

CURRICULUM, ACADEMIC PROGRAMS, AND
ASSESSMENT
APPENDIX 3: CURRICULUM PROPOSAL
(T. KELLY MEMO)


Milton College
US Correspondence

August 21, 1997


Dear Colleagues,

It is with great excitement that we present you with the enclosed *Proposal for Curricular Change*. As we state in the proposal, we believe that this is the moment for the Faculty to move boldly in establishing curricular structures that challenge our students to greater intellectual engagement and responsibility.

We hope that you will consider this proposal with a critical eye and an open mind. In writing the proposal, we felt compelled to offer some detail describing how the proposed structures might be implemented. Some may feel that we offer too much, while others may feel there is too little. The Faculty must agree on the structures first; only then can details of implementation be sensibly considered.

Our task in preparing this proposal has been made both easier and more challenging by the accomplishments of the subcommittees last year. Easier, because the subcommittees were so thorough in their work and articulate in reporting it, yet more challenging, because their high level of commitment to curricular change demanded from us a similarly energetic response. Our response, this proposal, is clearly a product of their efforts. We look forward to working with all of our colleagues on this initiative beginning at our discussion on August 28 and continuing throughout the year.

Sincerely,


Tim Kelly, for the CAP

Contributors to this document (* indicates current CAP membership):

- | | |
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CAP Curricular Review Subcommittee List

Community

Drogus/Government
Fong/Dean of Faculty (L)
Knortz/Physical Education
Large/Theatre and Dance
Pfitsch/Biology (F)
Rayne/Geology
Werner/Philosophy
Wheatley/English

Distribution Requirements

Beck/Anthropology
Georges/Economics (L)
Gold/Classics
Hopkins/Music (F)
Keller/History
McEnroe/Art
Redfield/Mathematics
E. Williams/Biology
J. Williams/Religious Std.
Yee/Psychology

Place of Languages

Cafruny/Government
Gant/Art
Guyot-Bender/Romance Languages
Marki/English
Rupperecht/Comparative Lit.
Sciatta/German and Russian
A. Kelly/History
T. Kelly/Mathematics (L)
Vaughan/Psychology (F)

Diversity

Cockburn/Mathematics
Mchanty/Women's Studies
Mwantuli/Romance Languages
Odamtten/English
Orvis/Government
Pierce/Psychology
Pokinski/Art
Reynolds/Biology (L)
Urciuoli/Anthropology (F)

Communicative Competencies

Ambrose/History
Bailey/Geology
Bellini-Sharp/Theatre and Dance
Kantrowitz/Mathematics
Hirshfield/Computer Science
Morgan/Romance Languages (L)
J. O'Neill/English (F)
Richards/Music
Ross/Rhetoric and Commun.

Framing Experiences

Briggs/English (L)
Bruce/Physical Education
Gapp/Biology
Muirhead/Art
Paris/Government
P. Rabinowitz/Comparative Lit.
Ravven/Religious Studies
Rosenstein/Chemistry
Rubino/Classics
Tewksbury/Geology (F)

Mission and Curricular Models

Edmondson/Psychology
Hart/Physical Education
Humphries-Brooks/Religious Std.
Kinnel/Chemistry
Norton/Theatre and Dance (L)
Ring/. Physics
Salzillo/Art
Somers/Rhetoric and Commun.
Thickstun/English
Wilson/History (F)

(F) - Facilitator
(L) - CAP Liaison

Why Curricular Change?

"Take heed, folks. A serious problem exists when students are calling the academic load a 'joke'."

Mark Lillienthal,

The Spectator, May 2, 1997.

In 1995, Dean Bobby Fong arrived at Hamilton with a mandate from President Eugene Tobin to conduct a comprehensive review of the curriculum. In September, 1996, the Committee on Academic Policy appointed seven subcommittees to examine a wide range of curricular issues. Nearly half the Faculty, sixty-five individuals, participated in the work of the subcommittees, which filed their final reports in May, 1997. The combined CAP committees ('96-'97, '97-'98), together with Associate Deans Barbara Gold and David Paris, met from May 21 to May 30 to discuss the reports and develop a proposal for curricular change. During the summer, drafts of this proposal were circulated within the group, and it was further revised during meetings from August 4 to 18.

When this curricular committee gathered in May, the first questions were: "What are the problems that curricular change needs to address? Why curricular change?" There was an almost immediate consensus within the committee, as there had been in the subcommittee reports, that curricular change should above all be a response to problems with the current intellectual climate at Hamilton: a lack of student engagement, academic intensity, and rigor. We believe that the problems we confront are not minor or localized but significant and pervasive, requiring a comprehensive response from the Faculty as a whole.

In our conversations, we described several dimensions of the problem of intellectual climate: too many classes lack intensity and rigor, too few students seem deeply involved in intellectual endeavors, the enthusiasm and effort for athletics and co-curricular activities too often exceeds that for academic work. It is too easy for students to become cynical about, and disengaged from, their academic work. For too many students, college is an extension of high school--the pursuit of good times and

credentials rather than an education. To be sure, there are instances in which students perform well, but these success stories often seem the exception rather than the rule.

The Faculty must assume its share of responsibility for the intellectual climate at Hamilton. Although faculty agree that students do not seem to be sufficiently engaged in academic work, over 80% of the grades given are B or above. Faculty want students to see important connections between and among their courses, but our curricular arrangements and check-off system of distribution requirements do not encourage them to do so. We state that we require "satisfactory standards of correctness in all written work" and "minimum standards of effectiveness in all prepared oral presentations," but we have no way to assess, beyond the confines of any given course, whether students are meeting these standards. If classes are not challenging enough, perhaps we are not setting high enough standards. If students fail to engage in serious intellectual work, perhaps we need to think about how we engage them through our curricular structures and classroom practices. If students are not meeting our standards, we need to make clearer what our expectations are and require students to meet them in demonstrable ways.

The Faculty has the power and responsibility to define what a liberal arts education means at Hamilton College and to decide how it will be enacted. The Faculty controls the curriculum, its classrooms, and the academic calendar. Curricular change can clarify and affirm what liberal education means at Hamilton College, and over half the faculty has begun work on this challenging project. With a fine faculty, good students, substantial financial and physical resources, and strong support from its alumni and trustees, the College is well positioned to move boldly. We must now shape a curriculum to meet the pressing needs of our campus and our times.

II A Proposal for Curricular Change

The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need rather than necessarily by "subjects" as conventionally defined. . . . curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content . . . goals should apply to all students, while the means to these goals will vary as those students themselves vary. . . .

Theodore Sizer,
Horace's Hope, 1996, p.154

We recommend two major initiatives: goal-based requirements and a restructuring of students' education on a year-by-year basis. Required First-Year Seminar and Sophomore Tutorial programs will help students develop an academic portfolio as the primary means for evaluating progress towards the goals we set. Each student will defend his/her portfolio before a committee of three faculty and one upper-level student at some time during the sophomore year.

We also recommend that upper-level students become more actively involved in the education of other students, that concentrations be reassessed in terms of the goals, and that we continue the current senior program with an added emphasis on the goals. We also suggest a number of other changes that support this program. Schematically, this is what we propose:

1. Goal-based requirements:

- Students meet a set of twelve goals by demonstrating progress and accomplishment.

2. Programs in support of goals year-by-year:

First-year students:

- take a required fall seminar that emphasizes writing, speaking, and academic intensity;
- engage with the faculty member who teaches the seminar in an advising process that examines the goals.

Second-year students:

- participate in a two-day pre-semester academic orientation in the fall;
- take a required fall tutorial, focusing on the goals, that emphasizes writing, speaking, and academic intensity;
- engage in an advising process with the faculty member who leads the tutorial;
- submit a portfolio as the primary means of demonstrating progress toward and accomplishment of the goals;
- meet individually with committees of three faculty and one upper-level student to defend the portfolio.

Third- and fourth-year students:

- mentor lower-level students in developing portfolios and, when invited, participate in First-Year Seminars and Sophomore Tutorials;
- concentrate in particular areas or disciplines as at present, with attention to the relationship of the concentration to the goals.

Fourth-year students:

- participate in a Senior Program with attention to the relationship of the Program to the goals.

Related issues. In addition, the Committee on Academic Policy, upon the advice contained in various subcommittee reports, has identified the following issues for future discussion:

- the advising system;
- class size;
- faculty development;
- additional staffing and resources;
- more flexible credit systems (e.g., more quarter or half credits; credit hours), scheduling, and calendar;
- internships/experiential learning;
- improved and additional academic spaces;
- status of the physical education requirement;
- athletics and co-curricular activities.

Goal-based requirements:

In 1969 the Faculty abolished department-based distribution requirements in favor of goals implemented through the advising system. In the 1980s the current distribution requirements by division/departments were instituted along with several other requirements (senior program, writing-intensive courses, etc.). This curricular scheme is a system in which students fulfill requirements by taking courses that fit into certain categories defined primarily by department and division.

Instead of choosing between goals on the one hand and distribution requirements on the other, we believe that the two can be combined. We propose that the Faculty adopt a set of goal-based requirements. Instead of being required to take particular courses, students would provide evidence that they have satisfied the goals or are making clear progress toward them. The evidence would be presented via a portfolio and examination as part of the Sophomore Tutorial Program. This Program, described below, is a version of the sophomore "gateway" proposed by the Framing Subcommittee.

If we were simply to revise our current system of distribution requirements, it would not adequately address the issue of intellectual climate but would put in place a more elaborate version of our current system. Establishing more "boxes" to be checked off would not ask students to think about the goals of their education or to demonstrate that they are achieving them. On the other hand, requiring students to defend their work promises to engage them, to encourage them to reflect upon their education, and to take responsibility for it.

The assessment of the portfolios presents difficult conceptual and logistical challenges: developing criteria for assessment; identifying what might be legitimately included in the portfolio; maintaining common, equitable standards; organizing faculty and students to evaluate portfolios; reporting results; and deciding what occurs in cases of failure after revision. We take up some of these issues in our discussion below of the Sophomore Tutorial Program, but others await Faculty consideration. It is important to keep in mind that portfolio assessment is, after all, another form of what faculty do all the time--assess student work. If we believe that the construction of a portfolio can engage students in serious reflection on and refinement of their work, then we owe them a serious assessment of that effort.

There can be little doubt that this kind of assessment is labor intensive. It clearly requires added faculty resources and a redirection of faculty teaching effort. We do not propose that faculty reduce their scholarly efforts, nor do we suggest an increase in the teaching load. What we wish to see is a broad reassessment of how we might work with students in ways that are more likely to increase academic rigor and engagement. Our educational aims are and should be primary. Our responsibility to the intellectual development of our students comes first, just as our students' responsibility for their own intellectual development must be their first priority.

The Twelve Goals:

We propose twelve goals that have been adapted from those suggested by the Distribution Subcommittee. The goals are not mutually exclusive, and in general allow considerable latitude in the ways students might meet them. Clearly, we want students to take a range of courses--and they will need to do so in order to meet the goals. The movement to a goal-based system of requirements suggests that courses not be thought of as discrete entities, never to be revisited upon completion of the final exam. Rather, courses should be seen as experiences that warrant and will require serious revisiting as a student constructs her/his academic portfolio vis-à-vis a set of meaningful curricular goals. At the same time, materials developed outside of academic courses that demonstrate progress toward a goal would be suitable for inclusion in a portfolio. It is our expectation that the Faculty will develop formal and informal protocols for evaluating portfolios.

THE GOALS:

Hamilton College prepares each student:

1. To communicate clearly and cogently both in speaking and writing;
2. To reason mathematically and/or evaluate and interpret quantitative data;
3. To understand a second language through oral and/or written usage;
4. To understand and use digital and/or related technologies;
5. To read critically and to analyze literary, philosophical, and/or religious texts;

6. To understand ideas, practices, structures, and events from an historical perspective;
7. To understand artistic processes through production, performance, composition, and/or critical analysis in the creative arts;
8. To study a scientific discipline and to understand the use of scientific methods;
9. To analyze contemporary social, political, and/or economic ideas, practices, and structures;
10. To analyze ideas, structures, and practices of inclusion and exclusion in the United States;
11. To analyze ideas, structures, and practices that are significantly different from those in the United States;
12. To study one area in depth in order to understand its subject, use its methodologies, and connect it with other areas of study.

Goal #1: To communicate clearly and cogently both in speaking and writing.

The writing and speaking skills mentioned in the first goal are so integral to a liberal arts education that they deserve separate treatment and implicit in them is an overarching goal of demonstrating critical thinking skills. The Communicative Competencies subcommittee offers persuasive reasons for not having a separate "oral-intensive" designation. We find their reasoning equally compelling when applied to the current "writing-intensive" designation. Writing and speaking are embedded in so much of what we do that the designation of certain courses as "intensive"

in these respects is misleading. Therefore, demonstrating progress or accomplishment with respect to this goal, like the others, is not necessarily tied to taking specific courses. Although we recommend eliminating the writing-intensive designation, we wish to offer more opportunities for writing (and speaking) in all four years. (Class size is a related issue that will be considered.)

The danger in not having "intensive" designations is that insufficient attention will be given to these fundamental skills. But the absence of these designations can be compensated for in a number of ways. The First-Year Seminar and the Sophomore Tutorial will necessarily be writing- and speaking-intensive; limiting class size will support a focus on these skills. The Writing Center's work becomes more critical under this system in supporting the two new programs and student portfolio development. Current peer tutoring and teaching assistant programs should be expanded so that more students are available to help other students meet the goals. There need to be additional resources for improving students' speaking skills and for faculty development.

Goal #2: To reason mathematically and/or evaluate and interpret quantitative data.

Basic mathematical competence is essential in a growing number of areas of study and for the development of informed citizens. This goal also encourages students to move beyond mere "quantitative literacy" by asking them to develop their ability to evaluate and interpret quantitative data. Many opportunities to demonstrate basic competence and these broader abilities exist both in and out of courses. Statistical analysis is part of many courses in the sciences and social sciences. Co-curricular opportunities might include internships in the medical, actuarial, and social sciences, in industrial quality-control, and in quantitative institutional research.

Goal #3: To understand a second language through oral and/or written usage.

We believe that knowledge of a second language (ancient or modern) enhances a student's communicative competency and contributes to cross-cultural understanding. The ways in which a student might demonstrate understanding of a second-language should be open-ended and may vary from student to student. As more and more students arrive at Hamilton with differing degrees of second language knowledge and skills, we need to be imaginative and flexible in our means of assessment. Students might demonstrate their understanding in many ways other than enrollment in language courses. For example, they might incorporate research in a second language into other work, do off-campus foreign language tutoring or translating, study abroad, participate in residential language houses, receive teaching or research assistantships, or appear in musical or dramatic performances.

Goal #4: To understand and use digital and/or related technologies.

Although technology was not directly addressed by any of the subcommittees, we believe it requires a separate goal. The recent Planning Committee report recommended that all students be provided with a computer by the year 2000. Like skills in writing, speaking, and foreign language, skills in using the new technologies are critical to students' communicative competencies. Much of their academic work and their work after graduation will require them to be familiar with these technologies. We do not view meeting this goal as simply a matter of developing skills, for example with wordprocessing or e-mail. Rather, we view the use of technology as a way of engaging intellectual problems. Currently, students use technology in every curricular area, and we can expect this use to expand and to incorporate other technologies (multimedia). Web-based projects, electronic music, and multimedia presentations might also help meet this goal.

Goal #5: To read critically and to analyze literary, philosophical, and/or religious texts.

To read and to critically analyze literary, philosophical, and/or religious texts continue to be key features of a liberal education. We expect our students to develop and demonstrate their skills in reading and critical analysis. Many of our current courses are designed to help students make progress toward this goal, but they must be able to show--through papers or presentations or other means--that they have made sufficient progress.

Goal #6: To understand ideas, practices, structures, and events from an historical perspective.

Many of our students come to college woefully ignorant of historical facts, ironically perhaps because of pre-collegiate pedagogical approaches that treat history mainly as names and dates. While not denigrating the importance of such facts, this goal suggests that we require some broader historical understanding and perspective of our students. Many current courses in several areas of the curriculum can assist students in achieving this goal. Many kinds of activities and experiences might be part of a student's portfolio, such as writing historical fiction or compiling an oral history.

Goal #7: To understand artistic processes through production, performance, composition, and/or critical analysis in the creative arts.

In a world where creativity and imagination play a significant role in many fields, students need to think and act creatively and critically. In the arts there is often an apparent gap between those who perform or produce the art and those who analyze it. Whether through the experience of creating or studying art, every Hamilton student should come to understand the relationship between artistic processes and the final result. Many courses in the arts division and others can assist students in achieving this goal. A student might write a play for a history or language course, or analyze/interpret architectural ruins from an aesthetic perspective.

Curricular Change at Hamilton College

A Revised Proposal

*Submitted to the Faculty by
the Committee on Academic Policy*

February, 1998



February 11, 1998


Dear Colleagues,

On behalf of the members of the Committee on Academic Policy I am pleased to present the attached document outlining the three major elements of CAP's revised proposal for curricular change. The document reflects the suggestions and careful thinking that the Committee has received from you over the past several months, and from the seven sub-committees last year. The Committee has done its best to synthesize your many and diverse points of view into a coherent proposal that remains true to the two purposes that have guided our work from the outset: first, to increase the level of intellectual engagement and academic responsibility among our students; and second, to clarify what we, at Hamilton, mean by a liberal arts education, and to provide structures that will help our students become liberally educated.

The three elements described in the following pages are: curricular goals, small classes in the first two years, and a Gateway experience marking a student's passage from the first two years of liberal learning to the necessarily more focused years in a concentration. We believe that these three elements, taken together, form a coherent whole. Each adds to the effectiveness of the others. For example, small classes allow for repeated and intensive opportunities to address the cross-curricular goals — writing, speaking, the consideration of ethical issues, and the use of technology in the pursuit of knowledge.

The attached document contains several appendices, which, though not part of the formal proposal, provide details relevant to implementation of the three elements. However, a word of caution is in order. In Appendix A the suggested methods of satisfying goal requirements are merely intended to illustrate how such methods might be described. If the proposal is accepted, a faculty committee will be charged with the task of developing a definitive listing of acceptable methods, in consultation with departments, programs, and CAP.

