CORNELL COLLEGE

FACULTY HANDBOOK

2019-20

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DEAN'S PREFACE

The *Faculty Handbook* gathers together for ready reference the various regulations, policies, and practices that govern and inform academic life at Cornell College. Most of the entries have their origin in the legislative process by which faculty members govern their own activities. Reaching as far back as the Charter of the College, the *Handbook* reflects the continuity of our enterprise; publishing new provisions each year, it reflects also the vitality of our institutional life.

The 2017 Edition is a major revision the Handbook completed by a committee of three faculty members working under the auspices of the Committee on Committees. This new revision seeks to add clarity and consistency to the policies found in the Handbook. When inconsistencies were found within the handbook, the revision committee sought to clarify the language congruent with faculty legislation in common practice. In addition, policies related to personnel in Section III were brought into compliance with current policies of the American Association of University Professors. Previous editions of the Handbook contained extensive, but incomplete, footnotes detailing the origin of many policies from previous editions. As the 2017 Edition is a major revision, the revision committee realized that it would be impossible to transfer the footnotes to the new edition. Thus, the 2017 Edition contains no footnotes; however, prior versions of the handbook with footnotes are archived so that historical research into handbook policies can be accomplished. In addition, many sections of the Handbook that simply reiterated policies or information currently available in the Employee Handbook or the College's website were eliminated, because those policies and information stand on their own. In sum, the 2017 Edition of the Faculty Handbook is a resource for all members of the faculty delineating regulations, policies, and practices in a clear and concise manner.

The revision committee of Professors Devan Baty, Lynne Ikach, and David Yamanishi deserve recognition for their work during Summer 2016 in completing this new edition. In addition, Professor Michelle Mouton provided important input through a critical reading of the previous edition with suggestions for change.

Finally, this 2017 Edition of the Faculty Handbook reflects the evolution of policy and practice at Cornell College as we seek to continually improve our operations and enhance learning for our students.

These policies and practices guide the work of the Corporate Faculty, but do not constitute an individual contract or guarantee of employment.

R. Joseph Dieker
Dean of the College
August 2017

The Faculty Handbook was accepted by the Board of Trustees on October 28, 2017.
The Faculty Handbook was approved by the faculty on December 5, 2017.

PROCEDURE FOR AMENDING THE FACULTY HANDBOOK

Changes to the Faculty Handbook may be proposed by Major Committees, All-College Committees, ad-hoc committees, individual faculty members, administrators, the President, or the Board of Trustees. Proposed changes to sections of the Faculty Handbook under the purview of faculty legislation are first reviewed by the appropriate committees. Proposed changes are then submitted for review to the Vice-Chair of the Faculty Council, the designated steward of the Faculty Handbook. The Faculty Council, in communication with the Dean, then forwards the proposal for change to the faculty for approval. The President, in turn, will forward all amendments approved by the faculty to the Board of Trustees. The Board's action on the amendment, either acceptance or non-acceptance, will be reported to the faculty by the President or Dean. All changes initiated by the Board of Trustees will be submitted to the Faculty Council for comment and then to the full faculty for consideration and action before final action by the Board on the proposed amendment.

I. THE CORPORATE FACULTY

A. The Faculty

The faculty consists of the President, the Vice-Presidents, the Deans, the Professors, the Associate Professors, the Assistant Professors, the Instructors, the Librarians, the Registrar, the College Chaplain, and such other teachers and administrative officers as may be nominated by the President and approved by the Board.

The President is the presiding officer of the Faculty. The Vice President for Academic Affairs and Dean of the College is the second presiding officer of the Faculty, and represents the President in the President's absence in all College matters relating to academic affairs and related campus procedures. The Chair of the Faculty Council serves as the Chair of the Faculty in the absence of the President and the Vice President for Academic Affairs and Dean of the College.

As provided by law and the Articles and Bylaws of the College, the Board of Trustees is vested with the governance of the College. Subject to the power of general superintendence by the President, the reserved power of control by the Board, and provisions of the law, the Faculty:

1. Shall determine the educational policies and procedures of the College, including the courses of study, the methods of instruction, and the standards of admission, promotion and graduation of students.

2. Shall collaborate with the Division of Student Affairs to determine the rules of conduct to be observed by students and the character and method of administering discipline for violation thereof.

3. Shall recommend to the President and the Board of Trustees candidates for earned and honorary degrees.

4. Shall recommend to the President faculty candidates for initial appointment and shall recommend to the President and the Board of Trustees faculty candidates for reappointment, tenure, promotion, and emeritus status.

5. Shall recommend to the President and the Dean of the College policies and procedures for the operation and governance of the Faculty and the academic affairs of the College. Such policies and procedures shall include, but not be limited to, such matters as:

   a) The academic organization of the College.

   b) Application of the principles of academic freedom.

   c) Faculty responsibilities.

d) Appointments, promotion and tenure.

e) Faculty meetings, committee structure, and Faculty leadership elections.

f) Rules of Faculty conduct and discipline.

g) Dismissals for cause.

h) Leaves of absence, attendance, and outside employment.

In exercising its delegated powers and duties, the Faculty may create standing and special committees composed of faculty members to carry out such of its powers and duties as it may see fit.

B. Department Chairs

Department chairs are appointed by the Dean of the College, after consulting with the outgoing chair and perhaps with other members of the department. Chairs generally are appointed for three-year terms. A Chair may be re-appointed, but in general the Dean will attempt to rotate the duty among the qualified members of the department. Faculty members are expected to assume this responsibility as part of their duties without additional compensation or reduction in teaching load.

C. Faculty Meetings

The official business of the Faculty is conducted at Faculty meetings. These meetings are generally held in West Science, Room 100, at 11:10 a.m. on the first Tuesday of each term and on succeeding Tuesdays if there is any unfinished business pending before the faculty, or if a special situation merits the calling of a meeting. Faculty meetings are adjourned not later than 12:00 noon unless the faculty has voted to suspend the rules in order to postpone adjournment.

It is the duty of all full-time faculty members to attend these meetings. Voting members of the faculty include all tenured or tenure-track faculty with the rank of Instructor or higher, including librarians, and all administrators with faculty status. The Dean of the College posts a list of voting members every September.

Although administrators without faculty status, visiting full-time faculty, and part-time members of the instructional staff do not have the right to vote, they do have the privilege of participating in the deliberations at faculty meetings. Two students selected by the Student Senate have the privilege of participating in deliberations at faculty meetings; in addition, student representatives on faculty committees are permitted to address faculty meetings during the discussion of their committee's proposal. No students have the right to vote at faculty meetings.

During the time when announcements are made, any faculty member may address questions on matters of common concern to members of the administration for the purposes of information and clarification.

D. Faculty Meetings: Rules of Procedure

The Cornell Faculty conducts its legislative meetings in accordance with *Robert's Rules of Order Revised*; however, certain of its procedures are not set forth in *Robert's Rules*.

1. Agenda

a) The Dean of the College is responsible for establishing the agenda. The Academic Affairs Coordinator takes the minutes of each faculty meeting, sees that they are distributed to the faculty before the day of the next faculty meeting, and makes an index for each set of minutes to be added to the central index in the Office of Academic Affairs.

b) It is the duty of committee chairs or other faculty members to inform the Office of Academic Affairs well in advance if they have matters to be placed on the agenda. Any faculty member wishing to make an announcement should also notify the Office of Academic Affairs in advance.

c) The agenda includes items for the first faculty meeting of the term and unfinished business from previous meetings. Included in the agenda will be all items that have had prior presentation at a previous meeting.

d) The Dean will follow the "Rule of Reason" in ordering or reordering the agenda during the course of the term. The faculty may, by normal parliamentary procedure, change the order of the agenda, and may postpone or table proposals.

e) Each meeting of the faculty is a separate meeting and not a continuation of the first meeting of the term. Items of new business may be introduced at any meeting of the faculty. Those given prior presentation at the first meeting will normally be considered at a later meeting in the term; those introduced at subsequent meetings in the term may have to wait until the following term for consideration. Proposals not acted upon by the end of one academic year carry over into the next.

2. Prior Presentation

Prior presentation is not a motion. It is simply a declaration of one's intention at the next meeting to move the adoption of a proposal. The Faculty then has at least one week to consider the matter, to investigate, and to develop amendments.

The conditions attached to this rule are as follows:

a) All proposals of a substantive nature, i.e., that call for change in College or Faculty policy, require prior presentation. The Chair is empowered to rule on whether a proposal is substantive. Only main motions are prior presented; amendments to motions, even substitute motions, are not.

b) A motion to waive the rule of prior presentation is debatable, and to carry, requires affirmation by two-thirds of the members present and voting.

c) The proposal may be read orally if short, or may be summarized, and the full draft distributed (to all members having the right to speak, even if not to vote, at faculty meetings) in written form before, during, or immediately (within 24 hours) after the meeting.

d) A proposal being introduced under prior presentation may be discussed at that meeting, but discussion is limited to matters of intent, information, and clarification, and should not lead to debate for or against the proposal. The Chair is obligated to remind speakers of this tradition when necessary.

e) The proposal may not be voted on nor may amendments to it be introduced while it is under prior presentation.

f) The presenter is under no obligation at the next meeting, either to move the proposal in the form in which it was originally submitted or to move its adoption.

Prior presentation merely brings before the Faculty the entire category or area to which the proposal pertains. If the presenter chooses to modify the proposal, he or she is required to publish the new draft before the meeting at which the matter is being moved or to make additions and deletions orally before making the motion. If the presenter chooses not to move the proposal, he or she should inform the Dean and withdraw the proposal from the agenda.

3. Voting

a) Decisions at faculty meetings are normally attained by voice vote.

b) If the voice vote is indecisive, the Chair or any individual member may request a division of the house, which will be conducted either by a show of hands or by the members standing, as counted by at least two tellers, the totals reported to the faculty and appearing in the minutes.

c) In rare matters of an exquisitely important or sensitive nature, the voting may be by secret ballot. In such cases the ballots will be distributed and collected at the faculty meeting. The totals in faculty elections are not made public, although nominees have the right to be informed privately at their request. The vote totals in other secret ballots are made public, as with voting by a division of the house.

d) The method of voting is a decision to be made by the Chair; such decision may be appealed by normal parliamentary procedures.

e) Under any of the methods of voting, individual members may request the Secretary to record their vote as being for or against.

E. Faculty Elections (For information about the process of faculty elections for the committee slate, consult Part II: The Committee System.)

II. THE COMMITTEE SYSTEM

A. Committee System

A strong shared governance system is the foundation of a successful college.

Our committee system includes some committees that are solely composed of faculty members and some that are composed of faculty, administrators, staff, and students who work together in a spirit of shared institutional governance. There are also All-College Committees, joint ventures which represent and frequently draw authority from several college constituencies. The faculty cannot unilaterally create All-College Committees; neither should All-College Committees be created without faculty consultation. Unless the committee's charter indicates otherwise, faculty members of All-College Committees are appointed by the President with the advice and consent of the Faculty Council Vice-Chair.

There are nine major committees. The chairs of these committees, with the exception of Academic Standing, also serve on Faculty Council. Other types of committees include the following: committees related to centers, such as Teaching & Learning, Literary Arts and the Berry Career Institute; committees affiliated to programs, such as Civic Engagement; advisory committees, ad-hoc committees and others that don't fit into the aforementioned categories, such as the Reaccreditation Committee and IRB, a federally-mandated Institutional Review Board.

In accordance with the Reappointment, Tenure, and Promotion (RTP) criterion of "service" for tenure and promotion, faculty are expected to participate in the committee system at the College and typically serve on at least one committee each year. Some faculty serve on more than one committee, but no faculty member may serve on more than one major committee at the same time, nor may they serve on both the Divisional and Faculty Councils at the same time.

After elections are complete, the Vice-Chair of the Faculty Council works in consultation with the Divisional Council to assemble the rest of the committee slate each year. The Divisional Council is consulted in order to emphasize divisional representation on committees. The official slate is presented to the full faculty prior to the end of block 8 for approval.

B. Committee Organization

The following structure is valid for all types of committees.

1. The chair has the following duties:

   a) to call and preside over the meetings of the committee
   b) to plan the work of the committee for the year and to propose that plan to the committee
   c) to see that committee rules are enforced
   d) to appoint personnel to subcommittees (other than standing subcommittees)
   e) to coordinate and monitor the work of all subcommittees
   f) to report to the faculty (or other body of the College) for the committee
   g) to vote in committee when that vote would make a difference in the result, i.e., to vote to create a tie (and thus defeat the motion), or to vote to break a tie (and thus assure the passage of the motion).

Some committees are given a *vice-chair*, who performs the duties of the chair in the absence of the chair, and such other duties as are specified in the description of the committee or are assigned by the chair. Other committees, at their discretion, may select a vice-chair from among their member.

2. Each chair provides for the keeping of permanent records. The role of taking minutes for meetings may rotate among committee members or may be served by someone who is not on the committee. Minutes should be forwarded to the office of Academic Affairs for permanent reference.

3. *Ex officio members* have all the rights and privileges but none of the obligations of membership. They may speak and vote when present, but their presence or absence is not counted in determining the quorum. They need not accept an assignment as secretary or an assignment to a subcommittee.

4. *Consultants* are those with particular expertise of value to a committee. They may attend all meetings of the committee to which they are assigned, and participate in discussion, but they do not vote. Their presence or absence is not counted in a quorum. In addition to assigned consultants, a committee may invite anyone from time to time as desired to meet with the committee and share expertise.

5. During absences of less than a semester, committee members are not replaced. In the absence of the chair and vice-chair, the committee should select a *chair pro tempore*.

6. There is no one precise date during the summer when the *terms* of committee membership expire, and it is customary for committees that must meet over the summer to include both outgoing as well as incoming members. If the committee is discussing old business, then the outgoing chair presides; if new business, then the incoming chair.

7. A *quorum* consists of a presiding officer plus one-half of the regular members of a committee or subcommittee.

8. Unless otherwise specified, committees operate according to *Robert's Rules of Order, Revised.*

9. When a committee submits a proposal to the faculty, the proposal is placed on the agenda of the next regularly scheduled faculty meeting by the chair, who moves its approval. This motion needs no second. As noted above in "Faculty Meetings," all proposals of a substantive nature, i.e., that call for change in College or Faculty policy, require prior presentation before being debated and voted upon. Legislation brought to the full faculty for a vote should always clearly and specifically address whether and how it will amend the faculty handbook.

10. Whenever a committee recommends a policy for adoption by the faculty, it is the responsibility of the chair to communicate, either orally or in writing, the proposal, a record of the vote, and rationale for the proposal. Reports of minority views are always appropriate and often helpful. When a faculty-run committee submits a report or recommendation to other bodies of the College, the substance of the recommendation should also be communicated to the faculty.

C. Faculty, Divisional and Dean's Advisory Councils

1. Faculty Council

a) The primary charge of the Faculty Council is to foster communication among faculty committees, as well as between the faculty and administrators, for the purpose of strengthening shared governance.

b) Functions:

(1) Coordinates business among the faculty's major standing committees.

(2) Advises and consults with the Dean, President, and other members of the administration, on subjects including the following:

(a) The number, nature, and distribution of faculty positions, including proposals for new and replacement tenure-track hires

(b) Short- and long-term curricular planning, including the addition, deletion, or substantial modification of academic programs

(c) Short- and long-term financial planning

(d) Other matters pertaining to the College's mission and shared governance

(3) At least once per semester, meets with the President of the College for the exchange of information and ideas. The faculty will be notified at least one week in advance of the time and place of this meeting, so that faculty may submit questions to the Council to raise with the President. The Faculty Council may hold additional meetings at the request of either the President or the Council.

(4) Members may serve as observers at Board of Trustees meetings, when such observers are invited by the Board.

(5) Maintains, and reviews as necessary, the College's committee structure, including consideration of newly proposed committees, both ad-hoc and standing.

