure for at least five years in another college or university that is accredited, tenure may be awarded at Springfield College provided the criteria for tenure at Springfield College have been met in a discipline associated with the profile of the College.

An applicant must request consideration for tenure; it may not be assumed. The President of the College will consult with the School Dean and School Faculty Development and Status Committee associated with the disciplinary expertise of the applicant. Consultation includes the applicant's ability to meet the tenure requirements of Springfield College. The President of the College will make the final recommendation to award tenure, which will be presented to the Academic and Student Affairs Committee of the Board of Trustees along with the recommendations from the School Dean and School Faculty Development and Status Committee. The Board of Trustees will make the final decision.

If tenure is awarded, the following conditions must be applied:

- If the administrator with tenure is discharged from the above listed position for cause, then they will lose the opportunity to become a member of the faculty.
- Upon non-renewal of the contract, the administrator with tenure has the option of moving to the faculty within their discipline and should receive sufficient notice that their contract will not be renewed.
- The movement of an administrator with tenure to a full-time faculty position must not affect other tenured faculty, tenure track faculty, or program track faculty at Springfield College.
- Upon gaining entry to full-time faculty, the administrator is expected to meet the same standards and fulfill the same responsibilities as any other tenured faculty member according to the Faculty Personnel Policy.
- If the Provost/VPAA returns to a full-time faculty position, they will not receive a salary that is higher than a comparable faculty member in the rank of professor within their discipline.

ADDENDUM FOR THE *FACULTY PERSONNEL POLICY*:

Addendum : Process for Return to Academic Department for Tenured CETLS Director.

If tenure is awarded and the individual relinquishes the Director duties for CETLS, the following conditions must be applied:

- Upon non-renewal of the contract by the institution or the individual, the Center Director with tenure has the option of working full-time in their academic department. There should be sufficient notice of non-renewal, no later than the end of the Fall semester for the next academic year.
- The movement of the Center Director with tenure to full-time work in their academic department must not affect other tenured faculty, tenure track faculty, or program track faculty at Springfield College.
- If the Center Director returns to full-time work within their academic department, their salary will be determined using the existing faculty salary model at the College established in support of the Guiding Principles laid out in the Addendum: Statement of Principles Regarding Faculty Compensation at Springfield College.

Tenure or Long-Term Appointment at Hire for Associate or Full Professors:

Springfield College will consider awarding tenure or long-term appointment to an individual offered the position of Associate or Full Professor according to the process outlined below.

If the individual offered the position of Associate or Full Professor has earned tenure or the equivalent of long-term appointment as a faculty member at another regionally accredited college or university, tenure or long-term appointment may be awarded at Springfield College upon hire, provided the individual has met the criteria for tenure or long-term appointment at Springfield College.

The individual must request consideration for tenure or long-term appointment through the Dean at the point of offer; it should not be assumed.

The individual will submit materials documenting that their achievements in the areas of Teaching and Advising; Scholarly, Creative, and/or Professional Activity; and Service are consistent with standards for tenure or long-term appointment at Springfield College.

The School Dean will convene the School's Faculty Development and Status Committee to review the materials and submit their recommendations regarding tenure or long-term appointment to the Provost/VPAA and will set a date by which the FDSC will render its recommendations.

The Provost/VPAA will provide their recommendation along with those of the School Dean and the School's Faculty Development and Status Committee to the President of the College, who will make the final recommendation to award tenure or long-term appointment.

The Provost/VPAA in conjunction with the Dean will inform the individual of the final recommendation to the Board of Trustees whether to award tenure or long-term appointment upon hire. In the event of a recommendation against awarding tenure or long-term appointment upon hire, upon the recommendation of the School Dean, the Provost and Vice President for Academic Affairs may shorten the probationary period in accordance with Article 9 of the Faculty Personnel Policy.

The President will forward their recommendation to the Academic and Student Affairs Committee of the Board of Trustees. The Board of Trustees will make the final decision, following the recommendations provided.

If tenure or long-term appointment is awarded to an individual hired to serve as Department Chair, and the individual relinquishes or is removed from the Chair position, the following conditions must be applied:

- When the individual vacates the Chair position, the Provost/VPAA, Dean, and individual will collaborate to ensure that the new assignment is mutually agreeable.
- The Institution will ensure that the reassignment of duties for the former Chair with tenure or long-term appointment will not displace other tenured faculty, tenure track faculty, or program track faculty.
- The former Chairperson is expected to meet the same standards and fulfill the same responsibilities as any other faculty with tenure or long-term appointment as specified in the Faculty Personnel Policy.

Section IV

ACADEMIC POLICIES

ACADEMIC POLICIES:

Academic life at Springfield College is governed by a series of policies and regulations that ensure consistency and permit fairness to all students. These policies are under the auspices of the Office of Academic Affairs and are managed by the Office of the Registrar. Questions regarding an academic policy should be directed to the Office of the Registrar. The Office of the Registrar is located on the First Floor in the Administration Building and is also responsible for preparing class schedules and room assignments, assisting in the student enrollment process, compiling and maintaining grade reports and records, maintaining and issuing student transcripts, and certifying and/or verifying both enrollment and degree statuses for various stakeholders.

[Academic policies](#) and course descriptions are subject to change and enrolled students are bound by the language within the current academic year's catalog. As such, students should always review this language within the most current catalog so they are making decisions and/or taking actions from up-to-date information.

Separately, students are bound to the degree requirements listed within the catalog from the year in which they entered the College for the duration of their program. Students who did not enter the College this academic year can use the online repository of Springfield College Catalogs to review their degree requirements in the appropriate catalog.

- [Academic Classifications](#)
- [Academic Credit](#)
- [Academic Grievance Policy \(Grade Appeal\)](#)
- [Academic Honesty and Integrity](#)
- [Academic Load](#)
- [Academic Progress - Graduate](#)
- [Academic Progress - Undergraduate](#)
- [Adding and Dropping Courses](#)
- [Auditing a Course](#)
- [Cancellation of Classes](#)
- [Catalog Year](#)
- [Change of Major-Undergraduate](#)
- [Change of Program-Graduate](#)
- [Class Attendance](#)
- [College Consortium Agreements](#)
- [Continuous Registration-Graduate](#)
- [Course Numbering System](#)
- [Course Registration](#)
- [Course Withdrawal](#)
- [Credit Overload](#)

- [Cross Registration for courses between Regional Campuses, Online, and Main Campus](#)
- [Dean's List](#)
- [Exiting the College](#)
- [Grade Change](#)
- [Grading and Grade Point Average Computation](#)
- [Graduate Credits taken as an Undergraduate](#)
- [Graduation and Commencement Eligibility](#)
- [Incomplete and Credit Pending Grades](#)
- [Late Registration](#)
- [Masters Along the Way](#)
- [Non-Matriculated Students](#)
- [Pass-Fail Grading](#)
- [Posthumous Degree](#)
- [Prior Learning Assessment - Graduate](#)
- [Prior Learning Assessment - Undergraduate](#)
- [Repeating a Course](#)
- [Residency Credit Requirement-Undergraduate](#)
- [Second Bachelor's Degree-Undergraduate](#)
- [Study Abroad-Undergraduate](#)
- [Transcript of Academic Work](#)
- [Transfer Credit – Graduate](#)
- [Transfer Credit - Undergraduate](#)

Also included in this section of the *Faculty Handbook* are College policies and procedures that are an important part of the responsibilities for faculty members:

- Policy for Meeting Federal Credit Hour Guidelines
- Internship Guidelines
- Springfield College Best Practices and Expectations for Online Teaching
- Confidentiality of Student Records
- External Funding for Research at Springfield College
- Copyright Policy

- Seal and Logo Policy

Policy for Meeting Federal Credit Hour Standards
Adopted May 2, 2012

Federal Credit Hour Definition:

The U.S. Department of Education has created a series of new regulations for institutions that wish to retain their title IV financial aid eligibility. One regulation requires that institutions develop and adopt guidelines to ensure that all courses offered by the institution meet newly stated federal credit hour regulations. The federal regulation defines the credit hour as follows:

“A). Credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1). One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or:

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.”

As part of their regular review of institutions, accreditation agencies will be responsible for ensuring that such institutional policies exist and that they are used to ensure that the institution’s award of credit meets these standards.

Credit hour Equivalencies for Different Teaching Formats:

In the new federal definition of the credit hour, the formula is quite specific in determining the numbers of hours of direct instruction required plus the hours of student work needed beyond direct instructional hours in order to earn academic credit.

Converting the new definition into a table, the hours required are:

Number of Credits per Course	Hours of Direct Faculty Instruction	Hours of Student Work in Addition to Direct Instruction	Total Instructional Hours
One credit	15 hours	30 hours	45 hours
Two credits	30 hours	60 hours	90 hours
Three credits	45 hours	90 hours	135 hours
Four credits	60 hours	120 hours	180 hours

Springfield College recognizes and adheres to these Federal Guidelines. In doing so, faculty members are expected to adhere to the following guidelines on contact hours for the following types of course formats:

Web-Supported Classes, i.e. traditional classes:

These are the traditional, face-to-face classes where the full credit hour equivalent is achieved through faculty-student class meetings (1 hour per week per credit) and out of class assignments completed by students (2 hours per week per credit). These classes are offered in a traditional classroom format and D2L Brightspace is used as part of the course pedagogy to increase student engagement, to provide students with convenient access to digital course materials, and to enhance interaction among students. In a web-supported instructional format, the faculty member should not replace regularly scheduled class meetings with faculty-student interaction within D2L Brightspace. On the rare occasions when a faculty member must cancel class due to illness, they must still follow the *Faculty Handbook* policy indicating that they should not cancel a class without the prior notification and approval of their Chair/Dean. On some occasions, but only if approved by the Chair/Dean, the faculty member may be able to replace class meeting time with activities that provide direct faculty-student interaction using D2L Brightspace.

Web-Enhanced Classes:

These are classes where the full credit hour equivalent is achieved through faculty-student interactions that occur through a combination of a specific number of regular class meetings and a specific quantity of faculty-student interactions completed via D2L Brightspace. Currently, in Regional, Online and Continuing Education, the 8 hour class meeting times on 4 weekends per term provides 32 hours of direct faculty-student interaction, with the balance of the hours required for each 3 credit course provided via a series of School defined learning activities appropriate for students within the school. In similar fashion, any program that proposes to move to a web-enhanced format would need to document in their proposal how the required direct faculty instructional hours would be completed through a combination of a defined number of regular class meetings and specifically identified hours that would be completed via appropriate D2L Brightspace activities. Individual faculty members who are providing instruction in a web-enhanced program will teach in the format approved for that program.

Online Classes:

These are classes where the full credit hour equivalent is achieved through faculty student interactions that occur via D2L Brightspace. Online courses can only be offered with the approval of the Chair/Dean by faculty members who have completed specialized training and received certification as an online instructor. Faculty members teaching an online course will document how the direct faculty instructional hours required to meet federal guidelines would be provided. In addition, any program that proposes to provide more than 50% of the program requirements online must be approved by the NEASC in advance and must show evidence that all necessary academic, administrative and student services support for students can be provided via the College's portal system.

Identifying Direct Faculty Instructional Activities:

The key element in the credit hour definitions is the requirement that a full 15 hours of direct faculty instruction is required for each credit hour regardless of how that instruction is provided to the student. Work done by the student on their own by reading assigned materials or completing course projects with other students does not qualify as faculty instructional time. So, while these types of activities are necessary, and should provide a full 30 hours of student learning activities for each credit hour of the course, faculty members should be clear about the D2L Brightspace activities needed to replace an hour of class time with an hour of "D2L Brightspace time".

The table below shows how standard assignments for students completed with D2L Brightspace would be classified in terms of the credit hour definition. The table is by no means meant to reflect the only options available. You will notice two key distinctions between the types of activities in the different columns. First to be considered to be direct faculty instruction, the activities should be related directly to the objectives of the course, should have some direct oversight or mediation by the faculty member and should in some form be equivalent to the types of instructional activities conducted in the classroom. Second, direct faculty instruction may not be considered to be focused on time that the student spends accomplishing homework assignments or other tasks.

Direct Faculty Instruction	Out of Class Student Work
Providing direct faculty instruction using Zoom or other conferencing tools	Completion of reading assignments in hard copy or via D2L Brightspace resources
Facilitating group discussions using Zoom or other conferencing tools.	Watching video or you tube clips embedded in D2L Brightspace course
Using forums to provide direct guided or mediated discussion of course materials. Forum discussions should be instructor facilitated and have specific expectations for student participation	Studying for exams or quizzes
Using collaborative tools to work with student groups on project, for example, creating blogs or Wikis.	Writing papers or submitting assignments to the instructor
One on one student conferences scheduled for Zoom conference calls, text or email discussions	Working in student teams on class projects

Other Teaching Formats:

While regularly scheduled classes at the College will be taught in one of the formats described above, there are special situations where there may be more flexibility in meeting credit hour requirements. These situations include:

- *Independent Study Classes:*
 These are classes where the student is expected to engage in a unique independent learning/research experience, although one still guided by the instructor to ensure the student meets the educational objectives and expected outcomes of the course. To maintain the academic integrity of these courses, the student is expected to complete a similar number of total instructional hours per credit hour, as defined above. Due to the nature of these experiences, the instructor will have the flexibility and discretion to negotiate the specific format and hours of direct contact, in a manner appropriate for the project or experience.

- *Courses by Arrangement (CBA):*
 By definition, these are classes that exist to fulfill a unique and individualized student need in exceptional circumstances and are not to be standard offerings. To maintain the academic integrity of these courses, the student is expected to complete the total number of instructional hours per credit hour, as defined above. As for independent studies, flexibility is needed in CBA courses in terms of the ratio of direct faculty contact hours to total instructional hours. However, instructors

are expected to meet regularly with the student throughout the semester/term to ensure they meet the course educational objectives and expected student outcomes. Faculty members may achieve this balance by following the guidelines for a web-enhanced format of instruction. Students may not register for CBA courses after the normal add/drop period.

Guidelines for Internships and Field Experiences at Springfield College
Approved February 20, 2015

Introduction:

The new Federal Credit Hour requirements make it clear that each institution must have a consistent way of awarding academic credit for both classroom based and experiential learning experiences. Springfield College has adopted such guidelines for classroom based courses, identifying 15 hours of direct faculty instruction and 30 hours of additional student work for a total of 45 instructional hours as the basis for each credit hour awarded to a student in “regular” classes, (see page 104 of the *Faculty Handbook*). The federal guidelines indicate that these same standards must also be applied to non-classroom experiences, so that students completing an internship or fieldwork experience complete at least an equivalent amount of work in order to receive equivalent academic credit.

A number of specialized fieldwork experiences at the College already follow guidelines for the award of credit, faculty supervision and faculty workload that are mandated by a Council for Higher Education Accreditation recognized accreditor or by a state agency, (e.g. student teaching practica; clinical fieldwork in accredited programs, etc.). These guidelines are not intended to supersede those accreditors, who are also required to meet federal credit hour policies and utilize a Clinical rather than an Internship Affiliation Agreement. Instead, these guidelines are designed to provide guidance for students and faculty in non-clinical programs where there are not such recognized external standards.

Because these guidelines are designed to apply to experiences in a variety of disciplines, they have been informed by the position statement on internships developed by the National Association of Colleges and Employers to ensure that an experience is educational in nature by meeting the following standards:

- The experience must be an extension of the classroom and provide a learning experience that provides for applying knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be work that a regular employee would routinely perform.
- The skills and knowledge learned by the student during the experience must be transferable to other employment situations and/or employers.
- There are clearly defined learning objectives/goals for the internship related to the professional goals of the student’s academic program.
- There is clear supervision of the student by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment and facilities provided by the host employer that support the student’s learning objectives and goals.

Based on these standards and the College’s Policy for Meeting Federal Credit Hour Standards, internships and field experiences should meet the following guidelines:

Award of Credit Hours:

Recognizing that institutions cannot award credit simply for hours worked, students completing internships and field experiences can only earn academic credit if their experience meets the following guidelines:

- The student's participation in the experience must be pre-approved by their faculty supervisor; students in some programs may need to meet certain eligibility requirements to participate;
- The internship or fieldwork site must be pre-approved by either the sponsoring Department or by the Career Center; some sites may not be appropriate;
- Internship experiences completed for 1-3 credit hours will require the student, at minimum, to complete regular reports to the faculty supervisor, and a final assignment that requires critical thinking and reflection; evaluations from the on-site supervisor will also be required and considered as part of the student's evaluation;
- Internship experiences completed for more than 3 credit hours must meet the requirements outlined above, and include a substantial additional course assignments as designed by the departments that is completed on site and is evaluated by both the faculty member and the on-site supervisor;
- The credit hours earned for the internship or fieldwork experience will depend on the academic work completed (see above) and the completion of adequate time on site. For each credit hour awarded, the student must complete a minimum of 45 hours on site or on campus working with their faculty supervisor on work related to the internship.
- Students must register for the internship and complete the entire internship experience during the semester for which they registered. Summer session internships require summer registration and cannot be included as part of the student's fall or spring course load if the internship work will be completed during the summer session.

Approved Internship Sites:

Students seeking to complete an internship or fieldwork experience may only complete this academic work at an approved internship or fieldwork site. Approved sites will:

- Meet the standards of the College as expressed in the College's Internship Affiliation Agreement, (see Faculty Resources section in PrideNet). If a site will not agree to these standards, students should not be placed at that site without the written agreement of the VPAA.
- Ensure that there is a specific on-site supervisor who will be responsible for ensuring that the student's experience meets the educational goals determined by the faculty supervisor and will provide feedback to the faculty member as part of the evaluation of the student's work.
- Be described and listed in materials available to students in their departments and be on file with the Career Center.

Faculty Supervision:

Faculty members who are supervising an internship or fieldwork experience for students should ensure that:

- Students are adequately prepared for the internship experience including career preparation seminars provided by the Career Center as necessary, and a clear understanding of the faculty member's expectation for the student's learning experience while on-site.

- Faculty members should carefully monitor the student’s learning experience. For internship or fieldwork placements of 1-3 credits, the faculty member will require students to submit weekly reports. For internship or fieldwork placements of over 3 credits, a site visit will be made, or such a meeting will be done in other ways, i.e. via remote access technology.
- Faculty supervisors should be sure to contact the site supervisor no later than the second week of the semester to ensure there is good communication between them during the student’s learning experience. The faculty supervisor will make regular contact with the site supervisor throughout the internship to ensure that the student is having a successful experience and will document these contacts appropriately, recognizing that such records are considered educational records under FERPA standards and they are subject to subpoena.
- The faculty member should remove a student from a site at any sign that the student is experiencing unsafe conditions or if the learning experience promised by the site is not being provided. Student interns should not be used by a site as unpaid employees.
- Workload considerations for faculty members supervising internships will depend on the number of students being supervised/credit hours and finalized with the chairperson/campus director and the School Dean to ensure workload equity. As a general guideline, a faculty member who is assigned to supervise 30-60 student-semester hours will receive 3 workload credits for this assignment (equivalent to 10-20 students in a 3 SH course). Faculty members supervising individual students will receive payment for supervision using the pay scale previously established for Adjunct/Overload Payments.

Springfield College Best Practices and Expectations for Online Teaching

Springfield College online programs will provide greater access to our academic programs. It is important that our programs utilize best practices in online learning and optimize cutting-edge technologies to create a personalized Springfield College educational experience in the online environment. Online courses and programs will have the same level of quality as our on-campus course offerings, will meet the same learning outcomes, and will support the College’s mission and philosophy of spirit, mind, and body.

Faculty who teach online are expected to follow faculty expectations as defined in the faculty handbook and in the Guidelines and Policies for Online Teaching. The following guidelines reflect best practices in online teaching. As a course instructor or facilitator, it is expected that you will demonstrate these practices in your online courses.

Establish a welcoming and inviting online environment:

- Provide a warm welcome to the course. A welcome announcement helps with orientation and creates a positive online environment critical to online course success. It is highly recommended that you create a welcome video so that students can put a “face to a name”.
- Include a faculty bio/introduction which includes your credentials and other relevant information about yourself, as well as your contact information, office hour availability, and your anticipated turnaround time for student inquiries.
- Foster community building and interaction by providing an introductory forum and icebreaker in the first lesson.
- Provide a reasonable amount of online text in your course LMS pages, trying to balance the need to share information with the awareness that students will not necessarily read everything

if the amount of text is overwhelming. Consider using print textbooks, audio lectures, slides, videos, pictures and other ways to convey information in addition to online text.

- Consider sharing the “netiquette” guidelines provided by the Center for Excellence in Teaching, Learning, and Scholarship. These guidelines clarify expectations in terms of online communication and collaborations standards. Remember that some students will not have had much online experience, so sharing these guidelines at the beginning of the course will help to minimize the potential for miscommunication or conflict during the semester.

