The Human Resources Manual describes Wilson’s purposes and strategic goals, the policies that govern Wilson employees, and employee programs and benefits. The Faculty Bylaws define faculty organization and governance; faculty appointment and evaluation procedures; faculty rights and responsibilities; and the process by which the Bylaws are amended. Should policies in the Human Resources Manual not concur with policies in the Faculty Bylaws, the articles for the Faculty Bylaws – to the extent that they are consistent with current applicable state and federal law and regulations, the Articles of Incorporation of the College, and the Bylaws of the Board of Trustees – shall have precedence for faculty members with tenure-track, multi-year, and tenured appointments.
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ARTICLE I: INTRODUCTION

A) Mission Statement

Wilson is an independent college with a proud history of educating women since 1869 through rigorous study of the liberal arts and sciences. Today, Wilson’s mission also includes women and men enrolled in adult degree and graduate programs. Guided by the Honor Principle and distinguished by its commitment to transformative student growth, Wilson College prepares all of its graduates for fulfilling lives and professions, ethical leadership, and humane stewardship of our communities and our world.

B) Vision Statement

- **Transforming Educational Experience**
  Wilson will build on its proud heritage of rigorous, women-centered education and distinctive pedagogy by providing all students with opportunities to develop a stronger sense of self and the capacity to become confident, articulate leaders in and outside of the classroom. Academic rigor and support for student learning will be demonstrated through evidence established by outcomes assessment.

- **Distinctive Innovative Programs**
  Wilson will engage its students in a liberal arts education that is distinguished by themes that are threaded throughout the curriculum. Preparing students for global citizenship in a dynamic society, programs will be interdisciplinary and address the need for environmental, cultural and economic sustainability. Programs and services will meet the needs of different constituencies of learners.

- **Strong, Integrated Planning and Assessment**
  Wilson will make strategic, evidence-based decisions designed to fulfill its Mission, increase efficiency, enhance its programs, and strengthen its financial base to support personnel, programs, technology and facilities. Such decisions will reflect the fundamental value that student learning is at the core of the institution's purpose. The College will gain the capacity for an agile yet data-driven response to new initiatives.

C) Honor Principle

These Bylaws incorporate the Wilson Honor Principle, which states:

In order to provide an atmosphere congenial to the pursuit of a liberating education, government at Wilson College rests on the assumption that every member of the community will act with integrity in all aspects of life; we trust each other to be mature and responsible individuals.
The cooperative effort of learning and living in which we are all involved proceeds most satisfactorily when the members of the community acknowledge their responsibility to strive to realize their common aim. The soundness of the community depends upon the concern for both individual freedom and the rights and welfare of others; both call for the observance of certain regulations in order to promote this common aim.

In this spirit, therefore, we have agreed upon the Joint Regulations of the Faculty and Students, the Residence Regulations, and the Academic and Administrative Regulations. We undertake the responsibility for keeping them just and relevant to the needs of the present community.

D) Academic Freedom

Wilson College affirms and is guided by the ideal that all members of the Faculty, whether tenured or not, are entitled to academic freedom. The following statement, adapted from the 1940 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors, defines what the College understands as academic freedom:

1. Institutions of higher education are conducted for the common good and not to further the interests of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free expression.

2. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. It carries duties correlative with rights.

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

4. Faculty members are entitled to full freedom in the classroom in discussing their subjects but should be careful not to introduce into their teaching controversial material that has no relation to their subjects.

5. College faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special positions in the community impose special obligations. As scholars and institutional officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
ARTICLE II: ORGANIZATION AND GOVERNANCE

A) Board of Trustees

The Board of Trustees exercises those corporate powers prescribed by law and is the supreme institutional authority. The Board’s ultimate authority is affirmed through its general, academic, and financial policy-making functions and its responsibility for the College’s financial health and welfare. The Wilson College Board of Trustees Bylaws and other Board policy statements take precedence over all other institutional statements, documents, and policies. [Source: Article I, Section 1, Wilson College Board of Trustees Bylaws, adopted 11/2/02, as amended]

B) Administrative Structure

1. President

The President of the College is the chief executive officer of the College and the chief advisor to and executive agent of the Board of Trustees. The President shall be appointed by the Trustees and shall hold office for such time as the Trustees may determine. The President is the academic and administrative head of the College and has full responsibility for its operation. The President is responsible for implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the College’s key spokesperson. The President has the authority to execute all documents on behalf of the College and the Board of Trustees consistent with Board policies and the best interests of the College. The President serves as a non-voting ex officio member of all Board Committees. [Source: Article VIII, Section 2, Wilson College Board of Trustees Bylaws, adopted 11/2/02, as amended]

2. Chief Academic Officer

The Vice President for Academic Affairs and Dean of the Faculty at Wilson serves as the chief academic officer and reports directly to the President, representing the President in her absence. Henceforth, the Vice President for Academic Affairs/Dean of the Faculty will be referenced to by the shortened title of “Dean of the Faculty.” The primary responsibility of the Dean of the Faculty is to lead the academic division of the college in advancing Wilson’s mission as a college dedicated to the rigorous education of women in the liberal arts and sciences, preparing them for leadership roles in a global, multicultural society.

The Dean of the Faculty, in concert with the Faculty, provides leadership and advocacy for the Faculty and shares in the development of College-wide goals and priorities.

The Dean of the Faculty is also a vital member of the President’s Cabinet, providing vision and leadership on academic matters and working closely with the President, Cabinet members, the Faculty Senate, Faculty, and others on campus to create long range plans, shape policy, set priorities, develop needed resources, and fulfill the goals and objectives of Wilson’s Strategic Plan.
The Dean of the Faculty will:

- lead the Wilson community in strengthening academic affairs, community partnerships, and campus resources.
- work with faculty, administrators, and staff to ensure that all programs are of the highest quality.
- provide leadership and oversight to academic planning, budgeting, program implementation, and assessment.
- in consultation with the Faculty, advise the President on academic matters.
- administer educational policies and procedures.
- administer faculty and staff recruitment and personnel policies and practices, linking them to the College’s unique mission and goals.
- promote strong professional development programs for faculty, academic administrators, and staff.
- encourage curricular and co-curricular innovation and development.
- work with the President and the Advancement Office to develop and pursue new and innovative sources of funding.
- support, encourage, and assist faculty in preparing proposals for external funding.
- oversee academic programs in conjunction with Division Chairs.
- plan and supervise the administration of all academic budgets.
- maintain high quality policies and practices related to comprehensive review of academic programs.
- work in consultation with others to develop strategies to strengthen recruitment and retention.
- work across the College to promote teamwork and cooperation.

[Also, for reporting lines see Organizational Chart for Academic Affairs, Appendix 2]

3. The Division Chair

Divisions are the administrative, communicative, and organizational units of the faculty.

The Division Chair is responsible for overseeing the administrative functions of the Division and ensuring that that the Division’s majors, minors, and associated programs operate as smoothly as possible.

Generally, Division Chairs are elected by the faculty within the Division and affirmed by the Dean of the Faculty. They serve three-year terms and are limited to three terms in succession (though they may serve as Chair again after a wait of three years). For Divisions with programs that require special credentialing or that have unique
administrative circumstances, the Division Chair will be appointed directly by the Dean and may be reappointed as needed.

Tenured status is preferred.

In their role as head of the Division, Chairs are responsible for mentoring junior faculty and assisting senior faculty; overseeing the administrative, financial, curricular, supervisory, and communication needs of the Division; ensuring the smooth and continuing operation of the Division; and heading and aiding planning for the future growth of the Division and the College.

Specifically, the Division Chair is responsible for the following:

i. Administrative

1. overseeing elections that are held within the Division;
2. acting as chief signatory for students in the Division on key College forms and ensuring that these materials are adequately prepared and ready to be forwarded, including but not limited to declaration of major/minor forms, transfer credit evaluation forms, and internship forms;
3. in consultation with the appropriate student advisor, granting or denying approval to student petitions regarding exceptions or variations to stated requirements for graduation that fall within the Division;
4. acting as initial responders to student or faculty concerns related to the Division;
5. chairing and acting as principal authors on Division program reviews;
6. ensuring that the Division’s assessment responsibilities are met;

ii. Supervisory

7. making recommendations to the Dean of the Faculty regarding faculty recruitment, development, and supervision;
8. chairing Division-related search committees;
9. finding, recommending for hiring, and supervising adjunct faculty;
10. chairing reappointments and promotions for faculty in the Division;
11. working with tenured faculty on post-tenure reviews;

iii. Curricular

12. recommending to the Committee on Curriculum, as outlined in that Committee’s processes,
   a. changes in existing courses, programs, or activities offered by the Division, or in the prerequisites for them; and
   b. additions or deletions of courses, programs, or activities offered by the Division;
13. preparing for the Dean of the Faculty a roster of courses with instructors annually to carry out the academic programs of the Division and to fulfill the Division’s responsibility to the College curriculum as a whole;
14. preparing for the Dean of the Faculty current and appropriate long-term rotation of courses that fall wholly or partly in the scope of the Division;
iv. Financial

15. acting as Division budget manager and signatory on College forms;
16. preparing annual budget proposals for the Division programs;
17. recommending to the Dean of the Faculty long-range strategic and budgetary planning for the Division;

v. Communication

18. organizing and presiding over monthly meetings of the faculty of the Division, including setting and sending an agenda and communicating information from the Faculty Senate to the Division (when the Division Chair is not acting as the Faculty Senate representative, the Division Chair will take necessary steps to ensure good communication continues between the Faculty Senate and the Division);
19. representing the Division on the Faculty Senate (under certain circumstance, other faculty in the Division may represent the Division on the Faculty Senate; see Article 2, C, 2, d iii. Faculty senate membership aa);
20. managing and updating the content of the Division Webpage;
21. responding to requests from various offices (Admissions, Registrar, Business Office, Dean’s Office, etc.) for information or action
22. facilitating inter-Divisional communications when necessary and appropriate.

Division Chairs may also have specific duties that are particular to their individual Division.

4. Faculty who serve in Part-Time Administrative Roles

a. Appointment and Terms

Faculty may be appointed by the Dean of the Faculty to an administrative role on a part-time basis. Such appointments may include an assistant or associate dean, or as a director of a special program, (e.g., Director of the Wilson Scholar’s Program.) Part-time administrators will normally receive a course release(s) for their work.

b. Duties

The duties are set at the time of appointment in a position description. The responsibilities may change at the discretion of the Dean of the Faculty, following a consultation with the faculty member.

c. Evaluation

Faculty who serve in a part-time administrative role will be evaluated at least once every three years. Input from faculty and staff who collaborate regularly with the individual will be invited and considered. A meeting with the Dean of the Faculty
will be held to discuss the results of the review, to analyze the individual’s strengths and weaknesses and to formulate goals for improvement.

C) Governance Structure

1. General Institutional Governance
   - See organization chart, Appendix I

2. Faculty Body
   a. Definition of the Faculty
      - The **Faculty** shall consist of the President of the College, the Dean of the Faculty, administrators with faculty status, full and part-time faculty, and Emeriti professors.
      - The **Voting Faculty** are the President of the College, the Dean of the Faculty, administrators with faculty status, and faculty who are both full-time and teach a minimum of four courses or academic equivalents in the academic year. A member of the Voting Faculty on leave of absence continues to be a member of the Voting Faculty. The Committee on Promotion and Tenure may recommend other individuals as having voting status (Article III.A.4. and III.A.5).
      - Hereafter, the word "Faculty" refers to the Voting Faculty, unless otherwise specified.
   b. Faculty Authority
      - The Faculty shall make such rules for its organization and conduct of business as are consistent with the Faculty By-Laws, the Wilson College Charter, and the Bylaws and regulations of the Board of Trustees.
      - Subject to the approval of the Board of Trustees, the President and the Faculty, working in cooperation, shall prescribe requirements for admission, courses of study, conditions of graduation, the nature of the degrees to be conferred, and regulations for the conduct of the educational life and work of the College. They shall recommend to the Board of Trustees candidates for degrees and may recommend candidates for honorary degrees.
      - The President, after receiving the recommendations from the Faculty and the Dean of the Faculty, shall inform the Board of Trustees of all appointments and sabbatical leaves and submit to the Board all promotion and tenure recommendations for action.
      - With respect to the Faculty’s relationship with the students and subject to the preceding subsections, the Faculty may establish guidelines for the well-being of students and governance of student life. The principles that
support the Faculty's crucial role in student governance and student life are embedded in the long-standing “Agreement Between Faculty and Students” (See Appendix 5). Specific examples of the Faculty's authority include but are not limited to: electing faculty representatives to the Honor Council Committee (see Article II.2.f) and, with students and administrators, jointly maintaining and administering the Honor Principle, providing ongoing support for effective student governance, and developing student leadership in and out of class.

c. Faculty Meetings

- General Faculty Meetings

  aa. The Faculty shall make such rules for its conduct of business at Faculty meetings as it deems best. Meetings shall be conducted according to Roberts' Rules of Order Newly Revised, except insofar as they may conflict with the Faculty Bylaws.

  bb. Faculty meetings shall be held during the academic year on a schedule determined by the Faculty Senate. No fewer than four meetings per academic year will occur. Special meetings may be called by the Dean of the Faculty or upon written petition by one-fourth of the Faculty, exclusive of those members on leave of absence.

  cc. The Chair of the Faculty Senate shall be the presiding officer at Faculty meetings. In the event of the Chair's absence, s/he shall designate a member of the Faculty Senate to preside.

  dd. A majority of the members of the Faculty, exclusive of those on leave of absence, shall constitute a quorum for the transaction of business.

  ee. Subject to the requirement of a quorum and within the particular exceptions noted below, decisions shall be made by a majority of the members of the Faculty present and voting.

  ff. Approval by two-thirds of the Faculty voting on the question and constituting a quorum shall be necessary for the adoption of a change in the requirements for graduation or in the system of Honors, or any fundamental change in the educational policy or program of the College. No such question shall be put to a final vote at the Faculty meeting at which it is first presented. Proposals not designated by the sponsoring committee as a fundamental change may be so designated by an affirmative vote of a majority of the Faculty present.

  gg. If the President does not concur with a measure passed by the Faculty, a Faculty meeting shall be called at which the Faculty and the President attempt to resolve their disagreement.
hh. The Dean of the Faculty shall a designate staff member (e.g., Assistant to the Dean) to tape record minutes of Faculty meetings. The Dean, assisted by the staff member, shall use the transcribed tape to produce the minutes of record. Such minutes shall highlight the discussion and actions taken at the Faculty meetings and be disseminated to Faculty at least one week prior to the next regular Faculty meeting. Changes to the minutes of record may only be made by action of the Faculty at Faculty meetings. Approved minutes shall be kept in the Office of the Dean of the Faculty until submitted to the College Archives.

ii. A member of the Faculty shall be appointed annually by the Faculty Senate, from among its members, to be Parliamentarian at Faculty meetings and meetings of the Faculty Senate.

jj. The Dean, assisted by a designated staff member (e.g., Faculty Secretary or Assistant to the Dean), shall serve as Faculty Bylaws Editor. The Faculty Bylaws Editor will promptly record all changes to the Bylaws, as they are approved by the Faculty, and maintain an updated copy of the Bylaws on the College web page. Each faculty member will be provided with a paper copy of the Bylaws. As revisions are made, the Faculty will be provided with the revised pages. A date on the running footer of the Bylaws will indicate the time of the last update/revision of the entire Bylaws. Dates at the beginning of each section will indicate that a recent change was made. Changes of an editorial nature may be made by the Dean and submitted to the Faculty and Board of Trustees for information. Should the Faculty or Board consider these changes to be other than “editorial,” the revisions will go through the amendment procedure described in Article V. Generally, editorial updates will be submitted for information to the Faculty at the first Faculty meeting in September. Editorial updates will not require annotations with dates.

kk. Regular Faculty meetings are open to the Wilson College community, unless the Faculty has moved into executive session, during which only the voting Faculty and any persons specifically invited by the Faculty may attend.

II. An open hearing or a faculty forum on matters of concern to the Faculty may be called by the President, the Dean of the Faculty, or any duly constituted faculty committee. The person or committee conducting such hearing or forum shall have full discretion in determining the topics for consideration and procedures. Upon written request from five or more faculty members, a committee shall hold an open hearing on subjects within its purview.