Finally, it is our plan to bring a formal motion to the faculty late this Spring. The motion would include the three elements outlined in the attached document. Needless to say, discussion of issues essential to the structure of these elements must take place in the intervening months. We ask for your continued good thinking and support. We find the prospects quite exciting.

Sincerely,

Tim Kelly, for the CAP

Elected members of CAP: Carole Bellini-Sharp, Austin Briggs, Margaret Gentry, Tim Kelly, Cheryl Morgan, Patrick Reynolds. *Ex officio* members: James Bradfield, Bobby Fong. Student Assembly representatives: John Fantauzzi, Jack Spangler. Other contributors to this document: Barbara Gold, David Paris.

1. Goals and Course Requirements:

The College Catalogue currently lists five categories of essential goals of a Hamilton education: fundamental skills, breadth of coursework, cultural diversity, ethical issues, and a concentration. With a few exceptions, the goals are interpreted in terms of specific course requirements that a student must complete on a schedule. For example, three writing intensive courses and eight "breadth" courses must be completed by the end of the junior year. The exceptions are: quantitative skills, which can be completed through an exam during orientation; oral skills, for which there is no specific requirement; and cultural diversity, which can be fulfilled by studying at the college level in a foreign country. These exceptions aside, taking certain courses is both necessary and sufficient for fulfilling the College's goals and requirements. Thus our current system of goals and requirements is almost exclusively course-based.

The CAP believes that the current system does not provide enough specificity about the goals of liberal education at Hamilton, enough direction about how courses serve to meet these goals, or enough flexibility about ways that students can demonstrate that they are achieving these goals. Indeed, the implementation of the current system tends to distract students from the goals of a Hamilton education by equating liberal learning primarily with cross-divisional breadth. The CAP's proposal for changing the curriculum would clarify the goals of a Hamilton education, more clearly link courses, rather than entire departments or programs, with specific goals, and provide options other than taking courses for fulfilling requirements.

The first four existing categories of goals (everything except the concentration) would be redefined in terms of nine focused curricular goals and four cross-curricular ones. The nine goals are:

1. To reason mathematically and/or evaluate and interpret quantitative data.
2. To understand a second language through oral and/or written usage.

3. To read critically and to analyze literary, philosophical, and religious texts.
4. To understand ideas, practices, structures, and events from an historical perspective.
5. To understand artistic processes through production, performance, composition, and/or critical analysis in the creative arts.
6. To study a scientific discipline and use scientific methods.
7. To analyze contemporary social, political, and/or economic ideas, practices, and structures.
8. To analyze ideas, structures, and practices of inclusion and exclusion in the United States.
9. To analyze ideas, structures, and practices that are significantly different from those in the United States.

Underlying these nine goals are four cross-curricular goals of writing, oral communication, the use of technology, and ethics. In meeting the nine goals outlined above, students will find opportunities to communicate clearly and cogently both in writing and speaking, to use new technologies effectively as tools for investigation and expression, and to think about ethical choices and the impact of such choices. Finally, the current concentration goal remains essentially unchanged.

The proposed formulation has the primary advantage of articulating more clearly the results we want for our students. It also suggests that strict divisional boundaries need not separate distinct liberal arts goals and that certain underlying aims (writing, speaking . . .) are pervasive across the curriculum. Overall, the effect is to provide a clearer and more integrated view of what a liberal education means at Hamilton.

The most significant proposed changes from the current system of goals and requirements are twofold: first, to list specific courses that satisfy each of the nine goals outlined above; second, to make it possible for students to fulfill the nine goals in ways other than taking specified courses.

a.) Satisfying requirements by way of specified courses. The CAP believes that the current system for requiring breadth is too blunt. Generally, it does not indicate what aims of a liberal education a particular course serves, other than divisional breadth for its own sake. A better approach is to provide for each goal a list of the courses identified

to serve that goal, similar to the current list for the cultural diversity goal. (See sample proposals in Appendix A, p.12).

One way to fulfill any of the nine goals is to pass a designated course. Although some courses will doubtless be designated by the Faculty as counting toward more than one goal, a student will not be allowed to use the same course for more than one goal. Further, all courses used to satisfy the nine goals must be passed with a grade of C- or better. (Since C- represents the minimum achievement for the degree, it seems reasonable to require the same level for courses serving to fulfill the nine goals.)

b.) Satisfying requirements by means other than courses. Although coursework will be the most common means of satisfying the goals, the CAP proposes offering other options in order to encourage students to think more seriously about the goals of their education and to be more creative about meeting them.

Other than coursework, satisfactory progress toward any goal might be demonstrated in one of three overlapping ways. First, a student might be able to waive the requirement by showing that he or she has made satisfactory progress towards the goal. For example, a certain score on an SAT achievement test or demonstrated fluency in a second language might represent satisfactory progress. We currently have this kind of waiver with regard to our quantitative skills requirement. Second, a student might construct and present an independent project or exhibit—for example, an extension of a paper done for a course or creative or scientific work done during the summer. Finally, internships (whether for credit or not) or other experiences might provide the basis for a student to demonstrate increased knowledge and skill in an area—for example, performance in a musical or theatre group or tutoring other students in a subject. (See sample proposals in Appendix A, p.12.)

At some point there must be a formal certification of satisfactory progress toward each of the nine goals, just as there are timetables now for meeting current goals. If our proposal is accepted, we envision a faculty subcommittee will be formed to work with the CAP and oversee the development of final lists of courses designated to meet goals and a procedure for assessing and certifying alternative ways of fulfilling

requirements. The goals are requirements, and each student must demonstrate satisfactory progress toward each one.

2. Limited-Enrollment Courses in the First and Second Year:

In its original proposal for curricular change the CAP recommended a required first-year seminar. The purpose of such a seminar would be to ask students, from the moment they arrive at Hamilton, to engage in intense and demanding academic work, and to reflect upon what their education means. Other than limited enrollment and an emphasis on writing and speaking, the proposal left open a number of questions about pedagogy and content. The expectation was that faculty would develop creative strategies for increasing student engagement with the material both in and out of class. Collaborative work, peer review, upper-level student assistants, speakers, performances, films, and out-of-class discussions might be used. There would be any number of possibilities, such as clusters of courses built around themes, or cross-listed or team-taught courses.

Some faculty members reacted to this and other aspects of the proposal by pointing out that current class sizes, particularly in introductory and lower level courses, were a major obstacle to academic intensity and rigor. Their concern is well-founded. In the fall of 1997 seventy percent of first-year students had two or three courses with twenty or more students. Only twenty-two students had four courses with twenty or less.

The CAP suggests that students be required to take six limited-enrollment courses distributed over the first two years. Limited class size, eighteen at most, would be coupled with explicit expectations regarding one or more of the four cross-curricular goals: writing, oral communication, use of technology, and ethics.

The general aim of this requirement is the same as in the original proposal for a first-year seminar, to initiate students to academic rigor and intensity. However, the revised proposal expands the number of opportunities in the first two years for students and faculty to work together in small, intense classes. The limited-enrollment status of these courses signals certain expectations, as is currently the case with

writing-intensive courses. These expectations involve a more explicit relationship to the cross-curricular goals mentioned above. Finally, these classes would not be necessarily separate from current offerings; they could be revised versions of existing courses.

The two major issues with respect to these requirements are how to provide enough limited-enrollment courses and what the expectations are for these courses in terms of cross-curricular goals.

There is no straightforward way to determine precisely what it would take to provide sufficient sections of limited-enrollment courses for first- and second-year students. Dropping the current divisional, two course breadth requirement would almost certainly affect course selection in ways we cannot estimate. Also, departments might respond to this new requirement in various ways—by reorganizing introductory courses into smaller and larger sections, rethinking the relationship of introductory courses to the major, or developing new introductory courses.

These possibilities aside, we can estimate roughly what is available and what might be needed by looking at enrollment patterns for first- and second-year students. Appendix B provides enrollment figures for 100-level courses by department for fall 1997. It shows that many, but not all, departments could provide limited-enrollment courses given current offerings and demand. Several of the larger departments might have to add sections of their introductory offerings.

Current enrollment figures indicate that many departments could reconfigure their 100-level courses to provide separate sections of eighteen or less for first- and second-year students. Often the presence of third- (and even fourth-) year students makes the difference in whether section sizes are over eighteen. These students would have to be either excluded from 100-level courses or provided with separate sections. It might also be possible or even desirable to designate some 200-level courses as restricted to first- and second-year students, thereby providing more sections. The figures in Appendix B are suggestive rather than definitive; providing sections for first- and second-year students depends upon how departments organize their curricula and offerings.

Obviously, smaller class size is not an end in itself. As noted previously, the purpose is to provide an opportunity and a challenge for students to become more intensely involved with their academic work. More specifically, the CAP proposes that these limited-enrollment classes explicitly focus on one or more of the cross-curricular goals: writing, speaking, the use of technology, and ethics.

The CAP would approve enrollment limits for courses on the basis of guidelines similar to those that currently apply to writing-intensive courses. Indeed, the current guidelines for writing-intensive courses might be applied to those limited-enrollment courses that focus solely on writing. Guidelines for oral communication would closely parallel those for writing. For example, there might be a specified number of assignments and requirements for feedback and evaluation, opportunities for repeating presentations, and so on. Other courses could emphasize the extensive use of technology through web-based assignments, use of Listserv or other similar software for electronic communication and expression, development of multimedia presentations, computer-based statistical and graphical data analysis, and so on.

The ethics goal does not lend itself to simple guidelines like those discussed above. Nevertheless, we can imagine some similar requirements for this goal—that students write a paper or papers in which they discuss ethical issues raised by the course and/or participate in a debate about one or more of these issues. Many of the courses designated to fulfill one or more of the nine curricular goals will also provide opportunities for examining ethical issues.

Although guidelines might be developed for each of these goals, in practice we would expect many courses to aim at more than one. That is, courses need not, and perhaps typically should not, focus on one goal, and the criteria should be flexible enough so that courses need not meet all the guidelines for two or more goals. For example, a course might contain a mix of writing and speaking assignments, as many do now, or a debate about an ethical issue would also further the aim of improving speaking skills. We expect there to be many creative proposals both in terms of pedagogy and content for teaching these courses. The specific guidelines for any particular goal are less important than the Faculty's initiative in using smaller sections to meet these goals in rigorous ways.

and follow the group of fifteen through their gateway examination. The advisors would be given a course release in one of the two years in a rotation, a "five-four" (or "four-five") teaching load over two years. They would not be responsible for any other advising of first- and second-year students, and their upper-class advisees would be limited to five students. Based on our experience with the new system for assigning advisors to entering students, we expect that in almost all cases a student's advisor would be one of his or her instructors in a limited-enrollment course.

The common understanding of the role of advising first- and second-year students is that it helps students select courses wisely, build a coherent program, and reflect upon their studies. Unfortunately, that role has often been reduced to an essentially clerical function in which students and advisors check off certain requirements. The advising relationship envisioned here would be more intense and focused. Advisors would be responsible for helping students to think about curricular goals and how to meet them, to select appropriate courses, and to prepare materials for the gateway requirement. Support for faculty development (retreats, workshops through the Emerson or other grants) concerning advising and assessment of student exhibits and oral examinations would be essential. The Board would also need to meet on a regular basis to discuss standards and procedures for the gateway. It might be assisted in these tasks by an Associate Dean of Faculty who would be an ex officio member of the Board.

The CAP also proposes having junior and senior students assist the Board of Advisors as another way of improving the academic atmosphere at Hamilton. Student academic advisors would be selected, trained, and compensated in much the same way as writing tutors currently are. Their duties could involve mentoring first- and second-year students concerning exhibits and helping students think about the connections between and among areas of study. Juniors and seniors might be organized in a number of ways to do these tasks. For example, each faculty advisor might have a student assistant, or assistants might be organized on a divisional basis with upper-class advisors discussing exhibits in their majors as part of the gateway examination. Providing students from the very beginning with student mentors and role models would send an important signal about our institutional commitments. It would also provide an important educational experience for some of our best juniors and seniors.

The gateway exams would be held during orientation week of the junior year. Holding the exams at this time would add academic content to the current orientation and create a celebratory event to start the academic year. For example, prizes for outstanding exhibits or presentations might be announced at convocation.

The CAP has discussed the logistics of organizing and conducting the gateway examinations and the resources required to cover this program. If each exam runs an hour, then two-person faculty panels should be able to examine thirty students over a five day period (six a day). This would allow the Board to hold sessions for the entire class (450 students) during orientation period, with each of fifteen panels examining thirty students over a five day period. Typically one hundred students are away in the fall of their junior year; normally, they would take their examination during senior week of their sophomore year. Some students might be allowed by the Board of Advisors to take the examination in January of the junior year. Students taking the gateway examination during the orientation period would be required to provide at least some of their materials before departing campus for the summer and to provide their complete work two weeks before the examination.

The number of course releases for the Board of Advisors per year under this proposal is thirty or six FTE. The College, as part of its capital campaign, recently received a challenge grant from the Christian Johnson Endeavor Foundation that would underwrite three endowed and three visiting professorships. At least in rough terms, then, there will be an expansion of the Faculty sufficient to cover the FTE needed to staff the new Board of Advisors. Of course, these resources are not precisely and directly applied to this program. However, these extra positions, combined with departments looking carefully at their offerings and use of resources, should be sufficient to meet this need. It may be that additional resources will be needed to support this program and other curricular changes such as limited-enrollment courses.

The aims of the gateway requirement—and indeed of the entire proposal for curricular change—are to create an intellectual climate at Hamilton in which students are consistently and imaginatively engaged in

rigorous academic work and to provide greater coherence and clarity about what a liberal education means at Hamilton College. Taken together the various elements of the proposal—goal-based requirements that more clearly tie courses and other experiences to curricular goals, limited-enrollment first- and second-year courses that require each student to develop high levels of skills, and the gateway requirement that provides evidence of progress towards the goals—form a coherent and mutually reinforcing set of requirements and structures for a rigorous liberal education. Our recommendations propose that we state what we want students to accomplish in terms of goals, that curricular structures focus on the goals, and that students demonstrate in visible ways that they are meeting the goals.

Appendix A: Meeting Goal Requirements: Sample Proposals

Below are the nine goal statements with sample proposals for courses, waivers, and examples of exhibits or internships that would meet each requirement. We fully expect that this list will be significantly changed in implementing the new curriculum. Again, if our proposal is accepted, we envision a faculty subcommittee will be formed to work with the CAP and oversee the development of final lists of courses designated to meet goals and a procedure for assessing and certifying alternative ways of fulfilling requirements.

1. To reason mathematically and/or evaluate and interpret quantitative data:
 - a. By course: The student must complete, with a grade of C- or better, one of the following courses: Anthropology 325; Mathematics 100, 113, 114, 115, 123, 224; Economics 265; Government 230; Psychology 280; Sociology 302.
 - b. By independent project/internship and presentation: With approval of a faculty member, the student will engage in independent study, which may or may not be connected with Hamilton coursework but which requires a significant mathematical or statistical investigation, and culminates in a public presentation.
 - c. By waiver: A score of 5 on the AB Calculus or Statistics AP exam, a score of 4 or 5 on the BC Calculus AP exam, a score of 90% or better on the Hamilton College Calculus Placement Exam, or a score of 90% or better on the Hamilton College Quantitative Skills Exam.

2. To understand a second language through oral and/or written usage:
 - a. By course: The student will complete with an average of C- or better the fourth semester of a classical or modern language.

- b. By independent project/internship and presentation: Some examples of independent work and internships that would be the basis of a presentation include: tutoring students in a foreign language, intensive work during study abroad, editing of a foreign language website or newsletter.
 - c. By waiver: A score above 650 (or in the top 10%) on a language achievement exam, a comparable score on the language placement exam, or 5 on an Advanced Placement exam.
 3. To read critically and to analyze literary, philosophical, and religious texts:
 - a. By course: The student must complete, with a grade of C- or better, one of the following courses: a course focusing primarily on literature/texts in, for example, Classics, Comparative Literature, English, foreign language, History, Philosophy, Religious Studies, Theatre. More specific lists of courses that meet this requirement will need to be developed.
 - b. By independent project/internship and presentation: Some examples of independent work and internships that would be the basis of a presentation include: reporting on a performance in Theatre that demonstrates achievement in reading dramatic literature critically and analytically; an independent paper or oral report on religious texts (for example, continuing Bible study) that demonstrates strong critical and analytical ability; independent projects or other experience that require close analysis of texts.
 - c. By waiver: A score above 650 (or in the top 10%) on the English literature achievement exam or 5 on an Advanced Placement exam in English.

To understand ideas, practices, structures, and events from an historical perspective:

- a. By course: The student must complete, with a grade of C- or better, one of the following courses: a course in History; Africana Studies 102, 203, 204, 310, 315, 350; American Studies 201; Anthropology 208, 209, 234; Art 261, 272, 280; Classical Studies 110, 120, 150, 374; Dance 201; Economics 370, 375; French 280; Government 311, 314, 319, 341, 376; Music 160, 205, 206, 208, 250, 306; Philosophy 201, 203, 260, 302, 435; Religious Studies 123, 124, 125, 210, 346; Russian Studies 100, 221, 222, 345; Spanish 250; Women's Studies 220, 310, 344.
- b. By independent project/internship and presentation: Some examples of independent work and internships that would be the basis of a presentation include: an internship with the local historical society; compiling an oral history concerning a topic; historical research as part of a literary analysis or performance.
- c. By waiver: A score above 650 (or in the top 10%) on a history achievement exam or 5 on an Advanced Placement exam.
5. To understand artistic processes through production, performance, composition, and/or critical analysis in the creative arts:
- a. By course: The student must complete, with a grade of C- or better, one credit from among the following: History of Art 152, 154, 190, 248, 250, 254, 258, 259, 261, 266, 270, 282, 285, 286, 293; Studio Art 104, 105, 106, 109, 113, 160, 203, 208, 213, 219, 233; Music 105, 106, 107, 109, 121-122, 123-124, 131-132, 133-134, 141-142, 154, 157, 160; Theatre 101, 105, 110, 141-142, 155, 201, 210, 245, 255; Dance 101, 112, 141-142, 201, 203, 205, 211; Creative Writing 215.
- b. By independent project/internship and presentation: Some examples of independent work and internships that would be the basis of a presentation include: touring a performance to schools; interning with a museum or artistic production group; showing work at a gallery or in a show; working in the public

schools with arts-in-education institutes; organizing and running a community arts project; writing a play in a history class.