Establish an engaged online presence:

- Log in to your course learning management system (LMS) and check your email regularly and on an established schedule, keeping in mind that many online learners are balancing academics with work and family obligations, and appreciate opportunities for communication outside of traditional academic hours. Online expectations suggest that all instructors log in to their courses at least four days each week.
- Provide clear information about what students can expect from you during the semester. Let them know how to reach you, when you are available, how you engage in course discussions and other activities, and when to expect feedback on assignments.
- Let your students and your department chair know if you will be unable to log into your course for several days or more (e.g., during professional travel). In cases of personal emergency that require you to be away from your course, notify students and your department chair as soon as possible.
- Consider finding coverage for your online course if you are going to be out of contact with students for more than a couple of days, especially if they will be working on assignments while you are gone.

Provide timely responses to students:

- Aim to provide a response to student inquiries within 24 hours. If you cannot provide a detailed response within 24 hours, it can be helpful to send the student a brief response letting them know when you’ll be able to respond fully.
- Communicate to your students, in advance, when you will grade and return all assignments and exams.
- Provide students with grades and feedback in an accessible format. Use of the LMS gradebook is strongly encouraged.
- Provide timely and meaningful feedback on student work using clear and concise language. Your feedback is the most personal contact many students will have with you, so making the feedback meaningful and informative will help students stay connected with the course.
- Ensure that you are consistently involved in any online discussions. This may include providing timely responses to questions, providing encouragement, initiating new discussion topics, and identifying students who might need additional assistance. Whether the instructor makes a few or many comments, students need to feel the continual presence of the instructor in the online classroom and discussion.

- Monitor assignment submissions and contact individual students about missed deadlines. This is best accomplished via a private email to students who have missed assignments.

Provide clear course structure and guidelines:

- Let your students know what technology they must have in place to effectively participate in your online courses. Make sure that your expectations are aligned with those of the program you are teaching in.
- Follow the established course start and end dates. The course LMS page should be complete and available to students at the start of the preview period before the first week of the semester.
- Clearly state expectations, including grading assignment expectations. Instructors should make all expectations very concise and clear. Expectations should be posted well in advance and in a highly visible location (syllabus, announcement, with assignments, etc.), and reiterated as needed.
- Where appropriate, provide grading rubrics where points or guidelines for assignments are clearly stated. Expectations for online discussions, assignments, participation and other assessments should be clearly stated so every student knows what is expected.
- Post weekly (or more frequent) announcements and updates, including reminders of any upcoming due dates or important course or college information.

Springfield College Policy Pertaining to Confidentiality of Students Records / Annual Notice to Students Regarding Education Records:

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Springfield College ("School") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The School official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the School official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the School to amend a record should write the School official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the School decides not to amend the record as requested, the School will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the School discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes

disclosure without consent.

The School discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A School official is a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A School official also may include a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another School official in performing his or her tasks. A School official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

Upon request, the School also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the School to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining the prior written consent of the student:

- To other School officials, including teachers, within the School whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the

enforcement of, or compliance with, Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information: At its discretion, the School may provide directory information in accordance with the provisions of FERPA to include, but is not limited to:

- Student's Name
- Address
- Telephone Listing

- Electronic Mail Address
- Photograph
- Date and Place of Birth
- Major Field of Study
- Grade Level
- Enrollment Status
- Dates of Attendance
- Participation in Officially recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Degrees, Honors and Awards Received
- Most Recent Educational Agency or Institution Attended

Students wishing to withhold this information from public disclosure must complete a "Request To Withhold Directory Information Form" with the Registrar's Office within the first two weeks of the start of the fall semester.

Additional Resources: The FERPA regulations referenced above are available here: <https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=34:1.1.1.1.33>

External Funding for Grants and Sponsored Research: Springfield College encourages and facilitates efforts to seek external funding for initiatives that align with its mission. The Office of Grants and Sponsored Research can assist you in identifying funding sources and developing proposals for submission. Internal approvals are required prior to submitting a grant application or proposal to any external funder. These approvals are required for letters of intent, pre-applications, potential subawards, and full applications that involve Springfield College, including its students and campus resources. The approval process is as follows:

1. Intent to Apply: Please complete the portion of the "Grants Protocol Form" that declares your Intent to Apply to a particular funder. Scan and attach the form to an email requesting approval to proceed, addressed to your department chair, your Dean, and the Office of Grants and Sponsored Research.
2. Proposal Development: After initial approval, the Office of Grants and Sponsored Research will work with you to develop a schedule to meet all application requirements and the submission deadline. They will assist with proposal development, budgeting, and arranging for any required institutional documents. As allowed by the funder, commitments of College resources may include faculty members' time, student workers, use of campus facilities, and department supplies. The office will determine the appropriate levels of fringe benefits and indirect costs (aka F&A or overhead) to be included in the budget.

3. Unit Approvals of the Proposed Project and Budget: One full week prior to the submission deadline, please obtain final Unit Approvals of the Proposed Project and Budget to complete the Grants Protocol Form. When the proposal narrative and budget are finalized and deemed by the GEGSR to meet the funder's and the College's guidelines, the Office of Grants and Sponsored Research will obtain the required final campus approvals and submit the proposal to the funder on behalf of the College.

Award Decisions – Negotiations, Acceptance, and Post-Award Administration: The office of Grants and Sponsored Research should be notified when a funding decision is received, whether it is a successful award or not. (Reviewers' comments can be helpful in strengthening a proposal for resubmission.) If funded, the office will review the award conditions, obtain College approval to accept the award, assist in media releases, and provide guidance on grant administration toward successful completion of the funded project. The GEGSR office also will supply you with the form to *Request a New Grant Account*. Project Directors work directly with the Accounting Office, often through their department or school, to manage financial reporting.

For more information and resources – including a link to the Grants Protocol Form – see the [Grants & Sponsored Research](#) homepage on PrideNET, under the link for Academics, then Academic Affairs.

Copyright Policy: Copyright is a very complicated issue. It is a form of legal protection for authors of original works and intellectual products. Historically, the well known symbol © designated copyrighted materials. However, this traditional symbol does not need to be placed in a work for copyright protection. Section 106 of the U.S. Copyright Act of 1976 gives the creator of the material copyright and exclusive right to do and to authorize others to do the following:

1. *Reproduce* copies of the work.
2. *Prepare derivative works* based on the copyrighted work.
3. *Distribute* copies of the work by sale, rental, lease, or lending.
4. *Publicly perform* the work (if it is a literary, musical, dramatic, or choreographic work or a pantomime, motion picture, or audiovisual work).
5. *Publicly display* the work (if it is a literary, musical, dramatic, choreographic, sculptural, graphic, or pictorial work - including the individual images of a film - or a pantomime).

The copyright owner retains these rights, however there are circumstances when works can be used without permission. The Fair Use limitations to the copyright are those that are most applicable to faculty at Springfield College.

Fair Use: The Doctrine of Fair Use, embedded in section 107 of the Copyright Act of 1976, is designed to balance the needs of scholars and students with those holding the copyright by mitigating the rights of copyright ownership. However, what constitutes fair use is expressed in the form of guidelines rather than explicit rules. Examples of fair use include use for personal reasons, quotations, criticisms, parodies, news reporting clips, spontaneous classroom use, scholarship, and research. There are four factors that are used to determine fair use:

1. The *purpose and character* of the use, including whether the copied material will be for nonprofit, educational, or commercial use.
2. The *nature* of the copyrighted work, with special consideration given to the distinction between a creative work and an informational work. For example, photocopies made of a newspaper or newsmagazine column are more likely to fall within fair use than copies made

of a musical score or a short story. Duplication of material originally developed for classroom consumption is less likely to be a fair use than is the duplication of materials prepared for public consumption. For example, a teacher who photocopies a workbook page or a textbook chapter is depriving the copyright owner of profits more directly than if copying one page from the daily paper.

3. The *amount, substantiality, or portion* used in relation to the copyrighted work as a whole. This factor requires consideration of 1) the proportion of the larger work that is copied and used, and 2) the significance of the copied portion.
4. The effect of the use on the *potential market* of the copyrighted work. This factor is regarded as the most critical one in determining fair use; and it serves as the basic principle from which the other three factors are derived and to which they are related. If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner that use is unlikely to be found a fair use.

If there is any question about whether a situation is covered by fair use, it is always best to obtain permission from the copyright holder. Not understanding the copyright law is not a legal defense under fair use. There are several departments on campus that can assist faculty in this area including the Print Shop, Media Services, Information Technology Services (ITS), the Center for Excellence in Teaching, Learning, and Scholarship (CETLS), and Library Services. and the Library.

Digital arena: The copyright law most familiar to faculty, staff, and students is the law related to print materials established by the 1976 copyright law. More recently this law has been supplemented by laws designed for issues that have arisen in the digital arena. The ease of digital reproduction has greatly complicated the issue of copyright. The Digital Millennium Copyright Law of 1998 and the TEACH Act of 2002 have added to the complexity of complying with copyright law. In fact, it is not unfair to say that the technology which allows digital reproduction is evolving much faster than the U.S. Congress can pass laws.

Digital Millennium Copyright Act of 1998

This law makes it a crime to circumvent any anti-piracy measures built into commercial software. It outlaws the manufacture, sale, or distribution of code-cracking devices used to illegally copy software. It does provide some exemptions for nonprofit libraries, archives, and educational institutions from anti-circumvention provisions under certain circumstances. The Digital Millennium Copyright Act (DMCA) limits internet service providers from copyright infringement liability for simply transmitting information over the Internet. It does, however, require them to remove material from websites that appears to constitute copyright infringement. In addition, the DMCA heightens the penalties for copyright infringement on the internet but limits liability of nonprofit institutions of higher education - when they serve as online service providers and under certain circumstances - for copyright infringement by faculty members or graduate students.

TEACH Act of 2002

The TEACH Act sets forth conditions under which government bodies and accredited nonprofit educational institutions can use copyrighted works in distance education courses conducted over the Internet. The act contains a variety of procedural safeguards to ensure that the interests of the copyright owners are not harmed. For example, e-reserves and course management systems require a limitation to small portions of copyrighted works such as a single article or chapter. This is not to be used as a substitute to purchase of materials and requires that these items be accessible only to

registered students in the class. Additionally, these digital materials must be taken down at the end of each term.

Copyright Compliance: Springfield College participates in a variety of contractual arrangements that require licensing fees to copyright owners in exchange for the use of their content. Faculty are expected to be aware of and in compliance with these as they relate to copyright law. Faculty should consult with Library Services and/or Instructional Designers on questions regarding copyright/fair use.

Additionally, the following notice should be posted at all public photocopiers, printers, computers, digital recorders, scanners, etc., that are used to make copies in an unsupervised setting:

The Copyright Law of the United States (title 17, U.S.C.) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopying or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement.

The College reserves the right to refuse to accept a copying order if, in its judgment, fulfilling of the order would involve violation of copyright law.

“Notice: Making copies may be subject to copyright law.”

Logo and Seal Use:

Springfield College, the Springfield College seal, and the Springfield College logo are registered with the U.S. Patent and Trademark Office and may not be used or reproduced without permission. Springfield College owns and controls the use of its logos, insignias, seal, symbols, service marks, trade names, depictions of campus buildings used commercially, and other trademarks, including Athletics trademarks, collectively called “trademarks,” which are associated with the College and/or any of its campuses, whether registered or not. The use of any College trademark must be reviewed and approved by the Office of Marketing to ensure College-wide consistency and appropriate usage.

Email Signature Guidelines:

Springfield College continues to possess a strong reputation as an institution of high academic standing. Our brand is credible and secure. Consistent email signatures throughout departments and programs across the campus are an important way to promote a strong organization. They assist in ensuring that all email on behalf of Springfield College meets professional standards, provides relevant information to support the institution, and is consistent with the College brand. Email signatures should reflect a professional and consistent appearance for conducting college business through email.

Guidelines:

The following guidelines should be followed for official college email signatures from your @springfield.edu email account.

- The use of personal or favorite quotes or epigraphs in email signatures is inappropriate in a professional setting. Please reserve those for your personal email accounts. The professional electronic signature is comparable to a business card or letterhead. A quote has the unfortunate potential of causing confusion with external audiences assuming a particular statement represents the College's official slogan and mission.
- Any images, photos, or social media icons within the email signature can come across as attachments and add to the complexities of downloading a recipient's email and appear chaotic. It is one reason why it is not recommended to include the College's logo in your email signature. You may continue to use such items provided they are related to official Springfield College communications and believed to be essential.
- If you have a specific campaign or event, such as a prospective student open house, or giving day, where you'd like to drive traffic by placing information below your signature, please contact the Office of Marketing for proper guidelines and to ensure consistency of messages.

Creating Your Signature:

The Office of Marketing and the Office of Information Technology Systems provide the template below for faculty and staff to use in their Springfield College email accounts. You may clip and paste the template below into your signature email settings and then change it to include your specific information and save it there.

To create your signature, open your College email account. Click on the settings (gear wheel) icon near the upper right of the screen, and then click on the word "settings." On that page, scroll down to the "Signature:" heading. Select the signature box, and paste the template inside the box. Change the information to include your details, then click "save changes" at the bottom of the page to save your signature. To set up signatures through your mobile phone, please contact the Office of Marketing at marketing@springfield.edu for assistance. Thank you for helping us maintain our professional and consistent brand.

Sample Email Signature**Full Name | Full Title**

Springfield College
Office of (Name of Office)
263 Alden Street
Springfield, MA 01109
springfield.edu | p: (413) 555-5555
example@springfield.edu

Disruptive Behavior Policy

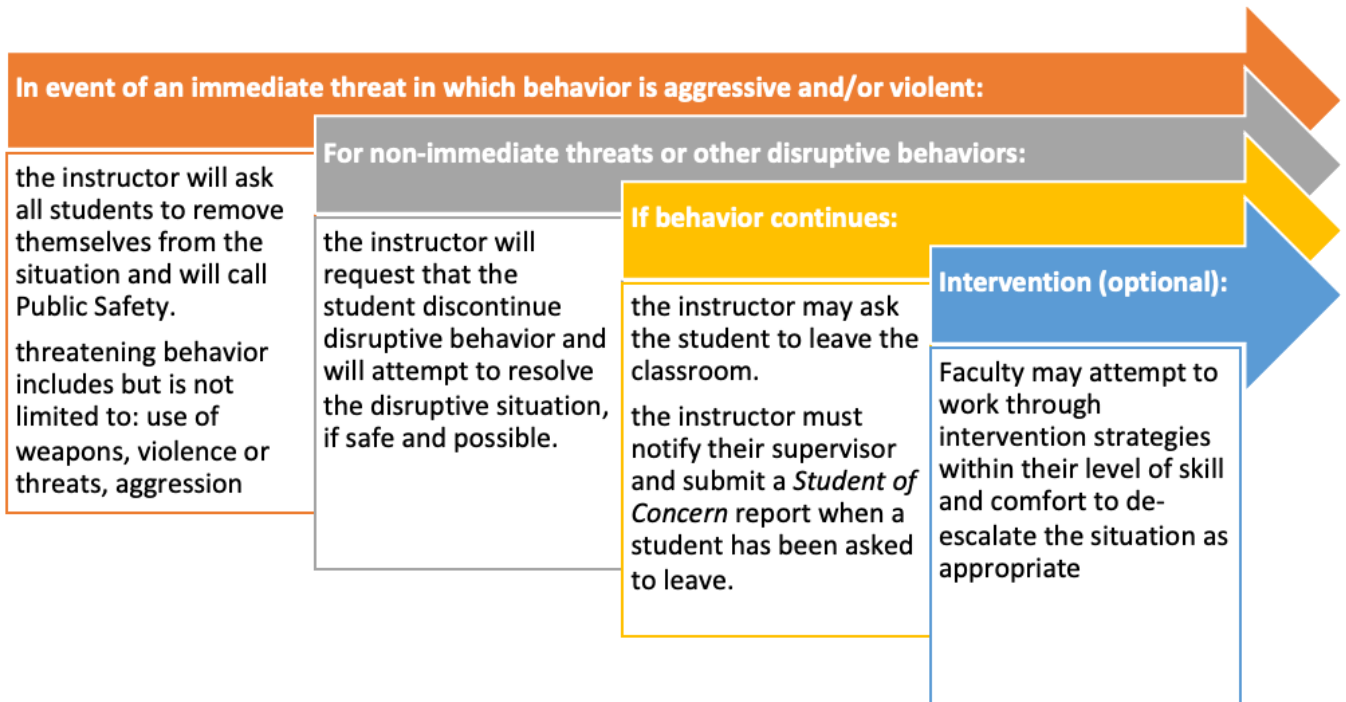
Disruptive behavior is prohibited in the classroom or during any other educational and/or extracurricular experience, including both in-person and online formats. Disruptive behavior includes conduct that undermines the integrity of the learning or extracurricular space, and significantly interferes with or obstructs teaching and/or learning processes. Civil expression of disagreement, or expression of views opposing those of the course instructor and peers are not considered disruptive behavior.

The course instructor or presenter is authorized to establish norms and other parameters for students' behavior and participation during the course or other educational and/or extracurricular experiences. The Academic Success Center's Disability & Accessibility Services may determine that a reasonable accommodation/modification of the instructor's norms and parameters is required for a student with a disability. Behaviors related to disability, including the use of assistive technology or any other accommodations and/or modifications, are not considered disruptive. Determinations are made on an individualized, case-by-case basis, following the standard disability accommodation request process, and will be communicated to faculty formally through an accommodation letter. Accommodations are not meant to excuse disruptive behavior, but to facilitate meaningful participation for the student with a disability in the course. Students with disabilities will be held to the same behavioral standards as their peers when concerns arise that appear unrelated to their disability.

If a student, acting individually or in concert, disrupts or attempts to disrupt a class session or any other educational and/or extracurricular experience, the course instructor or presenter is authorized to follow several options, depending on the severity and/or frequency of the offending behavior (see graphic below). If any of the following scenarios occur, faculty should submit a [Students of Concern](#) report so that the appropriate campus office such as the Counseling Center and/or Academic Success Center's Disability & Accessibility Services may follow up to provide additional support and services to the student.

If the student is removed from class for disruptive behavior with or without the assistance of public safety, the instructor must notify their supervisor (Chair, Dean, or Director) that a student has been asked to leave a class. The Chair/Dean/Director will organize a reparative meeting with the instructor and student to determine appropriate steps for the student to reenter the class. The instructor should check in with the rest of the class impacted by the situation in a way they deem appropriate. AVPAA, Dean, and/or Chair may be involved as needed.

Additionally, in the case of severe and/or frequent disruptive behavior, the applicable academic Dean or the Associate Vice President for Academic Affairs (AVPAA) may, upon request from the course instructor, temporarily remove the student(s) from the class or educational experiences pending action guided by the College's academic policies or adjudication based on the Student Code of Conduct.



Process for Selecting Faculty Marshals for Commencement

Each year, the 3 most senior faculty by years of service, who are retiring prior to the beginning of the next academic year, are selected to be the Faculty Marshals. The most senior of this group of 3 serves as the Grand Marshal, who carries the Springfield College mace and sits on the stage for commencement.

While the position of Faculty Marshal is an honor, no faculty member is forced to accept this role and may choose to decline. In that event, the open position goes to the next in line: a retiring faculty member, by years of service. In the event that there are not 3 retiring faculty members to serve as Faculty Marshal, the open position(s) will go to the most senior faculty by years of service.

To be eligible, the faculty member retirement has to have been announced, approved and planned for completion prior to the beginning of the next academic year, i.e. end of spring semester or over the following summer.

Fundamental Alteration Policy

I. Policy Statement

According to Springfield College's [Notice of Non-Discrimination](#), the College does not discriminate against any person on the basis of disability (or any other legally protected basis) in the admission and access to, and employment and treatment in, its programs and activities. The College has an obligation to provide reasonable accommodations that will facilitate equal access and meaningful participation for students with disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as Amended (ADA), and related state and federal civil rights laws. The College is not required to provide an accommodation that would modify essential requirements, fundamentally alter the nature of the course, program, activity or service, or pose an undue financial or administrative burden.

When determining reasonable accommodations, the federal government has clarified that colleges and universities must engage in an individualized, interactive process with each student request for accommodations and avoid blanket statements or policies regarding accommodations ([OCR No. 10-16-2203](#)). In addition, institutions should not impose or apply eligibility criteria that screen out (or tend to screen out) individuals with disabilities, unless such criteria can be justified as necessary for the course, program, activity, or service.

The decision of whether an accommodation may fundamentally alter an essential requirement of a course, program, activity, or service must be made by a group of knowledgeable and trained individuals at the College, including relevant faculty, administrators, and the disability services office ([OCR No. 01-16-2120](#); [03-14-2248](#)). This group must, at minimum:

- pursue a thoughtful, careful, and rational review of the essential requirements of the course, program, activity, or service ([OCR No. 01-16-2120](#)), and
- consider a series of alternatives and modifications that would not fundamentally alter the course, program, activity, or service even if it is not the accommodation originally requested ([OCR No. 01-16-2120](#)).

II. Definitions

Fundamental Alteration

A fundamental alteration under the ADA is a change that is so significant that it alters the essential nature of the goods, services, privileges, advantages, or programs being offered.