(6) Nominates faculty for committee appointments, except for those positions nominated by the faculty as a whole.

(7) Consults with the dean on setting agendas for faculty meetings, and on the timing and content of faculty retreats, dean's fora, and other all-faculty assemblies.

(8) In cooperation with the Dean of the College, maintains the Faculty Handbook so that it is up to date with changes in official College policy, faculty legislation, and administrative practice.

(9) As needed, conducts faculty reviews of administrative staff.

c) Structure

(1) Chair. The Faculty Council Chair is nominated and elected by the faculty, by secret ballot and majority vote, to a three-year, non-renewable term. The chair must be a tenured member of the faculty.

(a) The Faculty Council Chair presides over Faculty Council meetings, and serves as the Chair of the Faculty in the absence of the President and the Vice President for Academic Affairs and Dean of the College.

(b) The Faculty Council Chair meets with the President's Council as needed.

(c) The Faculty Council Chair meets with the Dean of the College as a member of the Dean's Advisory Council.

(2) Vice-Chair. The Faculty Council Vice-Chair is nominated and elected by the faculty, by secret ballot and majority vote, to a three-year, non-renewable term. The vice-chair must have at least three years of service as a full-time member of the faculty.

(a) The Faculty Council Vice-Chair presides over Faculty Council meetings in the chair's absence.

(b) The Faculty Council Vice-Chair has primary responsibility for overseeing faculty elections, and for assembling a roster of nominations, with the assistance of the Divisional Council.

(c) The Faculty Council Vice-Chair assists the chair in advising the Dean of the College and coordinating the business of the Faculty Council.

(d) The Faculty Council Vice-Chair meets with the Dean of the College as a member of the Dean's Advisory Council.

(3) These committee chairs are also voting members of Faculty Council:

(a) Chair of Curriculum Oversight Committee
(b) Chair of Academic Programs Committee
(c) Chair of Academic Regulations Committee
(d) Chair of Student Success Committee
(e) Faculty Vice-Chair of Reappointment, Tenure, and Promotion Committee
(f) Chair of Admissions Committee
(g) Chair of Compensation Committee
(h) Chair of Diversity Committee

(4) The elected untenured faculty representative is also a voting member of Faculty Council.

d) Consultants

(1) The chairs of Academic Standing, Teaching & Learning, and other committees may attend, or be invited to attend, Faculty Council meetings as consultants for discussions of particular relevance to the work of their committees.

(2) The Dean of the College may be invited to participate as a consultant when matters pertaining to faculty staffing are being discussed, and otherwise when mutually agreeable to the Dean and the Faculty Council. The Faculty Council may also invite other administrators to participate as consultants when discussing matters pertinent to that administrator's responsibilities. (For example, the Dean of Admissions may be invited to consult on matters pertaining to admissions and recruitment, etc.)

2. The Divisional Council

The Divisional Council's main functions are to coordinate communication and planning within and between the divisions of the College, especially attending to course planning and resource sharing.

The Divisional Council also provides advice and feedback on matters where divisional input is particularly important, such as faculty development awards and new or replacement faculty lines. Members of the Council, working with the Faculty Council Vice-Chair, create the committee assignment slate to ensure divisional representation on committees where such representation is particularly important.

a) Functions

(1) Calls divisional meetings as necessary to coordinate course scheduling and resource sharing and attends to other matters of interest to the division.

(2) Advises the Dean of the College on Faculty Development awards.

(3) Works with the Faculty Council Vice-Chair to develop the committee slate.

(4) Gathers divisional feedback and advises Faculty Council on new and replacement faculty lines.

(5) Makes reports and recommendations as appropriate to the Faculty Council. The Committee reports annually to the Faculty Council on the number and distribution of part-time faculty.

(6) The Divisional Council Chair serves on the Dean's Advisory Committee.

b) Structure

(1) Divisional Council is composed of 5 elected members representing the 5 divisions of the College: Fine Arts, Humanities, Interdisciplinary programs, Natural Science, and Social Science. Members must have three or more years of service as a full-time member of the faculty.

(2) Divisional Council representatives serve a term of 3 years. The Dean of the College is an ex officio member.

(3) The members of the Divisional Council will elect a chair each year from among its members.

3. Dean’s Advisory Council

a) Purpose

(1) To provide regular advice and consultation to the Dean of the College and Vice-President of Academic Affairs regarding planning, scheduling, and other matters of concern to the faculty.

b) Functions

(1) Meets with the Dean regularly to discuss upcoming faculty or administrative initiatives and events. The Dean’s Advisory Council is not a voting body and does not pass legislation to be considered by the full faculty.

c) Members

(1) Regular membership consists of the Faculty Council Chair, the Faculty Council Vice-Chair, the Chair of Divisional Council, and the untenured faculty representative to Faculty Council.

(2) Other major committee chairs may be invited by the Dean to participate to discuss matters relevant to their committees.

D. Major Committees

1. Academic Programs Committee

a) Functions

(1) The Committee oversees the content of the following:
(a) the course offerings of the College
(b) the departmental and interdepartmental majors and minors
(c) the College's several degree programs
(d) off-campus programs
(e) combined degree programs and other programs of cooperation with other academic institutions

(2) Consults with the Curriculum Oversight Committee on the overall academic program of the College.

(3) Reviews all requests for additions and deletions of majors and minors.

(4) Reviews all requests for course changes and changes in majors and minors except:

(a) changes in frequency of course offerings or additions, substitutions, and/or deletions of prerequisites within the Department or Program

(b) changes in only the course description or only the course title when such changes do not constitute a substantial change in the content of the course. If the latter, the course should be submitted as a new course proposal.

(c) changes in course numbers that do not result in changes in the level of the offerings.

b) Structure

(1) The chair is elected by the faculty by secret ballot and majority vote to serve a three-year, non-renewable term. The chair must have three or more years of service as a full-time member of the faculty.

(2) The three additional members are nominated by the Faculty Council Vice-Chair to one-year, renewable terms. Each member must have one or more years of service as a full-time member of the faculty and three of the four major divisions at the College should be represented (Fine Arts, Humanities, Social Sciences, Natural Sciences).

(3) The Registrar and Dean of the College serve the committee as members *ex officio*.

The adoption of new courses and the deletion of existing courses, as well as any change in an existing major and minor, are not automatically brought before the faculty. The Programs Committee publishes approved adoptions and deletions of courses and changes in existing majors and minors and distributes them to the faculty. They will be considered in effect without faculty action unless one or more full-time members of the faculty request faculty consideration.

Such request must be in writing and must include an explanation of the request for the review. The request must be submitted to the Chair of the Programs Committee within five class days after notice has been distributed. Faculty members making requests for faculty consideration may choose to remain anonymous. The explanations for such requests will be shared prior to faculty consideration with the sponsors of the proposed changes. The Chair of the Programs Committee will summarize the explanations at the time of faculty consideration. Consideration of changes in courses, majors, and minors will be placed on the agenda of the faculty meeting without prior presentation.

The faculty as a whole must approve the adoption or deletion of all major and minor fields of study, including interdisciplinary majors and minors, if they are to appear on a student's official transcript. "Concentrations" or "Programs" are not majors but unofficial series of electives which may, however, be developed into "individualized majors" for the Bachelor of Arts or Bachelor of Special Studies, or "concentrations" in the Bachelor of Special Studies curriculum.

2. Academic Regulations Committee

   a) Functions

      (1) Provides for a continuing evaluation of the academic regulations of the College. (As used here, the phrase "academic regulations" means those regulations which govern the administration of the College's academic program. The phrase does not encompass regulations which govern the content of that program.) Academic regulations include, but are not limited to, regulations governing:

         (a) academic credit
         (b) advanced placement and credit by examination
         (c) grades
         (d) auditing courses
         (e) student classification and class standing
         (f) admissions and withdrawal
         (g) academic report, probation, and suspension
         (h) commencement and departmental honors
         (i) faculty advisors
         (j) registration
         (k) dropping or adding courses
         (l) declarations of major
         (m) declarations of degree candidacy
         (n) calendar and catalog

(2) Makes reports and recommendations as appropriate to the Faculty Council.

b) Structure

(1) The chair is elected by the faculty by secret ballot and majority vote to serve a three-year, non-renewable term. The chair must have three or more years of service as a full-time member of the faculty.

(2) The two additional members are nominated by the Faculty Council Vice-Chair in consultation with the Divisional Council to two-year, renewable terms. Each member must have one or more years of service as a full-time member of the faculty.

(3) The Registrar serves the committee as a member *ex officio*.

3. Academic Standing Committee

a) Functions

(1) Determines the academic standing of students as well as that of Cornell students transferring as juniors or seniors from one degree program to another.

(2) Reviews the academic achievement of all students at each grading period. The subcommittee is empowered to:

(a) Place students on academic warning, academic probation, or strict probation and to remove students from warning, probation, or strict probation.

(b) Suspend temporarily or dismiss permanently students for unsatisfactory academic progress towards a degree.

(3) Passes judgment on:

(a) Requests for the transfer of credits, including summer school credits
(b) Applications for participation in off-campus programs and group projects
(c) Other petitions regarding academic regulations submitted by students
(d) Requests to be enrolled in courses already at their enrollment limit

(4) Administers the selection and recognition of students earning commencement honors, the freshman, sophomore, and junior achievement awards, and certain other academic awards.

(5) Makes reports and recommendations as appropriate to the Faculty Council. The Chair of Academic Standing may be invited as a consultant to the Faculty Council as needed.

b) Structure

(1) The chair is appointed by the Faculty Council Vice-Chair in consultation with the Divisional Council to a three-year, non-renewable term. The chair must have three or more years of service as a full-time member of the faculty.

(2) The three additional members are appointed by the Faculty Council Vice-Chair in consultation with the Divisional Council to two-year, renewable terms. Each must have one or more years of service as a full-time member of the faculty.

(3) The Registrar serves the committee as a member *ex officio*. The Dean of Students or designate serves the committee as a consultant.

4. Admissions Committee

a) Functions

(1) Provides for a continuing evaluation of admissions policy and recruitment efforts.

(2) Passes judgment on applications for admission to the College.

b) Structure

(1) Three members elected by the faculty by secret ballot and majority vote to three-year, nonrenewable terms, the terms to be staggered so that one member is elected each year. Each member must have one or more years of service as a full-time member of the faculty.

(2) The chair is that elected member of the committee in the third year of a term. If no member is so qualified, the Faculty Council Vice-Chair will designate one of the elected members as chair. The chair serves as a member of the Faculty Council.

(3) The Vice President of Enrollment and Dean of Admissions is a member *ex officio*.

5. Compensation Committee

a) Functions

(1) Provides for a continuing evaluation of the level, nature, and distribution of faculty compensation.

(2) Makes recommendations to the Dean of the College and the President on faculty compensation, including the annual determination of individual faculty salaries.

(3) Makes other reports and recommendations to the Faculty Council as appropriate.

(4) Serves in an advisory capacity to the Vice President for Business Affairs and Treasurer as members of the Benefits Committee. (This duty may involve an understanding of fiduciary responsibilities.)

(5) Serves as a communication liaison between faculty and the administration with regard to compensation and other issues of College finances.

(6) Makes recommendations to the Budget Committee as appropriate.

b) Structure

Three members elected by the faculty by secret ballot and majority vote to three-year, non-renewable terms, the terms to be staggered so that one member is elected each year. Each member must have one or more years of service as a full-time member of the teaching faculty. No more than two persons of any one academic rank may serve concurrently on the committee, except where the promotion of a person already on the subcommittee results in three members having the same rank.

There must be at least one untenured member of the committee except in the case where a member elected as an untenured member on the committee is granted tenure during his/her term of service.

The chair is that elected member of the committee in the third year of a term. If no member is so qualified, the Faculty Council Vice-Chair will designate one of the elected members as chair. The chair serves as a member of the Faculty Council.

6. Curriculum Oversight Committee

a) Functions

(1) Provides for a continuing evaluation of the overall educational program of the College in any or all of its aspects.

(2) Submits proposals and recommendations for the improvement of the College's educational programs to the faculty or to those committees, administrative offices, departments, or programs which have the authority and responsibility for implementing such proposals or recommendations.

(3) Consults with the chairs of Programs, Regulations, and/or Standing as appropriate.

(a) The Curriculum Oversight Committee may invite these chairs to its meetings to advise on the educational program.

(4) In collaboration with the Office of Institutional Research, assesses on a regular cycle the College educational program, including specific programs (general education), requirements (the Writing requirement), and the Educational Priorities and Outcomes.

(5) Assists the Office of Institutional Research in fulfilling its mission of collecting, analyzing, and interpreting institutional data for purposes of curricular enhancement, strategic planning and decision-making, policy development, and institutional development.

b) Structure

(1) The chair is elected by the faculty by secret ballot and majority vote to serve a three-year, non-renewable term. The chair must have three or more years of service as a full-time member of the faculty.

(2) Two additional members of the faculty representing different divisions

(3) The Dean of the College, *ex officio*

(4) There will be one student representative appointed by the student government.

(5) The Registrar and Director of Institutional Research serve the committee as consultants.

7. Diversity Committee
(All-College Committee)

a) Purpose

The creation of a diverse campus that is welcoming to all persons requires intentional efforts. Although all members of the campus community must be involved in the creation of a diverse institution characterized by inclusivity and understanding, the Cornell College Diversity Committee, an All-College Committee, serves a coordinating role in achieving these aims. It thus assists in the College's efforts to promote and support diversity based on but not limited to religion, national origin, race, ethnicity, age, ability, socioeconomic status, sex, sexual orientation, gender identity and gender expression and to educate students, faculty, and staff about diversity in those areas. The Committee will work cooperatively with, and make recommendations to, as it deems necessary and appropriate, the President, Vice Presidents, Deans of the College, any College committees, the College Chaplain, and other relevant offices.

b) Functions

(1) Provides for periodic evaluation of the College's statements related to diversity. In fulfilling this responsibility, the Committee may:

(a) Consult with the Vice President for Enrollment and Dean of Admission, the Vice President for Student Affairs, the Director of Human Resources, and others as appropriate.

(b) Gather information about the policies and practices of other comparable institutions.

(c) Be guided by the best available information about Cornell faculty, staff, and students, with assistance from the Office of Institutional Research and Assessment and other offices as appropriate.

(2) Periodically examines the following areas and makes recommendations and proposals to the relevant administrator or committee of the faculty or College, and other offices as appropriate:

(a) Policies and practices related to the recruitment and retention of a diverse faculty, staff, and student body, and Cornell's commitment to affirmative action

(b) Curricular and co-curricular opportunities for learning about diversity

(c) Campus climate for students from diverse backgrounds and the services available to meet the needs of these students

(d) The incorporation of diversity education "for all members of the Cornell community, including" new members of the campus community or current members of the community who have new responsibilities.

(e) These programs include, but are not limited to, orientation for new members of the faculty and staff, new student orientation, and Resident Assistant and Peer Advocate training.

(3) The Cornell College Diversity Committee may, as the committee deems appropriate, cooperate with organizations interested in diversity to sponsor meetings open to all members of the campus community that provide a forum for exploring campus diversity issues. These meetings will serve as a means for the Diversity Committee to get input from the wider community and also to inform the wider community of its work.

When there are incidents on campus involving perceived harassment of individuals and groups or intolerance more generally, the committee may, at the committee's discretion and in consultation with appropriate offices and divisions of the College, provide a campus-wide forum for discussion of the incidents and relevant campus policies and practices.

(4) Makes an annual report to the campus community on its agenda and activities. The co-chairs of the Diversity Committee meets regularly with the President of the College.

(5) The Director of Human Resources reports to the committee at least once a year about progress toward meeting institutional goals relevant to diversity.

c) Structure

The Diversity Committee is composed of:

(1) A faculty co-chair elected by the faculty by secret ballot and majority vote to serve a three-year, non-renewable term. The chair must be a tenured member of the faculty with three or more years of service.