- Division Meetings
aa. Each Division shall meet under the leadership of the Division Chair. Meetings shall be held monthly on a schedule set by the Faculty Senate. Additional meetings can be called by the Division Chair as needed.

bb. All faculty assigned to a Division shall have the right and responsibility to attend meetings of the Division. Voting members of the Division are expected to participate in the Division meetings, unless excused by the Division Chair.

c. One-half of the voting members of a Division shall constitute a quorum for the transaction of business.

d. The Division shall make such rules for organizing and conducting its business as it may deem best, provided these rules are not inconsistent with the Faculty Bylaws.

e. One-third of the voting members of the Division can require the Division Chair to call a meeting for reconsidering or challenging actions taken by the Division Chair on behalf of the Division. The outcome of such a meeting shall be reported to the Dean of the Faculty or to the appropriate Faculty committee.

ff. The Division shall designate one of its faculty representatives to serve as secretary and compile minutes. The minutes of the meetings will record the actions taken and highlight the discussion, where appropriate. The approved minutes shall be forwarded yearly to the College Archives by the secretary.

d. Faculty Senate

- The Faculty Senate is the representative body of the Wilson College Faculty. It is responsible for faculty governance, academic planning, and communication between the faculty and campus administration and the Board. It will make timely, informed decisions and recommendations, communicate openly, and advocate for shared governance.

- Faculty Senate Duties

The duties of the Faculty Senate include:

**Governance**

The Senate is the chief governance organization for the Faculty; as such, it:

(i) Identifies, addresses, and resolves issues of concern to the Faculty;
(ii) Reviews, evaluates, and recommends to the Faculty changes to the Faculty ByLaws and other academic policies or procedures requiring general Faculty or Board of Trustee approval;
(iii) Represents the Faculty when salary or workload proposals affecting the faculty as a whole merit discussion;
(iv) Makes recommendations for certain awards, such as the Disert, Havens, Mazur, faculty teaching awards and summer stipends;

Planning
The Senate is the chief planning group for the Faculty; as such it:
- Serves as the academic strategic planning group;
- Works with the Dean of the Faculty and the Faculty to set yearly faculty priorities and initiatives;
- Identifies and responds to issues that may/will impact the academic functioning of the College;
- May create and charge ad hoc committees to address areas of concern;

Communication
The Senate is the chief communication organization between the Faculty, Administration, and Board of Trustees; as such, it:
- Organizes and runs Faculty meetings;
- Participates in Board of Trustee committee meetings and communicating the results of them to the Faculty.

- Faculty Senate Membership

  aa. Each Division shall be represented by its Division Chair, or designate. In Divisions with an appointed chair, the Faculty of the Division will elect its Senate representative.

  bb. The Senate Chair shall be elected from amongst the Voting Faculty. The Faculty Senate Chair must be tenured. Chairs will be elected for one three-year term and are limited to one additional consecutive term.

  cc. The Faculty Senate Chair will receive the same compensation (in course release and stipend) as a Division Chair.

  dd. New Faculty Senate members shall take office July 1.

  ee. At its first meeting of the academic year, the Faculty Senate will select a secretary and a parliamentarian from among its members.

  ff. The Dean of the Faculty, or designate, shall be a voting member.

- Faculty Senate Practices and Procedures

  aa. The Faculty Senate shall report relevant information to the Faculty and bring items requiring action to the earliest appropriate Faculty meeting.
bb. The Faculty Senate shall strive to reach decisions based on consensus. In the event that a consensus cannot be reached, a majority vote will decide the issue.

c. In the event of a tie vote, the motion will be considered defeated but may be revisited through a motion for reconsideration at a subsequent Faculty Senate meeting.

d. The Chair is responsible for providing an agenda to the Faculty and to the Senate at least one week prior to each meeting.

e. Members of the college community may propose agenda items to any member of the Faculty Senate.

ff. The Chair is responsible for orienting all new Faculty Senate members.

- Faculty Senate Meetings

aa. Faculty Senate meetings shall be held regularly throughout the academic year. The meetings shall be conducted according to Roberts’ Rules of Order Newly Revised, except insofar as they may conflict with the Faculty ByLaws.

bb. The Chair of the Faculty Senate shall preside at its meetings. In the event of the Chair’s absence, s/he shall designate a member of the Faculty Senate to preside.

c. At least two-thirds of the membership of the Faculty Senate is required to constitute a quorum for the transaction of business.

d. Faculty Senate meetings are open to the Wilson College community unless the Faculty Senate moves into executive session, during which time only the Senate members and any persons invited by them may attend.

e. Members of the college community who wish to speak at a Faculty Senate meeting may do so when recognized by the Chair.

ff. The Faculty Senate shall designate one of its faculty representatives to serve as secretary and compile minutes. The minutes of the meeting will record the actions taken and highlight the discussion, where appropriate. The approved minutes shall be made available to the Faculty at large and shall be forwarded yearly to the College Archives by the secretary.

D) Committee Structure

   a. Committee Practices and Procedures
i) Each committee shall report relevant information and refer items requiring action to the Faculty Senate.

ii) In the absence of a relevant provision in the Faculty Bylaws, each committee may formulate rules and procedures by which the committee will operate. Robert’s Rules of Order will be the reference for resolving procedural issues.

iii) Unless otherwise indicated, a quorum for conducting committee business during fall and spring semesters requires at least 50% of the faculty members who vote on the committee. During recess periods, committee members may meet this quorum requirement by email or phone conference.

iv) Committees shall strive to reach decisions based on consensus and shall agree upon the language of the consensus or recommendation. The process of reaching consensus will consider the voices of all members, regardless of voting status. In the event that a consensus cannot be reached, a majority vote will decide the issue.

v) In the event of a tie vote, the motion will be considered defeated but may be revisited through a motion for reconsideration at a subsequent meeting.

vi) Minutes shall be taken at every meeting and will record the actions taken. The minutes of the academic year, with the relevant agendas, will be forwarded by the committee secretary in hard copy to the Archives by June 1.

vii) The Chair is responsible for providing an agenda prior to each meeting. Other members of the Committee may propose additional agenda items.

viii) The Chair is responsible for orienting all new committee members.

b. Membership

i) An ex officio member of a committee is a member by virtue of a position held in the College but is not entitled to vote on matters before the committee, unless otherwise provided.

ii) The Dean, or designate, shall be a non-voting ex officio member of all standing committees and Chair of the Committee on Faculty Bylaws.

iii) Other than the Honor Council Committee, all elected committees shall have a member from each Division.

iv) Unless otherwise defined in these bylaws, no committee will have more than one elected member from each academic Division.

v) Unless otherwise provided, the term of office for elected members of all Standing Committees shall be three years. In general, elected faculty representatives shall serve staggered terms. There shall be a lapse of at least one year before a
member who has served a full term on a committee may serve again on the same committee.

vi) At the last committee meeting of the spring semester, each committee will designate a continuing member to act as chair and to call the first meeting of the next academic year. Annual changes in committee membership shall take place July 1.

vii) If a member withdraws from a committee the Senate shall initiate an election to replace the member.

viii) On Standing Committees having student representation, student representatives shall serve as voting members, unless otherwise provided.

c. Elections

i) Faculty Elections will be overseen by the Faculty Senate, working with the Dean’s Office. Elections may be conducted at Faculty meetings or via electronic platform.

ii) Annual Faculty Elections shall be held during the spring semester and should be concluded no later than the April faculty meeting.

iii) The Faculty Senate Chair is elected first, followed by the requisite Division Chairs. All other elections shall occur as a single ballot.

iv) The Faculty Senate shall solicit and accept written nominations, including self-nominations, for the Faculty Senate Chair–Division Chairs will solicit nominees from within their divisions for open standing committee positions. At a Senate meeting, the Senate will debate the nominees and select two eligible faculty members to stand for election. Should only one eligible faculty member have been nominated for a position, that individual will win election by default.

v) The Faculty Senate Chair will only vote in committee elections to break a tie.

vi) The Dean will appoint new members to the IRB and IACUC.

vii) After the close of elections, the Faculty Senate shall provide the Faculty with a written list of committee memberships for the upcoming academic year.

viii) Should a faculty member resign from an elected post, the Senate will oversee the election of an appropriate replacement.

2) Elective Committees

a) Committee on Academic Policies and Procedures (Ac Pro)
The Committee shall consist of the Dean of the Faculty (or designee), the Vice President for Enrollment (or designee), the Associate Dean for Academic Advising, the Dean of Students (or designee), and the Registrar. Three faculty members and the Academic Affairs Representative of the WCGA (or designee) shall be voting members. All others serve ex officio. The Registrar shall serve as Secretary. The student representative shall participate only in decisions concerning matters of policy that do not require consideration of individual students.

The Committee shall administer academic regulations and procedures of the Faculty, except where otherwise provided. Its purview includes admissions standards for the College, the Joint Regulations of Faculty and Students, and the Joint Policies of Faculty and Students. The Committee shall also be responsible for exceptions to the academic regulations, student financial aid appeals, and the approval of individualized academic programs, including, but not limited to, special majors and minors. The Committee shall also act on matters pertaining to academic standing, including academic probation and dismissal from the College, which are then administered through the Dean’s Office.

A subcommittee, consisting of the Dean of the Faculty, the Associate Dean for Academic Advising, and the Registrar, hears and judges requests for exceptions to procedures. In those cases when exceptions to admissions standards are considered, the subcommittee will invite the Vice President for Enrollment and the Dean of Financial Aid to its meetings.

b) Committee on Promotion and Tenure (PT)

The Committee shall consist of the Dean of the Faculty and five tenured faculty members, elected from among all eligible tenured faculty. At least three (3) academic divisions must be represented with no more than two (2) faculty from an academic division at any time.

The Committee and the Dean of the Faculty shall work together to consider and make recommendations on reappointments, promotions, tenure, faculty and emerita/us status, terminations, dismissals, sabbaticals, and leaves of absence. The Dean will inform the Committee about faculty appointments, consulting with the group as needed, and will keep committee members abreast of hiring in the different academic divisions.

The Committee shall advise the President of the College with respect to appointment of the Dean of the Faculty. The Committee shall also advise the Dean with respect to the appointment of administrators with faculty status who report directly to the Dean.

In the event that a quorum of the committee cannot be convened, and in the presence of extraordinary circumstances requiring immediate attention, the President and Dean of the Faculty shall consult with the available members of the Committee by email or phone before making a decision on matters that would normally require the written recommendation of the Committee on Promotion and Tenure.

c) Committee on Curriculum

Faculty ByLaws, October 2017
The Committee shall consider changes to the curriculum of the College. It shall plan for and encourage the orderly development of the general education curriculum, and it shall follow procedures to ensure that the interests of the whole Faculty, as well as those faculty members in particular disciplines, are served by its deliberations.

Some of the Committee's specific duties include, but are not limited, to:

A) Considering the creation of or revisions to new programs, majors, minors, and courses.
B) Evaluating changes to the general education requirements.
   ii. Reviewing the general education curriculum as a whole to assure its consistency with the College's mission and its relevance to students.
   iv. Encouraging departments and programs to reflect regularly on their curricula.

The Committee shall consist of three elected faculty members, the Dean of the Faculty, the Associate Dean for Academic Advising, the Registrar, and the WCGA Academic Affairs Chairperson (or designee). The voting members of the Committee will be the elected faculty members and the student representative.

d) Subcommittee on the Faculty ByLaws

The Senate shall review the Faculty ByLaws on at least an annual basis and appoint an ad hoc ByLaws Subcommittee for maintenance and updates. Proposed revisions of the Faculty ByLaws relating to a Faculty Committee's description, membership, policies, or procedures under its jurisdiction will be sent to the Senate complete with rationale for forwarding to the Subcommittee. If changes to the draft proposal are deemed necessary, the Subcommittee shall confer with the faculty committee(s) that made the proposal(s) with the goal of arriving at a consensus. Once consensus is achieved, the proposal shall be returned to the Senate, which will recommend it to the full Faculty for a vote.

The Committee shall consist of the Dean of the Faculty, who shall serve ex officio, a tenured chair appointed from the Senate membership, and three additional Faculty members appointed by the Senate from outside its membership. No division will be represented by more than one member of the subcommittee. In cases of major revision projects, the Dean may authorize release time to the non-Senate members.

e) Honor Council Committee (HCC)

The Committee (HCC) shall facilitate faculty participation in student judicial proceedings. The HCC consists of three faculty members elected from the faculty at large to staggered 3-year terms. The members of the Committee shall participate in annual training at the beginning of the academic year. They will serve as follows: one faculty member sits on the Honor Council (HC) and hears Joint Honor Council appeals while two members sit on the Joint Honor Council (JHC) and alternate hearing HC and housing board appeals.

In addition to chairing the JHC, the senior faculty member of the Committee will also consult with the faculty serving on HCC, the WCGA President, the Dean of Students (for
social cases) and/or the Dean of the Faculty (for academic cases), and the Judicial Advisor to determine whether a case should be heard and, if so, whether it should be (is) heard by Honor Council or Joint Honor Council. The Committee may also refer the matter to another administrative unit for disposition.

3) Appointive Committees

a) Institutional Review Board (IRB)

The Institutional Review Board (IRB) will develop guidelines and policies relating to research with human subjects. In accordance with federal regulations, any research to be conducted by Wilson College students, faculty, or staff that involves human subjects must be reviewed and approved by the Wilson College IRB before the research may be initiated. The purpose of IRB review is to assure, in advance, that appropriate steps are taken to protect the rights and welfare of all persons participating in the research, regardless of whether or how a given project is funded.

According to federal regulations, a project is defined as "research" that is subject to IRB review if it meets the following criteria: (1) the project will be conducted at or sponsored by Wilson College, (2) the project involves the collection of data through intervention or interaction with human subjects and/or the collection or analysis of personally-identifiable private information, and (3) the project is a systematic investigation designed to develop or contribute to generalizable knowledge. Note that certain common "systematic investigations" do not contribute to "generalizable knowledge." For instance, projects where the intent is to draw conclusions about the subjects alone and not to draw conclusions about any extra-institutional population would not meet this criterion. Such projects are usually seen in pedagogical or administrative projects, such as evaluation forms completed by participants in college-sponsored programs or by clients of college services.

The Committee will consist of the Dean of the Faculty, and three faculty members, two of whom are in disciplines where experimental research methods are used involving human subjects.

b) Institutional Animal Care and Use Committee (IACUC)

The purpose of the Institutional Animal Care and Use Committee (IACUC) is to ensure the humane care and use of animals in research, and compliance with guidelines and regulations of the Animal Welfare Act and the Health Research Extension Act, while maintaining flexibility within the guidelines to best meet the unique needs of the institution. An IACUC also ensures that a program of continuing education on the standards and ethical principles of animal care and use is available to all individuals involved in animal research.

IACUCs derive their authority from the law as mandated by the Health Research Extension Act and the Animal Welfare Act. In accordance with these regulations, the President of the College has delegated her/his authority to appoint an IACUC to the Director of the Veterinary Medical Technology Program, who shall serve as chair of the
IACUC. The chair shall appoint at least three additional members to the IACUC including a veterinarian with training and experience in laboratory animal science and medicine, a scientist currently working in the research facility and a public member not associated in any way with the research facility other than through membership on the IACUC. The appointed IACUC shall be qualified through the experience and expertise of its members to assess the research facility’s animal program, facilities, and operational procedures. The IACUC shall perform its functions as mandated in the guidelines of the Animal Welfare Act and the Health Research Extension Act.

c) Graduate Studies Council

The Committee shall consist of the Dean of the Faculty (or designee), the Graduate Program Directors, the Graduate Admissions Director, a graduate student member appointed by the Dean of the Faculty, and the Registrar. The Graduate Program Directors and student representative shall be voting members. All others serve ex officio. If hearing a financial aid appeal, the Committee will invite the Director of Financial Aid to join the committee for that meeting. The Graduate Admissions Director will act as secretary. The student representative shall not participate in conversations or decisions requiring consideration of individual students. The Committee shall elect a chair from among the Graduate Program Directors every year.

The Graduate Committee shall provide leadership, direction, and governance in regards to graduate-specific issues at the College and will address the needs of the graduate student population at Wilson College. The Committee shall administer academic regulations and policies that pertain to graduate students, including a graduate student policy handbook. The Committee shall also be responsible for granting or denying exceptions to the graduate student academic regulations, graduate student financial aid appeals, and the approval of individualized graduate student academic programs. The Committee shall also act on matters pertaining to graduate student academic standing, including academic probation and dismissal from the College, which are then administered through the Dean’s Office.

The Committee also considers changes proposed by Divisions to the graduate curriculum of the College. This includes the creation of new graduate programs, concentrations, and courses as well as alterations to existing graduate programs, concentrations, and courses. The Committee establishes norms and guidelines for the creation of new programs and oversees their development.

The Committee also works on general strategies for the promotion of graduate programs in recruitment and marketing. The Committee works on enhancing the graduate student experience at the College. The Committee reviews graduate assessment practices and outcomes.