Essential Functions/Requirement

In an academic context, essential functions/requirements outline the course and/or program's core learning outcomes that all students must demonstrate, with or without using accommodations, that are part of a larger interconnected curriculum related to a program or degree. Established essential functions/requirements will:

- clearly articulate the overall purpose of the course/program;
- identify required mastery of specific skills, knowledge, principles, and concepts; and
- convey the framework used to set academic and program standards.

Reasonable Accommodation

An academic adjustment, policy modification, auxiliary aid or service that facilitates equal access and meaningful participation for a student with a disability in any course, program, service, or activity at the College.

III. Representatives

Standing Committee

1. Associate Director of the Academic Success Center, Disability & Accessibility Services (Chair)
2. Associate Vice President of Academic Affairs
3. Vice President for Student Affairs
4. Director of the Center for Excellence in Teaching, Learning, and Scholarship
5. Faculty Representative from Clinical Program (with Essential Functions/Technical Standards)
6. Director, Academic Success Center

Ad Hoc Representation

1. Director, Non-discrimination Initiatives/504 Coordinator
2. Department Chair or Program Director
3. Other Relevant Department Chair or Program Director

IV. Procedure

1. Assertion of Fundamental Alteration

If a faculty or staff member believes there is a reasonable basis for determining that an approved or proposed accommodation would constitute a fundamental alteration of a course, activity, program, or service for which they are responsible, then the faculty or staff member should submit the following in writing to the Associate Director of the Academic Success Center:

- a. Explanation of how the proposed accommodation constitutes a fundamental alteration by invalidating an essential requirement of the course, program, activity, or service.
- b. Documentation that verifies the element in question is an essential requirement of the course, activity, program, or service (e.g. College-approved course descriptions, official policies, licensure or accreditation requirements, technical standards).

During the deliberation period, the Associate Director of the Academic Success Center will work with the student and the faculty member on interim support.

2. Convening of the Committee

Upon receipt, the Associate Director of the Academic Success Center will convene the Fundamental Alteration Committee in a timely fashion. The Committee may be convened through email correspondence, if necessary, to expedite the process. The department

asserting fundamental alteration may recommend a representative from a related department to join the committee.

3. *Review and Deliberation*

a. *Verify Essential Requirement(s)*

The Committee shall review official documentation relevant to the essential requirement (e.g. approved course descriptions, technical standards, licensure or accreditation requirements) and confirm that the essential requirement does not inadvertently screen out or tend to screen out individuals with disabilities by focusing on the characteristic of a protected class, rather than on the skill required.

Once confirmed, the Committee should answer the following:

- i. Is the essential requirement clearly documented in the syllabus, program handbook, or any other official documents associated with the course, activity, program, or service?
- ii. Is it a rationally justifiable essential requirement, given the nature of the course, program, activity, or service?
- iii. Is it consistently and uniformly expected of or applied to all students?

If the Committee answers “no” to any of the above questions, then the element may not be an essential requirement and any proposed or approved accommodation would not constitute a fundamental alteration on that basis.

b. *Examine Impact of Accommodation*

The Committee shall review the proposed or approved accommodation description, policies, procedures, or other relevant administrative information and determine whether the accommodation invalidates, compromises, or waives the essential requirement.

c. *Consider Alternatives*

If the accommodation does invalidate, compromise, or waive the essential requirement, then the Committee has a responsibility to diligently research other alternatives to address the disability-related barrier by consulting with other institutions, professional organizations, agencies, or advocacy groups that may have relevant solutions. In so doing, the Committee should consider whether there are alternate ways to demonstrate mastery or facilitate meaningful participation.

4. *Determination*

By consensus, the Committee will determine whether the proposed or approved accommodation constitutes a fundamental alteration and shall document thoroughly its findings.

If the Committee determines that the proposed or approved accommodation does not constitute a fundamental alteration, the accommodation shall be enacted. If it does constitute a fundamental alteration, the Committee will recommend equivalent alternatives that would not compromise the essential requirements of the course, program, activity, or service. If no equivalent alternatives exist, the student may not be considered otherwise qualified to participate in the course, program, activity, or service.

The Associate Director of the ASC will communicate the Committee's determination in writing to the student, original faculty or staff member asserting fundamental alteration, and/or other College personnel, as appropriate. The student will also be informed of the College's [504 Grievance Procedure](#), should the student seek to appeal the decision or allege disparate treatment on the basis of disability.

Section V

FACULTY RESPONSIBILITIES



GUIDELINES FOR THE PREPARATION OF COURSE SYLLABI

All Springfield College course syllabi are required to include the following information:

- The name of the course, the course prefix and number, and the number of credits earned by completing the course
- The name of the instructor and details about where and how a student can reach the instructor, including the instructor's office location, College email address, College phone number
- A list of regular office hours, or, if variable, information about where office hours are posted (note that five hours of availability per week are required for full-time faculty)
- The course prerequisites if any exist; these may be specific courses or skills/ competencies
- A course description consistent with that printed in the College Catalog (note that course descriptions must be written in the present tense)
- A description of the classroom format (e.g., lecture, discussion, field work, online, blended, etc.), especially as it is important for an individual course
- A list of course outcomes (i.e., what is it that the student should demonstrate knowledge of or be able to do at the end of the course that they could not accomplish at the start of the course) as well as information about how each outcome will be assessed (i.e., which course assessments measure which outcomes)
- The course textbook and/or associated readings for the course (e.g., course bibliography or selected readings)
- Assignment values and grading procedures for examinations, papers, and any other assignments or assessments used in the course
- Syllabus includes course learning outcomes that meet Springfield College's criteria for outcomes assessment (available at <https://springfield.edu/academic-affairs/outcomes-assessment>)
- A description of how final letter grades will be assigned (e.g., a rubric aligning numeric grades to the letter grades that will appear on student transcripts)
- A course outline or schedule including actual or approximate assignment and exam due dates, as applicable, including the date and time of the final exam
- A statement on the policy/grade penalty for late submission of assignments, as appropriate
- A statement on attendance policy, consistent with college, school, and department policies (note that all course Brightspace spaces will be populated with the College Attendance Policy)

automatically; at a minimum, course syllabi should direct students to find this policy on the course Brightspace page)

- A statement on academic honesty, particularly plagiarism, consistent with college policy on academic honesty and integrity (note that all course Brightspace pages will be populated with the College Academic Honesty and Integrity Policy automatically; at a minimum, course syllabi should direct students to find this policy on the course Brightspace page)
- A statement on classroom decorum and/or professional behavior, as appropriate
- The following statement about Brightspace: “Springfield College uses Brightspace as its Learning Management System. It supports teaching and learning. You can find basic course information there such as syllabi and faculty open office hours, as well as academic policies, resources, and information about academic assistance and disability-related accommodations that are available through the Academic Success Center. Brightspace is also a critical tool to provide communication and course instruction during campus emergencies and emergency recovery.”

All course Brightspace pages will be populated with the remaining statements below automatically; at a minimum, course syllabi should direct students to find this statement on the course Brightspace page (see above statement). We include those on this document as a reminder to please call attention to these policies when reviewing your syllabus.

- The following statement on class recordings and transcriptions: “This class may be recorded or transcribed if an enrolled student has been approved for this service as an academic accommodation by the Disability & Accessibility Services (DAS). Recordings are for the approved student's individual access only, and are not to be shared, copied, or distributed to others. For questions or concerns about acceptable use, please contact the DAS; 413-748-3389, ascdas@springfield.edu, or visit Learning Commons 300.”
- The following statement on language support services may be included in the syllabus at the discretion of the instructor: To assist our international students as they transition into an English language academic environment and to support native-born multilingual speakers, the College offers a variety of supports. The Academic Success Center offers English language support through its Conversation Partners Program, which provides support for non-native speaking students wishing to improve conversation and comprehension skills. Pending approval of the course instructor, the International Center offers students who are English Language Learners or multilingual speakers [ELL Test Proctoring](#) with extended time for course exams in an alternative location.
- The following statement on Mental Health and Basic Needs: College students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with someone you trust or learn about resources from the [Counseling Center](#).

If you are in immediate crisis, please call the National Suicide Prevention Lifeline at 988.

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, contact the Director of the [Centers for Service and Leadership](#) or [Leadership and Civic Engagement](#). These offices will support you.

- The following statements on Academic Assistance and Disability Related Accommodations:

Academic Assistance

Academic assistance is offered through the Academic Success Center, including Tutorial Services (Math and Science, Writing, Supplemental Instruction, Conversation Partners, and Content Tutoring) as well as Academic Coaching and Power Hour workshops. The ASC is located in the Learning Commons, 3rd floor. More details, as well as instructions on how to schedule appointments, can be found at springfield.edu/asc. Students can also contact the ASC at 413-748-3389 or asc@springfield.edu for more information.

Disability-Related Accommodations

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic or non-academic accommodations due to a disability or disabling medical condition (including temporary disabilities), please contact the Disability & Accessibility Services (DAS) at 413-748-3389, ascdas@springfield.edu, or visit Learning Commons, 3rd floor. You may also visit springfield.edu/asc for more information on how to register via the Accessible Information Management (AIM) portal.

Please note: faculty are not obligated to modify course policies or provide accommodations without official notification from DAS. It is the student's responsibility to follow any procedures outlined by DAS for determining eligibility and for requesting accommodations in advance of anticipated need. Accommodations cannot be provided retroactively.

Academic Resource Connection (ARC)

The ARC provides students with 24-hour access to online academic tools and resources. In the ARC, you will find videos, links, and documents that address Research, Writing, Academic Success Strategies, and Academic Technology.

Please refer to the Student Resources menu on Brightspace to locate all of the information listed above.

Revised 8.9.2023

College Learning Management System

The Faculty Senate requires the use of the Springfield College Learning Management System (LMS) by all faculty. In addition to providing a platform to support teaching and learning, the LMS can be used as a critical communication tool and one that allows continued communication and course instruction during campus emergencies and emergency recovery. As a basic responsibility, all faculty must be trained and maintain a minimal presence in the current LMS. A minimal presence includes posting a course syllabus and relevant faculty information including a basic profile listing office hours. Further, all faculty should have a basic proficiency with common functions of the LMS, so that they could continue to provide instruction from a remote location for periods of up to 2 weeks. This knowledge includes: the ability to communicate with students through the current LMS (posting course announcements and materials) and the use of LMS activities (forums, assignments, quizzes.)

College Policies on Attendance and Academic Honesty:

The College policies on attendance and academic honesty are printed in their entirety in the *College Catalog* and the *Student Handbook* and faculty members should read each policy before the start of the semester to ensure that consistent standards are used throughout the college. Faculty are required to track attendance and report via PrideNet. While instructors may not wish to print the entire policy statements included in these documents in their syllabus, (*they are lengthy!*), each instructor should print a statement concerning these matters in their syllabus, and should refer students to the *College Catalog* and *Student Handbook* for the complete text of each of these college documents. Since each instructor may not have a copy of the *College Catalog* readily available when they are developing their syllabus, an excerpt of each policy is provided below for the convenience of our instructors:

Class Attendance Policy

Students are expected to attend classes; for online and blended courses, participate in weekly activities. In some circumstances, a student may be absent from classes for College-excused absences noted below. Beyond those College-excused absences, each instructor has the freedom to set a specific attendance policy for their class and is responsible for communicating that policy to class members via the syllabus.

If a student misses a class meeting or does not complete required activities in a blended or online class for any reason, including illness, emergency, or College-excused absences, they are still responsible for the material covered and any assignments due.

Faculty are required to report student attendance for face-to-face courses and engagement in online or hybrid courses at the beginning of the semester and again as part of mid-term grading. Financial Aid will only be disbursed after a student satisfies the following attendance expectation as reported by faculty at the beginning of the semester:

- For face-to-face courses, a student must be present in the classroom to be considered as "attending".
- For online courses, a student who has completed the required online activities is considered as "attending".
- For blended courses (which consist of a combination of online and face-to-face sessions), completion of online activities and/or attendance of the in-class meeting is considered as "attending".

Federal regulations require Springfield College to accurately track students who may or will be withdrawing from courses or from the College. Therefore, if at any point during the semester, a student stops regularly attending a face-to-face course or stops completing required online activities in a blended or online course, faculty are required to immediately notify the Registrar's Office.

Absences Due to Illness or Emergency

In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email, through the LMS and/or via phone. Students should ask about options for obtaining missed material and whether it is possible to make up missed work. In the event of an extended illness or emergency, students should also notify the Dean of Students (studentaffairs@springfield.edu or 413-738-3922).

College-Excused Absences

The following situations should be recognized as College-excused absences from class, providing the student follows the guidelines listed below:

1. Participation in intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletics website.
2. Participation in a scheduled curricular or co-curricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

If possible, the instructor should allow the student to make up the class work or complete an alternative assignment. A student who anticipates absences of this nature:

- Must provide their instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or drop or withdraw from the course.
- Should arrange in advance of the absence for make-up of any work that will be missed and for submission of any assignments due.
- Should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a team mid-season) and provide documentation if requested. Again, impact of the absence(s) must be discussed with the instructor.

Academic Honesty and Integrity Policy

Basic Policy

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

The Practice of Academic Honesty

The information below is intended to help students understand the practice of academic honesty and potential offenses against the Academic Honesty Policy. Misunderstanding these practices or the Policy will not be accepted as an excuse for a violation of it. If a student is in doubt about how to practice academic honesty in a course or in conduct, they should consult with the course instructor, the chairperson of the department, or the dean of their school.

Academic Honesty in Course Exercises

A student's name on any course exercise (which term shall include, but not be limited to, an essay, oral presentation, notebook, report, computer program, paper, quiz, examination, or any other assignment related to a course or internship) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in their own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources, artificial intelligence, or other outside help. In some instances, an instructor or department may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Also, students are not allowed to present the same exercise previously or concurrently completed for another course, without the permission of the instructor(s) of the current course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses. Withholding, removing, or destroying materials needed by other students for class exercises is also an offense against the Policy.

Use of Sources

In preparing assignments, a student is encouraged and often required to consult outside sources of information or opinion. All such sources should be listed in the bibliography/reference section. Commercial research or writing companies are not considered legitimate sources and their use, in whole or part, is cheating and constitutes a punishable offense. For citations, references in text are required for all specific facts that are not common knowledge. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or Web page even when the student restates the matter in their own words. Word-for-word inclusions, even if only a phrase or sentence, from the written or oral

statement of someone else (including the Internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Graduate students and others presenting their own previously published documents must avoid issues of self-plagiarism. Students should be clear to appropriately reference their previous document and to create a new document that appropriately contributes and adds to their original work.

Laboratory Work and Assignments

Notebooks, homework, and reports of investigations or experiments must meet the same standards as all other written work. If any of the work is done jointly or if any part of the experiment or analysis is made by anyone other than the writer, acknowledgment of this fact must be made in the report submitted. It is dishonest for a student to falsify or invent data.

Creative Work

A piece of work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from any other person. A student may not knowingly employ artwork, story material, wording or dialogue taken from published work, the Internet, motion pictures, lectures, or similar media, without full acknowledgment.

Examinations, Quizzes, and Tests

When completing examinations and quizzes, the student is required to respond entirely on the basis of their own memory and capacity, without any assistance whatsoever except such as is specifically authorized by the instructor.

Cheating on examinations and quizzes can take many forms including, but not limited to, using another individual to take an examination in one's place, bringing into the exam room unauthorized materials from which one gains assistance, appropriating an exam or exam materials without authorization, unauthorized or inappropriate use of technology, purposely missing an exam in order to gain an advantage, copying during an examination, improper collaboration or unauthorized assistance on take-home examinations, or other actions that undermine fairness reduce the objectivity of evaluation of student work.

Internships or Fieldwork

Students involved in community projects, practica, independent studies, or fieldwork experiences related to their academic program should be aware that their behavior is a reflection of themselves and the College; their behavior related to such experiences should be appropriate and professional and is subject to this Policy. Violations of this Policy in such circumstances include, but are not limited to, misrepresenting oneself, misrepresenting the College, misusing a position of authority, or failure to honestly report the results of their experience or research.

Learning Portfolios

In writing and compiling a learning portfolio, including a prior learning portfolio (only for selected programs that accept prior learning), the student must submit only their own written work, identify any sources used (see "Use of Sources" above), and ensure that

all information included is accurate. Violations of this Policy include, but are not limited to, failure to submit original work (e.g., uncited passages from published materials, including any part of another student's portfolio or claim), falsification of any information or source, or forgery of any letter of documentation. Sharing or exchanging claims for credit with another student for any purpose, including their use as examples or models, is also not permitted; both students involved in such an incident will be considered in violation of this Policy.

College Documents and Records

Any misuse of official College documents connected with the academic process constitutes a violation of this Policy. Such documents include, but are not limited to registration forms, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, transcripts, and diplomas. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, misrepresentation of personal or academic information requested, or gaining access to a recommendation (without permission) once rights have been waived. Any falsification of records or routines for grading is also dishonest, whether before or after graduation.

Procedures for Suspected Violations of the Academic Honesty Policy

A student, faculty, or staff member who suspects a student of violating the Academic Honesty Policy is urged to report the incident to the instructor of the relevant course, or if the incident is not related to a course, to the Associate Vice-President of Academic Affairs (AVPAA).

A. Course-related Violations

1. All suspected violations of the Academic Honesty Policy related to coursework shall be dealt with initially by the instructor of the course in which the alleged offense occurred. The instructor is responsible to investigate the allegation and determine whether a violation of the Policy occurred. If the student is found to be in violation of the Policy, the instructor must document the incident and evidence, write a letter of sanction, and meet with the student to discuss the incident and sanction. The letter of sanction should include:
 - A brief explanation of the violation.
 - Identification of the sanction.
 - An explanation of the appeal process.
 - A statement that "a report of this incident and my sanction will be forwarded to the Associate Vice-President of Academic Affairs and may be subject to further action."

2. If the student is found to be in violation of the Policy, the instructor may penalize the student with one of the following course-related sanctions.
 - Reprimand - The student will be allowed to repeat the exercise or complete an alternative assignment. Responsibility for evaluation of the student's work in the course continues under the authority of the course instructor.
 - Loss of credit in the exercise - The student will forfeit all or partial credit for the exercise, at the discretion of the instructor. The student may be required to repeat the exercise or complete an alternative assignment, with proportion of credit

awarded at the discretion of the instructor. The student will be allowed to continue in the course.

- A grade of "F" in the course - The student will no longer participate in the course, and the instructor will assign a grade of "F."

Note: Any accusation of a violation of this policy must be investigated and acted upon by the instructor-no student may withdraw from a course to avoid investigation or adjudication. If it is determined that a violation occurred and the student wishes to withdraw from the class, they may only do so with the instructor's approval (and within the withdrawal period).

3. Within five business days of meeting with the student and imposition of the sanction, the instructor must forward documentation of the incident and a copy of the sanction letter to the Associate Vice-President for Academic Affairs (AVPAA).
4. The AVPAA serves as the central repository for all reported violations of academic integrity. Upon receipt of any report, the AVPAA shall notify the student that the violation and sanction report has been received and will be kept on file.
5. In case of an egregious violation, as determined by the AVPAA, or a history of previous violation against the Policy, the AVPAA may initiate additional action by referring the case to the Academic Integrity Committee. The AVPAA has 60 class days from being notified of a violation and sanction to make such a referral and will notify the student of the referral.
 - a. If a case is referred to the Academic Integrity Committee for additional action, the Committee has 60 business days (following a referral from the AVPAA) to schedule a hearing with the student. Following the hearing, the Committee will make a decision regarding whether one of the following sanctions should be imposed, above and beyond sanctions that may have been imposed by the instructor(s).
6. Any other sanction deemed appropriate by the Committee based upon the circumstances of the case.
7. Expulsion - The student may be expelled from the College and will not be eligible to return to the College.
8. Suspension - The student will be suspended from the College for a minimum of one semester and a maximum of two semesters. The student may be restricted from transferring in courses taken elsewhere during the suspension.
9. Academic Honesty Probation - The student would receive a notification that they are on academic honesty probation; any additional incidences may result in suspension or expulsion from the College.
 - b. The decision of the Academic Integrity Committee will be communicated to the student in writing by the AVPAA, with copies to the instructor, advisor(s), the appropriate dean(s) and the Provost and Associate Vice-President for Academic Affairs.

B. Non-course-related Violations & Violations Identified Following Degree Conferral

Alleged violations of the Policy related to misuse of College documents or other charges not related to courses and alleged violation of the Policy by a student whose degree was already conferred should be reported directly to the AVPAA, who will conduct an investigation.

If evidence of a violation is found the AVPAA will:

1. In the case of non-egregious, first time violations, provide a letter of sanction to the student that will provide documentation of the violation and be kept on file.
2. if a current student, in the case of egregious violations, as determined by the AVPAA, the AVPAA will make a decision regarding whether one of the following sanctions should be imposed.
 - a. Academic Honesty Probation - The student would receive a notification that they are on academic honesty probation; any additional incidences may result in suspension or expulsion from the College.
 - b. Any other sanction deemed appropriate by the AVPAA based upon the circumstances of the case.
 - c. Expulsion - The student may be expelled from the College and will not be eligible to return to the College.
 - d. Suspension - The student will be suspended from the College for a minimum of one semester and a maximum of two semesters. The student may be restricted from transferring in courses taken elsewhere during the suspension.