- c. By waiver: Students with substantial arts education/experience may apply for a waiver based on an exceptional level of understanding and accomplishment as evidenced through live audition or portfolio presentation evaluated by the appropriate arts faculty.

6. To study a scientific discipline and use scientific methods:

- a. By course: The student must complete, with a grade of C- or better, one course from among the following: Archaeology, Biology, Chemistry, Geology, Physics, or Computer Science that includes hands-on acquisition and analysis of empirical data, or is otherwise "investigative," as defined by the Department in conjunction with the CAP. While a definitive list of courses would have to be developed in consultation with individual departments, most 100- or 200-level courses in these departments would count.
- b. By independent project/internship and presentation: It is unlikely that independent projects at Hamilton could be attempted without prerequisite coursework, which would render such a path to fulfilling this goal moot. It is possible, however, that an entering or first- or second-year student could find a summer research assistantship, based on high school science background, that would include the acquisition and analysis of empirical data or is otherwise "investigative," and culminate in a public presentation.
- c. By waiver: A score of 5 on a science disciplinary Advanced Placement exam.

7. To analyze contemporary social, political, and/or economic ideas, practices, and structures:

- a. By course: The student must complete, with a grade of C- or better, one of the following courses: any course in Africana

Studies (excluding history courses); American Studies 201; in Anthropology (excluding Archaeology); Art 392; College 120, 322; in Economics (excluding 265); in Government (excluding 230); History 126, 127, 204, 212, 218, 222, 226, 228, 253, 254, 268, 272, 277, 282, 301, 314, 340, 352, 353, 359; Philosophy 111, 209, 271, 380, 401, 424, 450, 460, 470; Public Policy; Rhetoric and Communications 192, 260, 292, 341, 375, 392, 394; Russian Studies 170; in Sociology (excluding 302); in Women's Studies (excluding history, literature courses).

- b. By independent project/internship and presentation: Some examples of independent work and internships that would be the basis of a presentation include: internships in government agencies, work on political campaigns, volunteer/service work.
- c. By waiver: A score above 650 (or in the top 10%) on the appropriate achievement exam or 5 on an Advanced Placement exam in American Government or Comparative Politics.
8. To analyze ideas, structures, and practices of inclusion and exclusion in the United States:
- a. By course: The student must complete, with a grade of C- or better, one of the following courses: Africana Studies 102, 160, 203, 204, 255, 302, 315, 340, 350, 460; Anthropology 125, 360, 361; Art 250; Economics 315, 350; English 255, 365, 376, 474; Government 280, 340; History 113, 127, 310, 344; Philosophy 209, 401; Psychology 221; Religious Studies 108, 204, 281, 310, 312, 330, 346, 445, 476; Sociology 110, 202, 204, 212, 230, 242, 260, 272, 315, 375; Women's Studies 101, 190, 220, 270, 285, 315, 380, 385, 401, 405, 465.
- b. By independent project/internship and presentation: Examples of independent work and internships that would be the basis of a presentation might be internships that are directly related to issues of exclusion or inclusion or an analysis of

performance work that is similarly related to these issues (e.g., Angels in America).

- c. By waiver: Currently there are no achievement tests that indicate academic performance in this area. Students with exceptional academic preparation in areas of inclusion and exclusion in the United States may apply for a waiver based on that work.

9. To analyze ideas, structures, and practices that are significantly different from those in the United States:

- a. By course: The student must complete, with a grade of C- or better, one of the following courses: Africana Studies 101, 248, 260; Anthropology 113, 114, 208, 209, 224; Art 154, 248, 254, 258, 266; Chinese 150, 202; Comparative Literature 216, 224, 257; Classical Studies 110, 260; English 277; French 237, 245; Government 211, 213, 214, 216, 218, 239; History 104, 105, 124, 218, 222, 226, 261, 270, 275, 280, 285; Music 154; Religious Studies 125, 216, 243; Russian Studies 100, 101, 169; Sociology 225; Theatre 255; Women's Studies 270.
- b. By independent project/internship and presentation: Some examples of independent work and internships that would be the basis of a presentation include: study abroad that includes course- or independent work on the history/culture/politics of the country in its language; work with immigrant communities locally; jobs or internships that involve familiarity and extensive analysis of another country.
- c. By waiver: Currently there are no achievement tests that indicate academic performance in this area. Students with exceptional academic preparation concerning the ideas, structures, and practices significantly different from those in the United States may apply for a waiver based on their academic accomplishments in these areas. For example, students with substantial experience abroad might apply for a waiver based on academic work covering the ideas, structures and practices of the country in which they principally resided.

Appendix B: Enrollment Distributions by Class Year, Fall 1997

Key:

- (a) The first number after the Department name is the combined number of first- and second-year students in 100 level courses, the second number is the remainder of total enrollment. The number of sections and courses is listed.
- (b) Assessment of requirements to create small sections and comments, if any, about other characteristics of enrollment patterns.

Africana Studies:

- (a) 16, 8 in one section of one course.
- (b) It is possible to create small sections by restricting enrollment to first- and second-year students. The remaining two 200 level courses have only two first- or second-year students out of 26.

Anthropology:

- (a) 120, 22 in three sections for two courses.
- (b) The average of 40 first- and second-year students per section makes it very difficult to have small sections in the current scheme. It might be possible to set aside one of the two courses or a section of Cultural Anthropology as a limited-enrollment offering.

Art:

- (a) 194, 138 in twelve sections for ten courses.
- (b) It is possible to create small sections by restricting enrollment in at least some of the courses to first- and second-year students. The shift from a two course "breadth" requirement might also lessen pressure on enrollments.

Biology:

- (a) 95, 8 in four sections of one course.
- (b) Adding another section of 110 would bring the average section size for first- and second-years to 19, 20 overall.

Chemistry:

- (a) 60, 10 in ten sections of one course.
- (b) These enrollments already meet the requirements for small sections.

Chinese:

- (a) 25, 5 in three sections of two courses.
- (b) These enrollments already meet the requirements for small sections.

Classical Studies:

- (a) 17, 6 in one section, one course.
- (b) Restricting enrollment to first- and second-years produces an appropriate section size.

College 100/120:

- (a) 152 (first-years), 0 in nine sections.
- (b) These enrollments already meet the requirements for small sections.

Comparative Literature:

- (a) 30, 2 in two courses, two sections.
- (b) These enrollments already meet the requirements for small sections. Two 200 level courses also have first-year students and small sections sizes.

Computer Science:

- (a) 76, 44 in one course with four sections.
- (b) The section size for first- and second-year students alone is 18. Excluding upper class students and/or creating one large upper class section would produce small sections for first- and second-year students.

Dance:

- (a) 33, 32 in three sections of one course.
- (b) Having two sections restricted to first- and second-year students would produce a large (32) section for upper class students, but the largest section is currently 24 already.

Economics:

- (a) 186, 19 in eight sections of two courses.
- (b) Adding two sections would be required to produce appropriate section sizes for first- and second-year students.

English/Creative Writing:

- (a) 26, 4 in two sections of a 200 level introductory course.
- (b) These enrollments already meet the requirements for small sections.

English:

- (a) 195 (first-years), 0 in ten sections of two courses.
- (b) These enrollments are very close to meeting the requirements for small sections. Restricting enrollment or adding a section would produce appropriate sizes.

French:

- (a) 59, 11 in six sections of four courses.
- (b) These enrollments already meet the requirements for small sections.

Geology:

- (a) 42, 13 in three sections of two courses
- (b) These enrollments already meet the requirements for small sections.

German:

- (a) 28, 14 in four sections of three courses.
- (b) These enrollments already meet the requirements for small sections.

Government:

- (a) 185, 20 in seven sections of four courses.
- (b) Adding three sections and would be required to produce appropriate section sizes for first- and second-year students.

Greek:

- (a) 4, 2 in one section, one course.
- (b) These enrollments already meet the requirements for small sections.

History:

- (a) 104, 20 in five courses, one section of each.
- (b) Excluding upper class students and restricting enrollments slightly, or adding one class would produce small sections for first- and second-year students.

Japanese:

- (a) 6, 1 in one section, one course
- (b) These enrollments already meet the requirements for small sections.

Latin:

- (a) 10, 9 in one section, one course.
- (b) With a slight adjustment these enrollments already meet the requirements for small sections.

Mathematics:

- (a) 190, 14 in ten sections of four courses.
- (b) These enrollments are very close to meeting the requirements for small sections. Restricting enrollment or adding a section would produce appropriate sizes.

Music:

- (a) 73, 88 in three sections, three courses.
- (b) Excluding upper class students and adding one class would produce small sections for first- and second-year students.

Philosophy:

- (a) 60, 9 in four sections of two courses.
- (b) These enrollments already meet the requirements for small sections.

Physics:

- (a) 75, 61 in six sections, four courses.
- (b) The section size for first- and second-year students alone is 12. Excluding upper class students and/or creating one large upper class section would produce small sections for first- and second-year students.

Psychology:

- (a) 194, 8 in five sections of one course.
- (b) With the average section size being nearly forty for first- and second-years, it is difficult to imagine any simple reconfiguration that would produce appropriate section sizes. Some relief from enrollment pressure might come from not having a two course "breadth" requirement in science.

Religion:

- (a) 71, 70 in five sections, three courses.
- (b) If upper class students are excluded, then these enrollments already meet the requirements for small sections. Thirty four seniors are enrolled in 100 level courses.

Rhetoric and Communication:

- (a) 46, 22 in four sections of two courses.
- (b) These enrollments already meet the requirements for small sections.

Russian Studies:

- (a) 18, 13 in two sections, two courses.
- (b) These enrollments already meet the requirements for small sections.

Russian:

- (a) 6, 3 in one section, one course.
- (b) These enrollments already meet the requirements for small sections.

Sociology:

- (a) 78, 5 in one course, ten sections.
- (b) These enrollments already meet the requirements for small sections.

Spanish:

- (a) 97, 21 in eight sections of four courses.
- (b) These enrollments already meet the requirements for small sections.

Theatre:

- (a) 64, 40 in three sections of two courses.
- (b) One course (two sections) averages approximately eighteen first- and second-year students per section, meeting the requirements for small sections. The other course has twenty eight first- and second-year students and forty upper class students, including thirty two seniors.

Women's Studies:

- (a) 35, 9 in two sections of one course.
- (b) Excluding upper class students would produce small sections for first- and second-year students.

Appendix C: Implementation and Internships:

If the Faculty passes the curricular package this spring, the changes will take effect for the class that enters in fall 1999 ('03). Implementing the new curriculum will take three years (see schedule below) and involve three primary tasks: establishing lists of courses and alternative avenues for meeting goal requirements; developing small section courses as part of the requirement for first- and second-year students; and reorganizing the Board of Advisors and establishing the gateway program. The CAP has also begun discussions of a possible internship program.

At the beginning of 1998-99, the CAP will present to the Faculty final versions of the guidelines for limited-enrollment courses. During that fall and early spring, an ad hoc subcommittee will work with the CAP and departments and programs to develop lists of courses and alternative methods for meeting curricular goals. The CAP will also solicit from departments and programs lists of revised or new courses open only to first- and second-year students that focus on the cross-curricular goals of writing, speaking, using technology, and ethics. It might be advisable in the first year of the program (1999-2000) to restrict limited-enrollment sections to first-year students as a way of estimating how many sections of these courses will be needed and to allow for even smaller sections as a way of inaugurating these courses. The CAP will finalize both lists in the Spring of 1999.

That spring the Board of Advisors for the Class of 2003 will be selected. During the summer of 1999, there will be at least one workshop for the Board and one or more meetings/retreats to establish some criteria and procedures for advising. The Board will work with the Faculty and CAP during 2000-2001 on guidelines and procedures for the gateway requirement, with the first set of gateway sessions being held in August 2001.

The CAP also anticipates making a proposal for an internship program during the 1998-99 academic year. Though the committee has not agreed upon a specific proposal, it has discussed expanding opportunities for internships. For example, students might be granted partial (half- or quarter-) credit for approved work experiences that meet certain criteria for time and reporting, with no more than two (half-credit) or four

(quarter-credit) internships counting toward graduation. Under such a program, the credit requirement for graduation would be raised to thirty-three.

There are a number of reasons for considering such a proposal. Students have consistently expressed an interest in having expanded opportunities to receive credit for internships. Making the option more easily available could provide additional ways for students to make progress toward meeting the goals of the College. Further, as a practical matter, under current tax laws organizations can hire only interns who are compensated by pay or credit. Our students are thus at a disadvantage in obtaining internships. Finally, Hamilton is at a disadvantage in competing for students since seventeen of the twenty schools with whom we are often compared have institutionalized programs for internships or experiential learning.

For each of these activities there are several sources of support for faculty efforts and implementation. The President's Fund for Faculty Innovation, the Christian Johnson Endeavor Fund, and the Emerson Grant are all available to provide stipends for summer work, workshops, travel and consulting to help assure that implementation of the new program goes smoothly. The College also has two foundation grant proposals or inquiries pending that would support the implementation of the new curriculum. The CAP believes that the College is committed to providing sufficient resources to support these changes.

Finally, a number of issues that came up during the curricular review and were mentioned in the August proposal will need to be discussed as the new curriculum is implemented. For example, owing to the need for students to understand the nature and importance of the academic goals of the College, first-year orientation needs to be redesigned to represent an experience that deliberately emphasizes academic life as the student's primary focus. Similarly, calendar and credit arrangements, the quality of academic space and its relationship to residential life, the physical education requirement, and the role of athletics and cocurricular programs all bear examination as we implement the new curriculum.

Implementation Schedule:**Summer 1998:**

- * Workshops related to limited-enrollment courses.

Fall 1998:

- * Faculty establishes guidelines for limited-enrollment courses.
- * Emerson Visiting Scholar in residence for faculty development.

Spring 1999:

- * CAP establishes subcommittee to set requirements for meeting goals.
- * Faculty consideration of internship program.
- * Board of Advisors for the Class of 2003 selected.

Summer 1999:

- * At least two more workshops on aspects of curricular change (e.g. advising, assessment, use of technology).

Fall 1999:

- * Second Emerson Visiting Scholar in residence.

Spring 2000:

- * Board of Advisors for the Class of 2004 selected.
- * CAP and Board of Advisors establish guidelines for gateway materials, examination.

AY 2000-2001:

- * Summer: workshops.
- * Fall: Third and last Emerson Visiting Scholar.
- * August 2001: first gateway sessions.

Technology uses in the curriculum

Listservs, email, newsgroups

- Topic or question is posted to the listserv to promote discussion in class
- Newsgroups were used for an assignment where students posted a URL to a news article and wrote a brief summary

Web

- Access to current press releases, news
- Electronic reserves
- Access to images for art history, foreign languages, theatre
- Online access to library and research materials used to teach about research methods in class
- German and Russian – website tour a European City
- Classics – website modeling ancient city of Rome
- Computer Science – collection of student programs

Software Server

- Sharing of documents among students
- Submission of homeworks
- Distribution of lecture notes, assignments

Course Management Software (i.e. WebCT)

- Online quizzes
- Share drafts of papers
- Digitizing of slides for display using WebCT – allows students to go back and review outside of class

Software

- Anthropology - simulation (construct cultures of varying levels of sociocultural integration)
- Photosop – Art, Geology (process & analyze radar images of Venus), Computer Science
- Excel – Geology (calculations of fractal properties of volcanic and impact-related flows on Venus), Economics, Computer Science
- Drawing program for simulation in Geology
- Powerpoint – senior projects
- Molecular visualization software in Biochemistry
- Computer simulations of chemical reactions in Chemistry
- Statistical packages (Psychology, Economics, Math, Biology) - online exams being given in Math
- Maple – computer algebra system used by Math
- Market simulation games in Economics
- Programming languages – Physics and Computer Science
- Astronomy program - students observe planetary motions

- Music theory exercises online
- Sociology – research methods/analysis
- Chinese language instruction CD-ROMs

Video Conferencing

- Government – Gary Wyckoff – Social Security
- Geology – NASA specialist
- Classics – collaboration with Skidmore
- Math and German teaching high school
- Mary Beth Barth using final exams in foreign languages and Italian class from Colgate
- Computer Science had a course taught from Colgate

FACULTY HANDBOOK



HAMILTON COLLEGE
CLINTON, NEW YORK

August, 1999

PREFACE

The Faculty Handbook is designed to meet two needs: first, to provide new members of the Faculty a general introduction and orientation to the College and its organization, procedure, and services; second, to serve as a reference book containing information of importance to all members of the Faculty.

All members of the Faculty are urged to make themselves familiar with the regulations, practices, and expectations that prevail at the College. Sections of the Handbook may become dated at any time as a result of future state or federal laws, legal decisions, or actions of the Faculty and Board of Trustees. As such changes occur, the Dean of the Faculty and Academic Council will distribute *addenda*.

This edition of the Handbook incorporates all pertinent resolutions passed by the Faculty through its meeting of May 18, 1999. Any questions concerning information given in this Handbook should be addressed to the Dean of the Faculty, Hamilton College, 198 College Hill Road, Clinton, New York, 13323. Corrections of any errors, omissions, inaccuracies, or ambiguities will be most appreciated.

I wish to thank Associate Dean of the Faculty Barbara Gold for her assistance in preparing and editing the manuscript.

Bobby Fong
Dean of the Faculty

August 1999

TABLE OF CONTENTS

I. College Mission	1
II. Organization of the Trustees and Administration	2
III. Organization of the Faculty of Hamilton College	4
IV. Faculty Service on Committees and Boards	8
V. Departments and Programs of the Faculty	22
VI. Appointment, Reappointment, Promotion and Tenure	26
VII. Appointment, Reappointment, and Promotion in the Department of Physical Education	41
VIII. Faculty Salary Procedures and Benefits	51
IX. Policies Related to Faculty Professional Activities	56
Appendix A: Review and Appeals Procedures	67
Appendix B: Equal Opportunity and Affirmative Action Statements	77

I. COLLEGE MISSION

Education in all its forms is the central mission of Hamilton College. At Hamilton it is understood that the pivotal commitment of the Faculty, Administration, and Staff to the intellectual and personal development of students is the College's most important and enduring tradition.

Hamilton is a coeducational, residential liberal arts community whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, sexual, and affectional differences because such respect promotes free and open inquiry, independent thought, and mutual understanding.