(2) Two additional faculty members, appointed by the President of the College with the advice and consent of the Faculty Council Vice-Chair in consultation with the Divisional Council, to one-year, renewable terms. Each must have one or more years of service as a full-time member of the faculty.

(3) Three staff members, one selected by the Dean of Students to represent the division of Student Affairs, one chosen by the Vice President for Enrollment and Dean of Admission to represent Admissions, and one representative from the Office of International and Off-Campus Study.

(4) Five students: the Chair of the Student Senate Student Life Committee or a student appointed by the Student Senate, and four students to be selected by the Diversity Committee from a pool of applicants in the spring for one-year, renewable terms. The students will elect one of their members to serve as student co-chair of the committee. In the absence of the faculty co-chair, another faculty member or staff member will chair meetings.

(5) The Director of Intercultural Life serves *ex officio*.

8. Reappointment, Tenure, and Promotion (RTP) Committee

a) Functions

(1) Provides for a continuing evaluation of the College's reappointment, tenure, and promotion policies.

(2) Conducts a review culminating in a recommendation, transmitted by the Dean of the College, to the President of the College in all cases involving reappointment, tenure, promotion, or post-promotion. For each review, the Dean and three elected members serve as the review subcommittee. Faculty mentors must not serve on their mentees' review committees (see "Procedures: Faculty Reviews" in Part III. Personnel Policies).

(3) Serves as the faculty's committee on professional ethics (see "Professional Ethics" in Part III. Personnel Policies).

(4) Serves as the faculty's pre-hearing committee in cases involving termination of appointment for cause (see "Procedures: Termination of Appointments" in Part III. Personnel Policies).

(5) Conducts reviews of librarians with faculty status in all cases of reappointment, continuing appointment, promotion, or post-promotion according to the procedures outlined in the Librarian's Handbook.

(6) For each review, the Dean and three elected members serve as the review committee. Faculty mentors must not serve on their mentees' review committees (see "Procedures: Faculty Reviews" in Part III. Personnel Policies).

(7) Makes other reports and recommendations to the Faculty Council as appropriate.

b) Structure

(1) Four members elected by the faculty by secret ballot and majority vote to a two-year, non-renewable term, the terms to be staggered so that two members are elected each year. Each member must be a tenured member of the full-time teaching faculty. For any individual faculty review, three elected members participate as described elsewhere; when the subcommittee is conducting other business all four elected members participate. No more than one member from each division may serve on the subcommittee at any given time. For the purpose of this rule the divisions are Fine Arts, Humanities, Social Sciences, and Sciences.

(2) The Dean of the College, *ex officio*, who serves as chair. The Dean does not vote during individual faculty reviews, but may vote if necessary (i.e., as any other committee chair does) when the subcommittee is performing other functions.

(3) The vice-chair, who presides in the absence of the Dean, is that elected member of the subcommittee serving the second year of a term who was designated as vice-chair-elect at the time of their election. In cases where the vice-chair is not one of the members on an individual faculty review, the vice-chair will select an acting vice-chair for that specific review.

(4) The untenured faculty representative to Faculty Council will be invited as a nonvoting member to attend when reappointment, pre-tenure, tenure, and promotion processes and expectations are being discussed and can be invited to other meetings of RTP at the discretion of the Vice-Chair. In no case will the untenured faculty representative participate in RTP reviews of faculty.

9. Student Success Committee

The general function of the committee is to provide for collaboration and consultation between Academic and Student Affairs to enhance the student experience at the College. The committee drafts legislation and submits recommendations to the faculty or to student, administrative, or all-college bodies.

a) Functions of the committee include, but are not limited to:

(1) Collaborates with Student Affairs staff to consider the effectiveness of student conduct policies and student governance, and, when appropriate, recommends changes to the faculty or to those administrative bodies that have authority and responsibility for implementing such changes.

(2) Announces proposed, substantive changes to policies in the Compass after consideration by the committee for faculty questions and comments. Changes announced by the committee will be considered finalized unless one or more voting members of the faculty request faculty consideration. Such requests must be in writing and must be given to the Chair of the Student Success Committee within five class days after the proposed changes have been distributed to the faculty.

(3) Studies methods to enhance student engagement and retention at the College, and when appropriate, makes recommendations to the faculty or to those administrative bodies that have the authority and responsibility for implementing such proposals or recommendations.

(4) Consults with College Chaplain on religious activities within the college.

b) Structure

The Student Success committee has one standing sub-committee: The First-Year Experience Committee. The chair of the First-Year Experience Committee is also a member of the Student Success Committee.

(1) The chair of Student Success is elected by the faculty by secret ballot and majority vote to serve a three-year, non-renewable term. The chair must have three or more years of service as a full-time member of the faculty.

(2) Three additional members of the faculty to serve three-year terms

(3) The four members (not including the chair of the First-year Experience Committee) will also be trained and serve as members of Conduct and Appeals Boards.

(4) Dean of Students, *ex officio*

(5) There will be one student representative appointed by the student government.

c) First-Year Experience Committee

The First-Year Experience Committee is a standing subcommittee of the Student Success Committee that guides the development and implementation of a coherent, innovative, and high quality first year program that supports the intellectual, personal, and interpersonal development of first-year students to be engaged members of the Cornell community.

(1) Functions

(a) Fosters collaboration and integration between Student and Academic Affairs to develop the first-year experience program (including New Student Orientation, First-Year Seminar, and First-Year Writing Seminar) at Cornell from admission through the sophomore year.

(b) Collects, synthesizes, and reports on the coordination and assessment of programs identified as part of the first-year experience and monitors first- to second-year retention (the FYE sub-committee may collaborate with the Curriculum Oversight Committee and Institutional Research on the assessment of first-year programs and collection of data).

(c) Reviews outcomes related to the first-year experience and first-year students.

(d) Recommends changes to existing programs, reviews and provides feedback on new initiatives, and develops new initiatives based on assessment evidence and literature regarding the first-year experience.

(e) Presents the New Student Orientation schedule to the faculty for questions and comments no later than the first faculty meeting in Block 7, and publishes the final schedule prior to the first faculty meeting of Block 8.

(2) Structure

(a) The chair of the First-Year Experience Committee is nominated by the Faculty Council Vice-Chair for a two-year, non-renewable term, staggered with the term of the Chair of the Student Success Committee. The chair must have three or more years of service as a full-time member of the faculty.

(b) Two additional faculty members, one of whom is a librarian, are nominated by the Faculty Council Vice-Chair for two-year, renewable terms, staggered with the subcommittee chair's term.

(c) The Associate Dean of Academic Affairs and the Assistant Dean of Students/Director of Student Life serve *ex officio*.

(d) The first-year Class President or other student representative designated by Student Senate and one student NSO team member appointed by the Vice-President for Student Affairs serve on the committee.

(e) The Coordinator of Academic Support and Advising and the Writing and Teaching Specialist serve as consultants.

E. Other Committees

1. Conduct Board
(All-College Committee)

a) Functions

The purposes of the conduct process are:

(1) To provide a fair process for accountability of student conduct

(2) To promote the development of individual integrity

(3) To protect the rights of members of the Cornell community

(4) To uphold the non-academic rules and regulations of the College

(5) The Dean of Students has the responsibility for administration of the conduct process. The Dean will work collaboratively with the Conduct Board chair to provide training to board members and to coordinate board hearings.

(6) Student conduct cases may be directed to the Conduct Board either by the student(s) charged with an alleged policy violation or by the Dean of Students.

(7) The Conduct Board chair will work with all parties involved to schedule a timely hearing during which members of the board will have the opportunity to hear reports from and question any complainant(s), accused student(s) and witnesses. The board will deliberate to determine responsibility and appropriate sanctions for alleged policy violations.

(8) Detailed information regarding student conduct policies and hearing procedures can be found in the student handbook (Compass).

b) Structure

The Conduct Board is composed of:

(1) Two faculty members, selected from the Student Success Committee, with the agreement of the Faculty Council Vice-Chair, to staggered, three-year terms. Faculty members must have at least three years of service as full time members of the faculty.

(2) One administrative staff member and one alternate, neither of whom is an administrative hearing officer, appointed by the President for one-year renewable terms. The administrative staff members are appointed jointly to Conduct and Appeals Boards. Two members of the student body, with at least sophomore standing, appointed by Student Senate to one-year, renewable terms.

(3) The Chair is the faculty member serving the second year of a term. If no member qualifies, the Faculty Council Vice-Chair will designate one of the faculty members as Chair.

(4) A quorum must be present to hear a case. A quorum consists of the Chair, either the other faculty member or the administrative member, and one student member. In the absence of the Chair, the other faculty member will serve as Chair.

2. Appeals Board
(All-College Committee)

a) Functions

(1) The Appeals Board reviews student conduct cases that have been appealed by either an accused student or student complainant.

(2) The Appeals Board reviews consist solely of review of documents that were a part of the original consideration of a conduct case, that report the outcome of the hearing, and the student appeal letter; the board does not re-hear student conduct cases.

(3) Detailed information regarding student conduct policies and appeals procedures can be found in the student handbook (Compass).

b) Structure

The Appeals Board is composed of:

(1) One faculty member (chair), selected from the Student Success Committee. Faculty members serve three-year terms. The Appeals Board member must not have served on the Conduct Board case being appealed.

(2) One administrative staff member and one alternate, neither of whom is an administrative hearing officer, appointed by the President for one-year renewable terms. The administrative staff members are appointed jointly to Conduct and Appeals Boards.

(3) One student member and one alternate, with at least sophomore standing, appointed by Student Senate to one-year, renewable terms.

3. Committee on Teaching and Learning

a) Functions

(1) Serves as an advisory board to the Center for Teaching and Learning (CTL).

(2) Oversees outreach efforts to faculty to help support a culture of effective teaching and learning at the College.

(a) Provides teaching observations and consultations for interested faculty members.

(b) Recruits faculty to participate in Conversations about Teaching sessions and other workshops focused on pedagogy.

(c) Develops programs to promote and enhance new faculty orientation with regard to teaching.

(d) Develops programs that support effective teaching of FYS and Writing-intensive courses at the College.

(e) Works with the CTL to coordinate faculty development workshops that will support the educational priorities and outcomes of the College.

(3) Recommends policies that promote effective assessment of teaching and learning.

(a) Proposes changes to current methods to assess teaching (such as course evaluation forms) in coordination with the RTP Committee.

(b) Works with Institutional Research to develop effective tools to assess student learning across the College

(4) Works with Dean to find ways to give recognition for effective teaching

(5) Provides feedback on relevant areas to the Director of Information Technology and other parties pertaining to instructional technology

b) Structure

(1) Chair: Director of Center for Teaching and Learning

(2) 2 additional faculty, 1 year renewable terms

(3) Studio Directors in Center for Teaching & Learning

(4) Instructional Technology Librarian

(5) Director of Institutional Technology (or a designate from IT)

(6) Consultants (as needed):

(a) Director of Library

(b) Consulting Librarians

(c) Dean of the College, *ex officio*

(d) Director of Institutional Research

(e) Assistant Dean of Students

(f) Chair of Civic Engagement

4. Reaccreditation Committee
(All-College Committee)

a) Purpose

This All-College Committee leads Cornell College through the reaccreditation process.

b) Functions

(1) To serve as the central College body for reaccreditation matters and, in consultation with the Dean of the College, to provide leadership and organization in the College's reaccreditation efforts

(2) To serve as a liaison between Cornell College and the accrediting body

(3) To consult with the Dean of the College on reaccreditation-related business

(4) To prepare documents required by the accrediting body for the College in consultation with the Dean of the College

(5) To share information, where needed, with departments, programs, and offices on reaccreditation matters

c) Structure

(1) Four faculty members, appointed by the Dean of the College and with the advice and consent of the Faculty Council Vice-Chair and Divisional Council, for two-year, renewable terms. (These two-year terms should be staggered so that no more than two faculty members will change on the committee each year.) Faculty members must have at least one year of service as full-time members of the faculty. The four faculty members should represent at least three different academic divisions.

(2) Between six and eleven staff members selected as follows:

(a) At least one, but not more than two, staff members from each of the following three units of the College, appointed by the Dean of the College for one-year, renewable terms (resulting in a total of 3-6 members):

(i) Admission and Financial Assistance

(ii) Advancement
(iii) Business Services

(b) At least three, but not more than five in total, staff members selected from at least three of the following units of the college, appointed by the Dean of the College for one-year, renewable terms:

(i) Academic Affairs
(ii) Athletics
(iii) Information Technology
(iv) Library (including the Center for Teaching and Learning)
(v) Student Affairs
(vi) The person from the library may (but need not be) a Consulting Librarian.

(c) Two members of the student body, with at least sophomore standing, appointed by Student Senate for one-year, renewable terms.

(d) The Director of Institutional Research and Assessment and the Dean of the College serve as *ex officio* members of the committee.

(3) The Dean of the College will appoint one of the faculty or staff committee members to serve as chair for a one-year, renewable term.

F. Advisory Committees

Advisory committees are temporary or permanent committees established by the President of the College, the Dean of the College, the Vice President for Business Affairs, the Vice President for Student Affairs, or the Dean of Students. This administrator determines the function, the size, and the structure of each committee, and names the administrator to be advised. Advisory Committees should not be established to consider matters that are among the responsibilities of the standing committees of the faculty or College.

Advisory committees do not legislate; rather, they meet irregularly to advise a particular administrative officer in the performance of his or her duties.

In all cases, the administrator being advised is the chair of the advisory committee. The administrator who establishes the committee will, in consultation with the Vice-Chair of the Faculty Council, appoint Faculty members. The administrator establishing the committee will also select one of the faculty members to serve as vice-chair of the advisory committee. The duties of the vice-chair are (1) to perform the duties of the chair in the latter's absence, and (2) to submit an annual report of the committee's activities to the Faculty Council Vice-Chair. The Faculty Council Vice-Chair will request annual reports from the vice-chairs of all advisory committees each spring.

Administrative members, if any, are appointed by the administrator who establishes the committee. Student members, if any, should be appointed in consultation with the student government.

The Faculty Council Vice-Chair will include a list of advisory committees and their membership on the official slate. If an advisory committee does not meet at least once a year, it will be considered defunct and automatically dissolved.

G. Ad Hoc Committees

Ad hoc committees may be created from time to time to discharge responsibilities which cannot be efficiently handled by standing committees. The Faculty Council Vice-Chair will include a list of ad hoc committees and their membership on the official slate each year with a projected end-date for their work for informational purposes.

H. Other Elected Representatives

1. Untenured faculty representative. The untenured faculty representative is nominated and elected by untenured (tenure-track) faculty, by secret ballot and majority vote to a one-year, renewable term. The untenured faculty representative must have at least one year of service as a full-time voting member of the faculty and must not be eligible for tenure during the year of service.

   a) Responsibilities

      The untenured faculty representative is charged with representing the views of untenured (tenure-track) faculty. Specific responsibilities include:

      (1) Organizing regular meetings of untenured faculty.
      (2) Attending meetings of RTP when invited.
      (3) Meeting regularly with the Dean of the College and/or Associate Dean to provide input regarding the orientation of new faculty.

   b) Committee Memberships

      (1) The untenured faculty representative meets with the Dean of the College as a member of the Dean's Advisory Council.

      (2) The untenured faculty representative serves as a member of the Faculty Council.

I. Elections

1. Faculty Elections

   a) The Faculty Council oversees all nominations and elections leading to the appointment of faculty members to committees.

   b) The Faculty Council Vice-Chair acts as the election administrator; in that person's absence, another member of the Faculty Council may fill this role. Only members of the Faculty Council will have access to voting data.

   c) Normally nominations and elections will be conducted online, using a secure balloting

system. If circumstances warrant, elections or nominations may be carried out at faculty meetings using paper ballots. The totals in faculty elections are not made public, although nominees have the right to be informed privately at their request.

d) Voting members of the faculty include all tenured or tenure-track faculty with the rank of Instructor or higher, including librarians, and all administrators with faculty status.