The student will be notified of any action taken by the AVPAA and may appeal the decision of the AVPAA (see Appeal Process)

- for a student who has graduated, in the case of egregious violations, as determined by the AVPAA, that may warrant a degree revocation the matter will be referred to the Academic Integrity Committee to consider a recommendation to the Provost that the student's degree be revoked or other appropriate sanction. The decision of the Provost in such a case is final.

Appeal Processes

1. Students may appeal any decision or sanction for a violation of the Academic Honesty Policy made by either a faculty member or the AVPAA. To do so the student must notify the Associate Vice-President for Academic Affairs no later than ten business days following the notification sent to the student. The AVPAA will refer the appeal to the Academic Integrity Committee for consideration. The decision of the Academic Integrity Committee will be communicated to the student, instructor, the appropriate dean(s) and the Provost and Vice-President for Academic Affairs. The decision of the Academic Integrity Committee is final.
2. In the case of sanctions applied by the Academic Integrity Committee, students may appeal any decision or sanction for a violation of the Policy taken by that Committee by notifying the Associate Vice-President for Academic Affairs no later than ten business

days following the notification sent to the student from the Committee. The appeal will be forwarded to the Provost for consideration. The decision of the Provost is final.

Academic Integrity Committee

The Academic Integrity Committee is empowered to:

1. Consider a student's appeal of an instructor's findings of academic dishonesty or an instructor-imposed sanction.
2. Consider a student's appeal of the AVPAA's finding of academic dishonesty for a violation of the Policy relative to College documents or other offense not related to a course.
3. Hear charges of repeated violations of the Policy.
4. Hear charges of an egregious violation as determined by the AVPAA, for a student who has graduated, to consider a recommendation of degree revocation to the Provost.

As part of its deliberations, the Committee may consider a student's prior violations of the academic honesty policy.

The Associate Vice-President for Academic Affairs will also convene the Committee at least once an academic year to provide a report on the number and severity of all policy violations. The report shall be distributed to the Provost and to the school Deans for additional distribution at the school level.

The Committee shall consist of a total of eight faculty members, two from each of the College's schools. The dean of each school will appoint two faculty members to represent his, her or their school. The faculty members appointed should provide representation for both the undergraduate and graduate level. The AVPAA will chair the committee as an ex-officio (non-voting) member.

Cancellation of Class: A faculty member should not cancel a class without prior notification and approval of the chairperson. (Classes should always be held whenever possible.) The responsibility and supervision for all assigned courses lies with the faculty member.

When a faculty member is unable to meet their class for any reason, the department chairperson or designee should be notified concerning arrangements which are proposed for covering the class. These arrangements, whether involving the securing of a substitute instructor, administration of special assignments, or the cancellation of the class, must be approved by the department chairperson. If for any reason the department chairperson or designee cannot be reached, the Dean should be notified.

A faculty member who arrives at class more than ten minutes late is considered to have missed the class unless they have made acceptable arrangements in advance.

On the days when the start of class is postponed (a.k.a. "snow days"), classes should start when the postponement is over. If a faculty member believes that coming to or remaining at the College when it is in session is dangerous, they should notify the department chair/program coordinator and should expect to use all or part of one of the floating holidays or sick days available per year.

Faculty have an obligation to hold all classes scheduled, particularly prior to the Indigenous People's Day Weekend, the Thanksgiving Break, and March Spring Break. In addition, faculty need to hold a final examination or an alternative academic experience during their regularly scheduled exam times as posted by the Registrar.

A faculty member who is called to serve on jury duty must notify the department chair and the school dean at the time they receive the call to serve. Discussion will occur to determine the impact of such service on one's assigned responsibilities. If it is deemed that the absence of the faculty member will have a negative impact on the unit and result in a "hardship", the College will seek to gain a delay in jury service for that faculty member. This policy is particularly relevant for "grand jury" service that currently entails 10:00 a.m. to 2:00 p.m. three days a week with a three-month commitment.

Students are encouraged to work with the Career Center as early as their first year. The experienced staff members are committed to student learning and development and offer a variety of opportunities for students and alumni to reach their professional goals. Services are available to students and alumni. Both the PrideNET portal and the [Career Center website](#) profile a plethora of employment and career development materials and resources for all learners and alumni. Counselors work to assist individuals with identifying career options, exploring career-related engaged learning opportunities, enhancing job searching skills, preparing for admission into graduate school, recognizing employment opportunities, and networking opportunities. Faculty can connect with the Career Center to collaborate by calling (413) 748-3222 or via email: career@springfield.edu.

In accordance with the mission of Springfield College the mission of the Career Center is to educate, inspire, and empower students and alumni to effectively make well-informed career decisions. The Career Center promotes an atmosphere where students are actively engaged in career explorations that lead to employment and post-graduation opportunities and enhance lifelong learning. The center is committed to providing comprehensive resources, programs, and counseling that foster professionalism and meaningful learning experiences that enable students to function successfully in a global society.

School and Department Meetings: Schools and Departments hold regularly scheduled meetings for the purposes of communication, discussion, and action on school, department and College issues. Faculty are expected to attend all regularly scheduled department meetings. Adjunct faculty and teaching assistants are invited to attend regularly scheduled school and department meetings. If a faculty member is unable to attend a scheduled meeting, they must notify the department chairperson in advance of the meeting.

Class Schedules: Class schedules and classroom assignments for the regular academic year are established by the Registrar. No change of class time or location of class meetings is authorized without the approval of the Registrar.

Book Orders: Faculty are expected to submit book orders prior to each semester and summer school. Several methods exist to submit book orders or adoptions to the bookstore. Information about book orders is distributed to faculty via email. Questions can be directed to the

bookstore by emailing 0551txt@follett.com or calling (413-748-3598). Book adoptions can be completed online at https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=551&langId=en_US. Book orders must be submitted by the due date to ensure availability at the beginning of the semester. Please order carefully as there is a strict return policy with some publishing companies.

Springfield College Weather Notification

College Closing, Cancellation, or Delay of Classes

When there is a closing or delay due to inclement weather, information will be posted at:

<https://springfield.edu/departments-of-public-safety/inclement-weather-notification>

Springfield College wishes to keep safe its community members during periods of inclement weather. This page will provide updates regarding weather-related class and event cancellations and office closings before and during inclement weather occurrences.

In the event that inclement weather presents a risk to members of the College community, the Senior Vice President for Finance and Administration, in consultation with the President, Executive Director of Public Safety/Chief of Police, the Director of Facilities Management, and others as appropriate, will make a determination on whether to cancel or delay classes and/or to close certain offices and campus services. The essential factor in the decision will be the safety of our students, staff, faculty, and visitors.

For the Department of Social Work: If the College has established closure or delay for the main campus, the same plan applies to classes held at the Brennan Center on 45 Island Pond Rd., Springfield, Mass. Students and faculty should consult the 'Forms of Notification' listed below for information about classes held on Saturdays and Sundays at the Brennan Center and on Saturdays and Sundays at St. Vincent Hospital, Worcester, Mass.

Typically, determination on whether a closing, cancellation, or delayed opening is necessary will be made by 6 a.m. with notifications in place by 6:15 a.m. Broadcast media usually post the information shortly after that. Please keep in mind, however, that every situation is unique.

When a snowstorm or other weather event occurs during the workday, updated information regarding cancellation of the remainder of day classes, evening classes, and campus activities will be posted on the weather emergency notification page during the day.

Regional Campus Information

For regional students, faculty, and staff: Closures, cancellations, or delays specific to one or several regional campuses are posted on individual campus home pages.

Main Campus (Springfield, Mass.) Notifications

When inclement weather necessitates that the main campus of Springfield College close, cancel, or delay events, the College undertakes the following forms of notification:

- The Springfield College Weather Emergency Notification page
- The Springfield College RAVE Alert notification system (text and email)
- The Springfield College website
- The Springfield College internal website, [PrideNET](#)
- [Facebook](#)
- [Twitter](#)
- [Instagram Stories](#)
- [Snapchat](#)
- Local television -- WWLP-NBC TV 22, WGGB-ABC TV 40, WSHM-CBS TV 3, WGGB-FOX TV 6, and WVIT-NBC Connecticut

Athletic Events

The cancellation of athletic events will be determined by the Director of Athletics. The determination is made independently of a decision about classes. The safety of students, staff, and faculty will be factored into all decisions regarding travel.

Classroom Safety Issues: Please ensure that the back door emergency exit in your classroom is not blocked. It would be helpful to check the exit doors of your classroom every time you start to teach. Prior to the start of each class, remove chairs or tables blocking the doors. Fire drills and building evacuations are conducted periodically on campus. You are expected to know the evacuation route from your classroom. At the beginning of each new class session/semester, please take a moment to note the locations of the exits in the rooms and nearest exit from the building for your students. Faculty who have questions about evacuation routes should contact Facilities Management or Public Safety.

Please respond quickly to the fire alarm, and, in an orderly fashion, move your students and yourself out of the building to a location away from the building. Insure that all students who were in class are with you prior to going back in the building or dismissing them, as the case may be. Please do not allow anyone from your class to re-enter the building until after a campus authority, has given an all clear for the location. A copy of the College's *Emergency Procedures Manual* is posted in each classroom. In addition, a copy will be posted to the college web site with links on the Public Safety, Facilities, Human Resources, Communications, Residence Life, Faculty, and Student Life web sites, directing interested parties to the information. Print copies will be supplied to all of the locations listed above, and upon an email request to the Public Safety Office.

SC ALERT: SC Alert is where the College sends emergency notifications to your mobile or smart phones and e-mail addresses.

Safety continues to be the highest priority of Springfield College. The College has contracted with the emergency notification system company Rave Mobile Safety to provide the service, which enables students, faculty, and staff to be notified via text message, email, or phone call in the event of an emergency or a security alert.

The system enhances and improves the College's existing campus communications to effectively send time-sensitive information—wherever you are. SC ALERT will be used only for emergency contact purposes. SC ALERT will not be used to distribute advertising or other unsolicited content and will not be used to communicate routine notifications.

Subscribers to SC ALERT will pay no fees for the service, other than any regular fees associated with text messaging services by your provider. Springfield College has already signed you up for SC Alert. Manage your account and update your current SC Alert contact information at <https://www.getrave.com/login/springfieldcollege>.

Teaching Assignments: Teaching assignments are made by department chairpersons and approved by the School Dean. In structuring workload schedules, the College assumes that a full-time faculty member is available for teaching appointments five days a week, mornings, afternoons and evenings (including Saturday and Sunday for some programs). In practice, consideration is given to special needs and preferences of individual faculty members to the degree that the interests of the College, its students, and department colleagues make this possible.

Non-Teaching Assignments and Responsibilities: Faculty members are required to carry a fair share of committee responsibility and accomplish assigned administrative duties; to be available for consultation by students during, as well as outside of, regular office hours; and to attend departmental and College meetings. It is also the policy of the College to encourage individual study and research of a type that will result in continuous improvement of the faculty member as a scholar and teacher. To this end an attempt is made to protect the faculty member from unreasonable overloads.

Departure Checklist: Upon termination, resignation, or retirement from the College, the faculty member will receive a Departure Checklist from the Office of Human Resources. The checklist will be completed by the faculty member and returned to Human Resources with all College assets in the faculty member's possession. Failure to return College assets will require reimbursement to the College.

Examinations/Examination Schedule/Term Papers: Each faculty member is responsible for determining the nature and content of mid-term and final examinations, subject to departmental regulations. Students are entitled to know at least a week in advance that an examination is scheduled during the semester. Students are entitled to know at the beginning of the course the weight which the faculty member will give to examinations, term papers, the final examination and other assignments in determining the final course grade. With the exception of final exams which are allowed a two-hour block, exams given during class time in the semester should be designed so that they can be completed within the standard class meeting time.

Final Examinations: The Registrar is responsible for preparing and announcing the Final Examination Schedule. No change may be made in this schedule to the date, hour, or location unless authorized by the Registrar. Any such change should be reported to the Department Chairperson and the Dean. Final examinations in the form of a written test are not mandatory. Faculty are expected to meet with their classes during scheduled final examination periods. If you do not expect to administer a final examination during the scheduled time, faculty must

meet with their class during the exam period and plan an appropriate alternate learning experience for students. If you will not be participating in coursework with students at a scheduled final examination time and place, please inform the Dean in advance of the reason(s). **Failure of some faculty to meet with classes during final examination periods “shortchanges” students and disadvantages faculty who do meet their obligations.** Any student requesting a change in the time announced for an examination due to exceptional circumstances may be referred to the Vice President for Student Affairs or Dean of Students for verification, if so warranted. It is recommended that the week before the final examination period be kept free from tests.

Reporting Grades: Grade rosters are available throughout the semester via PrideNet. Both midterm and final grades are entered via PrideNet according to dates designated by the Registrar during the course of each semester. Due dates for grades are important as grade information is available to students immediately upon grades being entered by faculty. Grades are generally due within seventy-two hours after the last class meeting or the final exam, whichever comes later. Any grades not submitted by the due date will be posted as “NR” (not reported), and Deans and Department Chairs will be notified by the Registrar’s Office. Any student questioning a posted final grade will be directed to the respective faculty member. Please adhere to the following grading guidelines:

1. A grade **must** be issued to each student listed on the grade roster
2. If a student’s name does not appear on the list, the student must see the Registrar before an official grade can be issued.
3. Valid letter grades that may be given by the instructor as appropriate are: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I.
4. Instructors **may not** issue grades of ‘W’ (Withdrawn) or ‘X’ (Audit). The ‘W’ grade will be printed on the grade roster, grade report and transcript if the student is officially withdrawn from the class between the third and twelfth week of class. The ‘X’ notation will be printed on the grade roster, grade report and transcript if the student registered to audit the course or changed to an audit status between the third and twelfth week of class.
5. An instructor may give a grade of incomplete following a student’s request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined at the sole discretion of the instructor. A student must complete the incomplete work and have a valid grade entered by the instructor no later than the last day of classes subsequent to the term in which the “I” was received. All work must be completed prior to graduation. A contract for incomplete grades **must** be completed by the faculty member and submitted to the Registrar’s Office within five days after the submission of on-line grade entry. A copy of this contract will remain with the student, the instructor, the registrar, and the academic department offering the course. If the student does not meet the conditions of the contract for the completion of the incomplete by the time specified or prior to graduation, the registrar will automatically change the ‘I’ grade to an ‘F’ grade or an alternate grade designated by the instructor that is based on the work completed.
6. The College’s **Extra Credit Policy** indicates that extra credit opportunities, if offered, must be offered to all students in the class. No extra credit can be awarded after the class has been completed.

Academic Progress ~ Mid Semester Grades: During the 7th week of the semester (approximate), faculty must submit mid-semester grades for all undergraduate students. (See academic calendar for actual dates.) These mid-semester grades are submitted on-line through PrideNet according to dates posted by the Registrar's Office in accordance with the Academic Calendar. The same grading guidelines apply to the entry of mid-semester grades as listed for final grades with the following exceptions:

1. A grade of 'I' should not be entered as a mid-semester grade.
2. For students who are failing at mid-semester due to non-attendance, a grade of 'FN' should be entered.
3. Although graduate mid-semester grades are not required for graduate students, they may be entered at the discretion of the instructor. An exception to this is that any graduate student deemed to be failing at mid-semester due to non-attendance should have a grade of 'FN' entered.

Attendance Tracking

In accordance with Federal financial aid regulations, the College is required to track, and report on as necessary, students who are registered, but not attending or actively engaged, in classes. In addition, we need to be made aware of students who may be attending classes but are not registered.

To address these issues in an efficient and effective manner, the College utilizes an Attendance Tracking feature in PrideNET which allows faculty to access their class list and notate each student's attendance status. Attendance Tracking takes place at the end of the add/drop period in each semester (fall, spring and summer). Based on feedback from faculty, the Registrar's Office will maintain the data, communicate to students and report to Financial Aid as necessary.

Faculty are notified by the Registrar's Office via email regarding the beginning of the Attendance Tracking data entry period. Faculty are required to report attendance using the following steps:

1. Login to PrideNET
2. Click the My Profile tab from the top horizontal toolbar
3. Click My Grade & Attendance Verification Entry from within the Academic Links section
4. Click the Final Grades tab across the top of the screen
5. Click the row for your first full semester or first half section on the list
5. Provide the corresponding attendance/engagement value below for each individual student who is actively enrolled in this section in the Hours Attended column:

1 = Never Attended

Student has never attended/engaged the section

2 = Stopped Attending

Student has stopped attending/engaging the section

****YOU MUST ALSO PROVIDE THEIR LAST DATE OF ATTENDANCE/ENGAGEMENT IN THE LAST ATTEND DATE COLUMN****

3 = Attending

Student has been attending/engaging in the section (could be perfect, regular, or irregular attendance/engagement as long as they are continuing to attend/engage)

Note: Every individual student should now have a value of 1, 2, or 3 in the Hours Attended column unless they have previously withdrawn and already have a 'W' grade in the Final Grade column.) DO NOT SUBMIT ANY GRADES FOR STUDENTS DURING THIS PROCESS.

7. Click Save

8. If this was your final full semester or first half section, you are now all set. If not, repeat steps 4-7 until you have provided an attendance/engagement status for each individual student in each of your full semester or first half sections.

At this checkpoint, the Registrar's Office will also ask for any updated information on students who are attending classes but still are not appearing on a faculty member's official class list.

In addition, all faculty will be required to submit midterm grades for all undergraduate students during the 6th - 7th week of the semester. There will be a special grade in effect for midterm grading, denoted as 'FN'. This grade will be used to identify students who are failing due to nonattendance. This will allow the Registrar's office to extract information on students who are registered but not attending and communicate and report as necessary.

Faculty will be required to report midterm grades on graduate students who are not attending or not actively engaged in a registered course by reporting a midterm grade of 'FN'.

Enrollment Status

In compliance with Federal Financial Aid regulations and present reporting practices, Springfield College only counts courses toward enrollment for a student in a term if the courses are actively registered or billed for that term. A student is not considered to be actively enrolled if their only connection with the College in a given term is working on an incomplete course or project that was carried forward from a prior term, typically, but not limited to, practicums, fieldwork and internships. Those courses also do not count toward enrollment status (full time/part time) if a student is actively enrolled in other course(s) during that term. Students with concerns about their financial aid, student loan deferments, etc. should be directed to the Financial Aid office to discuss what options may be available to them. Students who withdraw from a course after the add/drop period will lose access to the course Brightspace page.

Course Information File: A file of all accepted and proposed courses, with correct titles and numbers, semester hour credits, and prerequisites is maintained in the Office of the Registrar upon approval by the Undergraduate Academic Affairs Committee, the Graduate Academic Affairs Committee and the Vice President for Academic Affairs.

Commencement Policy

Degrees are conferred three times per calendar year, once at the annual in person commencement ceremony following spring semester and again following both the summer and fall academic terms. All students must complete a Degree Application and submit it to the Registrar's Office in order to participate in the commencement ceremony. The College reserves the right to prohibit a student from participating in the commencement ceremony in the event that any disciplinary proceedings have been or are being commenced against the student.

Eligibility to participate in Commencement Ceremony

Undergraduate Students

Undergraduate students who complete degree requirements during the prior December or are scheduled to complete in the spring semester are eligible to participate in the commencement ceremony in May. Students who plan on completing in August are eligible to participate in the commencement ceremony only if they are within 12 credits of completion and have a minimum GPA of 2.0. If a student needs to complete more than 12 credits, on an exceptional basis, the student may petition for Permission to March Early.*

Graduate Students

Graduate students who have completed requirements for a Master's degree, Doctoral degree, or Certificate of Advanced Graduate Study during the spring semester or the previous summer or fall sessions are eligible to participate in the annual May commencement ceremony. Graduate students must have successfully defended their thesis, dissertation, capstone project, or independent study in programs where such requirements exist and be registered for any remaining requirements in the subsequent summer term are eligible to participate in the commencement ceremony. Graduate students who have successfully defended their thesis, dissertation or independent study, but are not registered for remaining requirements in the subsequent summer term, will need to complete a Permission to March Early Request*, documenting their plan for completion. The form will be distributed by the Office of the Registrar and must be signed by the student, the student's academic advisor, and program director / department chair, and approved by the Associate Vice President for Academic Affairs.

*For students who have been granted permission to march at commencement, the conferral of the degree will occur at the end of the academic term in which all degree requirements are completed.

Notwithstanding the foregoing and the successful completion of all academic requirements, a student may not be entitled to participate in commencement exercises and/or receive a diploma if they are involved in any disciplinary proceedings, and is sanctioned as such.

Transcripts: An official copy of a student's Permanent Record at Springfield College will be released only upon written request of the student. A student desiring to have a transcript mailed must file a transcript request form with the Office of the Registrar. Transcripts may also be ordered through the National Student Clearinghouse, accessible from the Registrar's Office home page, heading Transcripts and Diplomas.

For academic advisement purposes, a faculty member can get access a student's permanent record by logging onto PrideNet.