Teaching and learning link the classroom to other aspects of student life and contribute to an educational environment that supports civility, respect, and meaningful student-faculty interaction. The Faculty represents men and women who are dedicated to the promotion of academic achievement, human decency, and personal growth. Hamilton students talk about "working with" rather than "taking courses from" their professors. Undergraduates spend time with their teachers identifying problems, clarifying questions, experimenting with solutions, and frequently doing collaborative research. Although opportunities for social and recreational activities abound, Hamilton is, above all, an academic community in which challenging intellectual work is the main focus.

The fundamental purpose of a Hamilton education is to enable young women and men of unusual gifts to realize their fullest capacities, for their own benefit and that of the societies in which they will live. The College's motto, "Know Thyself," summarizes the primary goal of a liberal arts education. At Hamilton we believe that the proper mixture of good students, dedicated faculty, and a well-designed curriculum offers the best hope for a lifetime of continuing learning, intellectual exploration, and personal fulfillment. As the primary intellectual guide, the Faculty determines the fundamental structure and the basic requirements in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings, as we prepare them to make choices and accept the responsibilities of citizenship in a democratic world of intellect and diversity.

II. ORGANIZATION OF THE TRUSTEES AND ADMINISTRATION

A. Trustees

The Charter and By-Laws of the Board of Trustees are the Constitutional documents under which the College is governed.

The Board consists of thirty-six members. Twenty-four are Charter Trustees elected by the Board (except for the President) to serve renewable terms of six years, and twelve are Alumni Trustees elected by the Alumni Association to serve non-renewable terms of four years. Newly elected members normally take office July 1. The Board normally meets as a body four times in each academic year.

Besides its Executive Committee, which acts for the Board when it is not in session, the Board of Trustees has nine Standing Committees that include faculty and students, as follows:

1. **Committee on Instruction:** considers matters relating to the academic program and policies with respect to faculty appointments and faculty compensation.
2. **Committee on Buildings, Grounds, and Equipment:** considers matters relating to the physical plant, major facilities, and College grounds.
3. **Committee on Honorary Degrees:** solicits and considers the nominations of candidates for honorary degrees at Commencement.
4. **Committee on Budget and Finance:** exercises general supervision over the finances of the College.
5. **Committee on Investments:** oversees the investment of all funds and securities of the College.
6. **Committee on Development of Resources:** devises methods for increasing the funds and resources available to the College.
7. **Committee on Planning:** considers long range planning as it pertains to the future of the College and its educational purposes.
8. **Committee on Student Affairs:** considers matters of student life, including extracurricular activities and housing.
9. **Committee on Admissions:** considers matters relating to admissions and financial aid.

In addition, the Board has a Committee on Nominations, made up of Board members only, which offers nominations to vacancies for Charter members and for Board officers.

Chapter II Organization of the Trustees and Administration

B. Administration

The principal College Officers and their general responsibilities are as follows:

1. **The President.** The President, who holds his or her office at the will and pleasure of the Board, is designated in the By-Laws of the Board as the Chief Executive Officer of the College. The President bears the responsibility for the administration of the educational program of the College. He or she has the authority to appoint members of the Faculty and of the Administration, but he or she must report each such appointment to the Board and make appointments to tenure only with the approval of the Board. If, for any reason, the President cannot exercise the responsibilities of Chief Executive Officer, the Board shall appoint a temporary or permanent replacement.
2. **The Dean of the Faculty.** The Dean of the Faculty, the principal academic officer under the President, oversees the Faculty and the curriculum and has responsibility for the execution of educational policy. Under the Dean's jurisdiction are the Librarian, the Registrar, the Director of the Emerson Gallery, the Director of the Higher Education Opportunity Program, and the Director of the Critical Languages Program.
3. **The Vice President, Administration and Finance.** The Vice President, Administration and Finance, oversees the preparation of the budget and expenditures against it. Under the Vice President's jurisdiction are the Physical Plant, the Computer Center, the Business Office, the Personnel Office, and the College Store.
4. **The Vice President, Communications and Development.** The Vice President, Communications and Development, bears primary responsibility for raising current and capital funds. Under the Vice President's jurisdiction are Press Relations, Publications, and Alumni Affairs.
5. **The Dean of Admission.** The Dean of Admission bears primary administrative responsibility for the recruitment and selection of students. Under her or his jurisdiction is the Director of Financial Aid.
6. **The Dean of Students.** The Dean of Students has primary responsibility for the direction and quality of undergraduate life, including student orientation, advising, and housing. Under the Dean's jurisdiction are the Career Center, the Coordinator of the Chaplaincy, Counseling and Psychological Services, the Health Center, the Office of Campus Safety, and the Office of Multicultural Affairs, Residential Life and Student Activities.

III. ORGANIZATION OF THE FACULTY OF HAMILTON COLLEGE

With authority delegated by the Board of Trustees, the Faculty formulates educational policies and programs; supervises teaching resources and procedures; advises on matters of appointment and promotion of faculty members and on other concerns relating to faculty personnel; administers the curriculum; certifies that students have fulfilled the requirements of the curriculum; exercises general supervision over various aspects of student life; organizes its own activities and internal affairs; and takes such other actions as may be appropriate to further the educational objectives of Hamilton College.

A. Dean of the Faculty

The Dean of the Faculty oversees the educational policy and programs of instruction of the Faculty and all matters relating to the effectiveness and development of the Faculty, and oversees curricular development. The Dean reports directly to the President and is assisted by the Associate Dean of the Faculty, who is appointed by the President from among the full-time tenured faculty for a non-renewable term normally of three years. Neither the Dean nor the Associate Dean can be elected to committees of the Faculty, but each may serve, *ex officio*, on certain committees as noted hereafter and in Chapter IV.

The Dean is a voting member, *ex officio*, of the Academic Council, the Committee on Academic Policy, the Faculty Committee on Admission and Financial Aid, the Committee on the Library, and the Vice-President's Advisory Committee. He or she may, however, request information from any College committee at any time, has the privilege of addressing any committee, and may request that a committee take up a particular question or problem. The Dean reports annually to the Faculty on matters relating to faculty and curricular development.

The Associate Dean acts as Affirmative Action Officer in all matters related to faculty hiring, serves as the chair of the Scientific Misconduct Review Board, coordinates the submission of budget and personnel materials to the Dean for review, and assists the Dean in a wide variety of areas.

The Dean serves at the pleasure of the President and may be reappointed on a yearly basis over a term of five years. If the Dean is to be considered for reappointment for a subsequent term, his or her performance shall be evaluated by a single evaluation committee comprised of the Committee on Appointments and the elected members of the Committee on Academic Policy. The evaluation committee shall convene and elect a chair by February 15 of the fourth year of the Dean's term. The committee shall solicit confidential letters of evaluation from all department chairs and heads of programs and also welcome letters from any other faculty members. It may also interview faculty members and sample faculty opinion as it sees fit. The Committee shall send to the President its recommendation and a summary of its deliberations by the last day of classes of the fourth year of the Dean's term. The review process shall be discontinued if the Dean indicates that he or she does not wish to be reconsidered for reappointment.

Chapter III Organization of the Faculty

The President normally shall inform the evaluation committee by October 15 of the fifth year of the Dean's term whether the Dean is to be reappointed.

B. The Faculty

The Faculty shall consist of the President; the Dean of the Faculty; the Associate Dean of the Faculty; and all members of the departments and instructional programs of the College who hold regular or visiting appointments not less than half-time as Professor, Associate Professor, Assistant Professor, or Instructor, as defined by letter of appointment. With consent of the Faculty, the President may designate faculty membership to any administrative officer of the College. Individuals hired to teach less than one-half time hold the position of Lecturer and are termed Adjunct Faculty.

C. Attendance and Voting

All members of the Faculty except Lecturers have the right to vote, and each is expected to attend all meetings of the Faculty. Officers of the College who are not members of the Faculty may attend Faculty meetings without the right to vote. At its discretion, the Faculty may extend to any member of the College community an invitation to attend the meetings of the Faculty, with or without term, and with or without the right to vote.

Any member of the Hamilton College community is welcome as an observer at regular meetings of the Faculty, except as provided herein:

1. When the number of observers interferes with the orderly conduct of the business of the meeting that number will be specifically limited by a judgment of the presiding officer, or on advice of the Academic Council or the Faculty.
2. The presiding officer, with the concurrence of the body, may at any time call the body into executive session, in which case the house will be cleared of all persons except the voting members of the Faculty.
3. Any voting member may offer a motion to call the body into executive session, and, if the motion be duly seconded and supported by one-third of the voting members of the Faculty present, the house will then be cleared of all persons except voting members of the Faculty.
4. Observers will sit in a separate section reserved for this purpose and will not vote, and may address the Faculty if addressed by the chair.
5. At the outset of each academic year, the Secretary of the Faculty shall inform administrative colleagues and the President of the Student Assembly that they are invited to become observers at the Faculty meetings, always including with such invitation a copy of this paragraph.

Chapter III Organization of the Faculty

D. Faculty Meetings

Meetings of the Faculty shall be called by the Academic Council, normally on the first Tuesday of each month during the academic year, and on such occasions as the Council deems necessary for the conduct of faculty business. Additional meetings must be called by the Council at the request of the President or upon petition stating the purpose of the meeting and signed by at least twenty-five faculty members after consultation on the part of their representative or representatives with the Academic Council. Meetings called at the request of faculty members normally will be held within two weeks of the consultation with the Academic Council.

The quorum of the Faculty shall be seventy voting members. Faculty meetings normally will adjourn by 6:00 p.m. This rule may be suspended by majority vote of those faculty present.

The President has the prerogative to preside at the meetings of the Faculty. In the President's absence, or at her or his request, the Chair of the Faculty shall preside. Should the Chair be unable to preside, the Academic Council will select one of its members to preside. The Chair of the Faculty is elected annually and can serve no more than three consecutive terms. The Chair is a member, *ex officio*, of the Academic Council.

The call for any meeting of the Faculty shall include a statement of the agenda prepared by the Academic Council and distributed to the Faculty at least seven days before the meeting, along with all proposals, resolutions, and supporting materials. Normally the motions placed on the agenda by the Academic Council will come from standing committees of the Faculty, but ten members of the Faculty, after consultation with the appropriate committee and/or the Academic Council, have the right to have motions included on the agenda of a Faculty meeting. Normally, the chair of the relevant standing committee or the committee's designated substitute shall introduce business included on the agenda.

Final action on all business shall be taken by a majority vote of those members present and voting. Final action on any business not included on the agenda, or upon any business ruled by the presiding officer to involve a substantial change of policy, may be taken at the meeting to which it is first submitted only by consent of two-thirds of the members present and voting. Otherwise, final action upon such business shall be postponed to the next meeting of the Faculty. Amendment to Sections III, IV, V, VI, VII, VIII, and IX, and the Appendices of the Faculty Handbook, may be made only by a two-thirds majority, and with the concurrence of the President and the Board of Trustees.

Faculty meetings shall be conducted according to the latest edition of Robert's Rules of Order. The presiding officer shall be advised on parliamentary procedures by a member of the Faculty nominated and elected at the May meeting for a term of three years.

The Faculty shall nominate and elect annually at its May meeting one of its members to serve as Secretary of the Faculty. This election shall precede all committee elections. The Secretary shall serve as a member, *ex officio*, of the

Chapter III Organization of the Faculty

Academic Council; shall assist in election procedures as described in Chapter IV, Section A; shall form an Appeals Committee according to procedures described in Appendix A; and shall perform such other duties as are assigned by the Faculty. As Faculty Secretary, and as a member of the Academic Council, the Secretary oversees the recording and distribution of minutes of Faculty meetings. Such minutes, upon approval by the Faculty, are considered the official record of Faculty meetings.

When the Faculty meets in executive session, all motions and discussions are to be considered confidential unless the Faculty instructs the Dean of the Faculty to make them public.

IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

A. Standing Committees of the Faculty

To be eligible for election to a standing committee or an *ad hoc* committee of the Faculty, members of the Faculty must have taught at Hamilton for not less than one full academic year at the time of nomination, and must hold the rank of Professor, Associate Professor, or Assistant Professor, except for the Committee on Appointments and the Board of Seven, where eligibility is restricted to tenured members of the Faculty holding the rank of Associate Professor or Professor. The President is a member, *ex officio*, of all faculty committees.

1. Nominations and Elections.

With the exception of the Board of Seven, each standing committee through its chair shall provide by April 1 as advice to the Academic Council the names of candidates for each vacancy. The Council will select two nominees for each vacancy for all committees and shall establish that nominees are eligible and willing to serve if elected. The Council shall nominate faculty members for committees in the order in which the committees are listed in the Faculty Handbook.

A final slate of all nominees for each committee vacancy will be distributed to the Faculty when it is called to its next to the last regularly scheduled meeting of the academic year. When elections become the order of business, the Council will distribute to each voting member present an official single ballot which lists the names of all nominees for each committee vacancy. The chair will entertain nominations from the floor for each committee, *seriatim*, in the order in which committees are listed on the ballot, which order shall be the same as that of the Faculty Handbook. The names of nominees offered from the floor shall be written on the ballot in appropriate spaces.

When nominations for the last committee are closed, the chair will ask members of the Faculty to vote by marking the preferred candidate for each vacancy on each committee. Completed ballots shall be delivered to the Secretary, who shall calculate the results, provide to the nominees the names of those elected, and enter the names of those elected in the Faculty meeting minutes.

Ballots delivered to the Secretary after the adjournment of the Faculty meeting at which the election is held will not be counted. Ballots on which a preferred candidate is not indicated for some vacancies will be taken to mean that the voter, in such cases, chose to abstain.

Election shall be by majority vote. In instances where a majority is not obtained, the Faculty shall conduct run-off elections at its last annual meeting until the chair declares that all vacancies are filled. Run-off elections shall be by written ballot, and they shall be conducted in the order in which the committees are listed in the Handbook. The membership of each earlier listed committee shall be known to the body before the next run-off election is begun. In run-off elections, nominees must be from among those listed for the same vacancy on the earlier ballot.

Chapter IV Faculty Service on Committees and Boards

The Parliamentarian, Secretary, and new members of all standing committees elected in May assume their responsibilities on July 1. Vacancies occurring during the year are filled by the same procedures, but service or membership becomes effective at the time of election.

2. Board of Seven.

Election to the Board of Seven shall be by two-stage preferential ballot. Not later than April 1, each voting member of the Faculty shall receive by mail from the Secretary of the Faculty a nomination ballot containing a list of all those tenured faculty eligible for nomination. Tenured faculty who are known to be resigning or retiring at the end of the current year, who are known to be going on leave for any part of the following academic year, or who are known to be serving on the Committee on Appointments for any part of the following academic year shall be ineligible. Each voting member shall mark on the ballot nine nominees in order of preference according to the instructions on the ballot, and shall return the ballot to the Secretary of the Faculty by April 15. The Secretary shall determine those twelve candidates most preferred, and shall place their names on the ballot for the second stage. Not later than May 1, each voting member of the Faculty shall receive by mail from the Secretary of the Faculty the second-stage ballot for the election, and shall mark on this ballot a preferential choice for all nominees according to the instructions on the ballot, and shall return the ballot to the Secretary by May 15. The Secretary shall determine the seven candidates most preferred and these seven shall constitute the Board of Seven.

The results shall remain confidential with the Secretary, and all ballots from the first- and second-stage procedures shall be preserved by the Secretary until the next annual election of the Board.

For description of the functions and procedures for the Board of Seven, see Appendix A.

3. Committee on Academic Policy

a. **Membership.** The Committee on Academic Policy shall consist of the Dean of the Faculty, *ex officio*, and six elected members of the Faculty, with two elected each year for a three-year term. The chair of the Committee on Academic Standing will sit with the Committee as a non-voting member. Normally in January the Committee shall elect a chair for the following academic year. The Committee chair shall have the option of receiving a one-course teaching reduction annually.

b. **Meetings.** Normally the Committee shall meet weekly when College is in session, but special meetings may be called by the chair or the Dean of the Faculty. Four voting members shall constitute a quorum.

c. **Functions.** The Committee shall review educational policies and requirements for the baccalaureate degree and recommend to the Faculty reforms on

the curriculum; formulate procedures to carry out educational policies voted by the Faculty; oversee and notify the Faculty regarding the establishment, modification, or abolition of courses and concentration requirements; and advise the President and make recommendations to the Faculty regarding the establishment, modification, or abolition of programs and departments. The Committee shall also advise the Dean of the Faculty and the President on the allocation of faculty to departments and programs of instruction; report annually to the Faculty the significant developments with which it dealt during the preceding year; and assume such other responsibilities as may be voted by the Faculty.

4. Committee on Appointments

a. **Membership.** The Committee on Appointments shall consist of six regular members. All members will be elected from among those on the Faculty holding tenure. Members will be elected for three-year terms, and annual elections will be held to replace members whose terms expire. At any time, the Committee must include at least three members with a minimum of one year of prior experience on the Committee on Appointments. No two members of the Committee shall be from the same department. In any decision or negotiation in which prior involvement or conflict of interests arise, the member involved will disqualify him- or herself, and another member of the Committee will take his or her place. The Committee will elect a chair from among the senior members of the Committee. The Committee chair shall have the option of receiving a one-course teaching reduction annually. In the event that there are more than twelve members of the Faculty standing for tenure in any given year, the Committee may request the election of a seventh regular member for a one-year term from among those members of the Faculty who have served previously on the Committee.

b. **Meetings.** The Committee shall meet at the call of its chair, the Dean of the Faculty, or the President.

c. **Functions.** The Committee shall advise the President and the Dean on matters of reappointment, tenure, and promotion of members of the Faculty. The six members of the Committee shall be divided into three-person subcommittees to review candidates for reappointment, tenure, and promotion. Subcommittees will be chosen according to the following principles: (i) insofar as possible, subcommittee assignments will be divided equally among the members of the Committee; (ii) each subcommittee must have at least one member who has had one year or more of prior service on the Committee; and (iii) subcommittees will be assigned to cases on a random basis, with the caveat that no subcommittee will be assigned a case that produces a conflict of interest. Subcommittee decisions will be reported to the entire Committee, and the chair of the Committee will forward the subcommittee recommendation to the President and the Dean on behalf of the entire Committee.