2. Nominations

a) The elections administrator will announce calls for nominations by email to eligible voters. All positions requiring nomination will be open for nominations at the same time. The announcements will include information about each position for which nominations are being accepted, eligibility requirements, and which members of the faculty are eligible to be on sabbatical during the elected term or continuing in elected positions.

b) Each faculty member may make up to three nominations for each position to be filled.

c) The nominations will be open for a period of five business days.

d) For each position, the elections administrator will contact the two people who receive the highest number of nominations and obtain their consent to have their names placed on the ballot. If a faculty member declines nomination, the elections administrator will contact the person with the next highest number of nominations to obtain their consent. This procedure is repeated until at least two candidates for each position have consented to appear on the ballot. In the case of a tie in number of nominations for the last position on the ballot, all those tied should be included, with their consent.

e) Individuals who are nominated to multiple positions must choose no more than one nomination to accept. In cases where individuals have multiple nominations, the elections administrator will inform an individual of all possible nominations. If some faculty members' decline of nominations will affect the number of nominations available to other faculty members, the elections administrator will proceed through securing consent to the nominations in the following order: Faculty Council Chair; Faculty Council Vice-Chair; Curriculum Oversight Chair; Academic Programs Chair; Student Success Chair; Diversity Chair; members of Reappointment, Tenure, and Promotion; Academic Regulations Chair; Compensation Committee member; Admissions Committee member; Divisional representatives; Untenured faculty representative.

3. Elections

a) The elections administrator will announce the ballots by email to eligible voters within five business days following the end of the nomination period.

b) Each faculty member may vote for one person for each position to be filled.

c) Voting will be open for a period of five business days.

d) The candidate who receives a majority of the votes cast for a given position will be elected to that position. If no candidate receives a majority of the votes, the candidate with the lowest number of votes will be dropped, and a run-off election held with the remaining candidates on the ballot. If there is a tie between the last two candidates on a ballot, the Faculty Council may use a random method of their choice to determine the winner.

e) Election results should be announced by email within two days following the end of the voting period.

4. Cycle of Elections

a) The following committee chairs serve three-year terms: the Faculty Council Chair; the Faculty Council Vice-Chair; the chairs of Curriculum Oversight, Academic Programs, Academic Regulations, Student Success, and Diversity. In addition, all members of the Compensation Committee and Admissions Committee are elected for three-year terms, with the member of each of those two committees who is in the third year of their service becoming chair. These positions are elected on the following schedule:

(1) Year A: Faculty Council Chair, Academic Programs Chair, 1 Compensation Committee member, 1 Admissions Committee member

(2) Year B: Curriculum Oversight Chair, Student Success Chair, 1 Compensation Committee member, 1 Admissions Committee member

(3) Year C: Faculty Council Vice-Chair, Diversity Chair, Academic Regulations Chair, 1 Compensation Committee member, 1 Admissions Committee member

b) The four members of the Reappointment, Tenure, and Promotion Committee serve two-year terms. Two are elected each year. The elected candidate who receives the most votes (out of the two elections) will serve as the committee's vice-chair in the second year of their service. In the event of a tie, the vice-chair-elect will be determined through random means.

c) Members of the Divisional Council are elected as representatives of their respective divisions, and also serve three-year terms. Those eligible to nominate and vote for a given Divisional Council representative are the faculty who are members of that division. Thus, science faculty vote for the sciences representative on Divisional Council, humanities faculty for the humanities representative, and so forth.

For the interdisciplinary programs representative, prior to the first nominations, interdisciplinary program chairs will provide the Faculty Council Vice-Chair with a list of faculty active in the program who may nominate and vote for an interdisciplinary programs representative. Librarians nominate and vote for the representative of the division with which they most closely work. The five Divisional Council members are elected on the following schedule:

(1) Year A: Two members, representing Humanities and Fine Arts.

(2) Year B: Two members, representing Natural Sciences and Social Sciences.

(3) Year C: One member, representing Interdisciplinary Programs.

d) The untenured faculty representative to Faculty Council is elected to serve a one-year, renewable term each election cycle.

5. Slate of Appointments

a) When all committee positions individually subject to the vote of the faculty (listed above) have been filled, a slate of appointments to non-elected committee positions will be created. The slate will be developed by the Faculty Council Vice-Chair, in consultation with the Divisional Council.

b) The faculty will be asked for approval of this slate at a faculty meeting before the end of Block Eight. The motion to approve the slate may not be amended from the floor of the faculty meeting.

6. Substitute positions

a) In the event that a committee chair or member who was individually elected by the faculty is unable to complete the term of service, an election for a replacement will be conducted by following the procedure of nomination and election described above. Those faculty members already serving in individually elected positions on faculty committees will be ineligible for election as replacement. Individuals who serve a partial term, either as the originally elected candidate or as the candidate elected to replace another, may be nominated for re-election.

b) When a committee member who was appointed through the slate is unable to complete the term of service, the Faculty Council Vice-Chair, in consultation with the Divisional Council, may appoint a replacement member with that individual's consent.

III. PERSONNEL POLICIES

The following policies apply specifically to faculty. Policies that apply to all employees of the College, including faculty, may be found on the Human Resources website and in the Employee Handbook (http://www.cornellcollege.edu/human-resources/staff-handbook-policies/index.shtml).

A. Academic Freedom

Cornell College policy in regard to academic freedom and tenure follows in principle the *1940 Statement of Principles on Academic Freedom and Tenure*, and the following Interpretive Comments, formulated and adopted by American Association of University Professors and the Association of American Colleges in 1970:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relationship to their subject. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which this entire statement is designed to foster. This passage serves to underscore the need, however, for teachers to avoid persistently intruding material which has no relation to their subject.

3. College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As men and women of learning and as 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 institutional representatives.

B. Professional Ethics

1. Introduction

a) This code of professional ethics is viewed as a broad guideline for faculty conduct. It is not designed to cover every situation in which an ethical question is involved but rather tries to provide a general set of standards that can help the professor in acting responsibly within the College. In the end, the effectiveness of this Statement rests with the willingness of the faculty to accept its obligation as presented in this Statement. This Statement, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession. This policy follows in principle the AAUP Statement of Professional Ethics which was adopted at its 73rd Annual Meeting, June 1987.

b) In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession, the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. If any alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures stated in the *Faculty Handbook* should be followed.

2. The Statement

a) The Faculty of Cornell College, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon us. Our primary responsibility to our subject is to seek and to state the truth as we see it. To this end we devote our energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. We practice intellectual honesty. Although we may follow subsidiary interests, these interests must never seriously hamper or compromise our freedom of inquiry.

b) As teachers, we encourage the free pursuit of learning in our students. We hold before them the best scholarly and ethical standards of our discipline. We demonstrate respect for the student as an individual, and adhere to our proper role as intellectual guide and counselor. We make every reasonable effort to foster honest academic conduct and to assure that our evaluation of students reflects their true merit. We respect the confidential nature of the relationship between professor and student. We avoid any exploitation, harassment, or discriminatory treatment of students and acknowledge significant assistance from them. We protect their academic freedom.

c) As colleagues, we have obligations that derive from common membership in the community of scholars. We do not discriminate against or harass colleagues. We respect and defend the free inquiry of our associates. In the exchange of criticism and ideas we show due respect for the opinions of others. We acknowledge our academic debts and strive to be objective in our professional judgment of our colleagues. We accept our share of faculty responsibilities for the governance of Cornell College.

d) As members of our institution, we seek above all to be effective teachers and scholars. Although we observe the stated regulations of the institution, provided they do not contravene academic freedom, we maintain our right to criticize and seek revision. We determine the amount and character of the work we do outside our institution with due regard to our paramount responsibility within it. When considering the interruption or termination of our service, we recognize the effect of our decision upon the program of the institution and give due notice of our intentions.

e) As members of our community, we have the rights and obligations of any citizen. We measure the urgency of these obligations in the light of our responsibilities to our subject, to our students, to our profession, and to our institution. When we speak or act as a private person, we avoid creating the impression that we speak or act for Cornell College. As citizens engaged in a profession that depends upon freedom for its health and integrity, we have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

3. Implementation

a) Faculty, administrators, and students who desire an interpretation of this Statement in light of contemplated action or an action taken which is believed to violate this Statement should take their concerns first to the Dean of the College. If a satisfactory resolution cannot be found by this informal means, parties to the discussion may refer their concern to the Reappointment, Tenure, and Promotion Committee for clarification and decision. The Committee will render a decision on the ethical nature of the issue. It will report to the Faculty only the issues raised and the conclusions reached.

C. Faculty Grievance Policy and Procedure

This policy provides a procedure to address faculty grievances not addressed elsewhere in the Faculty or Employee Handbook. Cornell College has a strong tradition of collegiality, which encourages informal settlement of disagreements and disputes about institutional sanctions levied against faculty members. However, it is important to provide formal procedures for instances when faculty members feel aggrieved and cannot gain satisfactory resolution through informal routes. In particular, this policy covers such matters as appeals of decisions by the Reappointment, Tenure, and Promotion Committee or appeals of sanctions short of termination recommended by that subcommittee or levied by the Dean of the College.

1. Committee: The Grievance Committee is advisory to the President—or, in the case of a grievance against the President, advisory to the Board of Trustees—and consists of the following three individually elected faculty officials: the chair of the Faculty Council, who acts as chair; the chair of the Compensation Committee; and the Faculty Council Vice-Chair. If any member of the Grievance Committee is party to the case, is untenured, or elects not to serve, that member will be replaced by a tenured member of the faculty selected by the Faculty Council Vice-Chair in consultation with the Divisional Council.

2. Procedure: Within 120 days of the alleged injury, the complainant faculty member will communicate in writing to the chair of the Grievance Committee the nature of the grievance and the remedy sought, and will provide appropriate supporting documentation. Upon receipt of such written complaint the chair will convene the committee. The Grievance Committee will conduct such inquiry as it deems warranted, and it may consult with such persons as the Dean of the College, the President, and/or the Affirmative Action officer. It will afford the individual or individuals whose actions are the object of the grievance an opportunity to respond. The committee will determine whether the grievance has merit, and it will communicate its findings and recommendations in writing to the affected parties and to the President or, at the committee's discretion, to the Board of Trustees.

D. Description of the Several Faculty Ranks

1. The following statements are a description of and basic criteria for the various ranks:

   a) An instructor should hold a master's degree or its equivalent. Beginning with the rank of instructor, the faculty member becomes a voting member of the faculty, is eligible for membership in committees of the College, and begins to accumulate years towards the sabbatical leave program as well as consideration for tenure.

   a) The assistant professor should hold a doctor's degree or its equivalent, and should usually have had some teaching experience.

   b) The associate professor should hold a doctor's degree or its equivalent. Promotion to this rank will generally be concomitant with the granting of tenure. For faculty with the usual six year probationary period this occurs at the start of the seventh year. Initial appointment at this rank need not assume the granting of tenure.

   c) The professor should hold a doctor's degree or its equivalent. Anyone promoted to this rank should have tenure. Initial appointment at this rank need not assume the granting of tenure. Promotion to or initial appointment at this rank is a clear recognition of excellence in all four categories listed in the following section.

2. Tenure

   After the expiration of a probationary period, faculty have tenure, and their services will be terminated only for adequate cause, except, under extraordinary circumstances, because of financial exigency. See "Procedures: Termination of Appointments."

   Cornell College policy in regard to academic freedom and tenure follows in principle the *1940 Statement of Principles on Academic Freedom and Tenure* of the American Association of University Professors and the Associations of American Colleges. In the interpretation of the principle of tenure, the following constitutes Cornell's practice:

   a) The precise terms and conditions of every appointment, including, if necessary, a statement about the completion of a terminal degree, will be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

   b) The maximum probationary periods for the various ranks are as follows:

      (1) At the rank of instructor, seven years at Cornell College, after which period the instructor is to be promoted to the rank of assistant professor or be no longer retained in the service of the institution;

      (2) At the rank of assistant professor and above, seven years at Cornell College (including years as instructor);

(3) It may be that the probationary period will be shorter, if when called to Cornell College, a teacher has had full-time service at other institutions of higher education and/or other appropriate experience. Such agreement will be made in writing.

(4) Faculty in the first academic year of service are notified no later than March 1, if the appointment will be terminated at the end of that year. Faculty in the second academic year of service are notified no later than December 15 of that second year, if they will not be reappointed. Faculty who have completed two or more years of service at Cornell College are given at least twelve months' notice before the expiration of an appointment.

(5) Normal practice at Cornell is for a beginning instructor or assistant professor to be given, if reappointed, a series of three two-year contracts, with a tenure decision to be made in the spring of the sixth year. If tenure is not awarded, then the seventh year is terminal.)

(6) During the probationary period, a teacher has the academic freedom that all other members of the faculty have.

E. Procedures: Initial Appointment of Faculty

1. When a faculty position is open, the Dean of the College notifies the faculty of that fact, and the Faculty Council, in consultation with the department involved and the Divisional Council, evaluates the importance of that position to the educational goals of the College and makes one of three recommendations to the administration: (1) the position should not be filled; (2) the position should be designated as part-time and filled; (3) the position should be designated as full-time and filled. The Faculty Council sends its recommendation to the Dean of the College. The Dean then submits his or her own recommendation along with the Council's recommendation to the President.

3. When the administration determines whether and how the vacancy is to be filled, the Dean notifies the rest of the faculty of that decision. A search is conducted in accordance with the College's Affirmative Action/Equal Opportunity Program.

4. The department consults with the Dean of the College regarding the candidates to be invited to the campus for interviews. Such candidates are interviewed by a group of faculty members (search committee) representing various disciplines and academic points of view. All candidates for a given position must be interviewed by substantially the same group. Search committee members are responsible for giving to the chair of the search committee their opinions of candidates whom they have interviewed. The department chair notifies the Dean of the search committee's preferences.

5. The Dean of the College recommends the candidate to the President for final approval.-

6. Initial appointments to the rank of instructor or assistant professor are made by contract normally for a period of one or two years. Normally reappointments in these ranks are made by contract on a two-year basis.

7. Initial appointments to the rank of associate or full professor are made by contract for a period of one or two years. Reappointment, if tenure has not yet been granted, may be for a one or two-year period.

8. This procedure may be modified only by mutual consent of the Dean of the College and the department following consultation with the Director of Human Resources and Affirmative Action Officer. Problems of appointments or appointment procedures may be referred to the Faculty Council.

F. Expectations and Evaluation of Faculty Members at Cornell College

Cornell College, as a liberal arts undergraduate college, aspires above all to excellence in teaching. The College strives to appoint and retain faculty members who are committed and effective teachers, scholars, and members of the academic and larger communities. In our corporate life as an institution we seek to provide an environment conducive to excellence in teaching and to the continuous professional development of the faculty. As part of this effort we establish a system for faculty evaluation.

The performance of faculty members is, by the very nature of the profession, evaluated on a continuing basis, formal and informal, by their colleagues and students, by their peers in their disciplines at other institutions, and by potential funding agencies both public and private. This continuing evaluation is healthy and valuable.

The primary purpose of the formal evaluation of faculty members is to foster and maintain excellent performance. Cornell's evaluation policies and procedures aim to improve professional effectiveness and to give encouragement by providing for members of the faculty a source of information regarding their impact on students, colleagues, and other members of the campus community and the perceptions others have of their professional activities. The procedures offer to faculty members being reviewed an opportunity to inform the Reappointment, Tenure, and Promotion Committee of their activities and achievements. Results of the evaluation should aid faculty members in their professional growth and be of use to the faculty member's department, the RTP Committee, and administrative officials responsible for making personnel decisions at Cornell. Formal methods of evaluation are also necessary within the College for the purposes of making decisions regarding merit salary increases, sabbatical leaves, and faculty development.