4) Ad Hoc Committees

Committees may be established to consider subjects of a temporary nature not falling within the jurisdiction of any Standing Committee. All ad hoc committees require sponsorship from
a Cabinet member or the Faculty Senate. Prior to the staffing of an ad hoc committee, its purpose, scope, project timetable, and outcomes will be clearly established by its sponsor. Faculty representation on such committees may be either elected or appointed. When elected positions are established, the Senate shall oversee the election of faculty members to faculty or college-wide ad hoc committees that are of particular importance to the Faculty. Examples of faculty or college-wide ad hoc committees that may include elected faculty members are the search committee to choose a Dean or the President.
ARTICLE III: FACULTY STATUS, APPOINTMENTS, AND EVALUATION

A) Faculty Status

1. Full-time Faculty

Full-time faculty normally carry a full load of courses or equivalent responsibilities (see Article IV.H.1.b). They are entitled to a vote on Division and faculty matters (see Article II.C.2.a), and are eligible for election or appointment to faculty and college-wide committees. Full-time faculty are ranked and titled, and under probationary, multi-year, or tenured appointment (i.e., tenure). For conditions of appointment, see Article III.C.1-4

2. Adjunct Faculty

Adjunct faculty teach on a per-course or per-student basis and are ranked and titled. Adjunct faculty do not have voting status and are not eligible for election or appointment to faculty committees. Adjunct faculty hold term contracts.

3. Faculty with Special Appointments

Faculty who hold special appointments are under term contracts whose duration, responsibilities, and benefits are agreed upon in advance of appointment. Faculty in this category may be part-time or full-time, and are invited to participate in the work of the faculty, but are not granted voting status and are not eligible for election or appointment to faculty committees. Faculty with special appointments are ranked and titled based on their educational background and experience, and on the nature of the appointment (see Article III.B.3).

4. Faculty Appointed to Administrative Positions

On occasion, full-time, ranked faculty members may undertake an administrative or predominantly administrative position. They continue to hold rank, but, during the period of such an appointment, will relinquish status as a voting member of the Faculty unless the status is continued by action of the Committee on Promotion and Tenure, with the approval of the Dean of the Faculty and the President.

If a tenured faculty member holds a predominantly administrative position for three consecutive years, the Committee on Promotion and Tenure, with the approval of the Dean of the Faculty and the President, may require that the person either return to a position that predominantly involves teaching or forfeit tenure.

5. Administrators with Faculty Status

Any person whose contract with the College includes both administrative and teaching/faculty responsibilities duties will be considered an administrator with faculty status if the administrative duties are contracted for more than half of the normal time requirement for similar, full-time administrative positions, or if the teaching duties consist of fewer than
four courses or academic equivalents in the academic year. Administrators with faculty status may be eligible for faculty rank and title and promotion, but are usually not eligible for tenure, unless agreed upon in advance of the appointment. Administrators with faculty status have voting privileges (see Article II.C.2.a).

a. Eligibility for Faculty Status, Rank, and Title

The President, and Dean of the Faculty hold faculty status by virtue of their positions.

Other administrators may be granted faculty status at the time of appointment.

In exceptional cases, administrators who are not granted faculty status at the time of appointment, but whose duties change to include regular teaching and/or faculty responsibilities may be granted faculty status by action of the Committee on Promotion and Tenure, with the approval of the Dean of the Faculty and the President.

An administrator with faculty status may be granted faculty rank and title if the following conditions are met: 1) the person is qualified by education and experience for the rank and title to be granted; and 2) the person is teaching or would be able to teach in the pertinent curriculum of the College if it were necessary and desirable to do so.

b. Evaluation

The Board of Trustees conducts the review of the President of the College, and the President conducts the review of the Dean of the Faculty. Faculty, students, and staff or administrators may be involved in the review process as determined by the Board of Trustees, in the review of the President, and as determined by the President, in the review of the Dean. Other administrators with faculty status are evaluated by their supervisors, as outlined in the Wilson College Human Resource Manual, and, if necessary for promotion or tenure, by the Promotion and Tenure Committee. The review timetable for tenure track and non-tenure track probationary Faculty is followed, i.e., during the probationary period, for promotion to another rank, for tenure (if appropriate), and for post-tenure review. The review criteria that govern the review of administrators with faculty status vary with the nature and responsibilities of their positions. Pertinent areas of review could include instruction of students and/or faculty, professional achievement, service to the College, and service to the community (see Article III.E. and Appendix 3).

6. Emerita/us Professors

Emerita/us status is an honor bestowed upon faculty who have retired after a period of exceptional service to the College. Generally, the term of service is defined as a period of fifteen or more years. Emerita/us designation is awarded at the highest rank held by the individual at the College.

Criteria for selection include a record of excellence in teaching, dedication to the College through outstanding service, and distinguished achievement within the discipline.
Candidates for this special status may be nominated in writing to the Dean of the Faculty by a colleague. The Promotion and Tenure Committee, together with the Dean of the Faculty, may recommend Emerita/us status to the College President with appropriate documentation. The Board of Trustees is empowered by its Bylaws to make the final decision.

The honor is conferred at commencement with citation. Benefits that attend the honor include: invitations to special events on campus; opportunities to lead honors seminars or teach courses; invitation to process at commencements; and other benefits, as appropriate.

B) Faculty Ranks and Titles

1. Full-time Faculty

All full-time faculty hold rank and title in accordance with the following criteria. In extraordinary circumstances, exceptions to the standards listed below for each rank may be made in the case of a person who has presented evidence of achievement and excellence judged by standards appropriate to the field.

a. Instructor:

An instructor will evidence mastery of subject matter in the field as indicated by a minimum of the master’s degree or equivalent professional achievement in the field, and evidence of potential for excellence in teaching, scholarship, and professional contributions.

b. Assistant Professor:

An assistant professor will evidence mastery of the subject matter as indicated by an earned doctorate or terminal degree, or a master’s degree with significant professional achievement in the field. Evidence of potential for excellence in teaching shall be demonstrated through prior teaching at the college level or other similar academic experience. Potential for growth is expected in the areas of scholarship and professional contributions. If applicable, evidence of successful performance of academic administrative duties will be recognized.

c. Associate Professor:

An associate professor will have a record of excellence in teaching, scholarship, and service to the College. An earned doctorate or terminal degree in the field and promise of future growth are required. If applicable, evidence of successful performance of academic administrative duties will be recognized.

d. Professor:

A professor will demonstrate sustained excellence in teaching, scholarship and professional development -- including a record of active professional involvement at the regional or
national level -- and service to the College. An earned doctorate or terminal degree in the field is required. If applicable, evidence of successful performance of academic administrative duties will be recognized.

2. Adjunct Faculty

The following general requirements will guide the assignment of rank and title to adjunct faculty:

a. Adjunct Instructor:

An appointee to this rank is qualified to teach by virtue of experience and education.

b. Distinguished Adjunct Professor:

An appointee to this rank has held the position of Professor at another institution and meets all qualifications for the designation of Professor at Wilson College or has demonstrated exceptional achievement in the candidate’s professional field. Outstanding teaching performance is also required. Nomination to this rank is made to the Dean by the Division Chair.

3. Faculty with Special Appointments

Faculty with special appointments hold term contracts, may be part-time or full-time, and are typically assigned one of the following titles based on their educational background and experience, and on the nature of the appointment.

a. Lecturer:

A Lecturer shall have the appropriate educational background and demonstrated competence in the specific area in which the person will teach. A lecturer can only be given teaching duties to perform.

b. Distinguished Lecturer:

A Distinguished Lecturer shall hold a doctorate or the highest degree customary in the discipline, or have had relevant full-time professional responsibility and have demonstrated exceptional achievement in her/his professional field. Evidence of excellence in teaching at the college level, scholarship, and professional contributions are also required. A distinguished lecturer may be given other faculty duties along with teaching responsibilities, which would be outlined in a contract prior to the term employment.

c. Special Titles: Visiting Professor, Artist in Residence, Scholar in Residence
Individuals in this category typically hold, or have held, rank at another institution, or have accomplishments that are considered equivalent. They may be given titles ranging from Instructor to Professor with the word “Visiting” to indicate the short-term nature of the appointment, or titles such as “Artist in Residence” or “Scholar in Residence.”

C) Conditions of Appointment

1. Term Appointments

A term contract is awarded for teaching one or more courses during a specific time (e.g., one academic year, one semester, January Term, or summer session) with no expectation of continuation. This type of contract would apply to adjunct faculty as well as part-time or full-time faculty with special appointments (e.g., Lecturer, Visiting Professor, Artist in Residence, or Scholar in Residence). Conditions of the contract are negotiated by the College on an ad hoc basis.

2. Probationary Appointments

Probationary contracts are awarded to full-time faculty with either tenure-track or non-tenure track appointments. The length of the probationary period varies by rank and experience (see Article III.E.2.d). A probationary contract is awarded for one, two, or three years depending on the needs of the College and the experience and competence of the individual, and is renewable. The typical length of a probationary contract is two years (see Article III.E.2). The total length of the probationary period is typically six years; credit for prior teaching experience must be agreed upon, in writing, in advance of the appointment (see Article III.D.4.a.v).

a. Tenure-Track Appointments

A full-time, tenure-track appointment is made when the long-term need for a new faculty position or replacement position in a particular program or discipline has been demonstrated. A tenure-track appointment may not be converted to a non-tenure track appointment unless the conversion is requested by the faculty member (see Article III.C.2.b.i).

b. Non-Tenure Track Appointments

A full-time, non-tenure track appointment is awarded in two circumstances: (1) when the long-term need for a new faculty position in an existing program or in a new program or discipline has not been demonstrated or (2) to appoint well-qualified faculty who have non-traditional qualifications. When applicable, the letter of appointment for such a position shall include criteria that would provide a basis for reviewing the position for conversion to tenure track. Full-time teaching experience in a non-tenure track appointment at the College is regarded as prior service at the time a tenure-track conversion is made.
All full-time, non-tenure track faculty, with the exception of faculty with special appointments, have the same rights, privileges, and responsibilities as tenure-track faculty. They are subject to the same criteria and timetable for review, are assigned rank in accordance with their qualifications (see Article III.B.1), and are eligible for promotion in rank (see Article III.E.3). Non-tenure track appointments will not exceed 20% of the full-time faculty. In calculating the number of faculty for this purpose, the College includes all faculty in full-time positions (see Article III.A.1) and faculty with special appointments (see Article III.A.3) who are teaching four or more courses or academic equivalents in the academic year.

i) Conversion Guidelines

In unusual circumstances, a position may be converted from tenure track to non-tenure track or from non-tenure track to tenure track. The tenure-track faculty member wishing to have her/his appointment converted to non-tenure track begins the process with a letter to the Dean of the Faculty that explains the rationale for the individual's status changing. The Division that wishes to convert a non-tenure track appointment to a tenure track appointment begins the process by writing a letter to the Dean of the Faculty that explains the rationale for the conversion. With recommendation from the Division Chair and the Committee on Promotion and Tenure, the Dean will review the rationale for conversion and send a recommendation to the President. Should there be disagreement among the recommendations, there shall be attempts to reconcile the differences.

3. Multi-year Appointments

Multi-year contracts are awarded to full-time faculty with non-tenure track appointments, following the probationary period. A multi-year contract is for two or more years, depending on the needs of the College and the experience and competence of the individual, and is renewable. The typical length of a multi-year contract is three years. All faculty on multi-year appointments have the same rights, privileges, and responsibilities (including promotion and salary raises) as tenured faculty.

a. Non-Tenure Track Multi-Year Appointments

Non-tenure track, multi-year appointments are renewable after the probationary period. In most instances, renewing the position will result from an annual spring meeting of the Division Chair and the Dean of the Faculty. With the concurrence of the President, the faculty member's multi-year contract will be extended, following that meeting, for an additional year (i.e., a new, multi-year contract will be established).

When the conditions surrounding the non-tenure track appointment change (e.g., due to changes in enrollment or program) and renewal of the appointment becomes contingent, the faculty member will be informed of what criteria must be met for the contract to be subsequently renewed. Should the Dean of the Faculty or the President not concur that the contract be renewed, the matter will be referred to the Committee on
Promotion and Tenure for review. Such a review must provide for the faculty member’s input, and will result in a recommendation to the Dean of the Faculty, who will make a recommendation to the President. The President decides the matter.

4. Tenured Appointments

A faculty member with a tenure-track appointment is granted tenure if the criteria for tenure have been met (see Article III.E.1. and III.E.4.[a-d]). The granting of tenure carries with it continuous, full-time appointment until retirement, unless there is proof of adequate cause for termination (Article III.F.4) or dismissal (Article III.F.5). The tenured faculty member may also initiate conversion to non-tenure track status, following guidelines in Article III.C.2.b.i.

D) Recruitment and Appointment Policies and Procedures

1. Recruitment Policy

The quality of initial appointments is so vital to the pursuit of excellence to which Wilson College is committed that the following statements of policy are deemed important guidelines to professional recruitment:

a. To assist in maintaining an outstanding Faculty and to create a professionally challenging atmosphere, the College shall be highly selective in making initial appointments.

b. In recruitment of new faculty members, the College shall conform to the letter and the spirit of the Equal Employment Opportunity, Affirmative Action Policies of the College and statement on “The Ethics of Recruitment and Faculty Appointment” as adopted by the Council of Colleges of Arts and Sciences in November, 1992 and by the AAUP in June, 1993 (as an appendix to the Faculty Bylaws).

c. Requests for additional faculty members shall be sent by the Division Chair, with supporting data, to the Dean of the Faculty.

d. Primary emphasis in recruiting new faculty should include a candidate’s general orientation towards the mission and goals of the College, and academic and teaching competencies in the field in light of and institutional needs.

2. Recruitment Procedures for Full-time Faculty

a. When an administrative decision is made to advertise for a full-time faculty position, the Dean of the Faculty, in consultation with the Division Chair, will appoint a Search Committee. Its membership will include the appropriate Division Chair or Program Director, who typically serves as the Committee’s Chair; additional faculty with expertise that is relevant to the position; and one or two students who are chosen by the Search Committee. A member of the Committee on Promotion and Tenure will also serve. In the case of a search for a Division Chair or Program Director, the Dean will select an appropriate faculty member as chair.
b. The Search Committee Chair will submit a written description of the position to the Dean of the Faculty, who will finalize the advertisement. The Dean’s Office, in conjunction with the Director of Human Resources, will publicize the position widely, in accordance with affirmative action guidelines, to ensure that the established procedures for the recruitment process are followed. The Director of Human Resources should be consulted on questions relating to Equal Employment Opportunity or Affirmative Action.

c. A candidate for a full-time faculty position shall provide:
   i) a current curriculum vita.
   ii) an official academic transcript from each post-secondary institution attended.
   iii) a statement of teaching philosophy.
   iv) a list of three names of references who are knowledgeable about the candidate’s credentials and teaching ability.

d. All applicant materials will be sent to the Office of the Dean of the Faculty. The Dean’s Office will acknowledge the receipt of materials, catalogue all applicant files, and forward the completed files to the Chair of the Search Committee. At the conclusion of the search, the Dean’s Office will notify all applicants of the outcome of the search.

e. The Search Committee has an obligation to review applications carefully, to verify references, to propose candidates for interview, and to rank the finalists. The Search Committee shall then present for approval the names and applicant materials of candidates judged most appropriate for the position to the Dean of the Faculty, who will forward the search committee’s rankings to PT. The Committee and all others in the process further obligated to treat all applicant files and all relevant deliberations as confidential. At the conclusion of the search, all applicant materials are forwarded to the Office of the Dean of the Faculty.

f. At any point in the process, the Search Committee, or the Dean of the Faculty may obtain opinions about candidates from inside or outside the College.

g. The Dean’s Office is responsible for arranging the interview schedule for the candidates and providing them with pertinent materials prior to the interview. The interview process will include meetings with the the Dean of the Faculty and the Director of Human Resources or their designee, the Search Committee, and representatives from the Faculty and the student body. The interview process will also include a demonstration of the candidate’s teaching skills.

h. It is the responsibility of the Search Committee to communicate information applicants selected for on campus interviews about the Division, program, and College standards and policies, using the Faculty Bylaws as a reference, along with "Supplemental Guidelines for Faculty Search Committees." (See Appendix 3).
i. It is the responsibility of the Promotion and Tenure representative to the Search Committee to communicate to the selected candidates, information about the review process, as defined in the Bylaws.

j. The Dean of the Faculty will inform the Committee on Promotion and Tenure about the Search Committee’s recommendation. S/he will consult with the PT Committee about appointment matters such as rank and title. The Dean renders her/his recommendation and submits it, along with that of the Search Committee to the President.

k. If the Dean of the Faculty does not agree with the choice of the Search Committee, an attempt will be made to resolve the difference of opinion before recommendations are sent to the President. If necessary, the Dean may request input from the Committee on Promotion and Tenure. In the event that no resolution can be reached, the President will speak to representatives from the Search Committee (including the representative from the Promotion and Tenure Committee) and the Dean of the Faculty and review the rationale set forth at each step of the process. The President of the College will make the final decision and is the only person authorized to make final commitments to prospective appointees.