The Committee shall also advise the Dean and the President on policies and procedures for faculty development, including the awarding of periodic leaves; and

Chapter IV Faculty Service on Committees and Boards

consult with the President or Dean on any matters relating to appointments or faculty development that either wishes to bring to the Committee or which the Committee wishes to have considered.

5. Academic Council

a. **Membership.** The Academic Council shall consist of the Dean of the Faculty, *ex officio*, as chair, the Chair and the Secretary of the Faculty, both *ex officio*, and three elected members of the Faculty, with one elected each year for a three-year term.

b. **Meetings.** Normally the Council shall meet weekly when College is in session, but special meetings may be called by the Dean of the Faculty. Three members shall constitute a quorum.

c. **Functions.** The Council shall serve as an executive committee for the Faculty and shall carry out such assignments as are delegated to it by the Faculty and the President. The Council shall act as an agenda committee for the Faculty and shall bring promptly to the Faculty all business issuing from its standing committees; call meetings of the Faculty, record and distribute minutes of all Faculty meetings; prepare slates of nominees for committee vacancies; advise the Dean on policy, procedures, and requests for faculty travel and research support; set the College calendar annually, at least one year in advance, in accordance with faculty calendar guidelines; review and accept or return to the Court, student Honor Court actions that involve suspension or dismissal; oversee the scheduling of intercollegiate athletic contests; and advise the Dean of the Faculty at the Dean's request or upon its own initiative.

Faculty are encouraged to share concerns over issues of educational opportunity and equity with the Chair of the Faculty or any other member of the Council, which shall discuss such issues that come to its attention and will refer to appropriate standing committees issues that may be addressed either by changes in faculty policies and procedures or by the development of motions to be brought to the faculty. All members of the Council are expected to report any concerns for Council discussion. At least once each year the Dean of the Faculty shall report on behalf of the Council to the faculty regarding the Council's discussions and recommendations regarding these issues.

6. Faculty Committee on Admission and Financial Aid

a. **Membership.** The Faculty Committee on Admission and Financial Aid shall consist of the Dean of Admission, the Dean of the Faculty, both *ex officio*, and six elected members of the Faculty, with one or more elected each year for four-year terms. The chair shall be elected annually by the Committee from among the faculty members.

Chapter IV Faculty Service on Committees and Boards

b. **Meetings.** The Committee shall meet monthly when College is in session, but special meetings may be called by the chair or at the request of any two members of the Committee. Five members shall constitute a quorum.

c. **Functions.** The Committee shall oversee all matters of policy on admission and financial aid and recommend changes on policy to the Faculty for its approval and transmission to the President; advise the Dean of Admission at his or her request or upon its own initiative; participate to the level needed to perform its other functions as members of the Admission Board in the process of admission and awarding financial aid through reading and evaluation of admission folders and through participating in such other procedures as it deems suitable; review from time to time the work of the offices of Admission and Financial Aid to determine the degree to which they have adhered to policy and met stated objectives; help inform the admission staff about academic and cultural activities available at the College and about significant academic, intellectual, and artistic achievements by faculty and undergraduates; participate in the preparation and revision of information concerning faculty, departments, and programs of the College for prospective candidates for admission; participate in the selection of Associate and Assistant Deans of Admission, and consult on the procedures by which other positions in Admission and Financial Aid are filled; advise the President in any review he or she may undertake of the Office of Admission and Financial Aid or its personnel; recommend to the President procedures for filling the position of the Dean of Admission when a vacancy arises; and report annually to the Faculty.

7. Committee on Academic Standing

a. **Membership.** The Committee on Academic Standing shall consist of the Associate Dean of Students (Academic) as chair, the Dean of Students, both *ex officio*, and four elected members of the Faculty, with one elected each year for a four-year term.

b. **Meetings.** Normally the Committee shall meet twice a month when College is in session, but special meetings may be called by the chair.

c. **Functions.** The Committee shall receive and take final action on petitions for summer credit, advanced placement credit, transfer credit, study at other institutions, independent study, and interdisciplinary and double concentrations; judge and take action on students' liability for academic probation or dismissal; certify to the Board of Trustees, on behalf of the Faculty, those students who have satisfied the requirements for the baccalaureate degree, and act on requests to receive the degree *in absentia*; review and approve the selection of students intending to participate in off-campus programs, including foreign study programs; review and approve instances of academic acceleration; maintain and publish records of all actions taken; and administer such other academic regulations as may be voted by the Faculty.

Chapter IV Faculty Service on Committees and Boards

8. Committee on the Library

a. **Membership.** The Committee on the Library shall consist of the Librarian, the Dean of the Faculty, and the Vice President, Administration and Finance, all *ex officio*; three elected members of the Faculty with one elected each year for a three-year term; and four students appointed by the Student Assembly, two of whom shall be appointed annually for two-year terms. The Librarian may appoint an additional member from among the professional librarians. The chair is elected annually from among the faculty membership.

b. **Meetings.** Normally the Committee shall meet once a month while College is in session, but special meetings may be called by the chair or at the request of the Librarian.

c. **Functions.** The Committee serves to advise the Librarian on matters which he or she wishes to bring to the Committee; consult with the Librarian on any matter which the Committee wishes to have considered; report to the Faculty on policies and procedures relating to the Library; recommend to the Faculty for transmission to the President any changes in policy.

9. Committee on Information Technology

a. **Membership.** The Committee on Information Technology shall consist of the Director of Information Technology Services (ITS), the Dean of the Faculty, the Vice President, Administration and Finance, The Registrar, and the Librarian, all *ex officio*; four elected members of the Faculty (representing the Sciences and Mathematics, Humanities and Languages, History and the Social Sciences, and the Arts) with at least one elected each year for a three-year term; and two students from different classes appointed as a junior for a term of two years. The Director of ITS shall serve as chair.

b. **Meetings.** Normally, the Committee shall meet once a month while the College is in session, but special meetings may be called by the chair, or at the request of two elected members.

c. **Functions.** The Committee works to insure that academic computing and networking are used appropriately and effectively in behalf of teaching and scholarship at the College. It serves as the principal means of communication among faculty, students, administrators, and staff on all matters relating to the use of information technology in the academic program. It reviews College policies and procedures relating to computing, networking, and the allocation of information technology resources, and, when it deems appropriate, suggests revisions. It advises the Committee on Academic Policy, the Dean of the Faculty, the Vice President, Administration and Finance, and the Director of Information Technology Services, and serves as liaison with the College community.

10. Committee on Student Activities

a. **Membership.** The Committee on Student Activities shall consist of the Dean of Students, *ex officio*, as chair, four elected members of the Faculty, with one elected each year for a four-year term, the Vice President of the Student Assembly, and one student appointed by the Student Assembly.

b. **Meetings.** Normally the Committee shall meet once a month while College is in session, but additional meetings may be called by the chair.

c. **Functions.** The Committee shall recommend to the Faculty for its approval and transmission to the President policy on matters relating to student life and services.

11. Vice President's Advisory Committee

a. **Membership.** The Vice President's Advisory Committee shall consist of the Vice President, Administration and Finance, and the Dean of the Faculty, both *ex officio*, four elected members of the Faculty, with one elected each year for a four-year term, and two students from different classes appointed by the Student Assembly, each of whom shall have been appointed as a junior for a term of two years. The Vice President shall serve as chair.

b. **Meetings.** Normally the Committee shall meet monthly, but special meetings may be called by the Vice President, and shall be called by the Vice President upon the request of two elected members.

c. **Functions.** The Committee shall advise the Vice President on matters relating to the College budget, on institutional priorities, and on matters relating to the physical plant, including faculty housing; advise the Vice President on the relative allocation of faculty compensation to salary and benefits and on the form of benefits; participate in determining the existence or imminence of financial exigency; consult with the Vice President on any matters he or she wishes to bring to the Committee; and consult with the Vice President on any matter which the Committee wishes to have considered.

B. Committees and Boards with Faculty Members

In addition to the standing and *ad hoc* committees of the Faculty, faculty members serve on the following deliberative bodies:

Elective Committees and Boards

1. Alumni Council

a. **Membership.** The membership of the Council shall consist of class representatives, representatives of local alumni associations, members-at-large, three faculty representatives elected by the Faculty for three-year overlapping terms, and designated *ex officio* members.

b. **Meetings.** The Council shall hold at least two meetings annually at such times and places as the Council's By-Laws may provide.

c. **Function.** The Alumni Council is the elected executive body of the Alumni Association and as such serves to accomplish the objectives of the Alumni Association.

2. Planning Committee

a. **Membership.** The Planning Committee shall consist of the President as chair; the Dean of the Faculty; the Dean of Students; the Vice President, Administration and Finance; a representative of the office of Communications and Development; three members of the Faculty with one elected each year for a three-year term; and two students selected by the Student Assembly, each of whom shall have been appointed as a junior for a two-year term.

b. **Meetings.** The Committee will meet at the call of the chair, a chair *pro tem* designated by the chair, or at the request of any two members of the Committee.

c. **Function.** The Committee shall advise the President on advanced planning for the College.

3. The Honor Court

a. **Membership.** The Honor Court shall be comprised of ten voting members: seven students and three faculty members, and a non-voting student chair. Faculty members shall be elected by the Faculty at its May meeting, one each year for a staggered three-year term, from a slate nominated by the Nominations Committee of the Student Assembly Central Council. The written consent of the nominees must be presented to the Academic Council with the slate at least two weeks in advance of the election. At least two candidates will be nominated for each vacancy. In the event that the Student Assembly is unable to present a slate, the Academic Council shall nominate candidates. In accordance with faculty rules, candidates may be nominated from the floor.

b. For meetings and functions, see A Guide to the Policies and Procedures of Hamilton College.

Chapter IV Faculty Service on Committees and Boards

4. The Judicial Board

a. **Membership.** The Judicial Board shall be comprised of ten voting members: seven students and three faculty members, and a non-voting student chair. Faculty members shall be elected by the Faculty at its May meeting, one each year for a staggered three-year term, from a slate nominated by the Nominations Committee of the Student Assembly Central Council. The written consent of the candidates must be presented for each vacancy. In the event that the Student Assembly is unable to present a slate, the Academic Council shall nominate candidates. In accordance with Faculty rules, candidates may be nominated from the floor.

b. For meetings and functions, see A Guide to the Policies and Procedures of Hamilton College.

5. The Appeals Board

a. **Membership.** The Appeals Board shall be composed of five members: three faculty members and two students. Faculty members shall be elected by the Faculty at large for a three-year term, one vacancy arising per year.

b. For meetings and functions, see A Guide to the Policies and Procedures of Hamilton College.

Faculty members also serve on standing committees of the Board of Trustees. (See Chapter II. A.)

C. Appointive Committees and Boards

1. **Committees for Academic Programs.** The Dean of the Faculty appoints faculty members to committees for the academic programs established by the Faculty that are not under the jurisdiction of any department. Appointments are normally for three years. Whenever possible, the Dean will ensure that the terms of Program Committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure of faculty members serving in those programs. Program committees are responsible for planning or proposing to the Committee on Academic Policy curriculum and academic requirements, administering the program, advising and evaluating students, and advising the Dean of the Faculty on personnel matters related to the program. Committees exist for the following programs:

Africana Studies
Biochemistry/Molecular Bio.
Latin American Studies
Russian Studies

American Studies
Communication Stds
Medieval/Renaissance Stds
Women's Studies

Asian Studies
Environmental Stds
Quantitative Literacy

Chapter IV Faculty Service on Committees and Boards

2. Committee on Student Awards and Prizes

a. **Membership.** The Committee shall consist of three members of the Faculty appointed by the Dean of the Faculty for three-year overlapping terms, with the chair to be selected by the Dean from among the appointed members.

b. **Meetings.** The Committee shall meet at the call of the chair.

c. **Functions.** The Committee shall oversee the evaluating and ranking of essays, poems, and stories submitted for prize competitions, and designate recipients of awards; shall advise the Dean of Students as requested on the selection of recipients of College awards and prizes; and shall select the James Soper Merrill Prize recipient.

3. Committee on Student Fellowships

a. **Membership.** The Committee shall consist of the Dean of Students, *ex officio*, and at least four members of the Faculty appointed by the Dean of the Faculty for four-year overlapping terms, with the chair selected by the Dean of the Faculty from among the appointed faculty members.

b. **Meetings.** The Committee shall meet at the call of the chair.

c. **Functions.** The Committee shall coordinate the publicity, nomination, and selection processes for fellowships for which Hamilton students are eligible.

4. Health Professions Advisory Committee

a. **Membership.** The Committee shall consist of six members of the Faculty and Administration appointed by the Dean of the Faculty for three-year overlapping terms, with the chair appointed by the Dean. At least four members of the Committee shall be members of the Faculty.

b. **Meetings.** The Committee shall meet at the call of the chair.

c. **Functions.** The Committee shall conduct programs for students contemplating careers in the health professions, advise students considering application to graduate programs in the health professions, and recommend students to these programs.

5. Pre-Law Committee

a. **Membership.** The Committee shall consist of six members of the Faculty and Administration appointed by the Dean of the Faculty for three-year overlapping terms with the chair to be selected by the Dean. At least four members of the Committee shall be members of the Faculty.

b. **Meetings.** The Committee shall meet at the call of the chair.

c. **Functions.** The Committee shall conduct programs for students contemplating a career in the legal profession and advise students considering application to law school.

6. Sexual Harassment Grievance Board

a. **Membership.** The Board shall be composed of at least eight and no more than ten members appointed by the President to staggered terms of two years each. The President shall select Board members for their sensitivity to the issues with which the Board deals and the respect they command within the College community. All members of the community may nominate individuals for Board membership provided the nominees are willing to serve if appointed. Before appointing new members the President shall consider the individuals who have been nominated and shall consult with the current members of the Board. Ideally, the Board shall be composed of equal numbers of men and women, and shall include students and members of the Faculty, Administration, Staff, and Maintenance and Operations. At least one member of the Board shall be a tenured faculty member and at least one a student. The President shall appoint new members to the Board before the final week of classes of the spring term. During the first week of classes of the fall term, the outgoing chair of the Board shall call a meeting of the new and continuing members, who will elect a chair. The terms of new Board members shall begin at this meeting.

b. **Meetings.** The Board shall meet at the call of the chair.

c. **Functions.** Members of the Board shall provide information and counsel concerning sexual harassment; engage in informal mediation at the request of members of the College community; and deal with formal complaints. At the beginning of each term, the Board shall submit a report summarizing its activities of the previous semester to the President, who shall make the report public. The report shall not mention the name of any individual or identifying details of any case. For a description of Board policies and procedures, see A Guide to the Policies and Procedures of Hamilton College, and the separate brochure available in the Office of the Dean of Students, the Counseling Center, or from a member of the Sexual Harassment Grievance Board.

7. Community Relations Board

a. **Membership.** The Board shall be comprised of at least eight and no more than ten members appointed by the President to staggered terms of two years each. The President shall select Board members for their sensitivity to the issues with which the Board deals and the respect they command within the College community. All members of the community may nominate individuals for Board

Chapter IV Faculty Service on Committees and Boards

membership provided the nominees are willing to serve if appointed. Before appointing new members, the President shall consider the individuals who have been nominated and shall consult with the current members of the Board. The Board will include students and members of the Faculty, Administration, Staff, and Maintenance and Operations. At least two members will be students and at least one will be a tenured faculty member. At least half of the Board shall be members of groups which are likely to be subject to harassment in the present climate. The President shall appoint new members to the Board before the final week of classes of the spring term. During the first week of classes of the fall term, the outgoing chair shall call a meeting of new and continuing members who will elect a chair. Normally the chair will be a tenured member of the Faculty. The terms of the new Board members shall begin at this meeting.

b. **Meetings.** The Board shall meet at the call of the chair.

c. **Functions.** Members of the Board shall provide counsel and information concerning harassment based on race, color, religion, ethnic origin, sexual and affectional orientation, or association with persons of a different race, color, religion, ethnic origin, or sexual and affectional orientation, or based on physical handicap; engage in informal mediation at the request of members of the College community; and deal with formal complaints. At the beginning of each term, the Board shall submit a report summarizing its activities of the previous semester to the President, who shall make the report public. The report shall not mention the name of any individual or identifying details of any case. For a description of Board policies and procedures, see A Guide to the Policies and Procedures of Hamilton College, and the separate brochure available in the Office of the Dean of Students, the Counseling Center, or from a member of the Community Relations Board.

8. Human Subjects Institutional Review Board

a. **Membership.** The Board shall consist of at least five members of varying backgrounds appointed by the Dean of the Faculty for three-year overlapping terms with the chair to be selected by the Dean. The Departments of Anthropology, Psychology, and Sociology should be represented along with another faculty member with expertise in ethical issues. The Board shall also include one person not associated with the College.

b. **Meetings.** The Board shall meet at the call of the chair.

c. **Functions.** The Board exists to make certain that all educational and research activities carried on at the College involving human subjects are in accord with the relevant state and federal regulations. Research involving human subjects must adhere to codes of professional ethics governing the rights and welfare of such subjects, as established by professional organizations. All research involving human subjects must be submitted to the Board for its approval.

9. Institutional Animal Care and Use Committee

a. **Membership.** The Committee shall consist of at least five members appointed by the Dean of the Faculty with three-year overlapping terms with the chair to be selected by the Dean. The Committee shall include faculty from the Biology and Psychology Departments with research experience involving animals, a licensed veterinarian, the College's animal care custodian, and one person not associated with the College.

b. **Meetings.** The Committee shall meet at the call of the chair.

c. **Functions.** The Committee is responsible for ensuring that the conditions under which animals are maintained and the objectives and procedures for all educational and research uses of animals at the College are in accord with the highest legal standards established by federal and state law, as well as with ethical guidelines established by the American Psychological Association, the American Physiological Society, and the Society for Neuroscience. Any faculty member or student using laboratory animals in teaching or research must submit proposals for approval to the Committee before the use takes place.

10. Scientific Misconduct Review Board

a. **Membership.** The Board shall consist of at least five members of varying backgrounds appointed by the Dean of the Faculty for three-year overlapping terms, including at least one member from among the science faculty, and with the Associate Dean of the Faculty serving as chair. The Board shall also include one person not associated with the College.

b. **Meetings.** The Board shall meet at the call of the chair.

c. **Functions.** The Board is responsible for dealing with allegations of possible misconduct in scientific research at the College. In compliance with federal regulations and following procedures endorsed by the Public Health Service and the National Science Foundation, the Board will investigate any such allegation and make a report to the Dean of the Faculty and to the Office of Scientific Integrity, Public Health Service, Department of Health and Human Services.