G. Criteria for Pre-Tenure, Tenure, and Promotion

Faculty are reviewed in the following areas: (1) teaching and advising, (2) intellectual and professional development, (3) commitment to the liberal arts, and (4) service. While the College recognizes that there will be particular strengths and individual mixes of the four major categories of evaluation, teaching is the primary responsibility of Cornell faculty and is, thus, the most important component with respect both to expectations for time and effort and to the value the College places upon such activity. Faculty members must be effective teachers to gain tenure at Cornell. Appropriately, evaluation at the first review focuses primarily upon the character and potential of the faculty member's teaching performance. At later stages of the evaluation process, substantial activity in other areas must augment continuing development of effective teaching in order to ensure successful progress toward tenure and promotion.

The following guidelines indicate Cornell's institutional ideals and aspirations with respect to all categories of faculty performance, and faculty members are evaluated in light of their progress toward the general model of excellence which those ideals and aspirations imply. However, the College's commitment to academic freedom ensures that many variations on the theme of excellence are valued in our setting.

1. Teaching

Teaching and advising are evaluated according to the following criteria:

a) Proficiency in the subject matter

b) An ability to present the subject matter of the course in a clear and coherent manner

c) An ability to communicate to students the sense of excitement involved in intellectual discovery

d) Attention to the needs of diverse students, including providing an inclusive learning environment in which all students are equally valued and able to participate

e) Conscientiousness in fulfilling teaching and advising responsibilities

Teaching

At Cornell, effective teaching inspires effective learning through the engagement of students with course materials, teachers, and other students. No check-list can sum up this enterprise; no one approach, style, or persona works for all.

Effective Cornell teachers model the active intellect, show enthusiasm for the subject matter, and care passionately about teaching in all its dimensions and scholarship broadly conceived. They use curricula and course materials that prepare students to thrive in an increasingly diverse world. Furthermore, they convey the values, skills, and content of their discipline, while fostering an inclusive learning environment that facilitates student involvement and mutual respect.

In part, faculty members at Cornell learn how to be effective teachers by talking with colleagues and staying up to date with pedagogical developments in their disciplines. Department chairs, RTP Committee members, and the Dean of the College all have some responsibility for advising junior faculty and evaluating teaching performance, and the periodic reviews of faculty members address that issue in ways intended to be helpful to the candidate at whatever stage.

In evaluating teaching effectiveness, the Reappointment, Tenure, and Promotion Committee examines evidence provided by the candidate to his/her review dossier, which must include a comprehensive self-evaluation narrative, representative course syllabi, and an up-to-date CV, and may include additional information such as course materials and course enrollment statistics; by other faculty members and staff, including letters and class visit reports; by students, including standardized evaluation forms, letters, senior surveys, other survey responses, interviews, and any other student evaluation instruments used by the faculty member or subcommittee; and by the Office of Institutional Research, including grade distribution data. The RTP Committee weighs all of this evidence in the review process and no judgment of an instructor’s teaching performance is based exclusively on standardized evaluation forms.

Advising

Academic advising carries the teaching role past the classroom for the purpose of helping students make educational choices in the larger contexts of the department and the College. After the first year, all tenure-track faculty members are expected to serve as academic advisors, regularly advising first-year students and others, except when given leave or special release. Academic advising performance is evaluated on the basis of commentary about faculty members' advising from students, faculty, staff, and department chairs. The RTP Committee may also request comments from other persons, including the Registrar.

Effective advisors articulate the value of a well-rounded liberal arts education and encourage students to explore the variety of courses offered at Cornell. In connection with the various degree programs, they offer perspective, suggest alternatives, provide feedback, and authorize students to register for classes after advising.

Cornell advisors should endeavor to provide continuity of contact with their advisees, whose contact with other faculty may be intensive but relatively short-term because of One-Course-At-A-Time. Finally, in connection with the caring atmosphere which Cornell aspires to foster, effective advisors recognize the diverse needs, strengths, and experiences of their advisees, give their advisees support, refer them to other resource persons, and encourage them to take responsibility for the conduct of their college careers.

2. Intellectual and Professional Stature

Intellectual and professional stature is evaluated according to the following criteria, though not all need be present in every case:

a) Curricular development and/or pedagogical innovation

b) Publications, presentations, participation in professional workshops

c) Off-campus professional activity and recognition

d) Participation in professional development and/or engagement with scholarship that improves one's ability to foster a more diverse and inclusive campus culture

e) Contribution to the overall intellectual and cultural life of the College community outside of normal teaching responsibilities

The College recognizes that scholarly and creative activities inside and outside of the institution are valuable to the individual faculty member involved and to the College as a whole. The College therefore both desires and fosters such activities. In the course of evaluating a faculty member's intellectual and professional development, the committee considers testimony from the candidate, the department, other faculty colleagues, and, when appropriate, academic and artistic persons outside the College. Evidence of intellectual and professional development may include, but is not limited to: project proposals and summaries of work-in-progress; contributions to symposia, colloquia, conferences, workshops, and clinics, and works online; publications including textbooks; participation in performances, shows, and exhibits; and work in professional organizations.

Recognizing the close connection between effective teaching and intellectual and professional development, the College encourages and affirms both traditional scholarship as well as research that leads to pedagogical innovation and creative activity. Since teaching is the clear emphasis at Cornell, the RTP Committee considers evidence of extensive reading in the field, professional development with attention to issues of diversity and inclusion, revision of courses, development of new courses, and pedagogical experimentation and growth as relevant to the category of intellectual and professional development.

In evaluating intellectual and professional stature, the RTP Committee weighs the impact of the work at hand on both the faculty member as an individual and on the presence of the faculty member in the setting of Cornell. Although disciplinary engagement is requisite for all faculty members, the College also affirms cross-disciplinary or broadly liberal arts oriented professional activity where such activity evidently contributes to curricular advancement or personal/professional growth.

In light of our commitment to create a welcoming community in which all individuals are respected and included, we encourage faculty members to be aware of scholarship relevant to issues of difference and identity. Faculty may demonstrate such an awareness through individual research or course design and/or materials. Demonstrations of such an awareness could include:

- incorporating pedagogical methods which scholarship has shown foster an inclusive learning environment
- incorporating a primary focus on a marginalized group, treating that group as a subject of inquiry of inherent interest, rather than as an adjunct to the more dominant or privileged group
- examining the impact of race, gender, sexual orientation, class, religion, ability, or age -- alone or in combination -- upon the history, membership, epistemology, paradigms, methodologies, research topics, and/or data of a given discipline
- uncovering previously unknown or neglected contributions by marginalized groups to any aspect of the human endeavor
- broadening the curriculum or course content to better reflect an international or transnational perspective
- exploring how race, gender, sexual orientation, class, religion, ability, and age often combine, overlap, or intersect and how any of these identities may result in oppression

Emphasizing both the process and the product, the College expects that faculty members will demonstrate thoughtful and energetic interest in professional and intellectual growth and will regularly plan, undertake, and report to their colleagues on meaningful activity. In this context faculty members should think about their interests and goals and discuss them with departmental colleagues, the Dean of the College, and others at or beyond Cornell. Although there is no expectation that a faculty member will produce a given amount of scholarly or creative work over a prescribed period of time, each faculty member is expected to make a public presentation at least once during their first four years of service.

Finally, recognizing the range of disciplinary practices and needs, the College endeavors to support professional activities in equitable and appropriate ways in its allocation of faculty development funds.

3. Commitment to the Liberal Arts

Commitment to the Liberal Arts will be evaluated in accordance with the following criteria:

a) A commitment to knowledge, scholarship, and intellectual activity as goods in themselves

b) An awareness of the relationship of the Educational Priorities and Outcomes to the discipline and to the pursuit of liberal studies.

c) A willingness to engage in activities designed to integrate the various academic programs of the College into a coherent whole.

A liberal arts education prepares students to be disciplined, thoughtful, and adaptive to change. As a liberal arts college, Cornell offers a curriculum that embraces many disciplines and celebrates the inherent intellectual/imaginative value of undergraduate study. The College values pedagogies that emphasize, in varying degrees, instruction and experience in critical thinking, communication, problem-solving, and computation. Insofar as this conceptualization can be distinguished from other versions of higher education, we ask that our faculty members actively advance it in their work.

Cornell teachers and advisors should also convey an appreciation of the liberal arts aspects of their own and other disciplines. As a collegial body they should attend responsibly to the content, organization, and procedures related to the curriculum as a whole. In addition, all Cornell faculty members are expected to take an interest in the intellectual and creative life of the College as represented in the various public lectures, symposia, exhibitions, and performances scheduled from year to year. The College encourages both attendance and participation vis-a-vis these activities. Evidence of a faculty member's commitment to the liberal arts may be found in both curricular and extra-curricular activities, and individual initiatives in this area will be valued and accorded appropriate recognition.

4. Service

Service will be evaluated according to the following criteria, though not all need be present in every case:

a) Contributions of time and energy to the department and committees at the College

b) Contributions--other than normal advising responsibilities--to the intellectual, social, and personal welfare of the students of the College. This may include mentoring individual students or groups, facilitating student activities, and/or creating pathways of success and inclusion for students

c) Formal and informal mentoring of junior faculty

d) An active involvement in the fostering of a lively, diverse, and inclusive community spirit among all elements of the College constituency

e) Contributions to the welfare of the community at large

Service is understood to mean contributions to the College, the community, and society at large. Cornell is a collegial institution, and all sectors contribute to its ongoing life. But the charter explicitly gives to the faculty substantial authority of "all matters connected with the educational, social, moral and religious work of the College." Faculty governance therefore is in many respects institutional governance, and faculty are expected to participate as a matter of responsible campus citizenship. Such participation is grounded in the Cornell's faculty committee system, where all faculty must serve regularly, but it extends also to participation in the ongoing and special activities of the department, service on search committees, service in ad hoc capacities, and service as department chair. Faculty members are also encouraged to serve as advisors to student organizations on campus. Evidence of appropriate service may include membership on committees and participation in other governance and collegial activities at Cornell.

Cornell faculty members are often called upon to serve also in the wider Mt. Vernon/Cedar Rapids/Iowa City community and beyond. Historically, a number of faculty have been elected to school boards and city councils in the area, while others have provided leadership in churches or in other dimensions of civic life at the local, state, or national level. Such service is not expected of all Cornell faculty, but it is consistent with the mission of the College and therefore is invited, appreciated, and counted as a positive contribution.

H. Faculty Review Schedule

1. The **Reappointment review** normally takes place in the first semester of the candidate's second year.

2. The **Pre-Tenure review** normally takes place in the candidate's fourth year.

3. The **Tenure review** normally takes place in the candidate's sixth year.

4. Faculty members may apply for **Promotion to Full Professor** beginning in their seventh year of service as associate professor.

5. **Post-Promotion reviews** take place every seven to ten years after promotion to full professor.

I. Procedures: Faculty Reviews

1. Role and Duties of the Candidate:

   a) Meet with the Dean of the College, if desired, prior to the scheduled review.

   b) Submit to the Office of Academic Affairs the names of 15 current students and 2 or more faculty members (at least one of which is outside the candidate's department), from whom the Dean of the College will request letters for the review file. These names must be submitted to the office by the date specified by the Office of Academic Affairs, normally at the start of the academic year.

   c) For **Pre-Tenure** and **Tenure** reviews, invite a tenured faculty member from outside the candidate's department (other than the candidate's Faculty Mentor) to serve as a voting member of the review subcommittee; once the invitation has been made and accepted, the candidate must inform the Office of Academic Affairs of the selection.

   d) For **Promotion to Full Professor**, submit a brief statement to the Dean and the department chair indicating the intent to apply for promotion. Faculty members should feel free to meet with the Dean and the department chair as they decide whether to apply for promotion.

   e) If desired, invite alumnae/i and/or other relevant individuals to submit letters of support to be included in the file. These letters will be considered confidential, and for use only in the review process.

f) Prepare a self-evaluation narrative (3-5 pages, single-spaced) speaking explicitly to teaching and advising, intellectual and professional development, service, and commitment to the liberal arts.

g) Submit the following materials to the Office of Academic Affairs for inclusion in the review file. Submission dates will be indicated in the letter notifying the candidate of the review:

(1) Self-evaluation narrative
(2) Up-to-date curriculum vita
(3) Representative course syllabi
(4) Other course materials (optional)
(5) Relevant publications, presentation texts, or other materials related to professional and intellectual stature
(6) Any other materials of relevance that the candidate may choose to submit

2. Role and Duties of the Department or Program:

a) The department chair (or program chair, in the case of a joint appointment in a department and a program) typically serves as the departmental or program representative for a review subcommittee (hereafter referred to as the **departmental representative**). However, if the department chair is not able to serve on a department member's review (e.g., if the department chair is being reviewed), another member of the department will represent the department at the review meeting.

b) The departmental representative meets with the Dean of the College, if desired, to discuss the review process in relation to the candidate.

c) The departmental representative meets with the candidate prior to the submission of the candidate's materials to the Office of Academic Affairs to discuss the review process.

d) All tenure-track and only tenure-track members of the department (with the exception of the candidate) have access to the review file.

e) For candidates holding joint appointments, the review file is made available to tenure-track members of each department/program.

f) If the faculty member being reviewed holds a joint appointment in a department and a program, the program chair, in consultation with the Dean, appoints a committee of three tenure-track faculty members from within the program for the purpose of preparing a program recommendation.

g) **For all reviews except Post-Promotion, the department arranges for a classroom visit** at a mutually convenient time and writes a classroom visit report, which is either integrated into the departmental recommendation or submitted as a separate document.

h) For **Pre-Tenure, Tenure**, and **Promotion to Full Professor** reviews, the departmental

representative or another designated member of the department meets with students (majors and/or non-majors) individually or in groups for a discussion of the candidate's specific strengths and weaknesses. Whenever possible, two members of the department participate in these meetings. A summary of the discussion is either integrated into the departmental recommendation or submitted as a separate document.

i) Tenure-track members of the department meet to discuss the candidate's file and formulate a departmental recommendation.

j) The departmental recommendation is circulated among the tenure-track members of the department, with the exception of the candidate, a minimum of five working days prior to the deadline for submission of the recommendation to the Office of Academic Affairs. Each tenure-track member of the department, with the exception of the candidate, must sign an acknowledgement that s/he has read the official departmental recommendation. Signature does not imply agreement or disagreement with the document.

k) Tenure-track members of the department, with the exception of the candidate, may submit letters in response to the departmental recommendation at any time prior to the submission of the departmental recommendation to the Office of Academic Affairs. Such letters are submitted to the departmental representative and circulated among the tenure-track members of the department, with the exception of the candidate.

l) The departmental representative submits the departmental recommendation, acknowledgement, and any response letters to the Office of Academic Affairs by the established deadline. Once these documents are submitted, the candidate's review file is considered closed, and no further documents may be added to the file.

m) The departmental representative **provides the written department recommendation to the candidate** and **discusses the recommendation with the candidate** after the file is closed and prior to the RTP review meeting.