3. Recruitment Procedures for Adjunct Faculty

a. It is the responsibility of the Division Chair or Program Director, in consultation with program faculty, to maintain and update a file of prospective candidates for part-time faculty positions. It is the responsibility of the Dean’s Office to publicize potential positions and to establish administrative procedures for the recruitment process.

b. Requests for recruiting new, part-time faculty members, with data, shall be transmitted in writing to the Dean of the Faculty by the Division Chair or Program Director. When an administrative decision has been made to fill a position, the Dean will notify the Division Chair or Program Director to initiate the interview process and collect all application materials from prospective candidates. It is the responsibility of the Chair or Director to put the appointment materials together. The review process will not begin until all application materials are received by the Dean’s Office. Application materials should include, but are not limited to, the following:

i) a letter of recommendation from the Division Chair or Program Director indicating the course(s) to be taught, the term during which the course(s) will be taught, and the reasons for making the recommendation(s) for each course.

ii) current vita or resume of the candidate (minimum of a Master’s Degree is normally required.)

iii) some evidence of teaching experience is highly desirable.

iv) letter of interest from the candidate that includes a well-conceived statement of teaching philosophy.
v) copies of all academic transcripts from all post-secondary institutions

vi) at least one letter of recommendation from an individual knowledgeable about the candidate’s credentials and teaching ability. The review process will begin when all application materials are received by the Dean’s Office.

c. The Dean of the Faculty will review the materials. The Dean’s Office will notify the Division Chair or Program Director of the decision.

4. Appointment of Full-time Faculty

a. Initial Appointment of Full-time Faculty

i) Following the Search process described in Article III.D, the President will make final appointments upon the recommendation of the Dean and the Search Committee.

ii) The length of initial appointments varies according to rank. An Instructor shall be appointed for either a one-year or a two-year initial appointment. Instructors who earn the appropriate terminal degree are promoted to Assistant Professor. They are granted credit towards the time in rank on a case-by-case basis. The initial appointment of an Assistant Professor is for a term of two years; as Associate Professor or Professor, for a term of three years.

iii) Typically, the initial appointment of a full-time faculty member will be made at the rank for which the position was advertised. The appointment to a faculty rank other than that designated by the advertisement may be recommended to the President of the College by the Dean, who will consult with the committee on Promotion and Tenure. The final decision will be communicated to the Committee on Promotion and Tenure.

To be hired at the rank of Associate Professor, a person must have qualifications that both significantly exceed those required of the rank of Assistant Professor and clearly meet the Associate Professor criteria. To be hired at the rank of Professor, a person must have qualifications that both significantly exceed those required of the rank of Associate Professor and clearly meet the criteria for Professor (see Article III.B.1.b-c).

iv) Exceptions to these terms of contract may be negotiated and shall be specified in the initial letter of appointment or a subsequent letter.

v) On occasion, an initial appointment will be made to a new faculty member who has held a term appointment at Wilson College or who possesses prior, full-time teaching experience at another accredited college or university. A newly appointed faculty member who seeks credit for prior teaching experience must request such credit prior to the start of her/his full-time appointment at Wilson College. Credit for prior teaching experience is granted on a case-by-case basis. Should credit for
prior teaching experience be granted, the new faculty member will be notified and a copy of that written notification will be placed in the faculty member’s personnel file.

vi) Mentorship Role: The College assists the new faculty member in adjusting to Wilson College and to meeting the professional demands of academia. Therefore, a mentor is assigned to each new faculty member. The Committee on Promotion and Tenure will assign a full-time faculty member as mentor to newly appointed full-time faculty. The mentor will come from outside the new member’s discipline.

The faculty mentor will, within the first two weeks of the semester the new faculty member arrives, arrange a meeting, which should include discussion of a faculty member’s responsibility to be familiar with the Faculty Bylaws, the Blue Book, and the Honor Principle. The mentor will participate in the orientation program for new faculty as well as provide a general orientation to the campus, offices, and procedures. For the remainder of the first year, the mentor will be available to answer questions and offer advice and support.

5. Appointment of Adjunct Faculty

The Division Chair or Program Director will recommend to the Dean of the Faculty the appointment of all adjunct faculty. The Dean, in consultation with the appropriate Division Chair or Division Head, will make the appointment. A written letter of appointment is prepared by the Dean’s Office and mailed to the part-time faculty member.

6. Appointment of Faculty with Special Status

Faculty with Special Status shall be appointed to term contracts, consistent with the nature of the position.

7. Personnel Records

a. Documents and Records for Full-time Faculty

Because appointment as a full-time faculty member may lead to a continuing relationship with the College, it is essential that there be adequate and detailed documentation to support every action involving each individual – especially those actions pertaining to appointment, promotion, tenure, termination, and dismissal.

i) Personnel File

This personnel file is maintained by the Dean’s Office and is kept in strictest confidence. It is available to the President, the Dean of the Faculty, the Dean’s professional staff, and the faculty member (or designee). Any medical information kept by the College will be maintained in a separate file apart from the personnel file. Medical information will be kept confidential and the access limited to College
officials who have a need to know the information and who are authorized under the Americans with Disabilities Act to be informed of certain types of medical information in order to appropriately accommodate individuals with disabilities.

The individual personnel file will include, but not be limited to, the following:

aa. pre-employment file: During the search process, the material submitted by the candidate and the related materials of the candidate are available to the Dean of the Faculty, the Dean’s professional staff, the members of the Search Committee, and, as necessary, the Committee on Promotion and Tenure. Once the appointment has been made, these materials become part of the official personnel file.

bb. information relating to the faculty member’s academic and professional accomplishments that are submitted by the faculty member and placed in the file upon her/his request;

cc. formal recommendations of the Committee on Promotion and Tenure, the Dean of the Faculty, and the President for decisions regarding appointments and promotions, including rank and title, dismissals, tenure, and leaves; and

dd. other personnel information, including all peer and student recommendations used for all evaluations.

E) Evaluation of Faculty Performance

1. Standards for Evaluation

a. General Criteria

Reappointments and promotions are made based on the qualifications discussed below and adherence to the Wilson College Statement of Professional Ethics (see Article IV.C). The Division Head will inform members of the Division Personnel Committee of names of faculty under review. In order to maintain the highest standards of professional performance, assure fairness to individual faculty members, and maintain academic freedom, all persons involved in the process of decision-making should secure the most reliable and objective opinions from students, faculty, and other professionals in applying these criteria. The criteria set forth in this section and Articles III.B.1 and III.E.3 should be used by the individual faculty member in preparing the self-evaluation form, and by all persons involved in the process of decision. The relative weighing of these criteria depends on the rank for which the faculty member is being considered.

No faculty member is entitled to promotion solely because of length of service. The length of a person’s service is determined by the number of years of full-time, ranked teaching experience that s/he possesses. A year of full-time, ranked teaching experience means that the faculty member has fulfilled the duties and responsibilities of a ranked faculty
member for an academic year at either Wilson College or another regionally accredited college or university.

The criteria set forth must be met by everyone seeking reappointment and promotion. Teaching effectiveness is deemed of greater importance than any other criterion.

b. Teaching Effectiveness

i) Teaching effectiveness is the most important qualification for membership in the Wilson College Faculty and is shown by the ability of the faculty member to work creatively in his or her own field of knowledge, and to communicate that knowledge and understanding through methods appropriate to both subject and learner.

ii) The attributes and qualifications that should be considered and documented in assessing teaching effectiveness may include, but not necessarily be limited to, the following:
   - Command of one’s subject;
   - Ability to organize and present subject matter clearly, logically, and imaginatively;
   - Knowledge of current developments in one’s discipline;
   - Ability to relate one’s subject to other areas of knowledge;
   - Ability to provoke and broaden student interest in the subject matter;
   - Ability to develop and use effective teaching methods and strategies;
   - Availability for and effectiveness in advising and directing students;
   - Ability to encourage independent, scholarly and creative work by students;
   - Ability to plan and organize courses of study related to one’s discipline; and
   - Ability to establish and measure learning outcomes and to promote student achievement of these outcomes.

iii) Evidence of achievement of these standards is contained in the faculty member’s self-evaluation, professional growth plan, student evaluations, grade analysis, peer evaluations, and review of course syllabi and requirements.

c. Professional Activity and Achievement

Professional activity and achievement are next in importance. Scholarly activity is an essential part of a teacher’s commitment to the profession. Each faculty member has an obligation to maintain a high level of professional competence and to keep abreast of developments in the appropriate fields. Because what is considered appropriate research in one discipline may not be recognized as appropriate in another discipline, an individual faculty member’s research or creative work should be evaluated in terms of its quality, its level of recognition among peers from both within and outside the College, and its significance to the particular discipline. Evidence of appropriate endeavors includes but is not limited to:
   - Publications;
   - Research grants and projects;
• Inventions and patents;
• Artistic works and performances;
• Reviews of creative works;
• Receipts of awards, grants, or fellowships;
• Appointment in a scholarly capacity to a state or national post;
• Active participation in professional organizations (e.g., attendance at annual meetings, elections or appointments to offices or committees);
• Reading papers before learned societies;
• Participation in conferences and institutes;
• Post-doctoral education;
• Completion of or continuing progress toward the terminal degree (when appropriate); or
• Professional consulting.

d. Service to the College

i) The College must necessarily depend upon its faculty for quality services rendered outside the classroom. A certain level of active and constructive participation in the operational life of the College is expected as a basic component of being a member of the Faculty.

ii) Such service may include but is not necessarily limited to:
  • Attendance at faculty meetings (of many types);
  • Committee service;
  • Participation in the curriculum development process;
  • Involvement with student organizations and programming;
  • Fulfillment of special assignments (such as recruitment, research for the College, and consultation);
  • Service as Division Chair, or Program Director;
  • Service as an academic advisor (including Freshman-Sophomore Advisor);
  • Participation in a collegial manner in the work of the Division and College.

iii) Faculty are expected to participate in Commencement and to attend Convocation exercises and other functions at which the presence of the Faculty is explicitly requested. As a courtesy, the faculty member should notify the Dean of the Faculty when it is necessary to be absent from any of these functions.

iv) Faculty members are encouraged to attend lectures, concerts, dramatic productions, and other events sponsored by the College, academic programs, or student groups.

e. Service to the Community

Faculty, as residents of the community outside the College, are encouraged to become involved in its life in both academic and nonacademic ways. Sharing the knowledge of one’s discipline with the surrounding community is the most important kind of service to
the community a faculty member may render under this heading. This may include
consulting, serving as a resource person, or making presentations to community groups.
Evaluation of nonacademic service should focus on how this activity strengthens the
College’s bond with the surrounding community. This may include evidence of active and
substantive participation in community organizations and institutions or volunteer work.

f. Evidence

i) Portfolio

All faculty members are expected to maintain a portfolio, which should include:

- A current resume or vita;
- An updated self-evaluative essay which provides a detailed analysis of
teaching effectiveness, including discussion of specific courses, strengths and
weaknesses of the faculty member in teaching effectiveness, professional
development, service to the college and community;
- A professional growth plan with clearly defined short-term and long-term
goals and objectives in each of the areas under review; and
- Synopses of student evaluations and classroom visitations, and other
pertinent supplemental materials (i.e., samples of course syllabi, exams,
research or creative work, etc.).

ii) Student Course Evaluations

Student course evaluation forms are prepared by the Dean’s Office and circulated to all
faculty members. It is the responsibility of the faculty member to distribute the forms to
each class and to designate a student representative to collect the completed forms
and return them to the Office of the Dean. The Dean’s staff will prepare a synopsis of
the course evaluations for each course, one copy of which will be forwarded to the
faculty member and another copy retained in the Office of the Dean. The student
course evaluations should assist in the on-going assessment of student learning, as
defined by institutional, program, and course objectives, and provide feedback to the
faculty member with respect to teaching effectiveness and the strengths and
weaknesses of individual courses.

iii) Classroom Visitations

Prior to undergoing review, faculty members will have their teaching observed and
evaluated by faculty colleagues. Each visitor will complete an Evaluation and
Recommendation form and submit it to the reviewee’s Division Chair for inclusion in the
portfolio. The purpose of the visit is to provide feedback to the faculty member, with the
intent of improving teaching effectiveness. For the first-year review, the Division Chair
will consult with the reviewee to arrange classroom observations. For the third- and fifth-
year reviews, classroom observations will be arranged by the reviewee in consultation
with the Division Chair.
g. Evaluation Process

i) Principles and Purposes: Faculty review is a process that provides a basis for awards, reappointments, promotions, tenure decisions, and other processes related to faculty development. The process should facilitate the growth of individual faculty members by assessing their accomplishments and goals in light of the needs and commitments of the College.

ii) Mentorship Role: The College assists the new faculty member in adjusting to Wilson College and to meeting the professional demands of academia. Therefore, a mentor is assigned to each new faculty member. The Committee on Promotion and Tenure will assign a full-time faculty member as mentor to newly appointed full-time faculty. The mentor will come from outside the new member's discipline. The faculty mentor will, within the first two weeks of the semester the new faculty member arrives, arrange a meeting, which should include discussion of a faculty member's responsibility to be familiar with the Faculty Bylaws, the Blue Book, and the Honor Principle. The mentor will participate in the orientation program for new faculty as well as provide a general orientation to the campus, offices, and procedures. For the remainder of the first year, the mentor will be available to answer questions and offer advice and support.

2. Review of Probationary Faculty

The review of probationary faculty is designed to be both formative and evaluative. It encourages the development of faculty in ways that are consistent with the mission, goals, and objectives of the College and the criteria for reappointment, promotion, and tenure. The probationary reviews typically consist of first-year, third-year, and fifth-year reviews. Other schedules of review may be established at the time of appointment, due to a faculty member being hired at a rank other than Assistant Professor or to having been granted credit for prior teaching experience.

a. Notification of Review

During the spring semester, the Dean of the Faculty will notify the full-time faculty who are to be evaluated in the coming academic year. A copy of this notification will be sent to the relevant Division Chair. The notification will call attention to the relevant deadlines and portions of the Faculty Bylaws. Individual Division Chairs will meet with Division faculty members who are undergoing review to discuss what is required by the review process before the end of spring semester.

b. Review Process

i) First-Year Review

aa. First-year reviews will be conducted by the Division Chair, three tenured faculty members appointed by the Division Chair from the division, and the Dean. In cases
when further consultation might be necessary, the Dean may involve the Committee on Promotion and Tenure. For divisions with fewer than three tenured faculty members, the Dean will identify tenured faculty members from another division (most likely one of comparable size to the division of the faculty member up for review) to achieve the indicated size and participate in the evaluation.

bb. The team of tenured faculty, under the leadership of the Division Chair, will review the faculty member’s self-generated portfolio (herein called portfolio), student evaluations, and the letter of recommendation(s) from at least one faculty member from outside the division. (See Appendix#) Together, they will draft a recommendation that will be sent to the Dean of the Faculty.

c. This full portfolio is sent to the Office of the Dean of the Faculty. The Dean’s Office will notify the faculty member to make her or him aware that the full portfolio is available in the Dean’s Office. The Faculty member has one week to review and respond in writing to the contents of the full portfolio.

dd. After the one-week review/response period, the Dean will carry out an independent review of all materials. Should the Dean not concur with the recommendation of the Division s/he will meet with the Division Chair and tenured faculty involved in the review, discuss her/his rationale, and attempt to arrive at a consensus recommendation. If further consultation is necessary, the Dean may involve the Committee on Promotion and Tenure.

ee. Upon completion of her/his review, the Dean of the Faculty forwards all recommendations and the full portfolio to the President. Should the President no concur with the recommendation of the Division, the President will meet with the Committee on Promotion and Tenure and Division Chair, discuss her/his rationale, and attempt to arrive at a consensus recommendation.

ff. The Dean of the Faculty will notify candidates of the results of the review in a letter, addressing strengths and potential areas for growth and improvement. She/he will also schedule a meeting with the Division Chair and the faculty member to discuss the review. At this time, all review materials will become part of the individual faculty member’s personnel file.