Transportation of Classes: The educational benefit of off-campus offerings, trips, observations or other academically sound experiences is acknowledged and encouraged. The group travel motor vehicle fleet is managed by the Transportation Coordinator and is overseen by the Department of Public Safety. The Transportation Coordinator is responsible for scheduling and maintaining a vehicle pool of College-owned vehicles and supplementing the pool, when necessary, by arranging services with an authorized commercial rental agency. Vehicle safety is the responsibility of every driver. All drivers of vehicles are expected to follow the rules and procedures established by the Transportation Committee and to abide by all campus regulations and all local, state, and federal laws.

Vehicles are available for use by faculty, staff, and students in order to facilitate official academic, athletic, and student life activities. Personal use is not allowed. The vehicles are for official College business only. Official College business includes community service transportation, academic class trips/projects/needs, authorized student groups, and intercollegiate athletics. A driver's safety program is provided by the Department of Public Safety. All drivers must contact the Department of Public Safety and complete all required paperwork and driver history forms prior to attending the Defensive Driving Program. Completion of this program is mandatory for all faculty, staff, students, or volunteers who operate any college owned, rented or leased passenger vehicles.

Policies governing student transportation to such off-campus experiences are as follows:

1. When seeking transportation, all vehicles should be requested through the Office of Transportation (Group Travel) by filing an online Transportation Request Form. Any questions regarding a request should be directed to the Transportation Coordinator at ext. 5553 or e-mail at transportation@springfieldcollege.edu
2. In arranging for transportation for large groups to one location, the use of student owned and/or operated vehicles is not encouraged. The recommended means of transportation is by way of public carriers (buses) to insure professional equipment, operation and insurance coverage for the entire group.
3. Vans are available for transportation of smaller groups (usually less than 14 people total). College vans may only be driven by individuals authorized to drive by the College in accordance with the Transportation Policy.
4. When the course or course-related experience involves small groups or transportation to several different locations, the legal responsibility for transportation must rest with the individual providing the transportation. That is, the driver and/or owner of the vehicle is obligated to assume all responsibility for his or her actions related to transportation.

Whenever possible, the use of Springfield College vehicles is encouraged.

Research Supervision: Faculty members may be called upon to supervise student research projects (dissertations, theses, projects, and guided individual studies.) The College requires the use of APA format for thesis and dissertations. Duties and responsibilities of dissertation and thesis committee chairpersons are also available in the Office of the Associate Vice President for Academic Affairs.

Institutional Review Board: The Institutional Review Board is chaired by the Associate Vice President for Academic Affairs and exists to ensure the protection of human subjects in research studies. All Springfield College personnel (faculty, students under faculty supervision, and administrators) who conduct research studies under Springfield College auspices utilizing human subjects must apply to the IRB for approval to conduct the study. Policy statements and applications are available in the Office of the Coordinator of Student Research.

Section VI

FACULTY DEVELOPMENT OPPORTUNITIES

Opportunities for Faculty Development at Springfield College

Springfield College offers a wide range of faculty development opportunities and programs for its full-time faculty. The funds, program, and activities provided are designed to meet the needs of faculty in different disciplines and at different stages of their professional careers. The Faculty Development Committee works with the Office of Academic Affairs to plan and coordinate faculty development programs and to evaluate the effectiveness of these programs. The members of the Faculty Development Committee review sabbatical and grant applications and make recommendations regarding funding to the Provost and Vice President for Academic Affairs. Faculty members seeking funding for travel should review the College Policies for Travel Reimbursement. It is imperative that itemized original receipts for hotel accommodations, bus, train or plane fares, together with itemized receipts or records of meal costs, tolls, etc. be retained and attached to travel expense reimbursement forms. Each of the Faculty Development Opportunities described below has specific criteria for the funding available, and will require the applicant to submit their application based on the following schedule:

Application Deadlines for Faculty Development Funding Requests:

Funding Opportunity	Application Deadline
Sabbatical Leave Letter of Intent to Chair, Dean, and VPAA. Teacher-Coach faculty members submit letter of intent to Director of Athletics, School Dean, and VPAA	September 3, 2024
Sabbatical Leave Application to Chair. Teacher-coach faculty members submit application to Director of Athletics	September 27, 2024
Department Travel Funds	Determined by Department Chair
Faculty Travel Grants Scholarship/Research Grants	To appropriate school deans on the third Monday of the month, due to the P/VPAA by the fourth Monday of the month September through April
Faculty Grant Awards: Reassigned Time Summer Grants	To the appropriate school deans on the third Monday of February, due to the P/VPAA by the fourth Monday of February
Scholarship Empowerment Grants	October 1 st and April 1 st
Dean's Scholarship Fund Application to Department Chair	February 17, 2025
Appleton Fund Grant	To the appropriate school deans on the third Monday of March, due to P/VPAA by the fourth Monday of March

The application forms for college faculty development opportunities can be found in PrideNet in the Faculty Resources Section.

A). Faculty Institute:

Faculty Institute is a time set aside for faculty development programming or activities. Each year, the Faculty Senate works with the Office of Academic Affairs to develop appropriate topics for

the Institute and an appropriate schedule for the event. All full-time members of the faculty at the Springfield Campus are expected to attend the Faculty Institute(s) planned each year, and to fully participate in the activities/program offered. Suggested topics for a Faculty Institute program are welcomed, and should be forwarded to the Chair of the Faculty Development and Personnel Committee and the Vice President for Academic Affairs.

B). Sabbatical Leave:

As stated in the Faculty Personnel Policy, the purpose of the sabbatical leave system is to enable full-time members of the faculty to undertake such research, writing, study, or other creative and scholarly endeavor as they would not be able to do in the course of their full-time College responsibilities. A faculty member is not automatically granted a sabbatical, but must apply. The proposal must also be found to meet the determination standards; judged meritorious according to the determination criteria for such a leave; and recommended by the CAO (VPAA) for award as part of the Board of Trustees' budget approval process. The determination standards, determination criteria, and specific eligibility requirements for sabbaticals are described in Article 10 of the Faculty Personnel Policy, (see Section III of this document).

Applicants for sabbatical leave should submit a letter of intent to apply for a sabbatical to the following: the Chair of the Department (COD), and Dean of the School (DOS), and to the CAO (P/VPAA) by September 5, 2024. Teacher-coach faculty members will submit their application materials to the Director of Athletics. Should the teacher-coach candidate's project relate to their teaching responsibilities, their application materials should include a recommendation from the appropriate Department Chair. Candidates must submit their completed application to the Department Chair (or Dean of School if COD/CD is applicant) by September 27, 2024. Teacher-coach faculty members will submit their application materials to the Director of Athletics. The sabbatical application itself should include the Sabbatical Application Cover and Recommendation Page, (see Faculty Resources Page on PrideNET for these forms), and a 2-5 page proposal that includes (refer to Sabbatical Leave, FPP, Article 10, the 2024-2025 Faculty Handbook):

1. A title of the proposed sabbatical project/activity;
2. A concise statement of the purpose(s) and objective(s) of the proposed sabbatical project/activity;
3. A description of the work/study accomplished to date in preparation for, or in support of the proposed sabbatical project/activity;
4. A workable timetable for accomplishing the objectives;
5. A statement specifying the method(s) by which the objective(s) will be reached;
6. A statement detailing the significance of the proposed sabbatical project/activity within the discipline (with necessary explanations of technical terminology);
7. A statement detailing the manner in which the proposed sabbatical activity/project will relate to and enhance the applicant's teaching duties at the College;
8. A statement describing the potential of the proposed sabbatical project/activity for publication, exhibition, presentation, or performance, with supportive documentation if applicable;
9. A letter of recommendation may be included from a colleague (internal or external to the College) addressing the significance of the proposed sabbatical project/activity to the discipline, if the applicant chooses to do so.

The Department Chair, Athletic Director, the Dean of the School, and the Faculty Development and Personnel Committee will provide recommendations regarding the merit of each application. The Vice President for Academic Affairs will notify the applicant, the Department Chair, the School Dean, the Athletic Director and the Faculty Development Committee of the status of the applications after meeting with the President and the Board of Trustees.

Note: There are three categories of approval for the P/VPAA on the Sabbatical Leave Recommendation Page that follows. They are as below:

- Approved and awarded
- Approved, but deferred
- Not Approved

Applications that are “approved, but deferred” are intended to document that the sabbatical proposal was of the quality that merited award but there were insufficient numbers of awards available, workload issues made the granting of the sabbatical difficult during the time requested, or some other extenuating circumstance prevents the award. Such a categorization documents that the faculty member’s years between sabbaticals begin from the date of the “approved, but deferred” status not the future year at which the sabbatical is granted. Applications that are “approved, but deferred” will be first in line for awards the following year (or that same year, if an additional sabbatical leave become unexpectedly available or the reasons for deferral no longer exist). The “awarded, but deferred” category is intended to be used rarely, and should not be assigned to proposals that are not meritorious.

Following the completion of the sabbatical leave, each faculty member will submit a written report on their activities to their Department Chair, their School Dean, and to the CAO, and share the outcomes of their project/activity with faculty colleagues at an appropriate venue.

The Guidelines for Sabbatical Leave Reports are:

1. The sabbatical report should speak quite specifically to the professional activities that were identified in your sabbatical proposal; personal or recreational activities that you may have engaged in while on leave should not be the focus of your report.
2. The report should provide substantial detail on work completed. Typically a 5 – 10 page report is needed as the progress made on each sabbatical project or initiative should be described in detail.
3. Reports should include the attached “product” if this was described as part of the sabbatical proposal, e.g. book manuscript, journal article, gallery exhibition invitation, literature review, etc.

Based on these guidelines, the report should include:

- A copy of the approved original sabbatical proposal;
- A detailed report on the progress made on each project or initiative described in the application;
- A summary of sabbatical outcomes;
- Attachments showing the creative and scholarly work completed during the sabbatical period.

Submission of the Report:

The sabbatical leave report is due in the Academic Affairs Office one month following the completion of the Sabbatical Leave. Copies of the report should also be provided to your Department Chair and School Dean.

C). Department Travel Funds:

Each year the college funds over \$150,000 of departmental travel funds to support costs incurred in the supervision of students enrolled in courses requiring off-campus experiences, and for costs deemed appropriate for faculty development and professional service. In supporting these budgets, the college provides a fixed dollar amount per faculty member, (e.g. \$500), in each department budget for faculty development purposes. This does not mean that each faculty member will be granted this exact amount, but that the Chair of the Department will have this level of funding available to support the professional activities of the faculty within their department.

Department travel funds are used to provide program support for faculty who are:

- Attending a meeting of a professional organization within their discipline
- Presenting a paper/research at a professional meeting within their discipline
- Representing the college or the department at an appropriate professional or association meeting

Faculty who wish to apply for such funds should contact their Department Chair.

D). Faculty Travel Grants:

Springfield College's faculty travel grant program encourages and enables faculty to be active professionally thereby enhancing their teaching and bringing recognition to the college. These grants support travel to meetings where a faculty member is:

- Making a presentation to his/her professional peers
- Receiving a major award from a professional association or organization
- Fulfilling an un-reimbursed leadership role in a professional association or organization

Faculty members seeking to obtain such travel grants complete an application for funding that is submitted to the Faculty Development Committee for their review. The Committee will review the applications and make recommendations regarding funding to the Provost and Vice President of Academic Affairs.

Applications for Faculty Travel Grants may be submitted on the third Monday of each month to the appropriate school dean of the Fall and Spring semesters. The application should include the cover sheet, (see Faculty Travel Grant Application on the Faculty Resources page in PrideNET), and a narrative of no more than 2-3 pages that describes the:

1. The specific purpose for the requested travel funds
2. The nature, scope, and mission of the organization sponsoring the meeting you wish to attend
3. Nature of the presentation, (i.e. panel, tutorial, poster presentation, etc.), and order of authorship or leadership role at the meeting
4. Audience/group you will address, i.e. number of people who will attend, etc.
5. Anticipated exposure or other benefits to the college as a result of this travel

6. Anticipated budget for the trip, including a clear and accurate estimate of the costs of the trip. Applicants should also indicate what other funding you have sought, or can seek, to cover expenses, (e.g. compensation from the organization, monies from a SC budget, etc.).
7. In addition, applicants should include a formal invitation or notification of acceptance from the sponsoring organization.

Since travel funds awarded in this grant are intended to supplement designated travel funds available through your academic department, such funds must be spent in order to be eligible for a Faculty Travel Grant. Please be sure to explain how your department travel funds have been spent.

Dependent Care During Travel

Apart from eligible expenses provided for in the Springfield College Travel Policy, expenses for purposes of Faculty Travel Grants (“FTG”) may also include short-term dependent care incurred while traveling. Applicants seeking reimbursement for short-term dependent care expenses should submit a separate application form if also applying for reimbursement of additional eligible expenses. Applications will be evaluated in accordance with the following:

- A dependent is defined as:
 - i. a minor who resides with the faculty member and for whom the faculty member provides primary support; or,
 - ii. a disabled adult/elder who spends at least eight hours per day in the faculty member’s home and for whom the faculty member has responsibility.
- Eligible expenses may include dependent care at home while the faculty member is traveling, the cost of transporting the dependent and/or the dependent’s caregiver to a conference/meeting location, and/or on-site dependent care at a conference/meeting.
- Expenses will be covered for single caregivers and for faculty members whose spouse/partner is not available for caregiving due to work obligations or other extenuating circumstances. Recipients must certify that funds requested for dependent care are due to travel for College business in accordance with the FTG program and are above and beyond normal dependent care expenses (for example, normal day care or elder care costs).
- In accordance with the Internal Revenue Code, reimbursed expenses under this provision are deemed taxable to the faculty member and will be added to the faculty member’s wages.
- Examples of allowable eligible expenses under this provision:
 - i. In order to present their work at a conference, the faculty member must travel and stay overnight. No home care for the faculty member’s child is available, so the children will travel with the faculty member. The faculty member could apply to the FTG program to cover the airfare for the child as well as the cost of on-site day-care available at the conference.
 - ii. The faculty member will travel overnight to a conference and could arrange with the daytime nanny to stay overnight with the child at home. The faculty member could apply to the FTG program to cover the incremental cost of the nanny staying overnight with the child.
 - iii. The faculty member, who ordinarily provides care for the faculty member’s parent at the faculty member’s home, plans to attend the annual conference of a

professional association in their field. The faculty member could apply to the FTG program to hire a care-giver to stay with the parent during the planned absence.

E). Faculty Scholarship/Research Grants and Scholarship Empowerment Grants

The Springfield College faculty scholarship/research grant programs are designed to provide support for faculty scholarly and research efforts. Two types of grants are available: Faculty Scholarship/Research Grants and Scholarship Empowerment Grants. Applications for either of these funds will be reviewed by the Faculty Development Committee which will make recommendations regarding funding to the Provost and Provost and Vice President for Academic Affairs. Below is information about each of the grant opportunities.

Faculty Research/Scholarship Grants: The scholarship/research grants will be awarded to faculty to offset the costs of materials, supplies, and travel for faculty research projects and are limited to a maximum of \$750 per award for a single project. Applications for Faculty Scholarship/Research grants may be submitted by the third Monday of each month to the appropriate school dean for the Fall and Spring semesters. With the application form, a narrative of no more than 2-3 pages should describe:

- 1) The details of the faculty scholarship/research project for which funding is requested;
- 2) The specific materials, supplies, etc. for which funding is requested;
- 3) The department or school funds, if any, that are currently available to support the project;
- 4) The significance of the proposed project to the discipline and the College.

Scholarship Empowerment Grants: In addition, two Scholarship Empowerment grants will be available each year. Faculty are encouraged to submit applications for the minimum amount needed, but can request up to \$5,000. In order to qualify for these grants, faculty will be required to properly document their expenses for scholarship. Applications for Scholarship Empowerment Grants will have two deadlines: October 1st and April 1st. Along with the application form a narrative of no more than 2-3 pages should include:

- 1) Fully describe the nature of the scholarly project, including the goal of the project, project methodology, and measurable outcome of the project;
- 2) Explain the potential contribution of this scholarship to: the college, at least one academic discipline, and humanity more generally;
- 3) Explain how this project is aligned with the college mission;
- 4) Fully describe estimated project expenses, aligning cost with precisely what the money would be used for.

Department chairs, deans, and the Faculty Development and Personnel Committee will use the criteria listed above to assess applications. In addition, preference will be given to new projects. Faculty who receive these grants are expected to deliver a presentation of their research findings on campus, toward the goal of enhancing campus learning and engagement with research. Faculty may not receive one of these grants in the same year they receive a \$2,500 summer grant.

F). Faculty Grant Program:

The Springfield College faculty grant program is designed to provide professional support for faculty members seeking to complete projects that will enhance the curriculum or their scholarly,

professional, or creative endeavors. The grant program provides two types of financial assistance:

- **Reassigned Time Awards:** grants funded by the Lippincott fund to provide release time for curriculum development projects; two reassigned time awards per semester are funded through this program; faculty members who have had a sabbatical during the prior academic year are not eligible for reassigned time awards;
- **Summer Faculty Grants:** grants that provide salary support for faculty members in support of a scholarly, professional, or creative projects during the summer; summer research awards will provide faculty with a \$2500 stipend in support of their work.

Proposals for Faculty Grant Awards are due to the appropriate school dean/director on the third Monday of February and to the Provost and Vice President for Academic Affairs by the fourth Monday in February. Proposals will be reviewed by the Faculty Development Committee, which will forward its recommendations to the Provost and Vice President for Academic Affairs. Recommendations for Faculty Grants will be based on the merit of the application, using the following criteria:

Primary Criteria:

- 1) The proposed project should contribute to the mission/goals of the college, school, and department and be germane to the applicant's career and intellectual growth;
- 2) The proposed project should include clear methodology and produce a measurable outcome;
- 3) The proposed project should have a positive impact on the teaching/curriculum and students of the college and/or should contribute to the profession;

Secondary Criteria:

- 1) In the event of equally meritorious applications, preference will be given to applicants who have received more limited previous support.

To apply for one of the Faculty Grants described above, applicants must notify their Department Chair/Campus Director of their intent to apply prior to developing the proposal. Applications must include an appropriate Faculty Grant Application Cover Sheet and a proposal no more than two pages in length that includes:

- A description of what the applicant proposes to do, and how the applicant proposes to use either the time or the materials requested;
- An explanation of how the proposal meets the primary and secondary application criteria described above.

Applicants should include a current curriculum vitae that includes a listing of any previous faculty grant awards received and previous projects completed.

G). Appleton Fund Grants:

Appleton Fund Grants are not, strictly speaking, grants provided for faculty development activities. While the Appleton Fund supports new faculty orientation programs, based on the terms and conditions of the Appleton gift to the college the primary purpose of the Appleton Fund is to provide funds to be "used for non-building purposes, including innovations and curricular developments harmonizing fully with the Humanics philosophy of Springfield College". Any full-time faculty member may apply for a grant from the Appleton Fund to achieve these goals, but grant applications should not be submitted for materials that can be purchased out of normal operating accounts at the college, (e.g. supply budgets, library collection development

funds, etc.). Requests to the Appleton Fund should also not duplicate requests submitted to the department or school for instructional equipment, technology, or for funding requests related to faculty travel or scholarly pursuits.

Appleton Fund requests are due to the appropriate school dean/director on the third Monday of March and to the Provost and Vice President for Academic Affairs by the fourth Monday in March. Requests will be reviewed by the Faculty Development and Personnel Committee to provide appropriate peer review of all applications. The Provost and Vice President for Academic Affairs will make final funding decisions.

H). Dean's Scholarship Fund:

The Dean's Scholarship Fund provides support for faculty scholarly, creative, and professional activity within their discipline by offering grants that will provide a course release in support of specific projects or efforts.

Process:

- This program will provide funds for a 3 credit course release in either the fall or spring semester or term for up to 5% of the faculty in each school;
- Faculty members will apply for these grants by submitting an application to their Department Chair by February 19, 2024; the Department Chair will send application to the School Dean with their recommendation by March 4, 2024; Dean will approve applications on or before March 22, 2024;
- Department Chair's recommendation will include an evaluation of the proposed work and a recommendation re: the course that will be released, i.e. taught by an adjunct faculty member; the Dean will make a final determination on what course will be released based on the needs of the campus/department/school.

Criteria:

Proposals will be evaluated based on the criteria for scholarly, creative and professional work described in Article 7 of the *Faculty Personnel Policy*. These criteria include a demonstration that the proposed work:

- is aligned with the faculty member's discipline,
- is representative of the typical scholarly, creative and/or professional work in their field, and
- makes a direct contribution to their teaching effectiveness

Faculty members who receive a grant from this fund, will submit a report at the conclusion of the semester/term that includes the product of their work, or a description of the progress made on the project. These reports will be considered as part of future applications for these grants. If proposals are of equal merit, the Dean will consider the other forms of support the faculty members may have already received, (e.g. sabbatical leave), in making a final decision on grant awards.