3. Role and Duties of the Dean of the College and Office of Academic Affairs:

a) The Dean of the College, in consultation with the Vice-Chair of the RTP Committee, sets the schedule of reviews in the summer for the upcoming academic year, In general, Reappointment reviews take place earliest in the year, following by Tenure, Pre-Tenure, Promotion to Full Professor, and Post-Promotion reviews, in that order.

b) In the summer prior to the academic year in which the review is to take place, the Dean sends a letter specifying the details of the review to the candidate being reviewed and the department chair. The letter includes a timeline for the review, the candidate's and department's obligations, and deadlines for submission of materials.

c) The Dean contacts faculty members eligible for promotion to full professor at the end of the academic year prior to the one in which they would be reviewed, and asks them to submit a brief statement to the Dean and their department or program chair if they intend to apply for promotion.

d) Early in the academic year the Dean publishes a list of all faculty reviews to be conducted by the Reappointment, Tenure, and Promotion Committee.

e) The Dean invites faculty, student and staff letters and may invite letters from designated alumnae/i for the file. These letters will be considered confidential, and for use only in the review process.

f) Prior to the review, the Dean invites the candidate to discuss the review process and provides guidance in preparation for the review.

g) Prior to the review, the Dean invites the department chair to discuss the review process and provide guidance for the review.

h) The Office of Academic Affairs solicits an evaluation of the candidate using a standard form from 15 students designated by the candidate, and from an additional 15 students randomly selected from the candidate's class rosters. These 30 students should be currently enrolled at the College.

i) The Office of Academic Affairs assembles a pertinent file for consideration by the department and/or program and the review subcommittee. A closing date for submissions from individuals outside the candidate's department is noted on the review schedule, which the Office of Academic Affairs publishes. The review file contains:

(1) Materials submitted by the candidate (see "Role and Duties of the Candidate")
(2) Departmental recommendation
(3) Letters solicited by the candidate
(4) Other letters and comments submitted for the file from students, staff, faculty, and others, solicited or unsolicited
(5) Student evaluations for courses taught by the candidate during the review period and a summary of departmental grade point average comparisons

j) The Dean prepares a letter that reports the review subcommittee's deliberations that will be transmitted to the candidate, the department chair, and the President. Before finalizing the letter, the Dean circulates a draft of the letter to all the members of the review subcommittee for comments, and shares the final letter with them.

k) The Dean meets with the candidate to convey the final recommendation and substance of the review subcommittee's deliberations.

4. Role and Duties of the Reappointment, Tenure, and Promotion Committee:

a) Composition of the Review Subcommittee:

(1) **For all reviews**, the **Dean of the College** and **three of the four elected members of the RTP Committee** serve on the review subcommittee.

(a) The composition of specific review subcommittees is determined at the beginning of each academic year and this information is transmitted to those faculty members being reviewed.

(b) The three RTP members for specific review subcommittees are selected by a random process designed to distribute reviews as evenly as possible among the members, with the exceptions noted in (c) and (d) below.

(c) If one of the four elected members of RTP is chairing a department with a member who is being reviewed, that RTP member will serve on the review subcommittee as the departmental representative; the other three elected members of RTP will serve as the RTP members for that review.

(d) To avoid conflicts of interest, **faculty mentors must not serve on their mentee's Reappointment**, **Pre-Tenure**, or **Tenure** review subcommittees; and faculty members must not serve on the review subcommittee of a family member. Questions about other conflicts of interest should be discussed with the Dean.

(e) An elected member of RTP should not recuse himself or herself from serving on a review subcommittee for any reason other than the conflicts of interest noted above.

(f) Once determined, the composition of the review subcommittee and date of the review are not changed, except under extraordinary circumstances. In such situations the candidate is notified of the change.

(2) For **Reappointment, Promotion to Full Professor, and Post-Promotion** reviews, the **departmental representative** serves as a **non-voting member**.

(a) When a review for reappointment for a candidate holding a joint appointment in two departments is conducted, both departmental representatives serve as non-voting members of the review subcommittee.

(b) When a review for reappointment for a candidate holding a joint appointment in a department and a program is conducted, the departmental representative and program representative serve as non-voting members of the review subcommittee.

(3) For **Pre-Tenure** and **Tenure** reviews, the **departmental representative** serves as a **voting member**.

(a) When a Pre-Tenure or Tenure review for a candidate holding a joint appointment in two departments is conducted, both departmental representatives serve as voting members of the review subcommittee. In the case of a tie vote, the votes of the elected RTP members will determine the outcome.

(b) When a Pre-Tenure or Tenure review for a candidate holding a joint appointment in a department and a program is conducted, the departmental representative and program representative serve as voting members of the review subcommittee. In the case of a tie vote, the votes of the elected RTP members will determine the outcome.

(4) For **Pre-Tenure** and **Tenure** reviews, a **tenured faculty member from outside the candidate's department** and **invited by the candidate** (other than the candidate's Faculty Mentor) serves as a **voting member**.

The outside faculty member's role is not to serve as an advocate, but instead is to fairly and fully evaluate all information relevant to the review and make an independent judgment in the same manner as other members of the review subcommittee.

(5) Procedures of the Review Subcommittee: Prior to the review meeting for **Reappointment, Pre-Tenure,** and **Tenure** reviews, an RTP Committee member of the review subcommittee conducts a visit to a candidate's class. Class visit assignments are determined at the beginning of the academic year; the RTP member contacts the candidate to arrange a time for the visit and provides feedback to the candidate on the visit.

(6) All members of the review subcommittee review the candidate's file prior to the review meeting, and meet to discuss the file.

(7) Prior to the review meeting, the candidate may request a meeting with the review subcommittee. Similarly, the review subcommittee may request a meeting with the candidate or other individuals as appropriate.

(8) For reviews in which a vote is taken, the Dean tallies the ballots and reports the results to the review subcommittee. In all cases, to which there are no exceptions, the votes of the individual faculty members of the review subcommittee remain confidential.

(9) For **Reappointment** or **Pre-Tenure** reviews, the review subcommittee members make one of the following recommendations by secret ballot: (1) reappointment (with or without suggestions or concerns), (2) reappointment with reservations (including stipulations), (3) conditional reappointment for one year (including stipulations), (4) no reappointment but extension of employment for a terminal year, or (5) no reappointment and termination at the end of the current year (only for those faculty who have not yet completed two years of service).

(10) For **Tenure** reviews, the review subcommittee members make one of the following recommendations by secret ballot: (1) reappointment and tenure (with or without suggestions or concerns), (2) denial of tenure with extension of employment for a terminal year, or (3) extension of probationary period for one year with tenure review in the following year.

(11) For Promotion to Full Professor reviews:

(a) Since promotion to the rank of full professor is the College's highest academic honor, it should signify an outstanding contribution, not merely satisfactory performance and years of service.

(b) The Reappointment, Tenure, and Promotion Committee expects **excellent performance in teaching and in at least one of the other three areas of evaluation** described in "Expectations and Evaluation of Faculty Members at Cornell College" found elsewhere in the Faculty Handbook. This promotion implies fulfillment of the expectations expressed at the time of tenure and promotion to the senior faculty ranks, as well as the assumption of an appropriate share of the responsibilities related to departmental and campus governance.

Given the emphasis the College places upon teaching, the flexibility among the other three areas recognizes that faculty members will differ in their strengths and interests; indeed, such diversity is desirable. Nonetheless, **substantial contributions are expected in all of the areas of involvement in the institution**.

(c) Following each Promotion to Full Professor review the review subcommittee members make one of the following recommendations by secret ballot: (1) promote or (2) deny promotion. In the case of denial, the review subcommittee recommends a timetable for reconsideration.

(12) For Post-Promotion Reviews, the review subcommittee discusses the candidate's file, but no vote is taken.

(13) A report of the review subcommittee's deliberations is recorded in a letter written by the Dean and transmitted to the candidate, the department chair, and the President. Before finalizing the letter, the Dean circulates a draft of the letter to all the members of the review subcommittee for comments, and shares the final letter with them. The letter becomes a part of the faculty member's personnel file in the Office of Academic Affairs. Should the individual be reappointed, the letter is made available to the review subcommittee that conducts the candidate's next review.

5. Follow-up to the Review Meeting:

a) If the candidate desires a meeting of appeal with the review subcommittee to hear and respond to the reasons for the review subcommittee's recommendation, this request will be granted. If the candidate wishes to appeal the review subcommittee's decision, the candidate will follow the "Faculty Grievance Procedure" outlined in the Faculty Handbook.

b) The Dean of the College transmits to the President of the College the recommendation of the review subcommittee along with his/her own recommendation. If the

recommendation of the Dean differs from that of the review subcommittee, the President pursues the matter with both the review subcommittee and the Dean to make a determination of institutional outcome.

c) In the event the President believes that he or she should make a decision involving reappointment, tenure, or promotion that is contrary to the recommendation of the Dean and the review subcommittee, the President meets with the Dean and the review subcommittee before making his or her decision known to the candidate.

d) A positive recommendation, as approved and conveyed by the President, must be ratified at the spring meeting of the Board of Trustees to become official. Normally, a negative recommendation is conveyed to both the President and the Trustees as an item for information only.

e) The candidate may request a conference with the President or the Dean to discuss the recommendation. At any point in these proceedings prior to the time the President makes the recommendation to the Board of Trustees, the individual has a right to withdraw from consideration for tenure or reappointment or to submit a written resignation to the President and the Board of Trustees.

f) A list is published each year of those who have been granted reappointment and tenure after the Board of Trustees has officially acted upon these recommendations from the President.

g) In no case should the review process described above be used as a substitute for the procedures adopted for use in cases of dismissal.

J. Procedures: Termination of Appointments

1. Regulation 1: Termination of Appointment for Cause

a) Introductory Remarks

(1) If and when a dismissal proceeding occurs, the College should be prepared for it, so that both institutional integrity and individual rights may be preserved. The faculty must be willing to recommend the dismissal of a colleague when necessary. By the same token, presidents, deans, and governing boards must be willing to give full weight to a faculty judgment favorable to a colleague.

(2) Termination, or the threat of it, will not be used to restrict faculty members in their exercise of academic freedom or their rights.

b) Definitions

(1) The following procedures will be used when reason arises to question the fitness of a faculty member and dismissal is sought of a faculty member with tenure, or of a faculty member on probationary or special appointment before the expiration of the term of appointment.

(2) Adequate cause for dismissal will be related, directly and substantially, to the fitness of the faculty member in his or her professional capacity as a teacher or researcher. Adequate cause may be academic incompetence, neglect of duty, a serious violation of the faculty member's responsibilities as defined in the College's "Statement on Professional Ethics," or admission or conviction of a serious violation of the criminal code. The burden of proof that adequate cause exists rests with the College and will be satisfied only by clear and convincing evidence in the record considered as a whole.

c) Pre-Hearing Procedures

(1) A dismissal for cause under the circumstances defined above in section b) will be preceded by (a) discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement (the Faculty Council will be advised of such agreements); (b) informal inquiry by the Reappointment, Tenure, and Promotion Committee which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the President; (c) a statement of charges, framed with reasonable particularity by the President or the President's delegate.

(2) In conducting its informal inquiry the Reappointment, Tenure, and Promotion Committee will conduct its meetings in private and will keep its deliberations confidential. It may hear or receive evidence bearing on the charges against the faculty member from the faculty member who is charged, from the administration, and from relevant third parties, but the committee will keep in mind that its function is to mediate and not to attempt the kind of extensive formal investigation or hearing which would duplicate the work of the formal Hearing Committee which might later hear the case. If the committee's inquiry fails to effect an adjustment, the committee will report that fact to the parties concerned. The committee may join the President in preparing a statement of charges, or it may recommend to the President that the charges be dropped. Since the committee does not have the responsibility of conducting an extensive investigation, a decision neither to join in a statement of charges nor to recommend dropping the charges will not be regarded as a finding for either party.

(3) Service of notice of hearing with specific charges in writing will be made at least twenty days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges against him or her or asserts that the charges do not support a finding of adequate cause, the Hearing Committee will evaluate all evidence and rest its recommendation upon the evidence in the record.

d) Suspension

Pending a final decision by the Hearing Committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to himself/herself or others is threatened by his or her continuance. Before suspending a

faculty member, pending ultimate determination of his or her status through the hearing procedures, the President will consult with the Faculty Council concerning the propriety, the length, and the other conditions of the suspension. Salary and benefits will continue during the period of suspension.

e) Hearing Procedures

(1) The faculty member who is charged will have the right to be heard by a Hearing Committee under the procedures described below before termination can be effective.

(2) The Chair of Faculty Council will present a list of all full-time teaching members of the faculty with tenure to the President and to the faculty member involved, each of whom, acting separately, may strike up to one-third of the names on the list. From the names not so struck, the Faculty Council Chair, in the presence of the other members of Faculty Council, will draw by lot the names of five faculty members who will constitute the Hearing Committee. The members of the Hearing Committee will elect one of themselves as chair. Members of the faculty chosen in this way for service on the Hearing Committee should recognize their obligation to serve. If, however, a member drawn for service disqualifies him or herself on grounds of bias, interest, or health, a replacement will be chosen by lot from the above-mentioned list.

(3) The Hearing Committee may, with the consent of the parties concerned (the faculty member and the President or the President's delegate), hold joint pre-hearing meetings with the parties in order to (a) simplify the issues, (b) effect stipulations of fact, (c) provide for the exchange of documentary or other information, and (d) achieve such other appropriate pre-hearing objectives as will make the hearings fair, effective, and expeditious.

(4) The Hearing Committee, in consultation with the President and the faculty member, will exercise its judgment as to whether the hearing should be public or private, but the faculty member may require the hearing to be private.

(5) During the proceedings the faculty member will be permitted to have advisors and a lawyer(s) of his or her own choice. The College also may have advisors and be represented by a lawyer(s) of its choice.

(6) At the request of either party or the Hearing Committee, representatives of the American Association of University Professors or other responsible educational associations will be permitted to attend the proceedings as observers.

(7) A verbatim record of the hearing or hearings will be taken and a copy will be made available to the faculty member without cost to him or her at his or her request.

(8) The Hearing Committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

(9) The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of the College will, insofar as it is possible for it to do so, secure the cooperation of such witnesses and make available necessary documents and other evidence within its control. The College will have, or attempt to secure, the consent of persons who have submitted relevant confidential material to the College to the use of such matter at the hearing; if the consent is refused, the College may not submit the material into evidence.

(10) The Chair of the Hearing Committee will control the order of proof and all members of the committee may participate in questioning witnesses and otherwise securing the presentation of evidence important to the case. The Committee will, by majority vote, decide all questions of procedure and scheduling when decisions of the Chair are protested by the President or the faculty member.

(11) The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the Hearing Committee determines that the interests of justice require admission of their statements, the Committee will identify the witnesses, disclose their statements, and if possible provide for written questions.

(12) In the hearing of charges of incompetence, the testimony will include that of qualified faculty members from this or other institutions of higher education.

(13) The Hearing Committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in resolving the issues of the case. Every possible effort will be made to obtain the most reliable evidence available.

(14) Before the close of the hearing the President or his representative and the faculty member and his counsel will be afforded an opportunity to present either or both written briefs and oral argument, and either or both briefs and oral argument may be requested by the Hearing Committee.

(15) The findings of fact and the decision will be based solely on the evidence presented at the hearing. The Committee may proceed to decision promptly without having the record of the hearing transcribed where it believes a just decision can be reached by this means, or it may await the availability of a transcript. The Committee will make explicit findings with respect to each of the grounds for dismissal presented, and it may also prepare a statement of reasons for the findings. The vote for and against each finding, but not the name of those voting, will be made part of the record.

(16) The President and the faculty member will be notified of the decision in writing and will be given a copy of the record of the hearing.

(17) Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or the administrative officers will be avoided so far as possible until the proceedings have been completed, including considerations by the Board of Trustees of Cornell College.

(18) The Hearing Committee may adopt additional procedures not inconsistent with those of these regulations.

f) Post-Hearing Procedures

(1) If the Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, the President will state his/her reasons for doing so, in writing, to the Hearing Committee and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the Hearing Committee concludes that adequate cause for dismissal has been established but an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

(2) If dismissal or other penalty is recommended, the President will, on request of the faculty member and as an appeal of the decision, transmit to the Board of Trustees the record of the case. The Board's review, which may be by appropriate Board committee, will be based on the record of the committee hearing, and it will provide opportunity for argument, (oral or written or both, at its discretion) by the principals at the hearing or by their representatives. Either the decision of the Hearing Committee will be sustained, or the proceeding will be returned to the Hearing Committee with specific objections. The Hearing Committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. If the Board returns the case to the Hearing Committee for reconsideration, the results of such reconsideration will be studied by the Board before it makes a final decision.