ii) Third- and Fifth- Year Reviews

aa. A draft of the portfolio, including student evaluations and long- and short-term goals, is sent to the Division Chair. If the faculty member being evaluated is the Division Chair, the Dean will consult with the faculty member and will name an appropriate substitute. At this time, the faculty member will also ask a minimum of three colleagues and a minimum of five students, who have completed at least one course with the faculty member, to forward letters of reference to the Division Chair. (Amended February 2, 2012)
bb. The draft portfolio is discussed by the Division Chair with the faculty member and, if necessary, revised and resubmitted.

c. Timetable

All full-time faculty up for review will be notified the spring semester prior to the academic year in which they are to be reviewed. The letter from the Dean’s Office will include the specific due dates for the review process for that academic year.
<table>
<thead>
<tr>
<th>Stages of the Review Process</th>
<th>3- and 1- Year Review</th>
<th>Promotion and 5-Year Review</th>
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<tbody>
<tr>
<td>Draft of the portfolio to Department Chair by</td>
<td>End of 2&lt;sup&gt;nd&lt;/sup&gt; week August</td>
<td>End of 3&lt;sup&gt;rd&lt;/sup&gt; week August</td>
</tr>
<tr>
<td>Revised portfolio, other letters to Division Chair by</td>
<td>End of 1&lt;sup&gt;st&lt;/sup&gt; week September</td>
<td>End of 2&lt;sup&gt;nd&lt;/sup&gt; week September</td>
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<tr>
<td>Meeting of Division Chair and Tenured Faculty (materials reviewed in advance)</td>
<td>End of 3&lt;sup&gt;rd&lt;/sup&gt; week September</td>
<td>End of 1&lt;sup&gt;st&lt;/sup&gt; week October</td>
</tr>
<tr>
<td>Division recommendation completed by</td>
<td>End of 1&lt;sup&gt;st&lt;/sup&gt; week October</td>
<td>End of 3&lt;sup&gt;rd&lt;/sup&gt; week October</td>
</tr>
<tr>
<td>Full portfolio is sent to Dean of the Faculty’s office for review by the Faculty member and optional response</td>
<td>End of 2&lt;sup&gt;nd&lt;/sup&gt; week October</td>
<td>End of 4&lt;sup&gt;th&lt;/sup&gt; week October</td>
</tr>
<tr>
<td>PT Committee review and recommendation completed by</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; week November (3&lt;sup&gt;rd&lt;/sup&gt;-year review only)*</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; week November</td>
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<tr>
<td>Dean’s review and recommendation completed by</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; week November</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; week December</td>
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<tr>
<td>President’s review and recommendation completed by</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; week December</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; week December</td>
</tr>
<tr>
<td>Dean’s notification to candidate by</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; week January</td>
<td>NA</td>
</tr>
<tr>
<td>Board of Trustees Review</td>
<td>NA</td>
<td>Winter Board meeting</td>
</tr>
<tr>
<td>President’s notification to candidate completed within</td>
<td>NA</td>
<td>2 weeks following the Winter Board meeting</td>
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Tenure-track probationary faculty will be reviewed in the fall of their second and fourth years prior to being reviewed for tenure in the fall of their sixth year (see Article III.E.4.c). Thus, these reviews are based on their first, third, and fifth years of employment at the College. Non-tenure track probationary faculty will be reviewed in the fall of their second and fourth years prior to being reviewed for eligibility for a multi-year contract in the fall of their sixth year. These reviews cover the first, third, and fifth years of employment at the College. The College reserves the right to conduct reviews in the second and fourth years of a faculty member’s employment if a
performance review is deemed appropriate by the Committee on Promotion and Tenure and the Dean of the Faculty.

At the first Faculty meeting following the Winter Board meeting, the Dean of the Faculty will announce positive tenure and promotion decisions.

d. Length of Probationary Period

The probationary period for tenure track faculty varies by rank, as follows:

Assistant Professor: The probationary period for persons hired at the rank of Assistant Professor shall not exceed seven years of full-time service at Wilson College. Typically, the probationary period lasts six years, but may be less for an Assistant Professor who was granted credit for prior teaching experience. In extraordinary cases, an Assistant Professor who has not received credit for prior teaching experience may petition the Committee on Promotion and Tenure for an early promotion and tenure review. The probationary period for all tenure-track Assistant Professors is followed by appointment with tenure or by a terminal contract of one year.

Associate Professor: The probationary period for persons hired at the rank of Associate Professor is typically three years of full-time service at Wilson College, unless otherwise specified in the letter of appointment. In extraordinary cases, an Associate Professor who has not received credit for prior teaching experience may petition the Committee on Promotion and Tenure for an early promotion and tenure review. The probationary period for all tenure-track Associate Professors is followed by appointment with tenure or by a terminal contract of one year.

Professor: The probationary period for persons hired at the rank of Professor is typically three years of full-time service at Wilson College, unless otherwise specified in the letter of appointment. In extraordinary cases, a Professor who has not received credit for prior teaching experience may petition the Committee on Promotion and Tenure for an early promotion and tenure review. The probationary period for all tenure-track Professors is followed by appointment with tenure or by a terminal contract of one year.

The probationary period for non-tenure-track faculty is defined at the time of appointment. Typically, the probationary period lasts six years and will not last more than seven years. The probationary period for non-tenure-track faculty is followed by a multi-year contract or by a terminal contract of one year.

e. Non-Reappointment of Probationary Faculty Due to Exceptional Circumstances

The College makes faculty appointments carefully after considering the long-term need for individual positions. Reviews for reappointment and tenure of probationary faculty focus on the professional performance of the faculty member in teaching, scholarship, and service. Only rarely do exceptional circumstances intervene that lead to dismissal of a probationary faculty member for reasons unrelated to performance.

Termination for exceptional circumstances may only occur due to:
--Significant, long-term decline in enrollment in the faculty member’s discipline or program, which may be due to permanent curricular revision, such as changes in requirements, or changes in student response. The enrollment decline should be long-term and in excess of other disciplines.

--Severe and unusual financial difficulties that necessitate extraordinary measures to balance the budget. It is expected that the College will, with the Faculty, explore other means of balancing the budget before resorting to non-reappointment.

Processes for invoking exceptional circumstances must involve consultation with affected parties and decision-makers.

If enrollment decline is the exceptional circumstance, the Promotion and Tenure Committee will analyze long-term data and the Committee will gather input from the affected Division Chair or Program Director and the Faculty Senate. The Committee will then compose an Impact Statement that analyzes the effects of the proposed non-reappointment on the College's curriculum and make a recommendation to the Dean of the Faculty.

If financial difficulties are the exceptional circumstance used to deny reappointment, the President shall consult with the Promotion and Tenure Committee (PT) to explain why financial reasons preclude reappointment. The Committee shall then gather input from the affected Division or Program Director and the Faculty Senate to help determine the impact of the dismissal on the College's curriculum. PT will then prepare and forward to the Dean an Impact Statement that may agree or disagree with the proposed non-reappointment. The Dean will consider the Impact Statement and make a recommendation to the President.

The final decision in all cases of reappointment will rest with the President, except where a tenure decision is involved, in which case the President’s recommendation will go to the Board of Trustees for a final decision.

If a probationary faculty member is terminated due to either significant reduction in course enrollment or to extraordinary financial difficulty, the terminated faculty member’s position will not be filled by a replacement within a period of three years without the faculty member having been offered the appointment and given a reasonable time within which to accept or decline the offer.

3. Promotion to the Rank of Professor

a. Policy

Although the Division Chair or the Committee on Promotion and Tenure may recognize superior service by recommending advancement in rank, individual faculty members generally should not apply for advancement until the minimum length of time in current rank has been completed, as follows:
i) for promotion to the rank of Associate Professor, a faculty member must have a minimum of five years at the rank of Assistant Professor, including at least three of these at Wilson College.

ii) for promotion to the rank of Professor, a faculty member must have a minimum of six years at the rank of Associate Professor, including at least three of these at Wilson College.

Promotion to the rank of Associate Professor is awarded based on criteria for tenure (see Article III.E.1-2).

Promotion to the rank of Professor is awarded based on a consistent record of both commitment to the mission of the College and distinguished teaching, scholarship, and service. Wilson College values the integration of scholarship with teaching and service.

Teaching is the most highly valued activity of faculty at the College (see Article III.E.1). Faculty members demonstrate distinguished teaching by bringing their research into the classroom; developing new courses/curricula; introducing new pedagogical approaches; obtaining professional certification or other new expertise; mentoring, advising, and overseeing student research; and creating and conducting assessment programs (e.g., of students in the major and minor).

Distinguished scholarship enhances teaching and leads to the education of student and faculty member alike (see Article III.E.1.c). Scholarship also enhances teaching by reviving the vibrancy and creativity of faculty. Scholarship includes basic research (i.e., traditional modes of academic inquiry that include a research design and hypothesis), applied research (i.e., service-related scholarship that connects the faculty member’s expertise to community projects), and scholarship of teaching (i.e., work which studies teaching and learning “for critical review and evaluation as well as exchange and use of peers.”*). Faculty demonstrate distinguished scholarship by publishing books, monographs, book chPTers, or journal articles, especially in refereed journals; by presenting invited lectures or papers at professional conferences; by earning competitive grants; and by contributing to creative exhibits and performances, especially those which are juried or reviewed. Creating instructional materials, software, and websites with scholarly content or preparing special reports of an analytical nature (e.g., accreditation studies) may be considered as evidence of scholarship.

Distinguished service to the College and its mission is shown by faculty who play a strong leadership role in service to the Division, the division, academic committees, student clubs and organizations, or the admissions process. Service may also occur through involvement in administrative work, special projects, and the broader community (see also Article III.E.1.d & e).

Faculty are strongly encouraged to solicit letters of support from other scholars in the candidate’s field of expertise.

*See Randy Bass, “The Scholarship of Teaching: What’s the Problem?”

b. Procedure
The individual faculty member requesting promotion in rank should submit to the Division Chair:
- A letter of application explaining the rationale for advancement to the rank of Professor.
- A portfolio following the general procedures and expectations explained under Article III.E.1.f.

The timetable for review is outlined in Article III.E.2.c.

The Dean of the Faculty will inform a candidate for promotion of the recommendation, in writing, at each step of the review process. At any step of the review process, the candidate for promotion may choose to withdraw the application from further consideration.

Appropriate recommendations or decisions for promotion in rank are approval, denial, or promotion contingent upon the fulfillment of certain requirements prior to a specific date. Such recommendations or decisions must be accompanied by appropriate reasons.

4. Policies on Tenure

a. Meaning of Tenure

Tenure is granted by the Board of Trustees to faculty members whose professional performance is of high quality, who have contributed substantially to the College, and whose long-range service to the College gives promise of continuing significance. The locus of tenure is in the College.

Wilson College makes provision for appointment to the Faculty with tenure in order to ensure continuity within the Faculty. This continuity is important for informed curriculum development, wise faculty governance, and knowledgeable student and faculty mentoring. Tenure entails a decision by the College, within a limited period following initial appointment, about each appointee’s continuing membership in the faculty. Tenure is indispensable to the success of Wilson College in fulfilling its obligations to its students and to society.

b. Eligibility for Tenure

Eligibility for tenure is limited to full-time faculty members with tenure-track appointments who hold the rank of assistant professor or above, and whose duties have regularly included teaching at least four courses or academic equivalents in the academic year. Tenure does not extend to any existing or future, full-time or part-time, administrative position that the person may hold.

Administrators who hold faculty status are not usually eligible for tenure, and tenured faculty appointed to predominantly administrative positions for an extended period of time may be required to return to a position that predominantly involves teaching or forfeit tenure (see Article III.A.4).
Tenure is not granted solely on the basis of time served in teaching. To be granted tenure at Wilson College, a faculty member must not only fulfill the criteria for the rank in which s/he is serving but show promise of continued growth as a productive member of the academic community and of the College. Tenure must be conferred on the faculty member as an affirmative act of Wilson College.

The probationary period, which precedes the granting of tenure, gives the individual time to demonstrate ability and colleagues time to observe and evaluate the individual based on her/his performance as a faculty member. Termination, dismissal, or suspension of a probationary faculty member can only occur in accordance with the provisions in Article III.F.4-7. During the probationary period, a faculty member has the same academic freedom as if tenured, and denial of reappointment cannot be based on reasons that involve a violation of academic freedom.

The procedure for tenure review is explained under Article III.E.2 Review of Probationary Faculty.

c. Definition of Tenured Status

Conferral of tenure means that, after the probationary period, a faculty member with the rank of Assistant Professor or higher is explicitly guaranteed the continuance of full-time appointments until retirement, unless there is proof of adequate cause for termination (see Article III.F.4) or dismissal (see Article III.F.5).

5. Review of Post-Tenure Status

In order to support the continuing professional development of post-probationary faculty members within the framework of the mission of the College, faculty members are reviewed every five years after the probationary period. Post-tenure review is considered an important academic duty of a faculty member.

Faculty will be notified by the Dean’s Office at least one year in advance of the post-tenure review deadline. The faculty member will develop a professional plan, extending over a period of five years, and complete a self-evaluation portfolio. The review will be based on the professional plan, the self-evaluation portfolio, and the student evaluations from the previous five years. The faculty member will submit pertinent materials by February 1 to the Division Chair, who will review them and forward them to the Dean of the Faculty. The Office of the Dean will schedule a meeting with the faculty member, the Division Chair, and the Dean of the Faculty to discuss the faculty member’s strengths and goals and how the College might promote the faculty member’s development. Should the faculty member not meet the deadline for submission, a meeting will be scheduled by the Dean’s Office to which the Dean, the Division Chair, and faculty member will be invited. A plan for timely submission will be developed at the meeting. Faculty members who fail to comply with the requirement of completing a post-tenure review by July 1 of the year that it is due may be subject to disciplinary action, including, but not restricted to, suspension without pay.
If a faculty member is to be reviewed for promotion, the procedures outlined in Article III.E.3 will be followed. The promotion review takes the place of the next scheduled five-year review and will restart the five-year review cycle.

F) Separation

Under certain circumstances, it may be necessary for the College or the individual to sever their professional relationship. This severance may take the form of expiration of contract, resignation, termination, dismissal, or suspension.

1. Resignation

Resignation is a severance action whereby a faculty member (tenured or probationary) severs the relationship with the College. A resignation should be submitted in writing no later than April 15 or 30 days after receiving notification of the terms of appointment for the coming year, whichever date occurs later.

2. Retirement

The College appreciates as much advance notice from a faculty member, as is feasible.

3. Expiration of Probationary Contract

A member of the faculty shall automatically withdraw from the employ of the College at the expiration of the contract, unless the contract is renewed.

Except for emergency reasons, the College shall give notice of expiration of contract:

a. not later than March 15 of the first academic year of service, in the case of an appointment that expires at the end of that year;

b. not later than December 1 of the second academic year of service, in the case of an initial two-year appointment which expires at the end of that year;

c. not later than December 1 of the second or subsequent year of service, in the case of a one-year appointment as Instructor which expires at the end of that year; or

d. at least twelve months before the expiration of contract in the case of an appointment above the level of Instructor, which expires after the faculty member has served more than two years at the College.

4. Termination

Termination is a severance action whereby the College ends the services of a tenured faculty member or of a faculty member who is on a probationary contract before the expiration of the contract. Such termination does not imply prejudice as to the quality of the faculty member’s services. Legitimate reasons for termination include, but are not limited to, the following:
a. Illness

In cases of illness, such as prolonged mental or physical illness that prevents the faculty member from carrying out faculty responsibilities, the College will afford faculty members all of their rights under the Family and Medical Leave Act (FMLA) of 1993 and the Americans with Disabilities Act (ADA). A copy of the Wilson College policy relating to the FMLA is located in the Human Resources Manual and in Article IV.J.2.

Termination may be considered as a last step after a period in which the faculty member has demonstrated continuous or recurrent incapacity, has been on medical leave under provisions of the College’s disability plan, and shows symptoms on which a responsible prediction can be made that the faculty member will not be able to resume faculty responsibilities, with or without reasonable accommodations, within the term of the current contract or, in the case of a tenured faculty member, within a period of two years. The decision to terminate will be made by the President, after consultation with the faculty member to the extent possible, with appropriate medical authorities and the Dean of the Faculty.

b. Changes in Education Program or Financial Exigency

i) Changes in Education Program

Changes in the educational program that make the services of the faculty member redundant must be made by Faculty action based not on cyclical or temporary variation in enrollment but on a judgment that such changes are necessary or vitally important to the ability of the College to carry out its long-range educational mission. The decision to terminate for this reason will be made by the Board of Trustees based on recommendations by the President, the Dean of the Faculty, and the Committee on Promotion and Tenure.

ii) Financial Exigency

Under conditions of financial exigency legally declared by the Board of Trustees, reduction or elimination of a specific program, which makes the services of the faculty member redundant, must be made by the Board of Trustees after consultation with the Faculty. Decision to terminate for this reason will be made by the Board of Trustees based on recommendations by the President, the Dean of the Faculty, and the Committee on Promotion and Tenure.