I). Forms for Faculty Development Applications:

Applications for each Faculty Development Opportunity described above should be submitted using the appropriate application form. Faculty members should complete the forms and provide the additional documentation described in the description provided above, (or in the Faculty Personnel Policy). These forms are revised annually to ensure that the Faculty Development Committee receives the required materials and recommendations before beginning their review of the applications.

The Faculty Development forms can be found in the Faculty Resources section on PrideNet:

- Cover Page for Sabbatical Applications
- Application for Faculty Travel Grants
- Application for Reassigned Time or Summer Grants
- Application for Faculty Scholarship/Research Grants
- Application for Appleton Fund Grants
- Application for Dean's Scholarship Fund

Section VII

CURRICULUM POLICIES AND REVIEW PROCEDURES

Curriculum Policies and Review Procedures

This section of the *Faculty Handbook* is intended to define the curricular policies and procedures of the college.

A). Curriculum Policies:

1) Academic Standard: Definition of Major, Concentration, Minor and the Educator Preparation Program:

Major

A major is a program of study offering both depth and breadth in a particular discipline or field of study. The requirements and the curriculum for a major are determined by the academic department offering the major with appropriate approvals of the Springfield College faculty governance and the Office of Academic Affairs. A major must comprise a minimum of 30 semester hours.

Concentration

A major may offer concentrations, areas of specialization within the field of study. If offered, the academic department may determine if a concentration is an optional or required component of the major. Generally, students complete a portion of the core major requirements and then select focused courses to complete the concentration. A concentration must include a minimum of 12 semester hours of specialized coursework.

Departments are encouraged to construct major curricula that allow students to complete elective courses of their own choice, a minor, or, if applicable, an educator preparation program. A minor must be an elective choice – a student cannot be required to complete one as part of the requirements for the major.

Minor

A minor is a program of study, with less depth than a major. It may be completed to complement, or as an addition to a major. A minor has a minimum of 15 semester hours and a maximum of 18 semester hours. The requirements and the curriculum for a minor are determined by the academic department offering the minor with the appropriate approval of the Springfield College faculty governance and the Office of Academic Affairs.

Educator Preparation Program

An educator preparation program is a course of study, completed in addition to a complementary major, to prepare for licensure. The requirements for the educator preparation program are determined by the Massachusetts Department of Elementary and Secondary Education and the curriculum is determined by the academic department with consultation of the Office of Educator Preparation and Licensure.

There will be a notation on the final transcript that will identify any endorsement statement(s) associated with the educator preparation program completed by the graduate.

2) Academic Standard: Definition of Course Levels:

Course levels:

100-level: These courses are broad surveys or an introduction to a discipline. They do not have prerequisites, unless it is a sequential course.

200-level: These courses are introductions to, or principles of, areas of study within a discipline. They may or may not have prerequisites.

300-level: These are advanced courses, providing depth of study in a specialized topic, or pre-practicums. They often have prerequisites, or assume readiness for advanced level study.

400-level: These are highly specialized undergraduate courses, capstone seminars, or capstone practicums. Prerequisites, a level of readiness, or advancement within the major may be required for this advanced level of work.

500-level: These courses are generally introductory or entry level graduate courses. Undergraduates ready for graduate level work may take these courses for undergraduate credit. Undergraduates seeking graduate credit must petition to do so. The course may apply to only one degree.

600-level: These courses are more advanced, in-depth and specialized graduate study associated with a profession or discipline. Undergraduates who qualify may petition to take these courses and must specify whether the credits will be undergraduate or graduate. The course may apply to only one degree.

700-level: These courses are highly specialized doctoral study associated with a profession or discipline.

Suggested Ranges of Course Numbers for Special Offerings:

X82, x83: Seminar Courses

X84, x85: Practicum Courses

X86, x87: Internships

X88, x89: Special Topics Courses

X90, x91: Community Services Courses (department specific)

X92, x93: Independent Study

B). Curriculum Guidelines:

1). New Course Proposals:

A Department submits a new course proposal when no existing course within the Department or the Schools will meet the educational needs of students at the College. New course proposals may be accompanied by a request to delete an existing course.

To propose a new course, a Curriculog proposal must be launched with the following information:

- Justification for adding the proposed new course, including a description of how the course will fit into current or proposed academic programs
- Proposed course title, credits, prefix and number
- Proposed course description for inclusion in the Catalog
- Proposed requisites (if any)

- Demonstration that the course can be offered using current departmental and college resources (i.e. faculty, supplies, library resources, etc.), or description of any additional resources required to offer the course at a quality level
- Complete course syllabus that adheres to the criteria outlined in the College's Guidelines for the Preparation of Course Syllabi in the Faculty Handbook

Each year proposed new courses generally fall into predictable categories. Many courses are developed to support a major, concentration, minor or certificate offered by a Department or School at either the undergraduate or graduate level. Other courses are developed to satisfy the Core Curriculum requirements of the College. Sometimes, a course is developed to support a particular major, and also qualifies as a Core Curriculum course. In cases where a new course is to be included in the Core Curriculum, a separate Curriculog core validation proposal must be submitted in addition to the new course proposal.

2). Proposals for Special Topics Courses:

A special topics course designation allows a department to offer new courses on an experimental/trial basis without going through the traditional new course approval process and also helps avoid adding courses to the Springfield College Catalog that may never be taught again.

Special topics courses use established course numbers for each discipline and course level (typically X88 and X89). To offer a section of a special topics course, a Curriculog proposal must be launched for each proposed special topic with the following information:

- The special topics course prefix and number associated with the proposed section
- Proposed title for special topics section; title should be unique to the specific topic being proposed
- Proposed course description: course description should be unique to the specific topic being proposed
- Demonstration that the course can be offered using current departmental and college resources (i.e. faculty, supplies, library resources, etc.), or description of any additional resources required to offer the course at a quality level
- Complete course syllabus specific to the special topic being proposed; syllabus must adhere to the criteria outlined in the College's Guidelines for the Preparation of Course Syllabi in the Faculty Handbook

Special topics proposals are not reviewed by the College curriculum committees; therefore, these course numbers/topics may not be used to satisfy a student's Core Curriculum requirements.

Approved special topics courses will appear on the appropriate master course schedule within the established course numbers for each discipline and course level, but will not be added to the Springfield College Catalog. Each approved special topic can be offered twice before it must be approved through the new course approval process where it will receive its own unique course number.

3). Proposals for Current Issues/Events Courses:

A current issues/events course is a shell course with a fixed title, description and learning objectives, but different sections of the course may vary in terms of the specific issues or events that are covered. Once a current issues/events course is established through the Curriculog review process, versions of the course may be developed and taught with approval of the appropriate Department Chair and Dean, and will not require further Curriculog review.

To propose a new current issues/events course, a Curriculog proposal must be launched with the following information:

- Justification for adding the proposed current issues/events course, including a description of how the course will fit into current or proposed academic programs
- Proposed course title, course description, learning objectives, credits, prefix and number, used for every section of the course
- Maximum number of credits the shell course can count towards a student's degree requirements
- Proposed requisites (if any)
- Demonstration that the course can be offered using current departmental and college resources (i.e. faculty, supplies, library resources, etc.), or description of any additional resources required to offer the course at a quality level
- Complete course syllabus that adheres to the criteria outlined in the College's Guidelines for the Preparation of Course Syllabi in the Faculty Handbook

These proposals include review by the appropriate College curriculum committee(s) so they are eligible to be used to satisfy a student's Core Curriculum requirements; however, this requires that a separate Curriculog core validation proposal be launched and approved.

Approved current issues/events courses will appear in the College Catalog with the shared course title and description. Information for a specific section of the course, including a unique course title and course description provided by the department, will appear on the appropriate master course schedule under the approved course number/shell.

4). Proposals for Course Modifications:

Once a new course is adopted as part of the curriculum of the College, faculty members teaching the course should adhere to the basic course content approved for that course during the review process. Should any of the following aspects of a course need modification, it must be approved through the regular curriculum review process in Curriculog: course title, credits, prefix, number, description, and requisites.

To modify an existing course, the Curriculog proposal must be launched with the following information:

- Justification for proposed course modifications
- Current course title, credits, prefix, number, description, and prerequisites/corequisites
- Proposed changes to course title, credits, prefix, number, description, and requisites (as appropriate)
- Description of any additional resources required to offer the modified version of the course at a quality level
- Complete course syllabus, reflecting proposed changes; syllabus must adhere to the criteria outlined in the College's Guidelines for the Preparation of Course Syllabi in the Faculty Handbook

For modifications to courses that are also a part of the Core Curriculum, a separate Curriculog core validation proposal may also be required. This is only necessary when the proposed modifications affect the Core learning outcomes.

5). Proposals to Modify Existing Academic Programs:

Once a new major, minor, concentration, or certificate has been approved, changes in these programs must be approved through the curriculum review process in Curriculog. As with course modifications, proposals to modify existing programs may vary from fairly small changes, (e.g. the addition of a new course to a list of selectives for the program), to significant changes in the courses a student must complete to earn their degree. Significant modifications to existing programs should be described in detail, and should include a rationale for the change, a summary of existing vs. proposed requirements, and a complete description of the resources required to implement this program change, (e.g. faculty, supplies, library resources, etc).

6). Proposals to Add Academic Programs:

Definition of a New Academic Program

A new academic program includes any proposed new major, concentration, minor, or certificate that would require a commitment of College resources (e.g., funding, additional faculty line, new courses, additional course sections, etc.) or that are not proposed within an existing major program.

Process for Proposing a New Academic Program

Once a year, typically early in the Fall semester, the Provost/VPAA will call for new academic program pre-proposals. New academic programs may include new types of degrees, majors, minors, concentrations, or certificates. Programs that will require approval by the Board of Trustees (e.g., a new major or new program) must be submitted at least 1 ½ year prior to the implementation date.

A proposal initiator (faculty, staff or committee) must submit a 2-3 page pre-proposal to the Provost that has been approved by their chair and dean and minimally includes: program name, brief description including link to mission, mode(s) of delivery, locations to be delivered, opportunity to recruit new students, preliminary assessment of external demand, regional competitors, potential resources needed and revenue generated, labor outlook and the name of a faculty member willing to champion the proposal.

A Committee composed of the VPs of Academic Affairs, Enrollment Management, Finance, the deans and the faculty senate president will review the proposals to determine if sufficient capacity, support, space and resources exist to consider a full proposal. The decision may be to:

- Send pre-proposal directly to appropriate Faculty Senate Academic Affairs Committee if the review Committee feels that the pre-proposal includes sufficient information to act on
- Invite a full proposal
- Request more information
- Suspend further consideration of the initial proposal

Full proposals will include a feasibility analysis that considers market demand, competitors, a detailed budget for at least three years with estimated costs and revenues, the proposed curriculum with course and program learning outcomes, assessment plan, accreditation requirements (if applicable), time line and implementation plan, name and qualifications of an external reviewer who could be asked to provide feedback on the proposed curriculum, etc.

Faculty champions will work with the administration and/or with external consultants as needed to obtain the information required in the full proposal. Full proposals will be submitted by the faculty champion to the appropriate Faculty Senate Academic Affairs Committee with a copy to the provost.

The appropriate Faculty Senate Academic Affairs Committee will invite feedback from the campus community, and, if deemed necessary, will invite an external reviewer to assist in evaluating the proposed program.

Proposals that are approved by the Faculty Senate via standard routes of curriculum approval and are feasible and manageable will be considered by the Provost, who may solicit additional input related to details of marketing and enrollment management and may establish reasonable dates for demonstrating viability.

C). Curriculum Proposal “Deadlines”:

Given that all curriculum-related proposals require review by multiple different entities as outlined below, and given the lead-time required for preparing the academic schedule and the College Catalog, departments that wish to modify programs and/or courses for the following academic year must launch proposals in the Curriculog system by October 31st. Proposals will then be reviewed according to the following timeline:

1. Launch of proposal by department faculty: 7/15 to 10/31
2. Approval by Department Chair: 11/10 deadline
3. Administrative review: 11/17 deadline
4. Approval by School Dean: 12/4 deadline
5. Review by appropriate comment group*: 12/14 deadline
6. Approval by appropriate curriculum committee: 2/14 deadline
 - i. Proposals are sent to one of the following committee steps:
 - Graduate Academic Affairs Committee (graduate course or program-related proposals)
 - Undergraduate Academic Affairs Committee (undergraduate course or program-related proposals that are not related to the core curriculum)
 - Core Curriculum Committee (core validation proposals)
 - Joint Committee (UAAC plus CCC; new course proposals or course modification proposals that also require core validation)
7. Approval by the Provost and Vice President for Academic Affairs: 3/6 deadline

A second review cycle will take place during the spring semester. Curricular changes approved during this second review cycle will appear in the College Catalog for the following academic year, but will not appear in the academic schedule until after students have registered for fall semester classes. Proposals initiated in this second cycle will be reviewed according to the following timeline:

1. Launch of proposal by department faculty: 11/1 to 1/31
2. Approval by Department Chair: 2/10 deadline
3. Administrative review: 2/17 deadline
4. Approval by School Dean: 2/27 deadline
5. Review by appropriate comment group*: 3/8 deadline
6. Approval by appropriate curriculum committee: 4/8 deadline
 - ii. Proposals are sent to one of the following committee steps:
 - Graduate Academic Affairs Committee (graduate course or program-related proposals)

- Undergraduate Academic Affairs Committee (undergraduate course or program-related proposals that are not related to the core curriculum)
- Core Curriculum Committee (core validation proposals)
- Joint Committee (UAAC plus CCC; new course proposals or course modification proposals that also require core validation)

7. Approval by the Provost and Vice President for Academic Affairs: 4/30 deadline

Unusual circumstances that result in failing to meet either of the proposal launch deadlines described above will be considered on an individual basis.

*Comment group composition varies by proposal type; comment group members are listed in Curriculog following the launch of a curriculum proposal.

**The following four proposal forms do not follow the standardized approval timelines. These proposals can be launched and approved whenever necessary.

- Academic Policy: MODIFICATION
- Academic Policy: NEW
- Instructional Modality: MODIFICATION
- Courses: NEW SPECIAL TOPICS TOPIC

Source Course Policy

A source course is a LMS-based fully-developed course template that is made available to all faculty teaching that specific course in an 100% online asynchronous or blended format that includes a combination of 50% asynchronous and 50% synchronous contact hours.

Source courses are developed using the best practices as defined by a variety of reputable rubrics and guidelines that are research-based and nationally recognized. Source courses will meet the department's learning outcomes, course-level outcomes, and relevant accreditation standards.

Department Chairs determine the extent to which faculty may choose to import all or parts of the source course into their own course LMS page. Faculty are responsible for updating and uploading their own syllabi.

A source course is a LMS-based fully-developed course template that is made available to all faculty teaching that specific course in an 100% online asynchronous or blended format that includes a combination of 50% asynchronous and 50% synchronous contact hours.

Source courses are developed using the best practices as defined by a variety of reputable rubrics and guidelines that are research-based and nationally recognized. Source courses will meet the department's learning outcomes, course-level outcomes, and relevant accreditation standards.

Department Chairs determine the extent to which faculty may choose to import all or parts of the source course into their own course LMS page. Faculty are responsible for updating and uploading their own syllabi.

Course Design and Development

New blended or online source course development must be approved by the Dean and move through the college's curriculum process in Curriculog.

Source courses should be designed by a full-time faculty member in consultation or collaboration with an instructional designer. The rights and privileges with regards to intellectual property should be clearly outlined before the faculty member undertakes the drafting of the source course. Currently, these rights and privileges are defined by Springfield College's Copyright

Ownership Policy. Full-time faculty members may decline a request to design a source course or to incorporate their existing signature teaching materials into a source course. This decline will not result in retribution from department chairs or College administration.

In the event a full-time faculty member is not available, able, or willing to design a source course, qualified adjunct faculty members or other content managers may be recruited to develop the course in collaboration with the instructional designer. They will be provided with compensation for their role in the course development process. Adjuncts who decline to design a source course should not experience retribution with regard to future hiring opportunities. In no case should the “right of first refusal” to teach a course be considered ethical or equitable compensation. Adjuncts who meet appropriate hiring standards are eligible for the same level of compensation as faculty.

Faculty members or content managers who have not previously developed an online or blended course for Springfield College are required to complete an online course development training facilitated by the Center for Excellence in Teaching, Learning, and Scholarship (CETLS).

Faculty members or content managers who have previously developed an online or blended course for Springfield College can enhance their online pedagogy through ongoing workshops and pedagogical discussions offered by CETLS.

Once a source course is developed, it is reviewed and approved by the

- Instructional Designer (ID) to ensure that the course complies with federal credit hour requirements, accessibility policies and laws, copyright and fair use, Required and Substantial Interaction (RSI), and alignment.
- Department Chair, in collaboration with the Program Coordinator and/or Dean, for content alignment with course and program learning outcomes and objectives, federal credit hour requirements, and RSI.

The ID and Department Chair will consult if there are concerns or recommendations in meeting alignment, federal credit hour, RSI, copyright, fair use, and accessibility requirements.

The content manager, in collaboration with the ID, is responsible for creating course edits based on feedback from the ID and Department Chair. The development stipend will not be paid and the course will not run until all edits are completed.

Assignment of Roles within the Learning Management System:

Faculty assigned by the Department Chair to teach online and blended courses will be assigned to the role of “Instructor” in the LMS. An instructor has the full ability to edit the content in the course section during the semester. Instructors deliver the content and engage with students as they progress through the course. In this role, faculty can adapt source courses based on learner needs, content specialization, or insertion of relevant current events that relate to content.

Department Chairs determine the extent to which faculty may choose to import all or parts of the source course into their own course LMS page. Department Chairs may allow adapted source courses to continue to be used in future semesters, up through a required 3 year source course substantial review through the Instructional Design office. Adapted source courses must continue to comply with federal credit hour requirements, accessibility policies and laws, copyright and fair use, Required and Substantial Interaction (RSI), and alignment.

Course learning objectives and outcomes cannot be changed or adapted.

Department Chairs and/or Deans may restrict an adjunct faculty member’s ability to edit a course.

Department Chairs may choose to lock elements of a course, such assessments or learning activities across multiple sections, so they cannot be changed or adapted.

Teaching from a Source Course

Faculty teaching from a source course will comply with [Required and Substantial Interaction](#) (RSI) and federal credit hour requirements as outlined in the Faculty Resources area of the college’s intranet and in the Faculty Handbook. Faculty who teach blended or online are expected to follow faculty expectations as defined in the Faculty Handbook for that current

academic year. The Center for Excellence in Teaching, Learning, and Scholarship will provide training about RSI and federal credit hour requirements.

Enrollment caps in online and blended courses are determined by the Department Chair in collaboration with the Dean.

Factors that determine enrollment include and will be determined by consideration of best practices.

Maintenance of Blended and Online Courses

Regular and routine maintenance of source courses includes, but is not limited to, fixing broken links, adjusting assignments, realigning content for varied course modality formats, and updating course resource requirements.

Faculty and content managers will review and update source courses on a routine basis in order to ensure that they include updated course materials and research, incorporate new instructional technology that encourages student engagement and interaction with material, and meets RSI, copyright, accessibility, and federal credit hour requirements.

Every three years, the source course will undergo a full systematic review by the content manager and instructional design team to ensure that it continues to meet accessibility, copyright, RSI, and federal credit hour requirements.

The IDs will notify Department Chairs of source courses in need of systematic review. The Program Coordinator and/or faculty member with expertise in the source course content, in collaboration with the Department Chair, will review the source course and make appropriate recommendations for updates and changes. The ID, faculty, or content manager will operationalize those recommendations within the source course.

Springfield College Online Program Philosophy Statement

Springfield College online program policies and procedures are designed to ensure the quality of Springfield College offerings in online modalities and courses that are offered in multiple modalities achieve the same learning outcomes. All policies are in the spirit of the AAUP statement on online learning. All online policies and procedures are designed to augment and align with existing College policies. These policies are crafted with a pragmatic approach to the current and near-future of online education and will need to be monitored and revised over time.

Springfield College values online learning as it meets two fundamental needs. First, it provides greater access to Springfield College education. Our regional and online students are non-traditional learners balancing work and family obligations with their desire to further their education. Online learning has become a preferred mode of study for many regional students, and it has expanded our ability to serve other students who do not reside near one of our regional campuses. Fully online programs are vital to our ability to be able to meet enrollment goals for our regional and online programs, as they allow the College to expand partnerships with national organizations. Second, online learning meets the learning style of some who learn more independently and prefer a more flexible learning environment. Online programs meet the particular needs of particular students. Further, online course offerings may also meet the needs of our traditional students, who may benefit from online course offerings to allow them to access courses not otherwise offered on campus and select course offerings over summer term to catch up or advance their program of study.

Springfield College online programs will provide greater access to our academic programs. It is important that our programs utilize best practices in online learning and optimize cutting-edge technologies to create a personalized Springfield College educational experience in the online environment. Online courses and programs will have the same level of quality of education as that of on-campus course offerings, will meet the same learning outcomes, and will support the College's mission and philosophy of spirit, mind, and body.

E). Definition of Terms

The following glossary of terms is provided to clarify terms that may be used in various online policies and procedures:

Adjunct: A professor who teaches on a limited-term contract, often for one semester at a time, and who is ineligible for tenure.