(3) If the appointment is terminated, the faculty member may receive salary beyond the effective date of the termination based on the recommendations of the Hearing Committee, subject to the approval of the President. Such decisions will take into account the length and quality of service of the faculty member and other relevant factors. Faculty members on continuous appointment who are dismissed for cause not involving moral turpitude will receive their salaries for at least a year from the date of notification of dismissal, whether or not they are continued in their duties at the College.

2. Regulation 2: Termination of Appointment for Reason of Financial Exigency

a) Termination of an appointment with tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency.

b) The administration should inform the Faculty Council as early and specifically as possible of significant impending financial difficulties that would clearly affect the quality of the academic program. The Faculty Council will participate in the decisions that a condition of financial exigency exists or is imminent and that all feasible alternatives to termination have been exhausted. The Council will be given access to all information that it requires to perform these tasks effectively.

c) Judgments determining where within the overall academic program termination of appointments may occur involve considerations of educational policy including affirmative action, as well as of faculty status, and will, therefore, be the primary responsibility of the Faculty Council, including the Dean of the College, working cooperatively with the administration. The Council will also establish criteria for identifying the individuals whose appointments are to be terminated. These criteria will include consideration of areas of teaching capability and length of service. Based on the criteria that have been established, the administration may then, after consultation with the Faculty Council (excluding members of the Reappointment, Tenure, and Promotion Committee), propose specific individual members of the faculty whose appointments are to be terminated.

d) An individual holding an appointment with tenure or a probationary or special appointment before the end of the specified term, whose appointment is proposed for termination, will receive notice of this intention from the administration. The faculty member will then have the right to a full hearing before the faculty members of the Reappointment, Tenure, and Promotion Committee, serving as a Hearing Committee. The hearing need not conform in all respects with a proceeding concerning dismissal for cause, but the essentials of an on-the-record adjudicative hearing will be observed. The issues in this hearing may include:

(1) The existence and extent of the condition of financial exigency.

(2) The validity of the educational judgments and the criteria for identification for termination.

(3) The question of whether the criteria are being properly applied in the individual case.

If, upon the basis of these hearings, the Hearing Committee concludes that one or more terminations have not been justified, the Committee will report its reasons in writing to the President for each such case. In the event that a disagreement exists, the President should state the reasons in writing to the Committee and to the individual and should consider any rejoinders before sending a recommendation and summary of the case to the Board of Trustees.

e) If the institution, because of financial exigency, terminates appointments, it should not at the same time make new appointments in the same department or program, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result. The appointment of a faculty member with tenure should not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

f) Before terminating an appointment because of financial exigency, the College, with faculty participation, will make every effort to place the faculty member concerned in another suitable position within the institution.

g) In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given notice or severance salary not less than as prescribed in the rules for dismissals for cause.

h) In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned should not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

3. Regulation 3: Resignation

a) Faculty members with tenure who desire to terminate their appointments will give notice by May 15, although a waiver of this requirement may be properly requested of the College in case of hardship or a situation where a faculty member would otherwise be denied substantial professional advancement.

b) While faculty members on probationary or temporary appointments may not properly resign before the expiration of the agreed term of their appointments, a waiver of this requirement may be requested of the college in case of hardship or a situation where a faculty member would otherwise be denied substantial professional advancement.

4. Regulation 4: Retirement

a) Cornell College conforms with federal age discrimination laws which prohibit mandatory retirement based on age.

K. Emeritus Faculty

Emeritus status may be granted, by action of the Board of Trustees, to those who have decided to retire from full-time teaching. Fifteen years of service is normally required for Emeritus status. No matter what their rank before retirement, the retiring faculty members will be given either the title of “Professor Emerita” or “Professor Emeritus,” and will be made honorary associate members of Cornell’s Alumni Association, if they are not so already. If they are alumni of the College, then they are given the Alumni Award of Merit. Emeritus faculty may be invited to continue to teach on a part-time basis, in which case they have the privileges of part-time faculty as well as those privileges listed in the next paragraph.

If they no longer teach, they still receive some College mailings, are invited to certain all-College functions, still receive faculty library privileges, plus the benefits as described in Section VII "Additional Benefits" (admission to College events, bookstore discounts, tuition allowance for dependents, use of the Field House and Commons). They may march in academic processions. They may request to have office space on campus. Office space will be assigned on a space-available basis, with preference given to those who are teaching full-time or part-time. Permission for office space will be granted for one year at a time.

L. Part-Time Faculty

1. Procedures: Part-Time Staffing

The faculty, in consultation with the Dean of the College, have divided part-time appointments into five categories:

Category 1. Staff to teach additional sections of regular course offerings

Category 2. Staff to teach established part-time positions e.g., music, ESL

Category 3. Staff to replace faculty on sabbatical, release time or other leave

Category 4. Staff to teach courses under development, or release regular faculty to teach such courses

Category 5. Staff to teach one-time course offerings that enrich the College curriculum

2. Guidelines: Part-time Appointments

a) General Principles

(1) Part-time appointments may be made to fill temporary needs (sabbatical replacement, enrollment overload, emergency leave of absence, etc.) or to enrich the curriculum in an area where, for whatever reason, a full-time appointment cannot be made. The College should seek as much as possible to maintain full-time positions for all programs in order to insure continuity and quality of instruction. In making part-time appointments, the College should, as in the case of full-time appointments, seek the most highly qualified persons available.

(2) Wherever possible, the College and the departments should develop long-range plans to clarify the use of both temporary and permanent part-time staff in terms of educational goals and needs. Such plans should establish appropriate limits on the number of part-time teachers in relation to full-time staff.

(3) Part-time faculty members are entitled to adequate office space, clerical support, access to College facilities (such as library and computer resources), access to campus mailbox and telephone, and necessary supplies. The College cannot, however, guarantee individual offices and telephones to all part-time staff members.

(4) The College and departments using part-time staff should ensure that these teachers receive adequate introduction to their courses, the overall curriculum, and departmental expectations regarding their duties.

3. Categories of Part-time Staff: Definitions

a) Temporary Part-time: Persons appointed with less than a full-time teaching load and with the expectation that the appointment will be for no more than two years.

b) Regular Part-time: Persons who are teaching in positions that are expected to be continued on a part-time basis. Usually this will be in courses added for "enrichment" purposes.

c) Emeritus Part-time: Former full-faculty members at Cornell College who have retired from full-time teaching and then teach on a part-time basis under terms of a mutually agreeable contract between the individual and the College.

d) Skills Instructors: Persons who do not teach courses, but work with individuals or groups in activities such as music or athletics.

4. Compensation of Part-time Faculty

a) The base salary per course for part-time faculty members may be adjusted on the basis of educational qualifications, experience in teaching, or other considerations.

b) Regular part-time staff should receive salary increments, assuming satisfactory performance, based on years of teaching at Cornell.

c) Emeritus part-time faculty members will be paid at the rate specified for temporary part-time staff or at another mutually agreeable rate.

d) Skills instructors will be paid at a rate that takes into account such factors as the prevailing rate in the area, the number of years the instructor has worked at Cornell, experience, and expertise.

e) Faculty who work four (4) or more blocks per calendar year after one year of service are considered part-time regular employees and will be eligible for health, life, long-term disability, and retirement benefits.

5. Support and Evaluation of Temporary and Regular Part-Time Faculty

   a) The College will ensure proper orientation for part-time faculty members prior to their appearance in the classroom through formal contact by the offices of the dean of the College and the registrar, informal interchange in the department, and resource documents.

   b) To ensure ongoing support and attention, a full-time member of the department will serve as departmental mentor to the part-time faculty member, and in a new part-time faculty member's first teaching term a full-time department member will visit the classroom and provide appropriate feedback and follow-up.

   c) To aid in evaluation of teaching performance, part-time faculty members in their first and second years will administer the uniform student evaluation forms on an official basis in at least the first two courses they teach. If they teach as many as two courses in the first semester and one or more courses in the second semester, they will also submit a set of forms for at least one second semester course. If they have taught at Cornell for more than two years, they will submit forms officially for one course, if they teach only one; or for two courses if they teach two or more.

   d) As a matter of individual record, part-time faculty members in their first and second years will submit a brief year-end commentary on their experience at Cornell, remarking on student feedback, evaluating their own performance, and offering any suggestions they might have for improving part-time faculty support. This commentary will be submitted to the department, with a copy to the Dean of the College.

   e) As a matter of institutional record, departments will submit to the Dean of the College a brief year-end commentary regarding the performance of part-time faculty members in their first and second years. Departments will also share this commentary or its substance with the part-time faculty member being evaluated. For part-time faculty members who continue to teach at least one course at Cornell after two years, steps d) and e) will be carried out at two-year intervals, i.e., in the fourth year, sixth year, etc.

M. Procedures: Appointment of Administrative Officers with Faculty Status

1. When an appointment is to be made of an administrative officer with faculty status, the faculty will be so informed. The President and the Faculty Council Chair will select a faculty advisory committee representing various disciplines, especially those most closely associated with the administrative position under consideration. Committee membership will be announced to the faculty.

2. Candidates for the position will be interviewed by the advisory committee. The members of the advisory committee should, collectively or individually, give to the President their recommendations for the appointment of a candidate and their opinions of the qualifications of the candidate.

3. The President will then recommend a candidate to the Board of Trustees.

4. Procedures for appointing the Dean of the College and the President differ, and are given in the following sections.

5. Currently, the following administrative officers hold faculty status: President of the College; Dean of the College; Vice President of the College for Business Affairs and Treasurer; Vice President for Enrollment and Dean of Admissions; Dean of Students; Vice President for Student Affairs; Vice President for Institutional Advancement; Registrar; Chaplain of the College; College Librarian; Director of the Center for Teaching and Learning and other professional library staff.

N. Procedures: Appointment of a Dean of the College[1]

According to the Bylaws of the College, the President is responsible for appointing a Dean of the College. A search process in which the President and the faculty work cooperatively benefits the College by fostering a spirit of trust and respect, and helps to ensure a smooth transition to the new leadership. This cooperation is particularly important in the search for the College's chief academic officer. Historically, the faculty at the College has participated actively in the search process; this practice is in line with the recommendation of the American Association of University Professors: "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" (*Statement on Government of Colleges and Universities*).

When it becomes necessary to appoint a new Dean of the College, the President will create a search committee that includes no fewer than four faculty members. The nomination and selection of faculty members, who must represent all four academic divisions, and untenured as well as tenured tenure-track faculty, will be conducted by the Faculty Council Vice-Chair according to the election procedures outlined elsewhere in this Handbook. Eligibility to serve on this committee will be one year of full-time service on the faculty.

The president will consult with and seek advice from faculty members of the search committee during all stages of the search process. This involvement will include the distribution of all candidate dossiers to the faculty members of the search committee. When finalists are invited to campus for interviews, in addition to meeting with members of the search committee, opportunities will be provided for the full faculty to view all finalists' dossiers and meet all finalists.

[1] Passed by the faculty on September 12, 2017. This change to the decanal search language was initiated by the President to clarify the President's responsibility for the design and implementation of the search process.

O. Procedures: Appointment of a President of the College[2]

According to the Bylaws of the College, the responsibility for appointing a President of the College belongs to the Board of Trustees. However, a presidential search process in which faculty and other constituencies are involved in selecting candidates for the Board's consideration benefits the College by fostering a spirit of trust and respect, and helps to ensure a smooth transition to the new leadership. For decades the faculty has participated actively in the presidential search process in accordance with the direction of the Board of Trustees.

When it becomes necessary for the Board of Trustees to appoint a new President of the College, the faculty expects that it will be asked by the Board of Trustees to participate in the search process. Nomination and election of faculty members to assist the Board will be conducted by the Vice-Chair of the Faculty Council according to the election procedures outlined elsewhere in this Handbook and any direction of the Board of Trustees. Eligibility will be one year of full-time service on the faculty. To the extent possible, the faculty will select members who represent different disciplines and ranks among its members.

[2] Passed by the faculty on September 12, 2017. This change to the presidential search language was initiated by the Board of Trustees to clarify its responsibility for the design and implementation of the search process. A memorandum to the Board of Trustees outlining lessons learned from the 2010 presidential search process and personal recommendations for the composition of future search committees, including faculty involvement, was coauthored on May 17, 2017 by John McGrane, Chair of the Board of Trustees, 2011-17, and Phil Lucas, Professor of History. The recommendations in the memorandum are just that, recommendations, and are not intended to be binding on a future Board. The memorandum is included in the notes of the Board of Trustees.

IV. ACADEMIC REGULATIONS

Information in this section pertains to and helps clarify specific faculty responsibilities, particularly those related to teaching and advising. A complete list of academic regulations appears in the *Academic Catalogue* and on the Registrar's website.

A. Absence from Campus (Faculty)

During extended periods of absence from campus, whether during the academic year or during the summer, faculty members should inform the Office of the Dean of the College as to where they may be reached in cases of emergency or because of urgent College business.

B. Absence from Class (Faculty)

In the event a faculty member cannot meet classes because of illness or emergency, the Dean of the College or the Department Chair is to be notified.

The Dean of the College grants permission for absences necessary for professional reasons and approves temporary arrangements made to cover work during this period.

C. Advising

Academic advising of students at Cornell proceeds at two levels:

1. Incoming students are assigned an academic advisor by the Coordinator of Academic Support and Advising, under the supervision of the Dean of the College. Advisors will be selected from full-time teaching faculty, librarians with faculty rank, the Director of Counseling Services, and the Coordinator of Academic Support and Advising. Where possible, assignments are made on the basis of the student's expressed preference for a field of study. Advisors of first-year students are expected to stay in reasonably close contact with their group. First-year students remain with their advisors, as long as the arrangement is agreeable to both partners, until the student declares a degree program and a major on or before December first of the sophomore year. First-year students may declare a major as early as March of their first year.

2. A student who selects a major field will choose a faculty advisor from within the major field. A student who elects to complete a B.S.S. degree without a major will choose an advisor from the full-time teaching faculty. Students with additional major(s) and/or minor(s) select an advisor in each of those departments or are assigned advisors by the department chairs; if a student has more than one advisor, the student must indicate to the Registrar which of them is to be the principal advisor. The principal advisor is the person who will approve the student's course selections during registration, receive all academic information about the student, and endorse any petitions the student may file. However, the student should consult with the appropriate advisor(s) regarding their other major(s) and/or minor(s).

Advising is considered a normal part of a faculty member's teaching responsibility, and faculty are expected to accept advisees in the major field. If, however, the relationship between an advisor and an advisee is unsatisfactory, either may terminate the arrangement. Any change of advisors or declaration of major must be recorded in the Office of the Registrar. Students may not register without the approval of their academic advisor; they do not require a signature to drop or add a course outside of the regular registration period except during the first three days of a course.

Faculty are often in the situation of giving advice to students, whether or not they have an official relationship with the student. This friendly and useful association is a Cornell tradition.

D. Cheating

See description of College policy in the *Academic Catalogue*, under "Honesty in Academic Work."

E. Class and Office Hours

1. Faculty members must post their syllabi on their Moodle course page. The syllabi are then archived on the Registrar's website. Documentation of course meeting times for federal credit hour verification should be included in the syllabi. This information is available to any student, faculty, or staff member who desires such information.

2. OCAAT courses normally meet at 9:00 a.m. on the first day of the term. If a course will meet on the first day at a time other than 9:00 a.m., the faculty member should inform the Registrar so the correct start time can be posted on Self Service. All classes end at 5:00 p.m. on the eighteenth day of each term with the exception of Block Four, which may be adjusted due to Thanksgiving Break and/or Winter Break. (See the calendar for exact dates.)

3. Faculty assigned classrooms for the entire day are free to schedule their classes to meet as they wish between 8:00 a.m. and 3:00 p.m., Monday through Friday. Faculty sharing classrooms are free to schedule their classes at any time between 8:00 a.m. and 12:00 p.m. (for morning classes) or between 12:00 p.m. and 3:00 p.m. (for afternoon classes), Monday through Friday. The following exceptions apply: 11 a.m. to 12 p.m. on Tuesday is reserved for faculty meetings, and 11 a.m. to 12 p.m. on Thursday is reserved for convocations and meeting times.