Due notice of termination for changes in education program or financial exigency will be given no later than one year prior to its effective date. If it is not possible to give notice of at least 12 months, the affected faculty member shall be given severance pay to provide, with the inclusion of the period of notice given, the equivalent of a notice of twelve months. When financial exigency or changes in educational program necessitate the termination of a tenured faculty member, the College will attempt to assist the faculty member to readjust within the institution, to
continue work elsewhere, or to take early retirement or change in status from full- to part-time.

If employment is terminated before the end of the period of appointment because of exceptional circumstances, the released faculty member’s position will not be filled by a replacement within a period of three years without the released faculty member having been offered the appointment and given a reasonable time within which to accept or decline the offer.

5. Dismissal

Dismissal is a severance action by the college for adequate cause. Legitimate reasons for dismissal may include but are not limited to:

- professional incompetence;
- continued neglect of academic duties in spite of written warnings;
- grave personal misconduct;
- deliberate or grave violations of the rights and freedoms of fellow faculty members, staff, administrators, or students;
- criminal conviction other than a summary offense;
- falsification of credentials or experience; or
- failure to follow the canons of professional ethics of one’s academic discipline or of the teaching profession in general.

The decision to dismiss will be made by the Board of Trustees based on recommendations from the President, the Dean of the Faculty, and the Committee on Promotion and Tenure.

6. Suspension

In those cases when the Dean concludes that the faculty member’s behavior may prove disruptive to students’ education or prove injurious to a member of the community, including to the faculty member her/himself, the Dean shall report her/his conclusions, in writing, to the President, who may bar the faculty member from campus, pending formal investigation.

7. Notification of Severance

Any decisions to terminate, dismiss, or suspend will be communicated promptly to the faculty member by the President or the Dean of the Faculty, with a statement of reasons.
for the action. The faculty member may seek redress through the grievance procedures described in Article IV.I.
ARTICLE IV: FACULTY RIGHTS AND RESPONSIBILITIES

A) Faculty Duties

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students, and the improvement of society. Faculty members must order and evaluate their activities in terms of their commitment to these goals, as well as in terms of their own personal and professional development.

Moreover, a member of the Wilson College Faculty has a special obligation to understand the nature of this institution of higher learning and to appreciate its unique characteristics, philosophy, and objectives. A faculty member should want to be associated with such an institution and should strive to improve the intellectual life of the College by willing and thoughtful participation in its governance.

As an educational institution, Wilson College does not wish to impose a rigid body of codified rules upon the members of its Faculty. The College does, however, have certain legitimate expectations concerning the professional conduct of faculty members. The following statements outline in a general way the obligations incumbent on faculty members of Wilson College. Although it is not expected that any one faculty member can carry out all of these responsibilities to an equal degree, it is anticipated that each individual will take all of them seriously and will fulfill them to the best of her/his ability.

1. Teaching

   Commitment to outstanding teaching is a distinguishing characteristic of private institutions of higher education like Wilson College. Quality instruction, including definition and assessment of learning outcomes, is the most important function of each faculty member.

   Since teaching is considered to be of preeminent importance, every faculty member must strive for excellence in the classroom. This presupposes that the dedicated instructor has command of her/his subject, keeps abreast of new developments, carefully selects teaching strategies which are suitable to the course and which facilitate the learning process, works to communicate the material effectively, and encourages questions and opposing views.

2. Course Offerings

   Program course offerings should be in accord with the general requirements of the College and the needs of the major area, the Division, and the general student body.

   Each faculty member will submit to the Dean of the Faculty a syllabus describing the course content and the class format for each course in every term.

3. Academic Schedules
The schedule of each faculty member is arranged with the Registrar and the Office of the Dean of the Faculty, in consultation with the relevant Division Chair or Program Director.

4. Course Content

Faculty members are responsible for recommending curricular proposals to the Division for transmission to the next appropriate level; planning and presenting course material; establishing course objectives and requirements and making them known to the students; selecting and ordering texts and supplemental materials; preparing, administering, and grading papers and examinations; and assigning grades. (See also W.C.G.A. Bluebook for “Responsibilities of Faculty to Students.”)

5. Classes

Faculty members are expected to meet their classes punctually and to conduct them at a level appropriate for undergraduate education. If, for some valid reason, an instructor cannot meet a class, the instructor should contact the Office of the Dean.

6. Expenditures

Expenditures for rental or purchase of teaching aids, equipment, or supplies must be approved by the Division Chair and the Business Office in accordance with the procedures established by the Business Office.

7. Student Fees

Fees related to courses may not be collected by a faculty member under any circumstances. The means for identification and disbursement of fees must be coordinated with the Business Office, and faculty members should not quote fees to students. All course materials sold to students (e.g., textbooks, lab manuals, stethoscopes, etc.) must be sold through the bookstore.

8. Deadlines

Each faculty member is responsible for meeting the appropriate deadlines established by the Office of the Dean of the Faculty, the Office of the Registrar, and the Campus Bookstore.

B) Institutional Support

1. All faculty members will be assigned adequate office, laboratory, and/or studio space throughout the period of employment, including periods of recess. The Dean of the Faculty may request the use of a faculty member’s office for a part-time or visiting faculty member or for other temporary College needs. It is expected that the request will be agreed to, unless the temporary use would seriously disrupt the work of the faculty member or endanger the security of personally owned books, files, or equipment.
2. All Wilson College faculty members and their dependents may use the College Library under the latest published rules and regulations.

3. Support for teaching and scholarship is provided by the College. This includes:
   a. Copying services;
   b. Computer facilities;
   c. Audio-visual equipment;
   d. Instructional and office supplies obtained through the Bookstore, by submission of a requisition through the Division Chair; and
   e. Services of a faculty secretary, insofar as such services are available.

4. Faculty are encouraged to refer students to appropriate academic and student support services, such as the Learning Resource Center, to enhance learning.

5. Faculty members are encouraged to seek the assistance of the Office of the Dean of the Faculty in seeking grants.

6. Faculty may apply for Faculty Development funds. Before the expense is incurred, the application must be made through the Division Chair to the Dean of the Faculty.

C) Professional Ethics

Although no set rules or professional code can either guarantee or take the place of a scholar’s personal integrity, Wilson College believes that the “Statement of Professional Ethics” promulgated by the American Association of University Professors (AAUP) serves as a reminder of the variety of obligations assumed by all members of the academic profession.

Since all faculty members should strive to make these recognized standards of the profession an integral part of their personal and professional lives, they are reproduced here:

The statement, which follows, a revision of a statement originally adopted in 1966, was approved by the Association’s [AAUP’s] Committee on Professional Ethics, adopted by the Association’s Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

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

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

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

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

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

D) Sexual Harassment, Sex Discrimination

All forms of harassment must be understood as exploitation of a power relationship rather than as any form of constructive relationship between free individuals. Harassment is usually initiated and carried on by a person in a position of authority at the expense of a person who cannot resist or escape without risk of reprisal.

Harassment may involve a wide range of behaviors, from verbal innuendo and subtle, unnecessary touching to overt demands and physical abuse. Within Wilson College, the disadvantaged person is likely to be a female student, although it is recognized that exceptional circumstances could occur in which a person other than a female or other than a student could be the victim. In any case, Wilson College is firmly committed to the maintenance of an environment free of any such exploitive relationships.

Wilson College, recognizing its special concern for the welfare of women, interprets the AAUP principles as an ethical commitment to avoid any form of sexual harassment or gender harassment or any other form of harassment based on group characteristics.
Sexual harassment has been defined by the federal Equal Employment Opportunity Commission (EEOC) as unwelcome sexual favors, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or admission to an academic program;

- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual’s employment status or academic standing; or

- Such conduct has the purpose or effect of substantially interfering with an individual’s performance on the job or in the classroom, or of creating an intimidating, hostile, or offensive work or study environment.

Gender harassment is defined as observable, impertinent attention to the physical characteristics of another person, and it is also defined as remarks that refer to women (less commonly, men) in terms of inferior stereotypes or objects of merely sexual interest. The purpose of gender harassment may not be sexual contact but it nevertheless has the effect of demeaning the woman (or man) and depriving her (or him) of respect as a complete human being engaged in the pursuit of learning.

Non-marital sexual relationships between students and faculty members are sharply discouraged and may be considered a violation of professional ethics. As such, this conduct may be a factor in consideration of suspension or dismissal of the offender “for cause” under procedures defined in Article III.F.4-6.

Complaints of sexual harassment should be filed with the Dean of the Faculty, the Dean of Students, or the Director of Human Resources. See also Human Resources Manual III C. It is a policy of Wilson College not to retaliate against any person for bringing forth a complaint of harassment. Further, complaints of harassment may also be made to the:

Pennsylvania Human Rights Commission
1101-1125 South Front Street
5th Floor
Harrisburg, PA 17102-2515

Equal Employment Opportunity Commission
The Bourse Building, Suite 400
21 South Fifth Street
Philadelphia, PA 19106-2515

E) Other Forms of Discrimination

Harassment or discrimination on the basis of race, ethnicity, religion, age, disability, sexual orientation, national origin, or other group characteristics will be treated in the same way as sexual or gender harassment.

See also Human Resource Manual, III.C.
F) Violations of Professional Ethics

1. General Purposes

As members of the Wilson College community, faculty are bound by the Honor Principle and the AAUP Statement of Professional Ethics. Violations of these ethical guidelines may harm other members of the community or injure the reputation of the College. Any member of the community who suspects that a faculty member has committed harassment, discrimination, or other forms of unprofessional conduct, as defined in the Faculty Bylaws, is encouraged to address the matter promptly. This section codifies how allegations of unprofessional conduct are to be made, investigated, and resolved.

Participation in the process will not be grounds for retaliation by the College or any other person.

The procedures below are not intended to limit the right to seek a remedy under state or federal law.

These processes do not apply to administrators with faculty status. Complaints which allege that an administrator with faculty status has engaged in unprofessional conduct will be investigated in accordance with the Human Resources Manual.

2. Informal Procedures

a. In many cases, someone who suspects that a faculty member has engaged in unprofessional conduct should speak directly to that faculty member about her/his concerns. Such a discussion should be open and frank but also respectful of the different assumptions that govern academic inquiry in the disciplines.

b. If the discussion fails to resolve the matter, the person who suspects the faculty member of unprofessional conduct is to report her/his allegation to the Dean of the Faculty.

c. In some cases, especially where a faculty member may have committed harassment or discrimination, the person who alleges that faculty unprofessional conduct has occurred may report her/his allegation to the Dean of the Faculty directly.

d. The complaint to the Dean may be made in either written or verbal form.

e. The Dean of the Faculty will investigate complaints which allege that a faculty member has engaged in unprofessional conduct.

f. Should the Dean be recused from investigating a complaint, the President will name a replacement to assume the Dean’s role in the inquiry. The replacement will be a tenured faculty member of long standing or the Human Resources Director.
g. The Dean will conduct a confidential, preliminary investigation, intended to determine whether there is a possible basis for the complaint. In the process, s/he will interview, either separately or together, the complainant and the faculty member whose conduct is in question.

h. If the Dean of the Faculty determines that there is insufficient evidence upon which to evaluate the allegations, or there is no basis for the complaint, the informal procedure may be terminated. In such cases, s/he will inform the complainant and the faculty member of her/his determination.

i. If the Dean of the Faculty determines that there may be grounds for the complaint, s/he will meet with the faculty member whose behavior is in question, explain the reasons for her/his preliminary determination, and attempt to persuade the faculty member to end the behavior. It is the faculty member’s responsibility to make a good-faith effort to comply. Compliance is not an admission that unprofessional conduct has occurred.

j. In those cases when the Dean concludes that the faculty member’s behavior may prove disruptive to students’ education or prove injurious to a member of the community, including to the faculty member her/himself, the Dean shall report her/his conclusions, in writing, to the President, who may bar the faculty member from campus, pending formal investigation.

3. Formal Procedures

Formal investigations may occur if there is evidence that a faculty member's conduct has injured a member of the community; if the faculty member continues her/his questionable conduct, despite having discussed such conduct with the Dean of the Faculty; or when a faculty member has been barred from the campus.

   a. An allegation of unprofessional conduct that moves to the formal stage will be made in writing by the Dean of the Faculty.

   b. In her/his account, the Dean will name the original complainant and the faculty member whose conduct is in question, describe the alleged form of unprofessional conduct, and outline what has occurred during the informal process. Designed to be objective and historical, the Dean's account will not recommend sanctions.

   c. The complainant or Dean, with the complainant’s approval, will document, in writing, the allegations of unprofessional conduct. Should a complainant refuse either to provide written documentation or sign the Dean’s documentation, the Dean will terminate the formal procedures.

   d. The complainant will make her/himself available to testify or to be questioned before the Review Panel. Only in the most exceptional circumstances may a complainant refuse to appear before the Review Panel or respond to its questions. Although the College has no power to compel any member of the community who has information
bearing on the case to testify or respond to questions, it is expected that any request to appear before the Review Panel will be honored.

e. The Dean’s formal account (see a. and b. above) and the complainant’s allegations (see c. above) will be forwarded to the faculty member who has been accused of unprofessional conduct so that s/he may respond to them in writing, within one calendar week.

f. The Dean of the Faculty and the faculty member who has been accused of unprofessional conduct will then meet to discuss the complaint and the written response to it, if any. The faculty member may be accompanied at the meeting by a Wilson College employee of her/his choosing (employee advocate).

g. If the Dean of the Faculty and the faculty member are unable to resolve the complaint, the Dean will appoint a three-member Review Panel to conduct a confidential investigation. Panel members must be disinterested, full-time, tenured faculty who have not previously been involved with the complaint. One member will be chosen, by the Dean, from among the members of the Committee on Promotion and Tenure.

h. The Review Panel will choose a Chair from among its members. The representative from the Committee on Promotion and Tenure may not serve as Chair. No change may be made in the panel’s membership until its investigation and report are completed, unless a member becomes unable to serve because of illness, unanticipated conflict of interest, or departure from the College. Should a member need to be replaced, the Dean of the Faculty will appoint a new panelist.

i) A most exceptional circumstance that excuses the complainant from testifying (see d. above) will be determined by the Review Panel, upon recommendation from the Dean of the Faculty. Should a “most exceptional circumstance” be granted, the complainant may have the Dean of the Faculty, the Dean of Students, or the Human Resources Director testify in her/his place before the Review Panel.

4. Conduct of the Hearing

The Review Panel will conduct its hearing using the following procedures:

a. The panel will conduct a closed hearing held within 10 working days after the panel was appointed.

b. The complainant and respondent will have the opportunity to hear all persons appearing before the panel, to present and examine written documentation, and, at a time designated by the panel, to respond to any information presented orally or in writing.

c. Each party will have the right to be accompanied by an employee advocate of her/his own choosing. Advocates will address the panel only with the panel’s permission and in special cases.
d. The hearing will be recorded, and recordings will become the property of the College. Either party may have access to the recordings by applying to the Chair of the Review Committee.

e. The complainant and respondent will have the opportunity to present a brief opening statement, to present all relevant evidence, and to call witnesses. In cases where a student is the complainant, the advocate will generally be given the option of addressing the panel for purposes of assisting the student with the process. The advocate will not have the option of testifying for the student.

f. At the conclusion of any individual's statement and the panel's questioning, either the complainant or the respondent may propose additional relevant questions, which the panel may ask of the complainant or the respondent, at its discretion.

g. Each party may make a concluding statement. The statement may explain or interpret information presented to support the party's position concerning contested issues. It may also rebut statements or interpretations made by the other party or information presented on behalf of that party.

h. The panel will conclude its deliberations within 10 working days, after concluding statements and rebuttals are made. At the conclusion of the deliberations, the panel will submit its findings to the President of the College, the respondent, and the complainant. All relevant materials will also be sent to the President. If the panel finds that unprofessional conduct has taken place, recommended penalties (see 5, below) will be stated as well as suggested relief for the complainant, if appropriate. The standard of proof to be used by the Review Panel is clear and convincing evidence.

i) Records relating to the case will be maintained in the respondent’s personnel file in the Office of the Dean of the Faculty.

5. Decision of the President

Should the President, in consultation with the Dean of the Faculty, determine that the violation of professional ethics may warrant suspension or dismissal of the faculty member, s/he will consult with the Committee on Promotion and Tenure before recommending suspension or dismissal of the faculty member to the Board of Trustees. If the President determines that suspension or dismissal is not warranted, then the President will act upon the recommendations of the panel within 10 working days of receipt.