11. Radiation Safety Committee

a. **Membership.** The Committee shall consist of at least five members appointed by the Dean of the Faculty with the Chair to be selected by the Dean. The Committee shall include faculty from the Departments of Biology, Physics, and Geology, as well as the Director of Campus Safety, and Laboratory Coordinator.

b. **Meetings.** The Committee shall meet quarterly.

Chapter IV Faculty Service on Committees and Boards

c. **Functions.** The Committee will monitor established procedures with regard to radioisotopes and radiation-generating equipment, develop new or revised procedures in order to ensure compliance with state regulations, evaluate the suitability of facilities, and evaluate the credentials of persons proposed to be added to the College's license. The Radiation Safety Committee communicates with and has common concerns with the Hazardous Waste Committee. The Committee reports directly to the Officers of the College.

V. DEPARTMENTS AND PROGRAMS OF THE FACULTY

The departments of instruction are Anthropology, Art, Biology, Chemistry, Classics, Comparative Literature, Computer Science, Economics, English, Geology, German and Russian Languages and Literatures, Government, History, Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Religious Studies, Rhetoric and Communication, Romance Languages and Literatures, Sociology, and Theatre and Dance.

Academic programs include Africana Studies, American Studies, Asian Studies, Biochemistry/Molecular Biology, Communication Studies, East Asian Languages and Literatures, Environmental Studies, Geoarchaeology, Latin-American Studies, Medieval/Renaissance Studies, Program in Teacher Education, Psychobiology, Public Policy, Russian Studies, and Women's Studies.

Program Committees composed of faculty members appointed by the Dean of the Faculty carry out the instructional responsibilities of the College's interdisciplinary programs. These responsibilities include advising the Committee on Academic Policy and the Dean on all curricular developments affecting the program; supervising the advising of students concentrating or minoring in the program; and making recommendations to the Dean on personnel matters relating to the program.

A. Meetings

1. In departments or programs with two or more members the chair shall call at least one meeting of the department or program in each term of the academic year. Additional meetings may be called by the chair and shall be called by her or him on request of at least one-third of the voting members of the department or program committee.
2. Except for certain votes on appointments and reappointments as noted below, the voting members of the department or program shall be those faculty members in residence who hold appointments as Professor, Associate Professor, Assistant Professor, or Instructor.
3. Voting privileges of other members shall be determined by each department or program committee.
4. Appeal from a decision of a department or program committee may be carried by any member to the final authority of the President.

B. Chair

1. **Department Chair.** The chair of a department shall be appointed by the President, in consultation with the Dean of the Faculty, from among the members of the department, normally for a term of four years. He or she may be reappointed. In

Chapter V Departments and Programs of the Faculty

order to ensure an opinion regarding the choice of the departmental chair, the Dean will solicit advice from all members before submitting a recommendation to the President. At the time of a chair's appointment, the Dean and the appointee shall agree on a suitable means of compensation.

The Dean will consult chairs of departments about salary recommendations for members before making such recommendations to the President.

2. **Department and Program Committee Chairs.** In consultation with departmental or program colleagues, the chair of a department or program committee shall ensure that the educational, recruitment, and administrative functions of the department or program are effectively fulfilled. It shall be the duty of the chair to call meetings, as noted, and to preside over such meetings. Unless other provisions are made by vote, the chair shall be the intermediary between the department or program, on the one hand, and, on the other, officers of the administration, other departments or programs, and standing committees. It is expressly stipulated, however, that direct communication between any member of a department or program and officers of the administration shall at all times be free and open.

C. Functions

Subject to the authority reserved to the President and the Faculty, it shall be the function of a department or program:

1. To formulate the educational policy of the department or program in accordance with the overall academic policy established by the Faculty.
2. To provide the proper courses, examinations, and requirements for the carrying out of such policy.
3. To award departmental or program honors and prizes.
4. To divide the work of instruction equitably among members of the department or program.
5. To formulate and carry out, in consultation with the Dean of the Faculty, and in accordance with the policies of the College, procedures to secure for the department or program the best qualified faculty.
6. To encourage and assist the pedagogical and scholarly development of department or program members and to coordinate the evaluation of that development through periodic reviews.
7. To recommend to the Library the purchase of all journals and books charged to departmental or program appropriation.

Chapter V Departments and Programs of the Faculty

8. To prepare the departmental or program budget, with the exception of salaries, and to determine the allotment of all funds.

9. To provide for maintenance and administration of physical facilities, including purchase of supplies, and to handle other administrative matters as requested by the administrative officers.

D. Appointments

1. **Departments.** Responsibility for recommending departmental appointments, reappointments, promotions, and tenure lies with the regular departmental faculty already holding appointments not less than half-time according to the following procedure:

a. Professors who hold tenure shall vote on appointments to the rank of Professor and, with those Associate Professors holding tenure, on appointments and reappointments to the rank of Associate Professor and appointments to tenure. Actions taken shall be forwarded by the chair as recommendations to the Dean of the Faculty.

b. Professors and Associate Professors, with and without tenure, shall vote on appointments and reappointments to the rank of Assistant Professor and Instructor. Actions taken shall be forwarded by the chair as recommendations to the Dean of the Faculty.

c. Professors and Associate Professors, with and without tenure, and Assistant Professors shall vote together on appointments and reappointments to the rank of Lecturer. Actions taken shall be forwarded by the chair as recommendations to the Dean of the Faculty.

d. The chair shall consult with members of the department who are excluded from voting by the procedures mentioned herein, and give them the opportunity to comment in oral or written form either through the chair or directly to the Dean of the Faculty.

e. Recommendations for appointments to positions not otherwise mentioned shall be made in accordance with these general principles.

f. When departmental size or staffing patterns preclude reasonable application of these procedures, such modifications of these procedures as seem to meet their special requirements may be arranged with the Dean of the Faculty, provided that the general principles are followed.

2. **Programs.** Where appropriate, responsibility for advising the Dean of the Faculty on personnel matters related to the program, lies with the members of the program committee according to the procedures outlined above. Whenever possible, the

Chapter V Departments and Programs of the Faculty

Dean of the Faculty will ensure that appointments of program committee voting members provide continuity in all decisions relating to reappointment, tenure, and promotion of faculty members serving in programs.

VI. APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE¹

In order to pursue the College's mission of service to liberal learning, the Faculty must be comprised of scholars for whom undergraduate teaching is a major professional commitment. Effective teaching takes many forms, but it centers upon the presence in the teacher of a lively intellect, a mastery of her or his discipline, and the ability to communicate knowledge to others and to help develop in them the desire to learn and the skills of learning. Hamilton College believes that effective teaching and sound scholarship are mutually reinforcing. Accordingly, its faculty should be active and developing scholars. Research is both encouraged and expected. In addition, members of the Faculty are expected to participate in the intellectual and academic life of the College outside of class by advising students, by participating in departmental and/or program activities, by attending meetings of the Faculty, and by serving on faculty and College committees.

A. Types of Positions

Appointments to the positions described here may be either full-time or part-time (defined as half-time or more). The College normally allocates full-time rather than part-time positions to departments and programs. Professional qualifications will be the same for full-time and part-time positions. A full-time position may be shared by two appointees, who will be considered as separate part-time appointees for the purposes of reappointment, promotion, and tenure.

1. Tenurable positions. A tenurable position is one for which it is expected that the College will have a continuing need. The large majority of positions at Hamilton are tenurable, and individuals appointed to the Faculty are ordinarily appointed to tenurable positions. These appointments are made with the expectation that the position will not be discontinued while occupied.

Unforeseen financial, enrollment, or curricular changes may on occasion cause a tenurable position to be discontinued. When the President believes that there are grounds to discontinue an occupied tenurable position, she or he will seek a recommendation from the *ad hoc* Committee described below (Section B.), as well as from the Dean and the relevant department and/or program. A tenurable position will not be discontinued on or after July 1 of the academic year prior to that in which the tenure decision is scheduled, except under the extraordinary conditions that would justify terminating tenured faculty.

2. Renewable positions. A renewable position is a non-tenurable, "visiting" position to which reappointment for successive one- or two-year terms is possible. The maximum number of years of employment possible in a renewable position will be specified in the initial letter of appointment. No renewable position may be held for more than six years.

¹ Appointment, Reappointment, and Promotion in the Department of Physical Education are covered in Chapter VII.

Chapter VI Appointment, Reappointment, Promotion, and Tenure

3. **Term positions.** A term position is created to meet a particular short-term need of the College. Appointment to it is made for a specified period of time. The large majority of term positions are "visiting" positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave.

4. **Adjunct positions.** An adjunct position is created to meet a specific need that cannot be met by faculty members serving in full- and part-time positions. Adjunct appointments normally are less than half-time and are not tenurable. Adjunct Faculty hold the title of Lecturer.

B. Procedures for Defining Positions

When the Dean of the Faculty, the chair of the Committee on Academic Policy (after consultation with the Committee), and the relevant department and/or program all recommend defining or redefining a position as other than tenurable, or discontinuing a renewable position before the specified maximum period of occupancy, such action may be taken without further consultation. When the Dean and the department and/or program disagree, or when any of them recommend discontinuing an occupied tenurable position, the Dean will ask the chair of the Committee on Academic Policy to convene and chair an *ad hoc* committee consisting of a three-member subcommittee of the Committee on Appointments and the chair of the Committee on Academic Policy. The *ad hoc* committee will consult with the department and/or program holding or sharing the position and then make a recommendation to the Dean. Those involved in the decision will weigh such matters as the nature of the position, the composition of the department or program, the availability of suitable candidates, financial concerns relating to the position, the relevance of the position to the general College curriculum, and the probable effects on other departments or programs. In all cases, a written document will be produced.

C. Ranks of the Faculty

1. **Instructor.** Appointments to the Faculty in this rank are normally made for persons who have not completed the requirements for the doctoral or other appropriate terminal degree. Appointments in this rank are made for one year and normally may not be renewed more than twice. Faculty holding tenure-track appointments should expect to complete all requirements for the degree no later than the beginning of their third year at the College.

2. **Assistant Professor.** This is the usual rank for initial appointments to the Faculty, and it is offered to qualified individuals who have completed the doctoral or other appropriate terminal degree. Appointments are normally for a two-year term.

Appointments as Assistant Professor may be made contingent on completion of the doctoral or other appropriate terminal degree. In the case of appointees who have not yet completed the requirements for the terminal degree, the appointment

Chapter VI Appointment, Reappointment, Promotion, and Tenure

will be as Instructor for a term of one year. If the requirements for the degree are completed prior to September 1 of the year of appointment, the appointment will be converted to Assistant Professor. Promotion to Assistant Professor after September 1 of the year of appointment requires the recommendation of the department and/or program and will normally be an option only if the degree is completed by December 31.

Those who are appointed in the rank of Assistant Professor to tenurable positions and who have no previous post-doctoral teaching experience will normally stand for promotion to Associate Professor with tenure during their sixth year of full-time service and between the sixth to ninth years of part-time service as Assistant Professor at Hamilton.

Full-time appointees with one to three years of post-doctoral teaching experience at another institution will normally stand for promotion and tenure during either their sixth or seventh year of full-time post-doctoral teaching but not normally before their fourth year at Hamilton. Full-time appointees with four or more years of post-doctoral teaching experience elsewhere will normally stand for promotion and tenure in their fourth year at Hamilton, unless, after consultation with the Committee on Appointments, a different year is agreed to at the time of the initial appointment. Part-time appointees with one to three years of post-doctoral teaching experience at another institution will normally stand for promotion and tenure between the fifth and ninth years of part-time service at Hamilton. Part-time appointees with four or more years of post-doctoral teaching experience elsewhere will normally stand for promotion and tenure between their fourth and seventh years of service at Hamilton. For all appointees, the maximum probationary period prior to promotion and tenure review will be established at the time of hiring or during the first year of service at Hamilton. In all cases, determination of the tenure review year will come after consultation among the faculty member, the department or program chair, and the Dean.

Reappointment in rank beyond the sixth year for full-time appointments, or beyond the ninth year for part-time appointments, normally will be terminal and for one year only.

3. Associate Professor. Initial appointments to the Faculty in this rank normally are made for a term of two years with the expectation that a decision regarding tenure will be reached during the third year of full-time service, or fourth or fifth year of part-time service at the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

Promotion into this rank ordinarily is with tenure. However, in certain cases promotion and the granting of tenure may be separate actions, particularly if the individual has served on the Faculty for a relatively brief period.

Consideration for promotion to Professor normally does not take place before the seventh year in rank. Consideration for promotion to Professor reflects not only the number of years in rank but also the candidate's attainment of a level of

Chapter VI Appointment, Reappointment, Promotion, and Tenure

distinction that merits such consideration. Promotion will be considered before the seventh year only under exceptional circumstances.

4. **Professor.** Those appointed to the Faculty with this rank or promoted into this rank are expected to provide distinction to the Faculty as teachers, to have demonstrated sound, continuing growth as scholars, and to serve as leaders of the academic community. Promotion to Professor marks eminence as a teacher and a scholar. Initial appointments to this rank may be with or without tenure. In those cases where tenure is not initially offered, the appointment normally will be for a term of two years with the expectation that a decision regarding tenure will be reached during the third year of full-time service, or fourth or fifth year of part-time service to the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

5. **Lecturer.** The rank of Lecturer is offered to persons for the specific purpose of teaching one or two courses. Appointments to this rank will normally be less than half-time. Such appointments will be made for one or more terms on an annual basis. Lecturers who are reappointed on a regular basis will be evaluated for the purposes of reappointment according to standards of teaching and scholarship similar to those for other faculty appointments and according to a schedule agreed upon between the Dean of the Faculty and the department or program, with the understanding that all continuing lecturers will be evaluated at least every three years.

D. Conditions of Appointments

Normally appointments, reappointments, and promotions become effective July 1. Term appointments normally end June 30. Except when an appointment states explicitly that renewal will not be considered, notice of non-reappointment, or of intention not to reappoint, shall be given in writing at least six months before the expiration of an appointment for members of the Faculty in their first or second year of service at Hamilton, and at least twelve months before the expiration of an appointment for members of the Faculty who have served at Hamilton for more than two years. When notice of non-reappointment comes later than these standards, a terminal year appointment shall be offered.

E. Reappointment, Promotion, and Tenure Criteria

The Faculty and officers of the College have the responsibility to recruit and retain the finest faculty possible within the means and resources of the institution, and they should be accorded the widest latitude consistent with academic freedom and fairness in the discharge of this responsibility. Reappointment, promotion, and tenure represent different kinds of commitment on the part of the College. These decisions, especially those involving promotion and tenure, are made on a highly

selective basis. They are based on accomplishments and promise in teaching, in scholarship, and in professional service, and, within the limits stated above in section A.1., the College's continuing need for the position. Of the three criteria, the first two are the more important, but all weigh in the decision. It is understood that the standards of merit and the relative emphases in the application of these criteria may vary among evaluators and from case to case. In the case of tenure decisions, such variations may not result from consideration of the current or prospective tenure ratio in a department or program or from consideration of the future need for the position.

1. Teaching. Teaching is a complex task. Its evaluation requires consideration of several characteristics that should be reflected in an instructor's performance: commitment to teaching; knowledge and mastery of the discipline; and the ability to communicate with, stimulate, and evaluate students.

Hamilton considers teaching to be a professional commitment on the part of the instructor and expects to find in its faculty members evidence of a sustained interest in teaching as a vocation and a willingness to carry out such instructional duties as the department or program requires.

The instructor should possess knowledge and mastery of the discipline. The instructor's teaching should reflect both depth and breadth: an understanding of the best and most rigorous work in a subfield of the discipline as well as the broader outlines of the discipline and its connections with other disciplines.

An instructor should also be effective in working with students. Effective instructors will transmit to students their enthusiasm for the discipline, convey central insights into the subject, encourage students to work diligently and independently, set high standards, and evaluate the work of students in a fair and constructive manner.

2. Scholarship. Hamilton expects its faculty to be productive scholars of high quality. Scholarship is important in its own right for the advancement of knowledge and as a creative act, and as a means by which teaching is continually refreshed and revitalized. Scholarship supports teaching. The synthesis, integration, and representation of knowledge complements the advancement of original scholarship.

Original research and its equivalent expression in the performing and creative arts are the principal forms of scholarship, but scholarship may also include the interpretation of a scholarly field to a general audience. Scholars should make the results of their work available to professional colleagues for their evaluation and judgment. Publications and other formal presentations serve to ensure that faculty members have a continuing involvement with their professional peers, and that their work has been subjected to the criticism and insights of those best able to evaluate it.

3. Service to the College. A faculty member contributes to the life of the College outside of the classroom in a number of ways: as colleague, advisor, administrator, and participant in campus decision-making and governance. Such contributions are

Chapter VI Appointment, Reappointment, Promotion, and Tenure

vital to Hamilton as a residential college. The quality of a candidate's service to the College community therefore is a third important criterion for reappointment, promotion, and tenure.

Advising students concerning academic matters is an important responsibility of each faculty member. Colleagues should contribute when possible to each other's scholarly and intellectual growth and assume an active and responsible role in the development and administration of the educational program and the academic affairs of the department or program and the College. Participation in Faculty meetings and service on committees is a normal part of each faculty member's duties at the College. Such service is also valuable when extended beyond the campus in regional and national activities that draw on or improve the instructor's professional competence and that benefit the College.

F. Reappointment, Tenure, and Promotion Procedures

1. Evaluation of Teaching. Since the quality of teaching is to be the most heavily weighted criterion for reappointment, promotion, and tenure, solid evidence of that quality must be secured. At least some voting departmental or program colleagues should be in a position to assess from firsthand knowledge the classroom effectiveness of the instructor, and all should be in a position to evaluate to some degree the instructor's knowledge and mastery of the discipline. Voting members of the department or program and participants in other College academic programs in which the instructor participates should comment, and the untenured members of the department or program should be given the opportunity to comment, on the candidate's qualities as a teacher. Any College course evaluation forms approved by a majority of the Faculty will be taken into consideration. Letters of evaluation from students selected by the candidate, as well as letters from former and present students randomly selected by the Registrar, will be submitted to the Dean, the department or program, and the Committee on Appointments at the time of reappointment, tenure and promotion. All letters solicited for reappointment shall become part of the tenure file.