4. Adjunct courses (numbered in the 500s) and Music Lessons, Ensembles, and English or Theatre participations activities (numbered in the 700s) generally meet in the hours after 3 p.m., Monday through Friday, unless all students registered for an adjunct course can arrange to meet at alternate times that do not interfere with their OCAAT course meetings. Adjunct courses cannot meet between the hours of 11:00 a.m. and 12:00 noon on Tuesdays and Thursdays.

5. Courses receiving one course credit typically meet for a minimum of 50 hours of classroom or direct faculty instruction (equivalent to 2¾ hours per day), courses receiving ½ credit meet for a minimum of 25 hours, and courses receiving ¼ credit meet for a minimum of 12.5 hours. Classroom and direct faculty instruction include required group and individual meetings with the primary course instructor and required meetings with ancillary faculty involved in the course (e.g., consulting librarians, consultants in the Center for Teaching and Learning and laboratory instructors). Courses meeting fewer than these minimums include significant projects and activities that extend beyond normally expected out-of-class student work and that are clearly delineated in the course syllabus. (Federal regulations state that each hour of classroom instruction should typically require a minimum of two hours of out-of-class student work.)

6. College-sponsored course and field trips are not bound by the preceding restrictions. There are two cases where the above rules do not apply:

   a) Courses involving Course Trips. Course trips are off-campus activities constituting the main body of teaching and learning for the course. Course trips may be set for a substantial fraction of the term or for the entire term. Instructors should supply as much information as possible about the off-campus components of a course to all students at the time of registration. This information will be published on the Registrar's website and be available from the course instructor. Students participating in Cornell off-campus courses lasting a minimum of seven days will automatically receive a reimbursement for the meals missed before the trip begins. No action by the course instructor is necessary.

   b) Courses involving Field Trips that extend beyond normal class hours. These are course-related activities ranging from a few hours to a few days in duration and involving the class outside the normal class hours described above. Instructors should supply as much information as possible about field trips that extend over more than one day to all students at the time of registration. This information will be published on the Registrar's website and be available from the course instructor. Information describing field trips that are required must be made available to the class on the first day of the course. The "Absence from Class (Students)" policy also applies to Field Trips. Professors should be sensitive, however, to the students' other activities and obligations when Field Trips that extend beyond normal class hours are rescheduled. In order to facilitate reimbursement to students for missed meals, instructors should provide in writing the dates of the trip and a list of participants to the Business Office at least seven days in advance of the field trip. (For one-day Field Trips, Bon Appétit will provide box lunches. For longer trips, this will enable the Business Office to distribute refund checks prior to departure.)

7. Faculty members are encouraged to establish and keep regular office hours and to be available by appointment for those students who cannot come at the regularly scheduled office hours.

F. Class Lists

Class rosters are available online. Faculty must submit a final roster to the Registrar's office by noon on the fourth day of classes each term.

Final grades must be submitted to the Registrar's office before noon on the Monday following the end of the term unless otherwise stipulated.

G. Classrooms

Assignment of classrooms is made each term by the Registrar. The Registrar's Office solicits information from faculty about their curricular needs prior to making room assignments. Some rooms contain equipment limiting their use, but, in general, classrooms are not reserved for special purposes.

Any changes in the time or place of meeting must be reported to the Registrar immediately, so that faculty or students can be found in case of emergency.

H. Class Size

1. Any class of fewer than six students may be cancelled by the Dean of the College, in which case the faculty member involved and the Dean must negotiate the additional administrative or teaching responsibilities needed to give the faculty member a full load. This provision does not apply to Individual Projects, Group Projects, or tutorials.

2. The enrollment of courses numbered below 500 will not exceed 25 students without the permission of the faculty. The Dean of the College will be responsible for enforcing this policy.

3. While 25 students will be the usual upper limit on class size, faculty members may, at their own discretion, admit additional students to the course. In all cases the enrollment limit may be exceeded by no more than four students.

4. Exceptions from the provisions of paragraphs 2 and 3 above are "course changes" and may be granted by the faculty using the same procedure by which course changes are approved. Grounds for exception are:

   a) <u>pedagogical considerations</u>
   b) <u>space or other facilities limitations at the College</u>
   c) <u>special circumstances related to travel</u>

The first two qualifications above mean that only if the nature of the course demands that it be taught to a class larger or smaller than 25 students, or if limitations of space or facilities make a number lower than 25 obligatory, should the faculty person teaching the course apply for an exception to the 25 student limit. In both of these categories, it is expected that the nature of the course requires a larger or smaller enrollment or that the demands on the instructor or facilities are unusually great and therefore reduction in class size is the only way of relieving an unworkable situation. The third category, "special circumstances related to travel," covers cases where the reasons for the change in enrollment cap are the result of travel required for the course, for example, van size, safety of group, number of campsites or rooms available.

5. At the opening meeting of the course (normally Monday morning of the first day of the term), the instructor should call the roll. A student who is registered for a course must be present at all class meetings during the first three days of the Block or risk being dropped from the class and having her or his place given to another student. Students who are unable to be present should be in touch with the instructor in advance to see whether he or she will hold their places. Instructors are not, however, required to hold places or to admit students at the door.

I. College-Sponsored Trips

For Course Trips and Field Trips which are part of a regular Cornell course, see "Class and Office Hours" above, item 4.

J. Commencement and Convocation

All members of the teaching faculty and administrative staff are expected to participate, appropriately attired in academic regalia, in opening convocation, commencement, and other academic processions and ceremonies.

K. Confidentiality of Student Records

Cornell College, in compliance with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), protects the confidentiality of student records and the individual student's right to privacy. See details here:
http://www.cornellcollege.edu/registrar/ferpa/index.shtml

L. Course Evaluation

1. Questionnaires will be administered using online survey software. Each full-time instructor will have at least three courses evaluated; each part-time instructor will have every course evaluated. An instructor on a half-year sabbatical will have at least one course evaluated. Faculty who opt not to have all courses evaluated should, to the extent possible, include courses ranging from the introductory to the advanced level among those selected for evaluation, and should prioritize courses of 12 or more students.

2. Students will have the opportunity to complete the questionnaire starting on the 16th day of the block through the first day after the block ends. Having students complete course evaluations during class time is a recommended way to increase response rates. However, instructors are responsible for communicating to their students whether they are expected to complete the online survey during or outside of class time. If an instructor chooses to administer the course evaluation during the class session, they can either stay in the classroom or leave. Regardless of the choices made in administering the survey, the instructor should not attempt to influence student responses.

3. After grades have been turned in, results of the evaluation will be distributed to the instructor of the course, the instructor's department chair, and the Dean of the College, who will share them with the RTP Committee.

M. Faculty Responsibilities

1. The normal teaching load under the one-course-at-a-time calendar is six courses per year. Any reduction in the normal teaching load for whatever reason must be approved by the Dean of the College.

2. During those terms in which faculty are not teaching scheduled courses, they engage in activities related to teaching, professional development on or beyond the campus, service, or advancement of the liberal arts. Since committee service, continuity of student advising, and departmental obligations remain important responsibilities throughout the academic year, faculty members who wish to be absent from campus for a term or more must consult with their department and gain the approval of the Dean of the College.

3. Faculty members contemplating accepting positions outside of Cornell College that may conflict with their paramount responsibilities within the College must consult with their department and gain the approval of the Dean of the College.

4. Departmental chairs are expected to assume this responsibility as part of their duties without additional compensation or reduction in teaching load.

N. Final Examinations

1. On the first day of each term the instructor will make explicit how the work of the students will be evaluated. The instructor alone determines whether a final examination is to be part of the evaluation.

2. Classes meet for the last time on the morning or the afternoon of the eighteenth day of the term.

3. Student help must not be used in preparing and grading final examinations

4. Teachers are expected to proctor examinations and to remain in the testing room until the last student has turned in his or her paper. Few instructors encounter cases of cheating and plagiarism; however, if you do, retain all evidence (e.g., the answer sheet, a paper) and get in touch with the Registrar immediately. Students are not always clear on what, exactly, constitutes plagiarism, especially with regard to documenting sources. Explain to your students how you wish them to document their papers. Do not assume, for example, that they know APA or MLA style.

O. First-year Academic Program

1. The First-year Seminars will be taught only by tenure track faculty members.

2. It is expected that all academic departments will contribute to the First-year Academic Program on a regular basis.

P. Grades

1. There is no College policy on how a faculty member should determine grades. With the exception of the grades of Incomplete and Withdrawal (see below), they are issued entirely on the judgment of the individual instructor. Instructors should tell their students precisely how they will arrive at their final grades, e.g., the approximate importance of each quiz, test, paper, project, homework assignment, as well as any penalties for taking a make-up test or submitting a paper after the deadline. Because students often misunderstand such things as extra credit or optional tests and assume that such credits will more than offset low scores in required work, make clear who needs to take such tests and how much these options can affect the average calculated from required work.

2. Grades must be submitted by noon on the Monday following the end of each term. For graduating seniors, a final grade is due by 12:00 p.m. on the Thursday before Commencement.

3. A report of grade distribution by departments and by individual faculty member is to be produced after each academic year and distributed to all faculty members by the end of the first week of the following academic year. The report will include mean grades for the College and mean grades for departments and individual faculty members. It will also include a bar chart of the campus-wide distribution of all grade categories.

Q. Grade of Incomplete

A faculty member may not independently assign a grade of incomplete (I). The notation "Incomplete" (I) may only be recorded by the Registrar if the student in question has met the requirements stated in the *Catalogue* (“Grades”).

R. Grade of Withdrawal

A faculty member may not independently assign a grade of Withdrawal (W). The notation "Withdrawal" (W) may only be recorded by the Registrar if the student in question has met the requirements stated in the *Catalogue* ("Adding and Dropping Courses").

S. Petitions

The following guidelines are recommended to all faculty members who are responsible for assisting a student to petition the Academic Standing Committee or who are involved in the course for which the waiver, exemption, or permission is being sought:

1. Do not sign a petition until satisfied as to its validity, correctness, and completeness. A petition is often a contract, and you ought to know what you have contracted for by signing.

2. Your signature, unless accompanied by a note of explanation, will be interpreted as a sign of your perfunctory approval, which in many cases is all that is necessary. However, when you believe that there is a special circumstance which would justify the Subcommittee's approval of the request or which would assist the Subcommittee to reach the best decision for the student concerned, you should submit on the petition or separately your own comments. Special circumstances require a more detailed recommendation.

3. Petitions are approved only when the student has demonstrated a compelling reason for the waiver or exemption. The simple fact that a student wants to do something normally denied to students is not a compelling reason. Unless the student addresses the special circumstances which necessitate the request, the petition may be denied. You may include a statement of your own to add weight to the student's request.

4. Petitions for Group Projects contain sections for "Evaluation." Unless the method of evaluation is described in some detail, the Subcommittee cannot grant approval. Group projects are only graded credit/no credit.

T. Students with Disabilities

Cornell College is committed to being an engaging and supportive place of learning and discovery for all students. See the "Students with Disabilities" page on the College website for information on supporting and accommodating students with disabilities: http://www.cornellcollege.edu/academic-support-and-advising/advising/special-circumstances/students-with-disabilities.shtml

U. Syllabi

All Cornell College instructors must post a course syllabus on their course Moodle page no later than the first day of each class they teach. The syllabus must contain (at least) the following information:

1. Instructor's name, office location and contact information (telephone and e-mail address)

2. Required texts (title, authors, and edition) and other required course materials

3. A description of the course and major course objectives including learning objectives related to the Educational Priorities and Outcomes of the College

4. Course requirements (such as major assignments, deadlines, exams, and required prerequisites) and policies (if any) pertaining to attendance, assignments, and exams

5. A statement about the grading process and criteria

6. Class meeting times

7. Statements on the following:

   a) Academic Honesty expectations. This must include the following statement:

      Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Catalogue*, under the heading "Academic Honesty."

   b) Students with disabilities. This must include the following statement:

      Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see: http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml

   c) A summary statement of how the course supports the Educational Priorities and Outcomes of the College

Additional policies and requirements (if any) should be noted.

V. Registration

It is the duty of faculty members to counsel and assist students with registration.

V. FACULTY BENEFITS

Benefits available to all employees of the College, such as: health care, business travel, life and disability insurance, employee assistance program, fitness club membership, tuition remission and exchange program, family & medical leave & TIAA retirement benefits are described on the Human Resources website (http://www.cornellcollege.edu/human-resources/benefits/index.shtml) and in the Employee Handbook (http://www.cornellcollege.edu/human-resources/staff-handbook-policies/index.shtml).

A. Faculty Development

Faculty development monies are available each year in several categories. The specific guidelines, including funding support in each category, are announced year by year. More information can be found at:
http://www.cornellcollege.edu/academic-affairs/faculty-development/index.shtml

Professional development funds provided by the College are intended to encourage faculty travel related to professional development and to distribute the opportunity to do so as equitably as possible among all members of the full-time teaching faculty. These funds may be used to support professional travel and any other legitimate professional expenses that are tax deductible under IRS code. Such expenses may include expenses related to attending an academic or professional meeting (transportation, lodging, meals, registration), annual memberships in professional organizations, subscriptions to professional discipline related publications, books, software, and other scholarly materials. Computing equipment and accessories are not considered allowable expenses since these items are generally not deductible under IRS code. In addition, some professional travel support is available to other persons with faculty status such as librarians, lecturers, and academic instructional staff.

Receipts for monies to be reimbursed must be submitted within thirty days of incurring the expense.

B. Leaves of Absence

Faculty members may also request leaves of absence for up to one year assignments under grants from foundations, visiting professorships at other colleges and universities, appointments with government, business, performing artist groups, faculty exchange programs or other similar activities and programs which increase professional or teaching effectiveness. These must be arranged in consultation with the Dean of the College and require an endorsement by the department involved. During such leaves, Cornell salary and social security benefits are discontinued but you may continue your existing coverage under the College's health, dental, accidental death and dismemberment, life insurance, long-term disability and vision plans. Additionally, tuition exchange privileges continue for qualified dependents.

Time spent on a leave of absence will not necessarily count as part of the years of service accumulated for a sabbatical leave. In general, time spent on a leave of absence should be for purposes of research or creative activity or for engaging in activities in programs that increase the normal time between sabbatical leaves. A leave of absence for purposes of employment as an instructor at another institution will not be considered as part of the normal time between sabbatical leaves.

It is the policy of the College not to grant a sabbatical leave for the 2 years immediately following a leave of absence. Leaves of absence may have to be limited in order not to interfere with the teaching program.

A faculty member who teaches in a Cornell off-campus program or in an ACM program is not considered to be on leave of absence but rather on an off-campus teaching assignment for Cornell. Such an assignment will, of course, be considered as part of the normal time between sabbatical leave. Faculty on off-campus or ACM programs continue to receive salary from Cornell and receive full Cornell benefits.

Applications for leaves are made to the Dean of the College whose recommendation is made to the President. All leaves must be approved by the President and the Board of Trustees.

C. Sabbaticals

After six (6) years of full-time service faculty may apply for one semester off at full pay or two semesters at one-half pay. Faculty members taking a one-semester sabbatical leave will teach three courses during the rest of that academic year. A limited number of sabbatical leaves are available each year. Fringe benefits continue while the individual is on sabbatical leave.

The purpose of the sabbatical leave program is to encourage study and research which will increase the professional effectiveness of the faculty member. It is not to allow faculty simply to collect sabbatical pay from Cornell while at the same time accepting employment elsewhere for salary. An applicant should provide an outline in writing of the proposed study and research to be attempted while on sabbatical, and indicate its importance for the faculty member's professional development.

Faculty planning to secure sabbatical leaves should consult with the Dean of the College no later than the beginning of the sixth year and arrange for a period of absence.

It is the understanding of the College that faculty will return to Cornell from sabbatical leave for a minimum of two years of service following the leave.