The decision will be forwarded, by the President, in writing to the respondent, the complainant, the Chair of the Review Panel, and the Dean of the Faculty, with specific explanations for any change in the panel's recommendations. The President’s written disposition of the case will be included in the respondent’s personnel file.

Any penalties recommended by the panel and the President will reflect the nature and severity of the misconduct and may include, but not be limited to, any combination of the following: verbal admonition, written warning placed in the respondent's personnel file,
removal from certain duties, probation, demotion, suspension with or without pay, and/or dismissal. With regard to the complainant, relief may include remedies that reverse adverse academic or employment consequences, transfer of either complainant or respondent to another department, withdrawal without penalty from an academic course, or removal of a respondent as supervisor of a complainant’s academic work or employment.

G) Faculty Development

Professional Growth and Development

The on-going professional development of faculty members is important to the College’s effectiveness as a teaching institution and is the joint responsibility of the College and individual faculty members.

It is the essence of faculty members’ positions that they are experts and competent professionals in their fields. It is incumbent on faculty members, therefore, to maintain competence by keeping abreast of the developments in their own fields and in other fields related to their own.

The on-going growth and development of faculty contributes to quality teaching. Moreover, faculty members who are aware of new developments in their areas are better able to assist their colleagues in curriculum development and improvement.

There are various ways of maintaining growth and development, and each faculty member must find those most appropriate. Reading current books, monographs, and professional journals are obvious examples. Other examples include participation in conferences and institutes; occasionally teaching courses in another institution’s summer session; travel; and taking post-doctoral courses. Research and consulting are yet other avenues for growth.

The January term, the summer recess, and times when a faculty member does not have teaching or administrative responsibilities that are part of the contractual workload regularly afford opportunities for professional development.

1. Scholarship

Scholarship is an important faculty responsibility and a reasonable amount of time should be devoted to it. The College recognizes that in higher education both teaching and research are essential to a vigorous institution and a sound curriculum.

The College encourages faculty members to publish scholarly research or otherwise share the results with the academic community by oral presentation to professional groups, both on and off campus. The College will provide institutional support for scholarship and research, as financially possible.

2. Service to the Community
The College recognizes that faculty members contribute to the communities to which they belong. Providing community service both benefits society and publicizes the College, thereby adding to its prestige. For the role of community service in the evaluation of faculty for promotion and tenure see Article III.E.1.e.

H) Workload

Wilson College desires to assure equity in the distribution of assignments. Since any adequate definition of faculty workload should take into account the whole spectrum of a faculty member's professional and institutional services, it is difficult to establish a policy, which applies to all Divisions or to all members of a given Division. Nonetheless, general guidelines can be stated which are both reasonable and sufficiently flexible to allow the Faculty and the College to agree on efficient and effective assignments.

1. Academic

a. Academic Work Year

The academic work year begins one week before the first class in the fall and ends one week after Commencement in the spring. Faculty members are expected to be on campus to assume their faculty duties and responsibilities throughout this time period, except for the College’s scheduled vacation periods. In addition, the Dean of the Faculty may call upon faculty members during the summer recess to participate in an occasional committee meeting, the faculty evaluation process, or to consult with the Dean on matters related to the work of the College.

b. Teaching Load

A measurable portion of faculty workload is the teaching load. Normally a faculty member teaches seven courses per academic year.

To assign courses equitably and to assess the teaching load of individual faculty members, the following variables will be taken into account by the Division Chair and the Dean of the Faculty: the number of class preparations; involvement in the development of new courses; participation in service to the Division or the College; and involvement in professional activities.

One course is equal to one credit. Laboratories that meet for two or more hours weekly will count for one-half course credit each. Physical education activity courses and equitation courses are each equivalent to one-half course credit. Supervising six student teachers in the practicum equals one course. Directing Choir or Orchesis equals one course credit per semester. Chairing a Division allows one course credit release per semester.

A faculty member may petition the Dean of the Faculty for a temporary reduction in her/his teaching load (see Article IV.J.1).
c. Student Advising

One of the most important objectives of Wilson College is to assist each student to reach full personal and professional potential. Therefore, the College emphasizes the role of the faculty in academic advising.

Although there are designated individuals and offices that provide specialized counseling, such as Counseling Services, Campus Ministry, and Career Development and Placement Services, to which the student may be directed for professional assistance, the faculty member has a special and unique role. Student advising may take many forms, including:

- Advising the student with regard to the student’s work in classes taught by the faculty member;
- Serving as advisor in the student’s academic program to assist the student in setting academic goals, to ensure that the College and Major Area requirements are met and understood by the student, and that electives are planned to coincide with the student’s personal and career objectives;
- Helping the student to explore and pursue career or graduate school opportunities;
- Directing the student to the appropriate office or person when the student needs professional assistance with problems of a personal nature or problems resulting from academic skill deficiencies.

d. Office Hours

The College recognizes that dedicated scholars and researchers must on occasion be absent from campus pursuing justifiable personal and professional activities. Each faculty member should establish regular and adequate office hours, so distributed throughout the week as to be of reasonable convenience to the students. A minimum of one hour of scheduled office hours per course, per week should be established. Additional office hours may be needed to assist the institution during registration and examination periods.

2. Outside Employment/Consulting

a. Outside Development and/or Business Interests

Since regular faculty members are considered full-time professionals at Wilson College, their first duties are to the College community. Outside employment, business interests, political activity, or consulting must not diminish a faculty member’s effectiveness. Such activity must be clearly subordinate to the individual’s teaching, advising, and College- service functions, and it must be held to a minimum during the academic year.

The College expects a full-time faculty member who desires to establish an outside employment/relationship or business interest during the regular academic
year to secure the written approval of the Division Chair and the Dean of the Faculty if the aggregate time entailed will amount to more than the equivalent of one normal working day per week over an academic term. Since Division and College needs may change, it is necessary to have such approval renewed each academic year. These restrictions do not apply during the summer, nor are they intended to restrain a faculty member from delivering occasional lectures at other institutions.

b. Political Activity

Any faculty member who wishes to engage in direct political activity which will involve a substantial amount of time (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for release time with the Division Chair and the Dean of the Faculty before undertaking such activity.

I) Grievance Procedures

A faculty grievance is an allegation by a faculty member of substantial unfairness or discrimination relating to one’s work for Wilson College. Grievance procedures apply to all Wilson faculty, whether full-time or part-time, ranked or unranked.

Committed to the Honor Principle and the ideal of resolving grievances collegially, Wilson College makes no attempt to codify a distinction between grievances that might require a formal hearing and lesser disputes that should be resolved informally. In every case, an informal resolution will be attempted prior to submitting formal charges.

1. Informal Procedures

a. Typically, an informal resolution would begin with a frank and open discussion to clarify and resolve the issue with the person or persons involved, be they members of the faculty or the administration.

b. Should the initial meeting not resolve the matter, the faculty member who is contemplating a grievance is urged to seek advice, referral, and mediation from a faculty mentor or Division Chair. Additional informal attempts to resolve the matter may include discussing the potential grievance with the Dean of the Faculty, the Dean of Students, or the Director of Human Resources, as appropriate.

c. Throughout the informal process, either party to the grievance may be accompanied by a Wilson College employee of her/his choosing as an advocate.

d. All parties to the potential grievance should document their attempts at informal resolution.

2. Formal Procedures
a. A faculty member who has been unable to resolve her or his complaint informally may file a petition of grievance with the Dean of the Faculty. The petition should clearly state the essential facts of the case, including all attempts to pursue an informal resolution, and indicate what charges are being brought and what action is being requested.

b. Upon receipt of the petition of grievance, the Dean of the Faculty shall call a meeting of all persons involved in the dispute, including any employees who are serving as advocates, distribute the petition of grievance to them, and attempt to resolve the matter to the satisfaction of the parties involved.

c. If the matter remains unresolved, the Dean of the Faculty, in consultation with the complainant, the party (or parties) to the complaint, and their advocates, will appoint a three-member Review Panel to hear the case. Panel members must be disinterested, full-time, ranked faculty and may not be previously involved in the case.

d. In the case of a petition of grievance that names the Dean of the Faculty, her/his role in all phases of the grievance procedure will be assumed by the President. Similarly, where the President is named as a party to a grievance, her/his role in all phases of the formal grievance procedure will be assumed by a representative of the Board of Trustees, chosen by the Board of Trustees.

3. General Procedures of the Review Panel

a. All investigations will be done in a timely manner, and all participants will act in good faith to assure full and fair consideration of the petition.

b. The Review Panel shall choose its own Chair from among its members. No change may be made in the panel’s membership until its report is completed, unless a member becomes unable to serve because of illness, unanticipated conflict of interest, or departure from the College. Should a member need to be replaced, the Dean of the Faculty will appoint a new panelist (see Article IV.1.2.c).

c. A copy of the complainant’s written petition will be given to the Review Panel and to those against whom the grievance has been filed (i.e., the subject or subjects of the complaint). Persons named in the grievance will provide the panel with a written response to all charges. The Review Panel will specify the date when such written response must reach the panel.

d. The complainant and the subject (or subjects) of the complaint will submit documentary evidence to the panel, and will be invited to all hearings at which each party may testify, may call persons to testify, and may question those who are testifying. All testimony shall be taped.

e. The complainant or the subject (or subjects) of the complaint may have a Wilson College employee as an advocate. The Dean of the Faculty and the President may
not serve as advocates. Advocates from outside the College or legal counsel may not attend or participate in Review Panel hearings.

f. The Review Panel may request the appearance and testimony of those persons who possess information germane to the petition of grievance. The panel may not compel compliance; it is, however, expected that any such request will be honored.

g. At the conclusion of its investigation, the Review Panel shall prepare a written summary of the central issues involved in the matter and list its recommendations. The summary shall be sent to the Dean of the Faculty and the President, who will give copies to the complainant and to the subject (or subjects) of the complaint.

h. In consultation with the Review Panel and the Dean of the Faculty, the President will prepare a separate, written statement that outlines what actions will need to occur for the parties to the grievance to comply with the Review Panel’s recommendations.

i. Where the President is named as a party to a case that has been heard by the Review Panel, the panel shall transmit its summary and recommendations to the Board of Trustees, who will make the final determination in the case.

j. If either the complainant or the subject (or subjects) of the complaint is dissatisfied with the actions decided upon by the President, that person or persons may request that the President submit the petition of grievance, the Review Panel’s report, and the President’s written statement to the Board of Trustees, who will make the final determination in the case.

k. All proceedings, documentation, testimony, and reports related to the case are to be kept confidential by all participants both during the process and after its final disposition. At the conclusion of the case, all documentation, reports, and tape(s) of the testimony will be stored in the Office of Human Resources and maintained in that office for at least five years after all parties to the dispute have left the College or until such time as the statute of limitations has passed, whichever is the later date. This confidentiality clause is not intended to bar access to any legal forum, including, but not limited to, a governmental agency or state or federal court with jurisdiction over the matter subject to the confidentiality clause. Should any party seek redress with the appropriate legal forum, this confidentiality clause shall not bar the right of any party to the legal proceeding from seeking the introduction of evidence or testimony subject to this clause.

4. Appeals Process for Decisions Regarding Faculty Status

a. In cases involving an unfavorable decision regarding faculty status (reappointment, tenure, promotion, termination, dismissal, or suspension), the faculty member will receive written notice of the decision and will be advised of her/his right to appeal the decision, following the appeals process outlined below. Except in extraordinary circumstances, the appeal must be made within 30 days of notification of the decision.

b. The only grounds for appeal are:
i) Where the faculty member claims that a violation of academic freedom played a role in the decision regarding her/his faculty status.

ii) Where the faculty member claims that the procedures outlined in the Faculty Bylaws have been violated during the process leading to a decision regarding faculty status.

iii) Where the faculty member claims s/he has been discriminated against or subjected to discriminatory harassment during the process leading to a decision regarding faculty status.

iv) Where the faculty member claims that substantial unfairness relating to the evaluation of her/his work has occurred.

c. When an unfavorable decision regarding faculty status occurs, the Dean of the Faculty will meet with the faculty member and her/his Wilson College employee advocate to review the faculty member’s promotion and personnel files, with the exception of confidential letters that were written prior to employment at Wilson College. If, following this review, the faculty member wishes to appeal the unfavorable decision, s/he shall file a formal petition of appeal with the Dean’s Office. That petition should describe the grounds for appeal (see b. i-iv, above) and outline the specifics of the complainant’s employment or review that support those grounds.

d. Having received the formal petition of appeal, the Dean of the Faculty, in consultation with the complainant, her/his advocate, and the appropriate Division Chair, will appoint a three-member Review Panel to hear the case. Panel members must be disinterested, full-time, ranked faculty and may not be previously involved in the case.

e. All investigations will be done in a timely manner, and all participants will act in good faith to assure full and fair consideration of the petition.

f. The Review Panel shall choose its own Chair from among its members. No change may be made in the panel’s membership until its report is completed, unless a member becomes unable to serve because of illness, unanticipated conflict of interest, or departure from the College. Should a member need to be replaced, the Dean of the Faculty will appoint a new panelist (see Article IV.1.2.c).

g. A copy of the complainant’s written petition will be given to the Review Panel.

h. As part of its determinations, the Review Panel will review the written petition and the faculty promotion/performance review file to determine whether or not the petition meets the criteria for appeal and whether or not the decision on faculty status should be reversed.

i. The Review Panel may request the appearance and testimony of those persons who possess information germane to the petition. The panel may not compel compliance;
it is, however, expected that any such request will be honored. All testimony shall be taped.

j. At the conclusion of its investigation, the Review Panel shall prepare a written summary of the central issues involved in the matter and list its recommendations. The report shall be sent to the Dean of the Faculty and the President, who will give copies to the complainant.

k. In consultation with the Review Panel and the Dean of the Faculty, the President will make an independent judgment in the case. For personnel decisions that are made at the presidential level, the President will inform the faculty member of the decision. For personnel decisions that must be decided by the Board of Trustees, the President’s recommendation will go to the Board of Trustees, who will make the final determination in the case.

l. All proceedings, documentation, testimony, and reports related to the case are to be kept confidential by all participants both during the process and after its final disposition. At the conclusion of the case, all documentation, reports, and tape(s) of the testimony will be stored in the Office of Human Resources and maintained in that office for at least five years after all parties to the dispute have left the College or until such time as the statute of limitations has passed, whichever is the later date. This confidentiality clause is not intended to bar access to any legal forum, including, but not limited to, a governmental agency or state or federal court with jurisdiction over the matter subject to the confidentiality clause. Should the faculty member seek redress with the appropriate legal forum, this confidentiality clause shall not bar the right of any party to the legal proceedings from seeking the introduction of evidence or testimony subject to this clause.

J) Policies Regarding Leave

Terms of Leave: If the period of sabbatical leave or other leave without pay extends for an academic year or less, the leave will count as full-time service in determining eligibility for promotion and/or tenure, and will count as part of the period of a probationary contract. If a period of leave extends beyond an academic year, the additional time will not count for these purposes. All periods of leave, however, will count as full-time service in determining salary. Exceptions to these provisions may be granted based on written application to the Dean of the Faculty and the Committee on Promotion and Tenure at the time when the leave is requested.

Limitations on Leave: A faculty member cannot expect to be granted more than two years of leave in any five-year period for other than medical reasons.

1. Professional Leave

   a. Sabbatical Leave

A sabbatical leave may be granted to faculty who have been at Wilson College for seven years or after seven years have elapsed since a faculty member’s last
sabbatical. Sabbatical leaves are an investment by the College in a faculty member’s development.

Leave may be granted for such purposes as:

- Research intended to lead to publication or public presentation;
- Formal, post-doctoral study or professional training, or a self-directed program of study;
- Projects related to improvement in teaching methods or curricula;
- Travel/residence abroad for research or teaching purposes; or
- Formal graduate study, such as preparation of a dissertation intended to lead to an advanced degree in a field relevant to the subjects taught in the College by the applicant.

Application for leave is due to the Promotion and Tenure Committee (PT) by October 15, for a leave requested for the following academic year. Recommendations of the PT Committee, along with a separate recommendation from the Dean of the Faculty, will be forwarded to the President, for final decision by December 15.

Leave applications will include a:

- Description of the project/activity and a plan for its completion;
- Statement of ways in which the proposal will benefit the mission of the College and the faculty member’s teaching, and
- Letter of support for the sabbatical leave grant by the Division Chair, which will indicate a plan to minimize disruptions to the teaching and advising schedule and College governance.

The PT Committee may request additional information or recommendations, if needed.