Additional evidence may include course syllabi and other course-related materials prepared by the candidate, published and unpublished articles or essays on teaching, new courses developed or old courses revised and updated, innovative teaching methods, participation in redesigning curricular offerings, work in cross-disciplinary courses, and guidance of independent study.

The College may obtain outside evaluations of teaching by sending teaching-related materials to faculty members at other institutions. In addition, colleagues may be asked to evaluate an individual's contributions within the College that bear upon the qualities of excellence in teaching.

2. Evaluation of Scholarship. Because of the variety of forms that scholarship takes, the evaluation of the quality of scholarship may be made in a number of ways. In all cases, the College should seek evidence relevant to each discipline. Whenever appropriate, tenured members of the department or program should be asked to

evaluate a candidate's published and unpublished work. Reviews in professional journals of the candidate's work offer an independent evaluation of that work by professional peers. Awards and grants to support scholarly research and creative activity may be yet another measure of evaluation of scholarly work by a candidate's professional colleagues. In the creative and performing arts, evidence of the quality of professional activity should be gathered from departmental or program peers, members of similar departments at other institutions, other artists in the same field, or published reviews. The Dean may solicit confidential evaluations of a candidate's scholarly work from professional peers outside of the College, and the Dean must do so in the case of a candidate standing for promotion to Associate Professor, with or without tenure, or Professor. In the case of faculty members for whom performances are the major form of scholarship, it is the responsibility of the department or program committee chair, with the assistance of the Dean of the Faculty, to have performances evaluated by outside scholars and to place written records of the evaluations in the departmental/program files and to provide the Dean of the Faculty with such records. In decisions on promotion to Associate Professor without tenure or to Professor, candidates may add a reasonable number of other professional references who will also be asked to submit confidential evaluations of the candidate's scholarly work.

3. Evaluation of Service. Considerable flexibility is needed in evaluating a candidate's service to the College community because of the variety of activities that are subsumed under this term. Departmental or program colleagues should be asked to evaluate the candidate's contributions to the work and intellectual life of the department or program. Others in the College in positions to evaluate the candidate's contributions in advising and other kinds of service may be asked to do so by the Dean. Care must be taken at all levels to insure that the evaluation of service is fair and based on adequate evidence, and that the academic and personal freedom of each faculty member has been preserved.

4. Procedures for Reappointment. Procedures for promotion to Associate Professor without tenure are also covered in this section.

a. Role of the Faculty Member. By June 15 a candidate for reappointment shall provide the Dean of the Faculty with materials she or he believes will be helpful to an adequate consideration of the case, including: a personal statement on teaching, scholarship, and service; a current *curriculum vitae*; a list of up to ten former or present students to whom the Dean of the Faculty will write for a letter of evaluation; and any relevant information or documents such as syllabi, other teaching materials, and scholarly work.

When a candidate is to be considered for promotion to Associate Professor without tenure, she or he should also provide to the Dean of the Faculty a list of two scholars from other institutions from which the Dean will select one to evaluate the candidate's scholarly materials.

Chapter VI Appointment, Reappointment, Promotion, and Tenure

b. **Role of the Department or Program.** On or before March 1 each department or program chair shall provide the Dean of the Faculty with a list of the names of departmental or program faculty for whom reappointment is pending during the coming academic year.

When the candidate is to be considered for promotion to the rank of Associate Professor without tenure, the department or program will provide the Dean with the names and addresses of two colleagues from outside the College who can review the candidate's scholarship.

Upon receipt of the materials from the Dean, the chair will make them available to voting members of the department or program and will convene a meeting of the voting members to discuss and vote on the candidacy. Any voting members unable to attend will convey their votes and any evaluative observations to the chair in writing before the meeting, and the chair will share that information with those attending.

By October 15, the department's or program's recommendations for reappointment shall be conveyed in writing by the chair to the Dean of the Faculty along with evidence of the candidate's qualifications, including a detailed statement on the candidate's performance as a teacher, a scholar, and a faculty colleague, with reference in the last instance to capability to assume broad responsibilities within the department or program and the faculty as a whole. The chair must include a report of the departmental or program vote and a summary of the views of the voting members, including his or her own. The chair will also request that the voting members sign the recommendation, indicating that they have read and confirm its report of the vote and its summary of the evidence collected. The chair shall provide every member of the department or program, whether a party to the decision or not, with the opportunity to evaluate aspects of the candidacy by writing to the chair or directly to the Dean of the Faculty.

At each reappointment, the chair will discuss the departmental or program evaluation with the candidate, normally before sending it to the Dean.

c. **Role of the Dean.** For reappointments, in consultation with both the chair and the candidate, it is the responsibility of the Dean of the Faculty to gather as full and complete a record as appears useful to the pending decision. Whenever possible, the Dean will ensure that the appointments of academic program committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure. The Dean will seek a recommendation from the committee members of any academic program to which the candidate regularly contributes.

In the case of promotion to Associate Professor without tenure, the Dean will solicit an evaluation from four outside scholars, one suggested by the candidate, one suggested by the department or program, and two selected by the Dean. To supplement the teaching evaluations filed in the Office of the Dean of the Faculty for colleagues standing for promotion to Associate Professor without tenure, the Dean may seek evidence in the form of letters from students who have studied under the candidate. Such students shall be selected at random by the Registrar

Chapter VI Appointment, Reappointment, Promotion, and Tenure

from among concentrators and non-concentrators and from among current students and recent graduates.

The Dean will gather the materials submitted by the candidate, contact the students selected by the candidate for a letter of recommendation, and will solicit letters from up to ten former or present students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses. As early as possible the Dean will provide these materials to the voting members of the department or program.

The Dean shall forward the departmental or program recommendation to the Committee on Appointments, along with copies of all evaluations, prior letters of appointment and reappointment, and all information gathered by the Dean for this decision from the candidate, the department or program, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider both that recommendation and the departmental or program recommendation and present a written recommendation, with supporting reasons, to the President, along with copies of all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department or program, the Dean will ask the chair of the Committee on Appointments to call a meeting of the subcommittee that considered the case, the Dean, and the departmental or program chair in order to seek agreement before the recommendations go to the President.

For each reappointment it is the responsibility of the Dean, after consulting with the department or program chair, the Committee on Appointments, and the President, to provide the faculty member with a written evaluation of her or his teaching, scholarship, and service.

d. Role of the Committee on Appointments. The Committee advises the President and the Dean on matters of reappointment, tenure, and promotion. Advice takes the form of a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. The Committee may gather additional information during its consideration of the case through discussions with the Dean, members of the faculty, and students, and by such other means as it desires. When the subcommittee of the Committee on Appointments differs with the department or program, the subcommittee shall confer with the parties to the departmental or program recommendation before the Committee on Appointments makes its recommendation. In instances where reappointment and promotion decisions are affected by curricular reallocations, the Committee must satisfy itself, before making a recommendation, that the Committee on Academic Policy has considered the matter. Committee deliberations and voting always occur in executive session.

e. Role of the President. The President will receive the materials on the candidate from the Dean along with the recommendations of the Committee on

Chapter VI Appointment, Reappointment, Promotion, and Tenure

Appointments and the Dean and, on the basis of this and any additional information she or he may gather, will make her or his decision.

Final authority for all appointments, reappointments, and promotions lies with the President according to the terms of the Charter and By-Laws of the Board of Trustees. When the President's tentative decision is different from that of the Dean or the Committee on Appointments, the President will call a meeting of the Dean and the Committee in order to try to reach agreement prior to making a final decision.

In reappointments and promotions, the final decision and the reasons for it, shall be communicated in writing by the President or the Dean to the candidate, the chair of the department or program, and the chair of the Committee on Appointments. Prior to doing so, the President may inform a candidate of the decision orally, or invite the Dean or the chair of the department or program to do so on her or his behalf.

5. Procedures for Tenure Decisions. The evaluative procedures described in Section F., parts 1, 2, and 3, are applicable also to tenure decisions and are here assumed except where modified in this section. The dates provided in this section on procedures for tenure review are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not intended as deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

a. Role of the Candidate. Before April 1 of the academic year preceding that of the tenure decision, it is the responsibility of the candidate to provide the Dean of the Faculty with the following: a current *curriculum vitae*; a paragraph-length statement describing her or his area of expertise as a teacher-scholar; the names of at least two scholars from other institutions, one of whom the Dean will select to evaluate scholarly and, in some cases, teaching materials; a list of approximately six colleagues and scholarly acquaintances from Hamilton or elsewhere whom the candidate wishes to have comment on the candidacy without normally receiving materials from the Dean; and, a list of 10-15 former or present students to whom the Dean can write for a letter of evaluation.

By June 1 candidates are expected to complete their submissions by providing the Dean with a detailed personal statement on teaching, scholarship, and service; syllabi from all courses taught during at least the last three years and any pertinent teaching materials the candidate wishes to have considered; and copies of the scholarly products the candidate wishes to have sent to the outside reviewers the Dean will contact.

b. Role of the Department or Program. The chair of each department or program will provide the Dean of the Faculty by March 1 with a list of candidates scheduled to stand for tenure during the next academic year. In cases where there is no tenured faculty member in a department or program, the Dean will appoint an *ad hoc* committee of at least two tenured faculty to review and make a recommendation on the candidacy. By April 1 the chair will provide a list of at least two scholars from outside the institution agreed upon by tenured members of the

department or program to whom the Dean can send teaching and scholarly materials for evaluation. The Dean will gather from students and outside evaluators materials relating to the tenure review together with all materials submitted by the candidate, and provide copies to the department or program as early as possible in the fall. The chair shall convene the voting members of the department or program to discuss and vote on the candidacy. Any voting members unable to attend will convey their votes and any evaluative observations in writing to the chair before the meeting, and the chair will share that information with those attending.

In addition to assessing teaching according to the criteria and procedures described in E.1. and F.1., departments or programs should interpret the pattern of development in a candidate's career, state clearly the evidence on which an assessment is being based, and comment on prospects for future growth. In addition to evaluating scholarship according to the criteria and procedures described in E.2. and F.2., departments or programs should, whenever possible, include in their evaluations of scholarship an assessment of the quality of the journals, presses, exhibitions, or performances where the candidate has presented her or his work, and of the professional meetings where presentations have been made, and of the potential for, and likelihood of, continued professional growth. In addition to evaluating service according to the criteria and procedures described in E.3. and F.3., departments or programs should include judgments about the distinctive contributions of the candidate to the department or program and to the College, and about the potential for leadership in the department or program and the Faculty as a whole.

The chair will record the vote and, on behalf of the voting members, write an evaluation of the candidate's teaching, scholarship, and service, highlighting the chair's own views and summarizing the views of the voting members of the department or program and noting any differences. The chair will submit the departmental or program vote and recommendation to the Dean as soon as possible and by the beginning of November at the latest.

The voting members of the department or program should read the chair's departmental or program recommendation and sign it to indicate that they have read it and confirm its report of the vote and its summary of the evidence collected. The voting members should also provide, either directly to the Dean or through the chair, their own written evaluations of the candidate's teaching, scholarship, and service, supplementing the chair's report to the extent they judge appropriate. Untenured members will be asked by the Dean to submit any comments they wish to make on any aspect of the candidacy to the chair or directly to the Dean.

c. Role of the Dean. The Dean will gather the materials described above from the candidate; the list of two or more outside scholars from the department or program; observations from committee members of any academic program to which the candidate regularly contributes; student letters collected for prior appointments; letters from 30-35 former and present students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and

upper-level courses; and all College-approved student course evaluations. The Dean will select and write to five outside scholars willing to receive and evaluate materials by early fall, including the name of one scholar supplied by the candidate and at least one by the department or program. In cases where performance is a significant form of scholarship, the evaluations of performances already on record may be used and may justify lowering the number of recommendations added at this point. The Dean will write to the students and colleagues suggested by the candidate and to the randomly selected students, asking them to provide an evaluation of those aspects of the candidacy with which they are familiar.

As early as possible in the fall the Dean will provide the department's or program's tenured members with copies of the materials submitted by the candidate and collected by the Dean, including all of the student and outside scholarly evaluations. At this time the Dean will provide the candidate with the names of the outside evaluators who reviewed her or his materials. Upon receipt of the departmental or program recommendation, the Dean will provide all of this material, the departmental or program recommendation, any observations of untenured members, letters from colleagues, and all of the reappointment and accompanying evaluative material from the candidate's file to the Committee on Appointments.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider both that recommendation and the departmental or program recommendation and present a written recommendation, with supporting reasons, to the President, along with copies of all documentation gathered for the review.

When the Dean's recommendation is at variance with that of the Committee on Appointments or of the department or program, the Dean will ask the chair of the Committee on Appointments to call a meeting of the subcommittee that considered the case, the Dean, and the departmental or program chair in order to seek agreement before the recommendations go to the President.

d. Role of the Committee on Appointments. The Committee will receive from the Dean all materials included by the Dean in the tenure review file; gather any additional evidence by such means as it desires, including consulting further with any of the sources who contributed to the Dean's materials; and make its recommendation to the President and the Dean. When the subcommittee of the Committee differs with the department or program, the subcommittee shall confer with the parties to the departmental or program recommendation before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session.

e. Role of the President. The President will receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments and of the Dean and, on the basis of this and any additional information she or he may gather, will make her or his decision.

Final authority rests with the President on negative tenure decisions, whereas the awarding of tenure requires concurrence by the Board of Trustees. When the

Chapter VI Appointment, Reappointment, Promotion, and Tenure

President's tentative decision is different from that of the Dean or the Committee on Appointments, the President will call a meeting of the Dean, the chair of the Committee on Appointments, and the subcommittee that considered the case in order to try to reach agreement prior to making a final decision.

The President shall communicate the final decision in writing to the candidate, the Dean, the chair of the department or program, and the chair of the Committee on Appointments by February 1. Prior to doing so, she or he may inform the candidate of her or his decision orally, or invite the Dean or the chair of the department or program to do so. In every case notification, including detailed reasons for the decision, will be confirmed in writing by the President or Dean within ten days of the decision.

6. Procedures for Promotion to Full Professor. Promotion to the rank of Professor is not exclusively the consequence of the number of years in rank but constitutes recognition of sustained professional achievement in scholarship, teaching, and service.

a. **Criteria.** Promotion to Professor will be granted to those faculty members who have in their years at the College distinguished themselves as teacher-scholars, and for whom it can be stated that high achievement is likely to continue. Distinguished teaching, the foremost requirement for tenure, should continue to remain high, reflecting the growing maturity and scholarly imagination necessary to challenge all types of students. Sound and developing scholarship, an important sign of sustained learning, creativity, and professional growth, should be demonstrated through forms of public scholarship such as publication, critical investigation, invention, and the presentation of papers, or exhibitions.

Each candidate for promotion to Professor may have different strengths in scholarship, teaching, and service. In all cases, however, it is expected that the candidate will present evidence of accomplishments in all three categories. Of these three categories, the first two are the more important, but all weigh in the decision.

b. **Procedures.** The evaluative procedures described in Section F., parts 1, 2, and 3, are applicable also to decisions on promotion to full Professor and are here assumed except where modified in this section.

i. **Role of the Candidate.** Early in the academic year during which the faculty member is to be considered (see C. 3. above), the Dean of the Faculty will inform the candidate that she or he has been nominated by the senior members of her or his department or program. Candidates may also nominate themselves.

By December 1, the candidate for promotion to full Professor should provide the Dean of the Faculty with the following: an updated *curriculum vitae*; a paragraph-length statement describing his or her area of expertise as a teacher-scholar, a list of five or six professional acquaintances who can be contacted to evaluate the candidate's scholarly and teaching materials; a list of present or former Hamilton colleagues who can provide firsthand knowledge of the candidate's

Chapter VI Appointment, Reappointment, Promotion, and Tenure

service to the College community; and a list of 10-15 present or former Hamilton students to whom the Dean can write for a letter of evaluation.

By January 15, the candidate should submit to the Dean copies of materials she or he would like to be reviewed, including a personal statement on teaching, scholarship, and service, materials related to teaching, and copies of scholarly or other professional products. The Dean will select two outside evaluators from the candidate's list, one from the department's or program's list, and will identify one additional scholar for a total of four. Normally, the group of outside scholars chosen to evaluate the candidate's scholarship will include no more than one of the faculty member's former professors, colleagues, or associates in publication.

ii. Role of the Department or Program. Candidates for promotion to full Professor are normally nominated by the senior members of their department or program, though they may also nominate themselves. In all cases, determination of the appropriate year will come after consultation among the faculty member, the department's or program's senior members, and the Dean. Such decisions will be made at the beginning of the academic year in which the faculty member is to be considered for promotion. When there are no tenured full professors in the department or program of the candidate for promotion, the Dean will appoint an *ad hoc* committee of at least two tenured full professors to review and make a recommendation on the candidacy.

By December 1, the senior members of the department or program will provide the Dean of the Faculty with a list of at least two scholars from outside institutions agreed upon by the senior members and to whom the Dean can send scholarly materials for evaluation.

After the materials for consideration have been forwarded by the Dean, the senior members of the department or program will convene the voting members to discuss and vote on the candidacy. Any voting members unable to attend will convey their votes and any evaluative observations in writing to the chair before the meeting, and the chair will share that information with those attending. The Dean shall invite every member of the department or program, whether a party to the decision or not, to evaluate aspects of the candidacy by writing to the chair or directly to the Dean of the Faculty. The chair will submit the vote and recommendation to the Dean by April 1. If the chair of the department or program is not eligible to vote on this decision, the voting members will select one of their number to perform the duties of the chair described in this paragraph.

iii. Role of the Dean. The Dean will gather the materials submitted by the candidate; contact the colleagues and students selected by the candidate for a letter of recommendation; select and write to four outside scholars willing to receive and evaluate materials, including at least two suggested by the candidate and one suggested by the department or program; and provide summaries of the approved student course evaluation forms. The Dean will also contact twenty present or former students chosen at random by the Registrar for an evaluation of teaching.

Chapter VI Appointment, Reappointment, Promotion, and Tenure

As early as possible in the spring the Dean will provide the department's or program's voting members with copies of the materials submitted by the candidate and all of the student and scholarly evaluations.

The subsequent roles of the Dean are the same as those described in Section F., part 4, c, d, and e.

iv. Roles of the Committee on Appointments and the President. The roles of the Committee on Appointments and the President are the same as those described in Section F., part 4, d and e.