Blended course: Blended learning is a form of education that takes place both online and in a brick-and-mortar location. In a blended course, these two delivery modalities are integrated into a cohesive learning experience for the student. This approach reduces the amount of seat time in a traditional face-to-face course and moves some portion of the course delivery online. Hybrid courses is an older term that has been used to describe this type of course. We will use the term blended.

Brightspace Roles

- Facilitator: A facilitator has a limited ability to edit LMS-based course content and delivers the content and engages with students as they progress through the content provided in the master course.
- Instructor: An instructor has full ability to edit the course content, and delivers the content and engages with students as they progress through the course.
- Observer: An observer is a role that can be assigned to an administrator or other faculty member to allow that individual to review a course.

Contact hour: As per federal regulations and NECHE guidelines, one contact or credit hour "reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of

two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in ... [part] (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.” For online courses, “time on task” replaces classroom time. For each credit awarded, the course instructor must provide three hours per week of material for the students to engage with. Thus, regardless of the course mode or type of learning activities, the total amount of student “time on task” for any type of course (e.g., traditional face-to-face, online, blended, independent study, etc.) should include 15 hours of instructional time and 30 hours per contact/credit hour, which totals to 45 hours per contact/credit hour. For a 3-credit course, that works out to 45 instructional hours and 90 hours of out-of-class activities for a total of 135 total contact hours.

Course delivery format: The way in which course content is delivered to the student; maybe traditional (web-enhanced), blended, or online.

Designated course developer: See definition for a subject matter expert.

Faculty: The academic staff at schools, colleges, or universities, as opposed to the students or support staff.

Hybrid course: Outdated term to refer to “blended course”

Hybrid program: A program that involves students enrolling in some combination of online, blended and face-to-face courses.

Instructional Designers (IDs): Academic support staff who support faculty in leveraging the institution's LMS to adapt pedagogy into a digital format. IDs assist faculty as they create and deliver blended and online courses. The role of the ID is to ensure that courses meet the federal guidelines for direct faculty instructional time and to maximize the use of technology-based tools in our online courses.

Instructor: See faculty

Learning Management System (LMS): The course management software that is used to deliver online and hybrid courses. Springfield College uses Brightspace by D2L as its LMS.

Master course: A LMS-based fully-developed course template that is made available to all faculty teaching that specific course, regardless of the delivery format.

Online Course: A course that is delivered fully online through the LMS.

Online Program (fully): A degree program that has been approved to be offered fully online; meaning that all course requirements can be fulfilled online.

Subject matter expert (SME): A full or part-time faculty who is an authority in a particular academic discipline or topic. The faculty member/content expert is primarily responsible to provide expertise and content for a specific course and to work in collaboration with an instructional designer who will build the course in Brightspace according to best practices in instructional design and online pedagogy. The individual must meet the hiring standards of the department.

Traditional course: A course delivery format that allows learners and instructors to meet in person for all regularly scheduled class sessions. In this format, all faculty instructional hours are delivered in person. At Springfield College with the new requirement to have some out of class activities delivered through our LMS, the term traditional course has been used synonymously with web-enhanced course.

Web-enhanced course: A traditional face-to-face course for which all contact hours necessary to meet the federal definition of the credit hour are delivered in person, with some or all out-of-class activities (e.g., syllabus, quizzes, assignments, notes, grades, feedback, etc.) delivered through the LMS.

Section VIII

FACULTY PERSONNEL MATERIALS/INFORMATION

**Calendar for Tenure, Long-Term Appointment, Promotion, Sabbatical,
Mid-Probation Review, Phased-Retirement and Emeritus Faculty Applications 2024-2025**

Members of the faculty who plan on applying for tenure, long-term appointment, sabbatical, promotion or the phased-retirement program during the 2024-2025 academic year must submit their letter of intent by September 3, 2024

Tenure and Long-Term Appointment Application Schedule and Procedure:

September 3, 2024: Faculty members will notify in writing their Department Chair, their School Dean, and the Provost and Vice President for Academic Affairs of their intent to apply for tenure or long-term appointment. Teacher-coach faculty members applying for a long-term appointment will submit a letter of intent to the Director of Athletics, the School Dean, and the Provost and Vice President for Academic Affairs.

September 27, 2024: Candidates submit application materials to their Department Chair using the guidelines for tenure or long-term appointment applications included in the *Faculty Handbook*. The Chair will complete an assessment of the applicant's qualifications and accomplishments that will be included in the application materials forwarded to the School Committee on Faculty Development and Status. Teacher-Coach candidates will submit their applications, including an evaluation of their teaching by the appropriate department chair, to the Director of Athletics. The Director of Athletics will complete an assessment of the applicant's qualifications that will be included in the application materials forwarded to the School Committee.

October 1, 2024: Individuals applying for tenure will be notified by the Office of Academic Affairs of the process and timeline for submitting their tenure application by October 1 of the year preceding their application.

October 9, 2024: The Department Chair/Athletic Director will submit application materials, including the Chair/Athletic Director's assessment, to the School Committee on Faculty Development and Status for the committee's review.

December 6, 2024: The School Committee on Faculty Development and Status will submit its recommendation and the candidate's application materials to the School Dean.

January 6, 2025: The School Dean will submit their recommendation and the candidate's application materials to the Provost and Vice President for Academic Affairs who will make a recommendation to the President.

February 2025: The President will bring tenure and long-term appointment recommendations to the Academic and Student Affairs Committee of the Board of Trustees.

February 2025: The Academic and Student Affairs Committee will bring tenure and long-term appointment recommendations to the Full Board of Trustees. Candidates will be informed of their status after this meeting date.

Sabbatical Application Schedule and Procedure:

September 3, 2024: Faculty members will notify in writing their Department Chair, their School Dean, and the Provost and Vice President for Academic Affairs of their intent to apply for a sabbatical leave. Teacher-coach faculty members will submit a letter of intent to the Director of Athletics, the School Dean and the Provost and Vice President for Academic Affairs.

September 27, 2024: Candidates submit application materials to their Department Chair using the guidelines for sabbatical applications provided in the *Faculty Handbook*. Teacher-coach faculty members will submit their application materials to the Director of Athletics. Should the candidate's project relate to their teaching responsibilities, their application materials should include a recommendation from the appropriate Department Chair.

October 9, 2024: The Department Chair/Athletic Director will submit his/her recommendation and the candidate's application materials to the School Dean.

December 6, 2024: The School Dean will submit their recommendation and the candidate's application materials to the Faculty Development and Personnel Committee of the Faculty Senate.

January 6, 2025: The Faculty Development and Personnel Committee will submit its recommendations and the candidates' application materials to the Provost and Vice President for Academic Affairs.

February 2025: The Provost and Vice President for Academic Affairs will notify the Academic and Student Affairs Committee of the Board of Trustees of the approved sabbatical applications for the coming academic year. Applicants will be notified following approval of the sabbatical budget by the Board of Trustees.

Promotion Application Schedule and Procedure:

September 3, 2024: Faculty members will notify in writing their Department Chair, their School Dean, and the Provost and Vice President for Academic Affairs, of their intent to apply for promotion. Teacher-coach faculty members will submit a letter of intent to the Director of Athletics, their School Dean, and the Provost and Vice President for Academic Affairs.

September 27, 2024: Candidates submit application materials to their Department Chair using the guidelines for promotion applications included in the *Faculty Handbook*. Teacher-coach candidates will submit their application materials, including an evaluation of their teaching by the appropriate Department Chair, to the Director of Athletics. The Chair/Athletic Director will complete an assessment of the applicant's qualifications that will be included in the application materials forwarded to the School Committee.

October 9, 2024: The Chair/Athletic Director submits application materials, including the Chair/Athletic Director's assessment, to the School Committee on Faculty Development and Status for the Committee's review.

December 6, 2024: The School Committee on Faculty Development and Status will submit its recommendation and the candidate's application materials to the School Dean.

December 6, 2024: The School Dean will submit their recommendation and the candidate's application materials to the Provost and Vice President for Academic Affairs who will make a recommendation to the President.

February 2025: The President will notify the Academic and Student Affairs Committee of the Board of Trustees of the approved promotions for the coming academic year. Candidates will be notified of their status after this meeting date.

Mid-Probation Review Schedule and Procedure:

October 4, 2024: Academic Affairs Office sends notification letters to faculty members required to complete the mid-probation review process during 2024-2025 by October 4, 2024.

December 2, 2024: Candidates submit mid-probation review materials as described in the *Faculty Handbook* to Department Chair. Teacher-Coach candidates will also submit materials, including evaluation of teaching by the respective department chair, to the Director of Athletics.

December 2, 2024-January 31, 2025: Chairs complete written mid-probation review evaluation using designated form, and meet with each department candidate before forwarding materials to the School Committee on Faculty Development and Status. The Director of Athletics will complete an assessment of Teacher-Coach applicant qualifications and meet with the Teacher-Coach, then forward completed application materials to the respective School Committee on Faculty Development and Status.

February 1, 2025-February 28, 2025: School Committee on Faculty Development and Status reviews mid-probation review materials and completes written evaluation using designated form before forwarding materials to the School Dean.

March 1, 2025-March 31, 2025: School Dean reviews mid-probation review materials and completes written evaluation using designated form before forwarding materials to the Provost and Vice President for Academic Affairs.

June 1, 2025-June 30, 2025: Provost and Vice President for Academic Affairs reviews mid-probation review materials, meets with all candidates, and completes a final mid-probation evaluation using designated form.

Reduced Workload Application Schedule and Procedure:

Faculty members must complete the reduced workload assignment application (see Faculty Resources Page in PrideNET) and attach a proposed work plan. This plan must be developed in conjunction with the faculty member's Department Chair, and the Athletic Director if appropriate.

In consultation with Department Chair, tenure-track faculty during their probationary period, or program-track faculty in their renewable appointment evaluation period, must indicate on the application whether or not they will apply the reduced workload period towards the tenure/long-term appointment period. This must be indicated on their application form.

The reduced workload assignment application must be submitted to the Department Chair, and the Athletic Director (for teacher-coaches) by **December 2nd** with copies to the School Dean and Provost. NOTE: In extenuating circumstances, alternative submittal dates will be considered.

Approval of the request of a faculty member for reduced workload assignment will be made by the Department Chair, Athletic Director if appropriate, the School Dean, and the Provost and Vice President for Academic Affairs. Approval of the request will be contingent upon the needs of the department and the nature of the academic program, among other considerations.

The duties of the faculty member while on reduced workload assignment will be converted into a proportion of a full-time workload in consultation with the Department Chair, Athletic Director, if appropriate, and Dean. The Provost and Vice President for Academic Affairs will make the final decision on each proposal.

Phased-Retirement Application Schedule and Procedure:

September 3, 2024: Faculty members will notify in writing their Department Chair, the Athletic Director if appropriate, their School Dean, and the Provost and Vice President for Academic Affairs of their intent to apply for Phased-Retirement.

Faculty members develop a proposal for the phased-retirement plan starting with the upcoming academic year. This plan must be developed working in conjunction with the faculty member's Department Chair, the Athletic Director if appropriate, and the School Dean.

A phased-retirement plan developed in consultation with the Department Chair, Athletic Director if appropriate, and the School Dean may be proposed for 1-year, 2-years, or 3-years duration. During the phased-retirement period, the faculty member's workload will be between 50-75% of their current assigned workload. Scholarly, creative, and professional activities, and service within and beyond the College will also be pro-rated to reflect the workload and must be outlined in the proposal.

October 1, 2024: Phased-retirement plan proposal is due to the Department Chair by the 1st Monday in October. The Department Chair will subsequently write an "impact statement" which comments and provides input on the impact of the proposal.

For Faculty members with coaching duties, the Phased-retirement plan proposal should also be submitted to the Athletic Director by the 1st Monday in October. The Athletic Director will write an "impact statement" which comments and provides input on the impact of the proposal.

October 15, 2024: Phased-retirement plan proposal, including the impact statements, prepared by the Department Chair, and Athletic Director, if appropriate, is due to School Dean by the 3rd Monday in October. The School Dean will make a recommendation with justification and forward the plan to the Provost and Vice President for Academic Affairs Office.

December 6, 2024: Application with phased-retirement plan submitted to the Provost and Vice President for Academic Affairs by School Dean. The Provost and Vice President for Academic Affairs will make the final decision on each proposal.

February 7, 2025: All applicants are notified by the Provost and Vice President for Academic Affairs about the status of the application by return receipt mail. Approved applicants will sign a Phased-Retirement, and Employment Agreement and release of claims. Faculty members whose application is denied may reapply in subsequent years.

Emeritus Faculty Status Application Schedule and Procedure

The designation of Emeritus is awarded to faculty members who have retired, and have advanced the mission of the college through meritorious teaching, scholarship and service.

Qualifications:

- Minimum of 15 years of full-time service to Springfield College
- Rank of Full Professor or Associate Professor

Nominations:

- All faculty who have held the title "Distinguished Professor of Humanics" shall automatically be nominated. The Office of Academic Affairs will submit the names of
- retiring Humanics Professors to the Faculty Personnel Committee of the Faculty Senate;
- Any retiring faculty member who meets the qualifications may be nominated by any full-time faculty, their department chair, or the Dean of their School.

November 15, 2024: Nominations in the form of a letter briefly highlighting the candidate's contributions to the college are submitted to the Dean of the School on or before November 15, 2024. Faculty who are nominated after November 15 but before June 30 will be eligible for Emeritus consideration in the subsequent cycle and will be eligible for Emeritus benefits while their nomination is pending.

December 1, 2024: The Dean will forward the nominations along with their recommendations (favorable and unfavorable) to the Faculty Development and Personnel Committee of the Faculty Senate on or before December 1.

December 2024: The Faculty Development and Personnel Committee will review the nominations and forward their recommendation and the recommendation of the School Dean to the Faculty Senate for consideration at their December meeting. The Faculty Senate will forward these recommendations to the Provost/Vice President for Academic Affairs by December 16, 2024, who in turn makes a recommendation to the President.

February 2025: The President shall forward his/her recommendation to the Academic and Student Affairs Committee of the Board of Trustees for approval.

February 2025: The Academic and Student Affairs Committee will bring Emeritus Faculty recommendations to the Full Board of Trustees. Candidates will be informed of their status after this meeting date.

Nominated faculty will be notified of the decision in writing following the February meeting of the full Board of Trustees by the Provost/Vice President for Academic Affairs. Faculty members granted Emeritus status will be acknowledged at Spring Retirement Reception.

Note: The guidelines for tenure, long-term appointment, promotion, mid-probation review, sabbaticals, phased-retirement and emeritus faculty status are found in the Faculty Handbook. The Faculty Handbook is available electronically on the Academic Affairs PrideNET page. For Tenure, Long-Term Appointment and Promotion applications, please use the Cover Page/Executive summary template.

Faculty Personnel Materials and Information

The Faculty Personnel Policy of the college, (see Section III of this document), includes the basic faculty personnel policies of Springfield College recommended by the faculty and approved by the Board of Trustees. In several parts of this document it indicates that procedures to implement these policies will be developed and published, (e.g. “The CAO shall publish and disseminate the procedure to all faculty...”). This section of the *Faculty Handbook* is designed to provide such documents to the faculty, and to include other faculty personnel policies not referenced in the Faculty Personnel Policy.

Guidelines and Procedures for Faculty Searches:

Introduction:

The faculty search process is one of the most important activities at Springfield College. A good search process allows the college to hire an enthusiastic faculty member who enhances our academic environment by serving the needs of our students for years to come. A bad search process leads to an unfilled position, or an appointment that does not work out for either the college or the faculty member. In some cases, a poorly conducted search can lead to a lawsuit filed by a disgruntled application. Given these options, all searches should follow some basic procedures to make it likely that we can identify and successfully hire the best candidate possible for each position.

Here are the steps in the Faculty Search process:

- The Provost and Vice President for Academic Affairs approves all requests for replacement and/or new positions. Requests should include a rationale and position description. In most cases, position review takes place once during the Fall Semester and once during the Spring Semester each academic year. Once all position requests have been reviewed, searches recommended by the Provost are sent to the President for final approval. Following the approval by the President, the School Dean or Chair of the Search Committee will post the position through the ADP Hiring Portal.
- The Dean of the School will appoint the members of all Screening Committees and will notify the members of the approved job description, the time frame for the search, and any special considerations that apply to this particular position. The Dean will work with the Department Chair to identify Screening Committee members who will represent the department, as well as other departments or campuses, and will attempt to appoint committees that are inclusive. To ensure that the search can move expeditiously, generally no more than 5 individuals should serve on the committee, including the Committee Chair. All members should be clear about the time frame established for the search by the Dean. Students should certainly be involved in the interview process, but generally should not be involved in the Screening Committee meetings. The screening committee is not intended to be an independent entity operating in isolation from the Department Chair and/or School Dean. The screening committee process is intended to provide faculty input in the search process and to provide assistance to the Dean, the Department Chair, and the Faculty of the department with the logistics of the search. The department’s staff associate should provide administrative support to the Chair of the Committee. Throughout the search process, the Chair of the Screening Committee should work closely with the Department Chair and the School Dean to ensure that there is effective communication between all parties involved in the faculty search process. Where appropriate, the Dean may appoint a Department Chair to serve on a screening committee or to Chair a Screening Committee. The Screening Committee will begin its work with an initial meeting called by the Screening Committee Chair. At this meeting, the Chair will establish the meeting schedule and the Dean will review the charge to the committee and search procedures.

- Springfield College is committed to enhancing diversity among its faculty by encouraging Deans to take steps to expand the pool of applicants, by appointing inclusive screening committees, and by creating position descriptions that are designed to be of interest to a diverse population.
- Reference telephone calls should be used to help identify the individuals who will be invited for an on campus interview. These reference checks are an essential part of the “due diligence” process and they provide the College with essential information about the background of applicants. Applicants who will not provide such references, or who are unwilling to have the search committee make such background checks, should be excluded from the search process at this time. These calls should then be completed by members of the screening committee using a “script” of specific questions that will be asked of all candidates. Screening committee members should make careful notes during each reference call so that answers can be fully reported back to the committee at its next meeting. Following these reference checks, telephone interviews of the candidate’s themselves are recommended to help identify appropriate individuals for campus interviews. The Chair of the Committee should ask questions that might determine whether a campus interview is logical. Such questions could include – What are your salary expectation? When would you be available for an interview? Do you have any questions about the search process or the position? Will you now or in the future require sponsorship for employment visa status (e.g. H-1B visa status).
- Once the finalists are identified, the Hiring Manager/Committee Chair should discuss transportation arrangements with each finalist that make sense for the candidate and the college. Candidates should make their own transportation arrangements and will be reimbursed following the interview. A full day interview for each faculty candidate is anticipated, even if this means that the applicant must stay overnight at the college’s expense. Currently, the Hilton Garden Inn is our preferred lodging site. Hotel reservations should be made by the Dean’s or Chair’s office. The Department Chair/Dean should approve all travel arrangements in advance to ensure that the funds allocated for the search are well used. On campus dinners are encouraged to give candidates a flavor of our student body and evening campus activities.

The primary functions of the on campus interview are to validate the qualifications presented by the applicant, to determine the applicant’s teaching effectiveness and ability interact with our students, and to assess each candidate’s ability to contribute to the department, the school, and the college. All faculty interview schedules should include:

- A meeting with the Screening Committee;
- Individual meetings with the Department Chair and Dean of the School;
- A meeting time with Department Faculty – perhaps a lunch meeting or informal gathering;
- A meeting in the Office of Human Resources. Please schedule this meeting in advance by calling your HR Partner;
- A session in which the candidate teaches a class or presents a simulated class to students.

Other items can of course be included on the schedule, but these should be the basic elements included in all on campus interviews. If time permits, campus tours with students, or meetings with small numbers of faculty members can be useful in getting a sense of the candidate’s communications and interpersonal skills. Candidates should be provided an interview schedule in advance, and during the campus visit, members of the screening committee should serve as host/hostess – perhaps picking up the candidate at the airport or hotel, or helping guide them to different interview events. Immediately following the completion of the on campus interviews, the Dean will seek recommendations from the Department Chair and the Chair of the Screening Committee. The Dean will consult with the VPAA, and make a verbal offer of employment to one candidate for the position. The verbal offer should include

the rank, salary, tenure-track or non-tenure-track status of the appointment, the moving allowance if appropriate, the years awarded towards promotion, etc. Following the verbal offer, the Office of Human Resources will be requested to send an offer letter through the ADP portal. Following acceptance of the offer letter, a follow-up appointment letter with additional information is sent from the Office of the Provost and Vice President for Academic Affairs.

Student Opinion Questionnaire:

The college will collect student evaluations of faculty teaching using a course evaluation provider, IOTA 360. The Office of Institutional Research will coordinate the administration process, which will be conducted online and accessible to faculty and students in Brightspace. Faculty and students will be notified via e-mail when the course evaluation period opens, approximately two weeks prior to the last day of classes. The course evaluation system will be open for two weeks and will close prior to the final exam period. Faculty members should encourage their students to complete the evaluations during class time and will be able to monitor the student response rates of their courses during the evaluation period via the IOTA system. Reports will be available to faculty within two weeks after the semester has ended.