A one-semester sabbatical leave (fall or spring semester, including January term) will be granted at full compensation, with full fringe benefits paid in usual shares by the College and faculty member. In a faculty member’s second semester, a three-course workload is expected. A one-year leave (available for senior faculty only) will be granted at one-half compensation, with full fringe benefits paid in usual shares by the College and faculty member.

The College reserves the right to reduce its payment of salary during the period of leave by any amount earned for services or received from a grant to the extent that
the additional income brings the faculty member’s compensation to a figure higher than her/his contractual salary plus legitimate extra costs incurred, such as necessary travel, maintenance of dual residence, and expenses required for carrying out the activity for which the leave was granted.

A faculty member must agree to return to her/his position at the College for at least one year following the leave or to repay any compensation received during the sabbatical. A faculty member may not use the sabbatical to accept other paid employment during the period of the leave, unless stipulated in the application for the sabbatical.

Within 60 days of return from the sabbatical leave, the faculty member will submit a written report to the Dean of the Faculty describing the activities in which s/he engaged. An oral presentation to colleagues of the College community will also be required.

b. Leaves Without Pay

A faculty member may at any time submit, in writing, to the Dean of the Faculty through the Division Chair request for leave without pay for one or two semesters. Except in cases of emergency or other unforeseen circumstances, the request must be submitted on or before December 1, if the leave is to begin in the fall term of the following academic year, or on or before April 1, if it is to begin in the spring term of the following academic year.

Leave may be requested for such reasons as:

- Extension of sabbatical leave to continue the project for which the original leave was granted;
- Any of the purposes listed in Article IV.J.1.a or IV.J.1.c for which other professional leave could be requested;
- Holding a position in another institution in which the applicant’s academic expertise will be used and extended;
- Serving as a consultant, holding public office, or engaging in political or community service activities;
- Personal reasons, including rearing children, caring for a near relative who is incapacitated, or exploring other career possibilities.

The granting of leave will in no case be automatic. Leave may be denied if the proposal is deemed inappropriate or if the applicant’s temporary absence would significantly disrupt the functioning of the College.
Decisions regarding the granting of leave will be made by the President based on recommendations from the Dean of the Faculty. In cases similar to reasons for sabbatical, the Dean will also consult with the Committee on Promotion and Tenure.

During the period of the leave, the College will continue to pay for all fringe benefits except a contribution to the faculty member’s retirement fund. The College reserves the right to withdraw or reduce any fringe benefits that are covered by grant or employment elsewhere.

c. Reduction of Workload

A faculty member may, at any time, petition the Dean of the Faculty for reduction of her/his contractual workload and/or normally expected committee or administrative duties, for one of the following purposes:

- To pursue a project of research, study, or training intended to lead to publication or to public performance or exhibition;

- To prepare a new course which requires an extraordinary amount of preliminary study and planning;

- To develop expertise that will be specifically useful in the faculty member’s service to the College; or

- To give professional service outside the College that will contribute significantly to the faculty member’s professional development or otherwise serve the interests of the College.

The decision to allow a reduction in load will be made by the Dean of the Faculty. Consideration will be given to the value of the project for either the faculty member’s professional development or other interests of the College, the availability of a suitable replacement for the faculty member’s services, and the financial cost to the College.

The College reserves the right to reduce compensation to the faculty member whose teaching load is reduced to the extent that the College incurs additional expense because of the reduction. Normally reduction in compensation will be required only if the faculty member’s project is supported by a grant paid directly to the faculty member, by compensation for services, or by expectation of future profit.

2. Family and Medical Leave

Wilson College complies with the Family and Medical Leave Act (FMLA), which permits an employee to take up to a total of 12 weeks of family and medical leave during Wilson College’s fiscal year (see Human Resources Manual). Whether such leave is paid or unpaid depends upon the employer’s policies. Faculty personnel at Wilson are covered by the leave provisions below.
Faculty members who need to take extended leave from their teaching obligations for personal or family medical situations should meet with the Dean of the Faculty to make arrangements for coverage of classes and the management of other professional obligations during the leave period.

a. Maternity/Adoption and Parental Leaves Policy

In the case of medical conditions related to pregnancy, it is generally expected that new mothers will need 6-8 weeks of paid leave, post-partum, as determined by the woman’s physician. (New parents are also eligible for one month of parental leave; see paragraph below. Parental leave may be taken in addition to leave for medical conditions related to pregnancy.)

Parental Leave must be taken within the first six months of the birth or adoption placement and must be negotiated with the Dean of the Faculty. After one year of employment with Wilson College, all faculty members are eligible for the equivalent of one month of paid parental leave to care for a newborn or newly adopted child. Such leave is normally taken as a one-course reduction in the teaching load.

b. Long-Term Medical Leave of a week or more

A faculty member has the right to a leave of absence for medical reasons. The leave is granted by the Dean of the Faculty, based upon a written statement from an attending physician which indicates that the person is unable to perform her/his College responsibilities. The leave may involve reduced College activities or none at all, depending upon the severity of the medical problem. A written statement from the attending physician indicating that the person is able to return to full-time work will terminate the medical leave. Because continuity of instruction is important, it may not be feasible for the faculty member to return to the classroom in the middle of the semester. In such cases, the faculty member will work with the Dean to arrange alternative assignment; these alternatives might include additional class assignments during the ensuing year and a half.

During her/his first two academic years at Wilson, a full-time faculty member who needs to take medical leave may receive up to one month of paid medical leave. Any additional medical leave during this period is unpaid, up to the maximum allowed by FMLA.

During years three through six at Wilson, full-time faculty who need to take medical leave may receive up to one full semester of paid medical leave during a three-year period. After one semester of paid medical leave, a faculty member in this category may take unpaid leave for one additional semester.

After six years at the college in a full-time faculty position, a faculty member may receive up to one full semester of paid medical leave in a two-year
period. If the medical leave exceeds one full semester, the College will arrange a reduced compensation plan for the faculty member during the medical leave period. Such a plan may include progressively reduced compensation, depending upon the length of the leave period, including an end to compensation after a specified length of time, during which the faculty member remains on leave.

c. Other Forms of Short-Term Leave

From time to time, a faculty member may require other forms of leave from her/his teaching duties. Such forms of leave may include, but are not limited to, bereavement leave, military leave, leave for short-term illness of less than a week, jury duty, and similar examples. A faculty member who needs to take leave for one of these reasons during the semester should consult with her/his Division Chair, who will work with the faculty member and the Dean of the Faculty, to ensure coverage of teaching and other responsibilities. The faculty member’s salary will continue, without interruption, during short-term leaves.
ARTICLE V: AMENDMENTS TO THE BYLAWS

Approval by a majority of the members of the Faculty present and constituting a quorum shall be necessary for adoption of amendments to the Faculty Bylaws. A copy of any proposed changes shall be sent to the members of the Faculty at least one week prior to the meeting at which the changes are to be considered.

Final action shall not be taken in the meeting at which the proposal is first presented for consideration by the Faculty unless a motion to take immediate action is approved by three-fourths of those members of the Faculty voting on the questions and constituting a quorum.

Amendments to the Faculty Bylaws shall, upon adoption by the Faculty, be recommended to the President who recommends changes, when appropriate, to the Board of Trustees. No changes may be put into effect without concurrence by the President. Should the President and the Faculty disagree on proposed changes to the Bylaws, the Faculty may recommend changes directly to the Board of Trustees, upon a two-thirds vote by the Faculty. The Board of Trustees will make the final determination.
Appendix 2

Academic Affairs
Administrative Organization Chart

Elissa Heil
Vice President of Academic Affairs / Dean of the Faculty

Andrew (Andy) Abel
Director of Institutional Effectiveness

Rochelle Plummer
Assistant to the VPAW
Dean of the Faculty

Jose Dieudonne
AVP for Technology and Library Services

Vickie Locke
Academic Support Center Director

Jennifer Thomas
Senior Application Developer

James O’Malley
Kelly Smeda
Kaci Renau
Learning Commons Library Staff

Kevin Gallagher
Director of Computer Services

Amy Eschley
Hawkeye Center Director

Christine Nayer
FCSL Director

Joan Hoover
Registrar

Ellen Ot
Assistant Registrar

Darlene Croy
Registrar Assistant

Rachel Picard
Travis Tosten
Faculty Assistants

*A Position 1 – Assistant Director of ASC
*Position 2 – Writing Lab Coordinator*
### Appendix 3

#### Faculty Divisions Organizational Chart, July 2016

<table>
<thead>
<tr>
<th>Arts and Letters</th>
<th>Faculty/Staff</th>
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<tbody>
<tr>
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<td><strong>Areas</strong></td>
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<td>Philip Lindsey</td>
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<td>Michael Cornelius</td>
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<td>Larry Shillock</td>
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<td>JZ Long</td>
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<td>Lisa Woolley</td>
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<td>Nicoaos Catis</td>
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<td>Jill Hummer</td>
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Appendix 4: Supplemental Guidelines for Faculty Search Committees

**Purpose**
To serve as a supplement to the policies and procedures set forth in the Faculty Handbook (Section V. Policies on Recruitment and Appointment).

**Full-Time Faculty Searches**

**Composition**

1. Search committees should be composed of persons who are knowledgeable about the duties and responsibilities of the position being filled.

2. Search committees should be limited to three to five persons (normally chaired by the appropriate Division Chair, complemented by two or three additional faculty persons appointed by the Academic Dean, including a member of the Committee on Promotions and Tenure, and one student selected by the search committee chair).

**Obligations (Section V.B.5)**

1. To review carefully all applications.

2. To participate in discussions related to the recruitment process.

3. To vote on all questions pertaining to the selection of candidates for interview and the selection of the person to be appointed.

4. To treat all application files and all relevant department or program deliberations as confidential.

**Procedures**

1. Each search committee member should receive a copy of the advertised position description.

2. Prior to reviewing applications, the search committee should develop appropriate procedures for the application review process.
   a. establish a timeline to include, but not limited to
      i) planning meetings of the search committee
      ii) when the application review process will begin
      iii) projected length of the review process (will depend on the number of applications received)
      iv) when the names and applicant materials of the lead candidates will be presented to the Academic Dean
b. define the application review process
   i) It is important that the search committee has the opportunity to review and
      openly discuss all applications (single or multiple meetings)
   ii) If the Chair of the search committee chooses to do an initial screening of
       applicants (as in the case where many applications have been received), the
       criteria should be clearly articulated and agreed upon by the search committee;
       in any event, all applications should be accessible to any member of the search
       committee
   iii) The search committee should decide when the student members should be
        brought into the review process (in many cases, it is after the initial screening of
        applicants, so that the pool has been somewhat reduced)

   c. develop application rating sheets, as appropriate, to include, but not limited to
   i) relevant educational background
   ii) relevant teaching experience (particularly college level; particular courses,
       as appropriate)
   iii) research and creative work
   iv) professional development and/or relevant professional or job-related
       experience
   v) other qualifications or experiences relevant to, or in support of, the
       responsibilities outlined in the description of the position

3. Should additional information be required of applicants, the Search Committee chair will be
   responsible for obtaining them.

4. References may be checked by the Human Resources Office, by the Search Committee,
   or by a combination of the two working in concert. If the Search Committee wishes to check
   references alone, then questions for the referees must be submitted in writing to the Director
   of Human Resources for approval prior to the referees being contacted.

   a) It is illegal to ask questions of references that cannot be legally asked of applicants.
   b) References for each applicant should be asked the same basic set of questions,
       unless letters of reference are asked to be provided as part of the initial application
       material.
   c) When applicants are asked to provide letters of reference or names of references,
       other persons should not be contacted for a reference without the applicant’s
       permission. It is not appropriate for the institution to contact friends or acquaintances
       at the applicant’s current employer for “unofficial” information about the applicant
       without the applicant’s knowledge and permission.
   d) Search committees must be consistent in the way references are checked. For
      example, when applicants are asked to submit names of references, the committee
      may appropriately contact only the references of applicants who make the first cut.
      However, it is imperative that the same number of references for each applicant be
      contacted. If a reference is not available, the applicant should be asked to provide the
      name of another reference. It is not appropriate to request letters from some and
      check others by phone or e-mail. When references are checked by phone, it is
desirable to have more than one person listening and taking notes on the comments provided.

5. The search committee should develop appropriate procedures for the interview process.

   a. work in collaboration with the Dean's Office to establish an interview itinerary, which should include, at a minimum, each of the following:
      i) meeting with the Academic Dean
      ii) meeting with the Search Committee
      iii) opportunity to meet and interact with students
      iv) presentation by the candidate (the nature and primary audience for the presentation should be determined by the Search Committee, e.g. teaching a class, discussion of a relevant theme or topic, presentation of research, etc.)

   b. develop a basic set of interview questions to be asked of all candidates
      i) other questions may be asked during the interview process, but it is important to ask only job-related questions
      ii) the Affirmative Action Guidelines for Recruitment provide guidance about impermissible questions, such as (age, national origin, marital status, family or relatives, religious affiliation, arrest/conviction record, military service, financial data, handicap, etc.)

   c. design interview rating sheets, to include, but not limited to
      i) qualifications for the position
      ii) relevant teaching experience
      iii) relevant research and/or creative work
      iv) relevant professional or job-related experiences
      v) understanding/appreciation of the value of a woman-centered, liberal arts education
      vi) level of interest in the position
      vii) teaching effectiveness (based on candidate’s presentation)
      viii) rapport with faculty and students

6. It is the responsibility of the search committee to communicate information to the interviewed candidates about department, program and college standards and policies, using the Faculty Handbook as a reference (Section V.B.8).

7. At the conclusion of the interviews, the search committee should rank the candidates and submit its recommendation, with rationale, to the Academic Dean.
   a. Any materials related to the search should be sent to the Human Resources Office for proper disposal and/or filing.

**Adjunct Faculty Searches**

Procedures and Guidelines

*Faculty Bylaws, October 2017*
1. After identifying the need for a new adjunct faculty hire, the appropriate Division Chair and/or Program Director completes the Adjunct Hire Request form available from the Human Resources Office.
   a. This form outlines the need for the hire, what courses the individual will be hired to cover, and a description of the position.
   b. Once completed, the form is returned to the Human Resources Office. The Division Chair and/or Program Director will coordinate with Human Resources on how the position will best be advertised.
      i. Minimally, the position will be advertised on the Wilson website for five business days.
      ii. Departments who frequently need adjunct faculty may leave a permanent posting on the College website in order to cover this requirement.

2. Applicants for the position will submit materials directly to the Division Chair and/or Program Director. Materials solicited must include
   - A cover letter, including a philosophy of teaching
   - A résumé or curriculum vitae
   - Transcripts from all institutions of higher learning attended
   - At least one letter of reference

3. The Division Chair and/or Program Director may then interview candidates (either in person or through electronic means). If the content area of the hire is outside the Division Chair and/or Program Director's field, it is recommended that s/he include at least one faculty member in the content area as part of the interviewing process.

4. Checking references should follow the same procedures as outlined for full-time faculty searches.

5. At the conclusion of the interviews, the Division Chair and/or Program Director should submit a request for hire, with rationale, to the Academic Dean. This request must be accompanied by the Adjunct Faculty Hiring Recommendation form. Any materials related to the search (resumes, interview notes, etc.) should be sent to the Human Resources Office for proper disposal and/or filing, though the Division Chair and/or Program Director may retain a copy of the applicants’ vitae.
Appendix 5: Agreement Between Faculty and Students

From Section two (blue section) of the 2005-2006 WCGA Blue Book
First version appeared in the Constitution for WCGA in the 1932-33 academic year

The Faculty and Students of Wilson College enter into an agreement to cooperate in the exercise of powers in matters of college interest and organization and in a system of government to regulate the life of the students in the following particulars:

I. The maintenance of high standard of honor in all academic matters.

II. The maintenance of a high standard of honor, order, and decorum at all times when a student is under college jurisdiction.

III. The recognition of the Wilson College Government Association as the body responsible for maintaining student self-government in accordance with this agreement.

This agreement implies the common responsibility of the Faculty and the Students to maintain the best conditions for scholarly work and the spiritual life of the College and to enforce all regulations that constitute the governing laws of the community. It shall at no time be construed to authorize the regulation of any but student members of the Association.

The Students may change the Constitution and By-Laws of the Association without the approval of the Faculty, provided that such changes do not involve any extension of the powers of the Association. Such changes shall be reported to the President and Faculty.

The Faculty and Administration stand pledged to support the Association to the full extent of their power. In every emergency, the ultimate responsibility must rest upon the President and the Faculty.

This Agreement may be annulled by the Faculty or by the Students, thirty days notice given in either case. A revision of its terms may be proposed by the President of the College and the Faculty and accepted by the students, or proposed by the students and accepted by the Faculty.