Policy on Secondary Faculty Appointments:

Every full-time faculty member at Springfield College has a single primary or home unit to which they are appointed (a tenure home). In some instances, secondary appointments are made to another academic unit (e.g. departments, centers). The purpose of a secondary appointment is to accomplish any one or more of the following:

- Encourage and facilitate interdisciplinary collaboration in curriculum development and delivery and in scholarly, creative and/or professional activity.
- Encourage and facilitate collaboration among units with an established basis for disciplinary collaboration.
- Recognize exceptional cases, as when a faculty member may make a significant contribution to the teaching, scholarship or program of a second unit or when a faculty member's unique expertise would be clearly advantageous to the function of a second unit.

Secondary appointments may be for up to 50% of a faculty member's assigned duties.

Secondary appointments shall be for a term of three years and may be renewed upon review.

A faculty member with a secondary appointment votes in school-based elections and Faculty Senate representation only in their primary or home appointment.

Reappointments to a second unit may be made as long as the faculty member continues to participate significantly in the curriculum or scholarly, creative and/or professional activity tied to the second unit. The decision to reappoint is made by the Provost/VPAA after conferring with the Dean(s) and chairs/administrators of the units involved.

This policy on faculty secondary appointments does not supersede the dual role of teacher-coach faculty members whose appointments to both Athletics and Academic Affairs are defined in Article XIV of the Faculty Personnel Policy.

Process to request a secondary appointment

1. The request for a secondary appointment is generated collaboratively by the administrator of the desired secondary appointment unit and the chair/administrator of the faculty member's primary or home unit. A faculty member may request that their chair/administrator propose a secondary appointment for that faculty member. A secondary appointment may be requested prior to hire or after hire. If the appointment is requested after hire, the faculty member involved will be consulted regarding the content of the proposal for a secondary appointment.
2. The proposal for a secondary appointment includes
 - a. A description of how the secondary appointment meets at least one purpose of secondary appointments at Springfield College, as defined in the policy.
 - b. Clear assignment of the faculty member's teaching, advising, scholarship, and service responsibilities to each unit (e.g., courses taught, time allocated for scholarship or committee work, participation in department meetings).
 - c. Description of how the work for the secondary appointment will be evaluated.
 - d. Agreement on the distribution of time and resources. The faculty member's access to resources will be clearly defined (e.g. access to travel funds, copy budgets and supplies; from which department or unit applications for Dean's scholarship grants and other faculty development opportunities will originate).
3. The proposal is evaluated by the Dean(s) of both units and the Provost/VPAA. A secondary appointment is made by the Provost/VPAA after conferring with the Dean(s) of the school(s) involved.

Policy on Naming a Department:

When a new academic department is created the name of that department will be generated through discussions and agreement by the faculty in the department, the Dean of the school in which the department is housed and the Provost.

Mid-Probation Review:

The mid-probation review process is designed to provide faculty with a comprehensive evaluation of their performance at the mid-point of their probationary appointment at the college. This evaluation is intended to supplement the annual evaluations completed by the department chairs/campus directors and school deans and serves to inform the faculty member of their progress in meeting the standards and requirements required for continued probationary appointments at the college, and their progress towards developing the record of achievements and performance required for a successful tenure or long-term appointment review.

A successful mid-probation review does not guarantee that a candidate will be approved for a tenured or long-term appointment during the tenure and long-term appointment review process. The faculty member however, must address concerns raised during the mid-tenure review if they hope to be successful during the tenure and long-term appointment review process.

Applicants preparing their mid-probation review portfolio should follow the format provided in the Tenure/Long-Term Appointment/Promotion guidelines described below. A Mid-Probation Review Report form will be completed for each applicant by the department chair/campus director, the Athletic Director (if applicant is a Teacher-Coach), the School Committee on Faculty Development and Status, the school, and the Provost and Vice President for Academic Affairs as part of the mid-probation review process.

Tenure, Long-Term Appointment, Mid-Probation Review and Promotion Portfolio Materials:

The process for submitting tenure, long-term appointment and promotion application dossiers has changed to an electronic process. Your Dean will send you links to the folders to upload your materials which should include:

1. Executive Summary prepared by the applicant – limited to 6 pages (if more than 6 pages are submitted, only the 1st 6 will be considered)
2. A complete and current curriculum vitae
3. Complete copies of all faculty workplans
4. Complete copies of all annual self-evaluations
5. Complete copies of all annual evaluations completed by your department chair/athletic director
6. A limit of four letters in support of your application, (three internal to the college and one external)
7. Complete copies of all student evaluation data

Section IX

**SUPPORT SERVICES
AND DEPARTMENTS**

OFFICE OF THE REGISTRAR

The Registrar's Office is dedicated to serving the academic goals of its students. The office serves as the centralized source for complete, current, and accurate academic information relevant to Springfield College. In addition, the office is dedicated to providing high-quality educational support services, as well as clear and consistent information regarding institutional academic policies and procedures. The office also works closely with Information Technology to assure user-friendly access to academic information for students, faculty and staff through the College's administrative software.

Academic policies and regulations are managed by the Registrar's Office. The office is also responsible for the following.

- Certifying students' degree completions
- Preparing class schedules
- Coordinating student course enrollment
- Providing official student transcripts and degree and enrollment verifications
- Compiling and maintaining grade reports and records

The office also ensures that student records of academic progress and accomplishments are maintained with accuracy and integrity and are transmitted in a timely and professional manner.

Academic life at Springfield College is governed by a series of policies and regulations that ensure consistency and permit fairness to all students. These policies are under the auspices of the Office of Academic Affairs and can be found in the Springfield College catalog.

LIBRARY RESOURCES AND SERVICES

Library Services, located within the Harold C. Smith Learning Commons, provides the Springfield College community with access to, instruction in, and support of the use of information resources. Each academic department has an assigned [liaison librarian](#) to support faculty with a range of services.

Liaison librarians work closely with faculty to incorporate information literacy into the curriculum and provide library instruction in the classroom. Liaisons are available to consult with faculty about their scholarship and research projects, as well as curriculum-based research. Faculty are encouraged to refer students to their department's liaison librarian for research assistance. As experts in their disciplines, faculty members are invited to collaborate with their liaisons to recommend materials for the library collection. To suggest items that you would like the library to purchase, please contact your liaison or use the "Recommend a Purchase" form at <https://library.springfield.edu/home>.

The library's electronic resources can be accessed from the [Library Services website-https://library.springfield.edu/home](https://library.springfield.edu/home). Off-campus users will be prompted to enter their PrideNET credentials to view digital items. Faculty and students from a distance/online have full access to library materials and services, including delivery of physical materials from the library's collection. [Interlibrary Loan](#) service is available at no cost to all faculty, staff, and students to obtain items not owned by Springfield College Library Services.

The primary service point for Library Services is the Information Desk on the first floor of the Harold C. Smith Learning Commons, which is staffed everyday and for over 100 hours a week (hours vary during holidays and semester breaks).

Contact the Information Desk by phone at 413-748-3315, or visit the <https://library.springfield.edu/home> to chat online with librarians and library staff.

BOOKSTORE

The bookstore carries a selection of office supplies, snacks, clothing, and novelty items in addition to books. As an employee of Springfield College, you receive a ten (10) percent discount on your purchases, with the exception of textbooks. Hours of operation vary during the year and are posted at the store.

CAMPUS DIRECTORY

An internal campus directory of employees is available through PrideNET and is considered confidential to Springfield College. Employees may not release directory information to any external person or group and the directory may not be used for non-College related business or marketing by employees who have outside business interests.

USE OF FACILITIES

Springfield College's Wellness and Recreation Complex offers fitness areas and basketball, tennis, racquetball and volleyball courts for use by employees based on availability. Policies and procedures regarding use of the facilities, including guest, family and retiree policies as well as membership fees can be downloaded and viewed on the Campus Recreation website. Please note that all employees who wish to use the fitness areas of the Wellness and Recreation Complex should always check with their primary care physician prior to starting an exercise regime. More information can be found on the [Campus Recreation](#) PrideNet page.

FOOD SERVICES

Dining services are outsourced through a 3rd party and employees may make meal and food purchases by using their Pride Card or credit card. A wide range of catering and special events services are also available through Food Services. Detailed information is available through the Dining Services Office, located in Cheney Hall.

HEALTH SERVICES

Although the College's Health Center's primary purpose is to provide services to our students, the Health Center is able, on most occasions, to accommodate our employees for incidental services. Employees are required to make appointments, and please refer to the policy on the types of services available. This [policy](#) is located under the Human Resource Office page on PrideNET.

MEMORIAL GIFTS/DONATIONS

In the interest of creating and building a spirit of caring and concern, Springfield College contributes flowers, or a cash gift to charity, when there has been a death in an employee's family. For purposes of this procedure, family includes the following relationships: spouse, registered domestic partner, child, parent, brother, sister, grandparent, grandchild, father-in-law, mother-in-law, brother-in-law, and sister-in-law. If you or one of your colleagues experience the loss of a family member, please notify the Office of Human Resources or ask your supervisor to make the contact so arrangements can be made on a timely basis. Only Human Resources may make such gifts or donations by college policy.

PARKING

All employees must register their vehicles with the College in order to park on campus. A free nontransferable parking permit and a parking lot assignment will be issued to you at the time your vehicle(s) is registered with the Campus Police Department. Parking permits are to be displayed on the driver's side rear window of your vehicle(s). The College assumes no responsibility for loss of or damage to vehicles and contents while on college property.

Special parking privileges are available through Campus Police for persons who have a disability that requires an exception from parking regulations.

Parking is not permitted in roadways, non-parking zones, handicapped zones, fire lanes, and loading docks. Parking on lawns or sidewalks, or parking in a manner that may obstruct deliveries or access to the campus or its buildings by emergency vehicles is prohibited.

Disabled vehicles on campus should be reported to the Campus Police Department to ensure that it is not ticketed or towed.

SERVICE ANIMALS AND PETS

College policy permits service animals assisting individuals with disabilities in all facilities maintained by the College. An individual with a disability shall be permitted to be accompanied by their Service Animal in all areas of the College's facilities where members of the public are permitted, with limited exceptions or as otherwise governed by applicable law. Non-service animals are not permitted in campus buildings at any time, unless permission is granted by the Vice President for Finance & Administration. If there is a question or concern about the legitimacy of a service animal, please contact Disability & Accessibility Services (students) or Human Resources (employees).

For further information related to animals on campus, please visit the Office of Human Resources PrideNET page and review the Animal Policy.

POST OFFICE

The Springfield College Post Office is located in Locklin Hall and provides full postal services, including stamp sales and insured, certified, registered, and express mail. Federal Express and UPS services are also offered through the College's Post Office. The Post Office accepts cash check and Pride Dollars as payment options. The Post Office does not deliver personal packages or accept COD deliveries for employees. If you choose to have personal packages delivered at the College, you must pick them up at the Post Office window during non-working time.

All personal mail sent through the College should have appropriate postage affixed. A United States Postal Service mailbox is located on the north side of Locklin Hall.

PRINTING SERVICES

The College's Printing Services Center is located in the basement of Locklin Hall. The Center offers duplicating and printing services to employees and students. Pricing structures are updated periodically; contact the Center directly for current price lists. The print shop accepts checks or pride dollars as payment options. More information can be found on the [Print Shop](#) PrideNet page.

CONSERVATION

Please do your part to conserve energy, supplies, and equipment, and to recycle materials whenever possible. Turn off lights when they are not needed, and use only those supplies necessary to do the job. Also, be sure to report promptly to your supervisor or the Facilities Management Department any leaky faucets, machinery that needs repair, or any other matter that requires maintenance.

NOTARY SERVICES

Notary services are available throughout the campus, please refer to the Office of General Counsel's page on PrideNET for the most current listing of notaries.

Section X

COLLEGE WIDE POLICIES/ PROCEDURES

The Office of Human Resources publishes the critical college-wide employment policies and updates these on a regular basis. They can also be found in [PrideNET under the Offices Tab – Human Resources](#).

Springfield College policies that you should be aware of include:

- 504 Grievance Procedure
- Acceptable Use of Technologies
- ADA Accommodation Request Form
- Alcohol and Drug Policy
- Alcohol Beverages Policy
- Animal Policy
- Anti-Violence Policy
- Asset Disposal Policy
- Background Check Policy
- Bereavement Leave
- Charitable Gaming Policy
- Code of Ethical Conduct
- Conflict of Interest Policy
- Conflict of Interest FAQ
- Conflict of Interest Policy (Federal Grants)
- Consensual Relationship Policy (Employees/Students)
- Copyright Ownership Policy
- CORI Policy
- CORI Policy – East Campus and Wellness Center
- Data Governance Policy
- Discrimination and Harassment
- Employee Confidentiality
- Employee Referral Program
- Employment of Relatives
- Facility Use Policy
- Family Educational Rights and Privacy Act (FERPA)
- Health Services Employee Use Policy
- Homeownership Policy
- Honorary Degree Policy
- Inclement Weather Procedures
- Indemnification Policy
- Independent Contractor Policy
- Independent Contractor Policy – Appendix A
- Independent Contractor Policy – Appendix B
- Information Security Policy
- Internship Policy for Non-Springfield Students
- Interim Sexual and Gender-based Misconduct Policy
- Mobile Phone Allowance Policy
- Name Change Policy
- Naming Policy
- Notice of Non-Discrimination
- PCI Compliance Policy
- Policy Protocol
- Pregnant Workers Fairness Act

- Prepaid and Accrued Expenses Policy
- Procurement Card Policy
- Religious Accommodation or Exemption Request
- Renaming Policy
- Safety Protocol Policy
- Signature Authority Policy and Supplement 1 Financial Contracts
- Sit Stand Workstations
- Smoke-free, Tobacco-free policy
- Staff Employee Teaching Policy
- Staff Teaching Request Form
- Temporary Employee Policy
- Travel Policy
- Use of College Funds
- Vaccination Policy
- Volunteer Policy
- Whistleblower Policy

Other College Wide Policies:

Faculty Travel

Departmental travel funds are available to support costs incurred in the supervision of students enrolled in courses requiring off-campus experiences and for costs deemed appropriate for faculty development and professional service.

Faculty Development travel funds are available to support costs beyond those supported by departmental travel allocations. The Faculty Development and Personnel Committee regularly publishes application criteria, procedures and due dates.

- **Travel Funds:** Travel funds have been allocated to the departments based upon a formula of a fixed sum per faculty member for the purpose of supporting professional development. This does not mean that each faculty member has been granted that sum; rather, that each faculty member may access up to that amount, given the support of appropriate supervisors.
- **Types of Travel Approved:** Travel allocations may be given, when possible, for academic program support in such instances as described below:
 1. Attendance at meetings of professional organizations
 2. Presentation of papers/research at professional meetings
 3. Representation of the College or Department at professional or association meetings. **Reimbursement Procedures can be found the *Travel Policy* on the [Purchasing/Accounts Payable Page](#) in PrideNET.**
- **International Travel:** Travelers traveling internationally are required to register with the International Center prior to traveling. Please contact the International Center at 413-748-3215 to register and for essential information prior to travel, including contact information for the College's international travel emergency management vendor, Zurich Travel Insurance. The International Travel Risk Policy can be found at: https://pridenet.springfield.edu/ICS/Offices/International_Center/Resources.jnz

Student Labor Guidelines

To ensure equal employment opportunities, all hourly student positions must be posted through the Office of Student Employment. This includes on-campus student employment positions. This centralizes all available positions on campus. Student labor is funded through the departmental budget allocation.

Request for Student Labor:

All requests for student labor must be cleared through department offices. Students not cleared by the appropriate offices will not be paid and must not work until all paperwork is completed. Preference is given to students with federal work-study (need-based) awards. If a student does not have federal work-study, a Justification to Hire Form must be completed and signed by the divisional Vice President. Students who do not qualify for federal work-study are not eligible to be hired until after October 15. (This date may change for this academic year only). I can provide the information once the date has been approved and provided to me.

Supervision of Student Labor:

Each department has its own procedure for assigning and supervising student assistants/aides. Faculty members must verify and approve the hours worked by student assistants/aides bi-weekly in Banner. These hours must be approved by the Monday payroll deadline at 10:00 am.

Requirements for Payment of Student Labor:

All students employed by the College are required to file a W-4 and I-9 form with the Office of Student Employment. Hiring managers must fully complete a Student Employment Authorization Form (SEAF) for each student hired. The link for this form is included and it is available on PrideNet, under the Student Employment tab. Students without a W-4 or I-9 on record cannot use the time and attendance system until these documents are filed. These documents must be on file prior to the first day of work.

Recording of Time Worked:

All hourly students working on campus will record their time using their Banner Self Service Profile. Once hired, a timesheet will be generated for the student to record their clock in/out for each work shift. At the end of the biweekly pay period, Saturday at 11:59 pm, the student must submit the timesheet for the hiring manager's approval. The hiring manager must approve the timesheet, ensuring the hours are correct for payroll processing by Monday at 10:00 am.

Links to Student Employment Forms (you must be logged into PrideNet to access these forms):

How to Approve Timesheets in Banner

Student Employment Authorization Form

Banner Position List (This list will aid you in completing the Student Employment Authorization Form. First, search for your Department Budget Organization Description. Once found, you will be able to locate the remainder of the information needed to complete your SEAF form.)

I-9 Form

W-4 form

For any additional questions regarding the Student Employment process, please contact Diane Jimenez, Student Employment Manager at djimenez@springfieldcollege.edu. The Office of Student Employment is located on the main floor of the Campus Union, within the Career Office Suite, Office #230.

Business Office – Insurance Coverage

When operating your own personal motor vehicle on College business (i.e., on a reimbursement basis), there is no extension of College insurance for physical damage to your vehicle. Any such damage is the owner's responsibility, and presumed to be covered under your existing auto insurance. The College does not provide for bodily injury or property damage liability except on an excess basis, i.e., coverage is extended to you after the benefits under your personal auto coverage are exhausted.

Note: If you are going to be operating your vehicle on College business, be sure to notify your department head or supervisor prior to your excursion, to assure coverage on an excess basis.

- **Personal Liability**

Personal Liability from your actions within the scope of college employment and/or the performance of authorized duties is defined by the "Springfield College Indemnification Policy". The Policy is located **under [Policies and Forms on the Human Resource PrideNet page](#)**.

- **College Property**

With a few exceptions, all College property is insured subject to a \$100,000 deductible. This means that the first \$100,000 of a loss relating to fire, theft, or vandalism will be expensed directly to the College.

Time and Leave Reporting

Accurately recording time worked is the responsibility of every employee. Federal and state laws require the College to keep an accurate record of time worked in order to calculate employee pay and benefits. Employees are responsible for accurately recording all time and leave through the Banner Time & Attendance System. Springfield College must collect data from employees and supervisors to pay employees, and to charge the correct accounts appropriately based on the employee's reported effort. There are two kinds of information that must be collected, the time at work and the time away from work.

The goal of the Time and Attendance System is the accurate and timely reporting of time worked and time off (by category of leave). This is essential for guaranteeing that employees are paid correctly and that their leave accumulations are accurate.

If you have any questions regarding time and attendance reporting please contact the Office of Human Resources at 413-748-3964.

Any Springfield College employee who is out on sick leave for more than two weeks should contact the Office of Human Resources so that FMLA paperwork can be processed. This paperwork must be completed during a specific time period, so it is important to notify them as soon as possible. Any information provided in order to complete the paperwork will be kept confidential.

Section XI

FORMS

Forms

The following forms can be found on the Faculty Resources section of PrideNet. The Faculty Resources section is found in PrideNet under the [Academic tab, select Academic Affairs and then Faculty Resources](#).

Faculty Personnel Forms

- Faculty Self Evaluation Report and Faculty Workplan Proposal
- Report on Professional Accomplishments and Faculty Workplan Proposal
- Teacher-Coach Faculty Self Evaluation Report and Faculty Workplan Proposal
- Teacher-Coach Report on Professional Accomplishments and Faculty Workplan Proposal
- Chair Evaluation Form
- Mid-Probation Review Form (School Committee on Faculty Development and Status)
- Mid-Probation Review Form (Department Chair/Campus Director, School Dean, Provost and Vice President for Academic Affairs)
- Reduced Workload Application Form
- Tenure/Long Term Appointment/Promotion/Mid Probation Review Portfolio Materials and Cover Page/Executive Summary

Faculty Development Forms

- Appleton Fund Grant Application
- Dean's Scholarship Application
- Faculty Scholarship/Research Grant Application
- Reassigned Time or Summer Grant Application
- Sabbatical Leave Application Cover Page and Recommendation Page
- Travel Grant Application
- Springfield College Application to Conduct a Study Using Human Subjects

Affiliation Agreements

- Non-Clinical Internship/Field Experience Affiliation Agreement - Revised 2016
- Clinical Site Affiliation Agreement - Revised 2016
- Routing Slip



263 ALDEN STREET
SPRINGFIELD, MA 01109-3797

springfield.edu