Chapter VII Appointment, Reappointment, and Promotion in
the Department of Physical Education

**VII. APPOINTMENT, REAPPOINTMENT, AND PROMOTION IN THE
DEPARTMENT OF PHYSICAL EDUCATION**

A. Types of Positions

Positions are either regular or adjunct. Regular positions may be continuing-appointment, renewable, or term.

Appointments to regular positions may be either full-time or part-time (defined as half-time or more), although they are normally full-time. Professional qualifications will be the same for full-time and part-time positions. A full-time position may be shared by two appointees, who will be considered as separate part-time appointees for the purposes of reappointment and promotion.

Adjunct positions are normally less than half-time and may be for periods other than an academic term or year.

1. Continuing-appointment positions. A continuing-appointment position is one for which it is expected the College will have a continuing need and to which it is possible for an individual to be reappointed for as long as the need exists and performance warrants. The large majority of regular positions in the Department of Physical Education are continuing-appointment positions.

2. Renewable positions. A renewable position is a position to which an individual may be reappointed for successive one- or two-year terms up to a specified maximum number of years, normally no more than six. The maximum number of years of employment possible for an individual in a particular renewable position will be specified in the initial letter of appointment.

3. Term positions. A term position is created to meet a particular short-term need of the Department of Physical Education. Appointment to it is made for a specified period of time. Term positions are normally "visiting" positions created for an academic term or year.

4. Adjunct positions. An adjunct position is created to meet a specific need that cannot be met by members of the Department of Physical Education serving in regular positions. Normally such positions are held by members of the coaching staff who have no additional responsibilities. Adjunct positions normally are less than half-time and appointments to them may be for periods of other than an academic term or year. Adjunct members of the Department of Physical Education hold the title of Coach.

B. Procedures for Defining Positions

Financial, enrollment, or policy changes may on occasion cause a position to be redefined or discontinued. If a position is not occupied, and the Dean and the Department recommend redefining or discontinuing it, the College may redefine or

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

discontinue the position without further consultation. However, if a position is occupied, or the Dean and the Department disagree over redefining or discontinuing the position, the Dean will ask the chair of the Committee on Appointments to convene and chair an *ad hoc* Committee consisting of a three-member subcommittee of the Committee on Appointments and the chair of the Committee on Academic Policy. The *ad hoc* committee will consult with the Department and the Dean and then make a recommendation to the Dean who, in consultation with the President, will define the position in writing and provide those consulted with a copy. Those involved in the review will weigh such matters as the nature of the position, composition of the Department, availability of suitable candidates, financial concerns related to the position, and the relevance of the position to the Department's program.

C. Conditions of Appointment

Appointments and reappointments will be for one, two, or four years in accordance with the schedule of appointments and reappointments in Section D. below. For those on four-year appointments, reappointments will be for four years. Promotion is normally, but not necessarily, coincident with reappointment.

For regular positions, appointments, reappointments, and promotions normally become effective July 1 and end June 30. Except when an appointment is for a specified term and the letter of appointment states explicitly that renewal will not be considered, notice of non-reappointment, or of intention not to reappoint, shall be given in writing at least six months before the expiration of an appointment for members of the Department in their first or second year of service, and at least twelve months before the expiration of an appointment for members of the Department who have served at Hamilton for more than two years. When notice of non-reappointment comes later than these standards, a terminal year appointment shall be offered.

Should the decision against reappointment for a candidate on a four-year appointment not be in accord with the recommendation of the Department, the Committee on Appointments, or the Dean, the candidate may request reconsideration of the decision by those who participated formally in it. The written request for reconsideration must be submitted to the Dean of the Faculty within thirty days following written notification of non-reappointment and must indicate the factors warranting such a reconsideration. The reconsideration will be coordinated by the Dean of the Faculty, who will proceed in the order of the original decision. The Department, the Committee on Appointments, the Dean, and the President will each decide how to conduct their reconsideration and may gather as much or as little additional information as seems advisable.

D. Ranks of the Members of the Department of Physical Education

Appointees to regular positions in the Department of Physical Education will normally have completed or be enrolled in a master's or doctoral degree program in

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

Physical Education. When the prospective appointee lacks this qualification, the appointment requires consultation with the Committee on Appointments.

1. **Instructor.** Appointments in this rank are normally made for persons who have not completed the requirement for the terminal degree. Appointments in this rank are made for one year and normally may not be renewed more than twice.

2. **Assistant Professor.** This is the usual rank for initial appointments to the Department, and it is offered to qualified individuals who have completed the terminal degree. Appointments and reappointments are normally for two years.

Appointment as Assistant Professor may be made contingent on completion of the terminal degree. In the case of appointees who are expected to complete the requirements for the terminal degree by the beginning of the academic year, the appointment will be as Instructor for one year. If the requirements for the degree are completed prior to September 1 of the year of the appointment, the appointment will be converted to Assistant Professor. Promotion to Assistant Professor after September 1 of the year of appointment requires the recommendation of the Department and will normally be an option only if the degree is completed by December 31.

Those who are appointed in the rank of Assistant Professor to continuing-appointment positions and who have had no previous post-terminal-degree teaching and coaching experience will normally be considered for promotion to Associate Professor and a four-year appointment during their sixth year of full-time service, and between the sixth to ninth year of part-time service as Assistant Professor at Hamilton.

Appointees with previous post-terminal-degree teaching and coaching experience at another institution may be considered for promotion and four-year appointment earlier than otherwise, but not before their fourth year at Hamilton unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment. For all appointees, the maximum period prior to promotion and four-year appointment will be established at the time of hiring or during the first year of service at Hamilton.

3. **Associate Professor.** Initial appointments in this rank normally are made for two years with the expectation that appointees will be considered for a four-year appointment during the third year of full-time service, or fourth or fifth year of part-time service at the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

Promotion into this rank normally is accompanied by the initial four-year appointment, and references to promotion to Associate Professor in this chapter assume this conjunction. However, in rare cases promotion to Associate Professor may precede the initial four-year appointment if the individual has served in the Department for a relatively brief period.

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

Associate Professors, whether full- or part-time, will normally be considered for promotion to the rank of Professor during their eighth year in rank. Promotion will be considered before the eighth year only under exceptional circumstances.

4. **Professor.** Initial appointment to this rank may be for four years. In those cases where a four-year appointment is not initially offered, the appointment normally will be for two years with the expectation that a decision regarding a four-year appointment will be reached during the third year of full-time service, or fourth or fifth year of part-time service at the College unless after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

5. **Coach.** Individuals appointed to adjunct positions hold the title of Coach. Adjunct positions normally are less than half-time and appointments to them may be for periods other than an academic term or year. Coaches who are reappointed on a regular basis will be evaluated for the purpose of reappointment according to standards of teaching and coaching similar to those for regular positions and according to a schedule agreed upon between the Dean of the Faculty and the Department, with the understanding that all continuing coaches will be evaluated at least every three years.

E. Reappointment and Promotion Criteria

Members of the Department of Physical Education are evaluated on the basis of their performance, pattern of development, and potential for future professional growth in teaching, coaching, and service. Of the three criteria, the first two are the more important, but all weigh in the decision.

1. **Teaching.** The College considers teaching in the Physical Education program to be a significant part of the professional commitment of members of the Department of Physical Education and expects to find in them a sustained interest in teaching as a vocation and a willingness to carry out such instructional duties as the Department requires.

A Physical Education instructor should possess knowledge of human anatomy and of the principles of physical conditioning. An instructor should also possess knowledge of the physical activity taught, including familiarity with different levels of skill, appropriate training practices, recent developments, and equipment needs. Effective instructors will be able to develop in students an appreciation and understanding of physical fitness, and the skills required for the performance of physical activities.

2. **Coaching.** The goals of the College's intercollegiate athletic program are primarily to enable interested students to develop their knowledge of and skills in intercollegiate sports and, secondarily, to provide members of the College community and, to an even lesser extent, the general public with recreational

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

opportunities as spectators. Accordingly, coaches are expected to possess the following characteristics: advanced knowledge of their sport, including different levels of skill, recent developments in the sport, and equipment needs; advanced knowledge of training practices for their sport or sports and of the principles of physical conditioning; the desire and ability to explain the nature and quality of their program to prospective students and to evaluate the skills of prospective students; understanding of and agreement with the academic priorities and purpose, and the athletic policies of the College, as evidenced especially in their recruiting and coaching practices; the ability to teach the skills of their sport or sports and to motivate individuals and, where appropriate, teams to realize their potential; the ability to teach and motivate individuals and teams to display the highest ideals of athletic conduct, including respect for opponents and fair treatment of them.

Although published scholarship is not a requisite for continuing membership in the Department of Physical Education, such activities as professional presentations and published scholarship on physical fitness, athletics, and their role in higher education are encouraged and valued.

3. **Service.** Members of the Department of Physical Education work closely with students in their capacities as teachers and coaches. Their interest in students and their ability to help students to develop self-discipline, good character, and appropriate goals as members of the Hamilton community are valued characteristics. As departmental colleagues they should contribute where possible to each other's professional growth and assume an active and responsible role in the development and administration of the departmental programs and, when requested, in extra-departmental capacities such as committees and task forces.

F. Appointment, Reappointment, and Promotion Procedures

1. **Procedures for the Evaluation of Teaching and Coaching.** Since the quality of teaching and coaching are the most heavily weighted criteria for reappointment and promotion, solid evidence of that quality must be secured. Because of the variety of forms that instruction and coaching take, the evaluation of their quality may be made in a number of ways. In all cases the College should seek evidence appropriate to the relevant instructional activities and the candidate's major sport. Voting members of the Department should comment and junior members of the Department should be given the opportunity to comment on the candidate's qualities as a teacher and coach. Any departmental course and coaching evaluation forms approved by a majority of the Department members and by the Committee on Appointments and formally administered by the Department will be taken into consideration. The Department, the Dean, and the Committee on Appointments may also ask students for evaluations of a candidate's qualities as a teacher and a coach and will do so for the initial four-year appointment and at eight-year intervals thereafter, or, in other words, at what shall be termed major, as opposed to minor, four-year appointments.

Additional evidence may include teaching and/or coaching materials prepared by the candidate, published and unpublished articles or essays on teaching, new

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

instructional programs developed or old programs revised and updated, innovative teaching and coaching methods, and instructional activities with students that are not part of the formal instructional or intercollegiate program. In addition, non-departmental colleagues within the College may be asked to evaluate an individual's contributions within the College that bear upon the qualities of excellence in teaching and coaching.

The Dean may solicit confidential evaluations of a candidate's professional knowledge and activity from professional peers outside of the College identified by the candidate, the Department, and/or the Dean, including game officials and teachers and coaches at other colleges, and the Dean will do so in the case of a candidate standing for an initial and succeeding major four-year reappointments.

2. Procedures for the Evaluation of Service. Considerable flexibility is needed in evaluating a candidate's service to the College community because of the activities that are subsumed under this term. Departmental colleagues should be asked to evaluate the candidate's contributions to the work and life of the Department. Others in the College in positions to evaluate the candidate's contributions to the Department and/or the College may be asked to do so by the Dean. Care must be taken at all levels to ensure that the evaluation of service is fair and based on adequate evidence, and that the personal freedom of each faculty member has been preserved.

3. Role of the Faculty Member. For each reappointment decision candidates will provide the chair with a current *curriculum vitae* and any materials they wish that explain their career development and accomplishments or that illustrate their practices in teaching, coaching, or service.

In addition, for an initial four-year appointment, the candidate will provide the Dean of the Faculty with a personal statement on teaching, coaching, and service; the names and addresses of two non-Hamilton, professional peers who can provide an evaluation of the candidate's professional knowledge and activity; the names of ten students, including some taught and some coached, whom the candidate would like to be asked to provide an evaluation of his or her teaching and/or coaching; any syllabi or written materials used in teaching or coaching; and copies of any public presentations or published articles or books.

For succeeding major four-year reappointments, the candidate will provide the same materials as for the initial four-year appointment, but the personal statement may be relatively brief and should cover the intervening years as well as professional goals for the next eight years; the list of students will include only those taught or coached in the last eight years; and teaching and coaching materials may be omitted.

4. Role of the Chair. It is the responsibility of the chair to initiate and coordinate the search for new department members. Professors shall vote on appointments to the rank of Professor and, with Associate Professors, on appointments and reappointments to the rank of Associate Professor. Professors and Associate

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

Professors shall vote on appointments and reappointments to the rank of Assistant Professor and Instructor.

In the case of reappointments, on or before May 1, the chair shall provide the Dean of the Faculty with a list of the names of departmental members for whom reappointment and promotion are pending during the following academic year, and in each case, the terms and nature of the reappointment or reappointment and promotion should be specified. Should the chair wish to gather student and/or non-departmental letters of evaluation from Hamilton and/or non-Hamilton colleagues or any other materials for a one- or two-year or minor four-year appointment, the chair will consult the Dean about such plans at the time the list is submitted, if not before.

For the initial and succeeding major four-year reappointments the chair will provide the names and addresses of four non-Hamilton, professional peers who can provide an evaluation of the candidate's professional knowledge and activity.

After gathering the necessary materials or, in the case of the initial and succeeding major four-year reappointments, after receiving them from the Dean, the chair will make them available to voting members of the Department and inform non-voting members of their right to provide written observations on any aspect of the candidacy either through the Chair or directly to the Dean. The chair will then convene a meeting of voting members of the Department to discuss and vote on the candidacy. Any voting member unable to attend will convey her or his vote and any evaluative observations to the chair in writing before the meeting, and the chair will share that information with those attending the meeting. The chair will then write a departmental recommendation including a report of the departmental vote and an evaluation of the candidate's teaching, coaching, and service, reflecting any divergent viewpoints and summarizing the majority and any minority views.

Especially for the initial and succeeding major four-year reappointments, the chair should make certain to interpret the pattern of development in a candidate's career as a teacher and coach and to assess prospects for future growth, comment on any distinctive contributions of the candidate to the Department and the College, and assess the candidate's potential for administrative leadership.

The chair should inform the voting members of their opportunity, and in the case of initial four-year appointments their obligation, to provide written remarks supplementing the departmental recommendation either through the chair or directly to the Dean. The chair will have the voting members sign the departmental recommendation to indicate their corroboration of the report of the vote and of the summary of the views expressed by voting members of the Department.

For one- and two-year and minor four-year reappointments, the departmental recommendation and accompanying material are due in the Office of the Dean by November 1, accompanied by a current *curriculum vitae*, all available student evaluations of the candidate, and additional materials provided by the candidate or the chair for the reappointment decision. In the case of the initial and succeeding major four-year reappointments, the departmental recommendation, and, if relevant, supplementary statements are due in the Office of the Dean within two

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

weeks of their receipt from the Dean. At each reappointment, the chair will discuss the departmental evaluation with the candidate, normally before sending it to the Dean.

5. Role of the Dean. In initial appointments it is the responsibility of the Dean to authorize the position and to approve advertising copy in consultation with the Affirmative Action Officer for faculty hiring.

For reappointments, in consultation both with the chair and the candidate, it is the responsibility of the Dean of the Faculty to gather as full and complete a record as appears useful to the pending decision. After receiving from the chair by May 1 the list of candidates for reappointments and, in the case of candidates for major four-year reappointments, the list of four outside evaluators, the Dean will consult with the chair about any materials the Dean wishes to have gathered for any one- or two-year reappointments or minor four-year reappointments and about procedures for any initial and succeeding major four-year reappointments.

In the case of one- and two-year and minor four-year reappointments, by November 1, the Dean will receive from the chair all materials gathered from the candidate, any student evaluations in the departmental files covering the period deemed relevant by the chair, any additional materials gathered at the initiative of the chair or at the request of the Dean, the departmental recommendation, and any letters from departmental members submitted to the chair. The Dean shall forward the departmental or program recommendation to the Committee on Appointments, along with copies of all evaluations and information gathered by the Dean for this decision from the candidate, the department, and from other sources. Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider both that recommendation and the departmental recommendation and present a written recommendation, with supporting reasons, to the President, along with copies of all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department, the Dean will ask the chair of the Committee on Appointments to call a meeting of the subcommittee that considered the case, the Dean, and the departmental chair in order to seek agreement before the recommendations go to the President.

For initial and succeeding major four-year reappointments the Dean will gather from the candidate the *curriculum vitae*, the personal statement, the names and addresses of two outside evaluators, the names of ten students, copies of any syllabi or coaching or teaching materials or publications, and any additional materials the candidate wishes to submit. From the Department the Dean will gather the names and addresses of four outside evaluators; lists of courses taught and any other official departmental student evaluations of teaching and coaching; and any additional materials submitted by the Department. The Dean will request evaluations of the candidate's professional knowledge and activity from three to five non-Hamilton professional peers, including at least one person suggested by the candidate and one person suggested by the chair. The Dean will write to the students suggested by the candidate and to a list of students randomly selected by the Registrar chosen from among those currently and recently taught or coached, asking

Chapter VII Appointment, Reappointment, and Promotion in the Department of Physical Education

them to provide an evaluation of those aspects of the candidate with which they are familiar. As early as possible in the fall, the Dean will provide the Department's voting members with all of the student and outside evaluations gathered on the candidate, withholding the identity of any outside evaluators who so request. Upon receipt of the departmental recommendation, the Dean will provide all of this material, the departmental recommendation, any observations of non-voting members, any letters from non-departmental colleagues, and all of the reappointment and accompanying evaluative material from the candidate's file to the Committee on Appointments.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider both that recommendation and the departmental recommendation and present a written recommendation, with supporting reasons, to the President, accompanied by copies of all documentation gathered for the review. When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department, the Dean will ask the chair of the Committee on Appointments to call a meeting of the subcommittee that considered the case, the Dean, and the department chair in order to seek agreement before the recommendations go to the President.

For each reappointment it is the responsibility of the Dean, after consulting with the departmental chair and the Committee on Appointments, to provide the candidate with a written evaluation of her or his teaching, coaching, and service.

6. Role of the Committee on Appointments. The Committee on Appointments advises the President and the Dean on matters of reappointment and promotion. Advice takes the form of a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. The Committee may gather additional information during its consideration of the case through discussions with the Dean, members of the Department, and students and by such other means as it desires including consulting with any of the sources of the materials gathered by the Dean. When the subcommittee of the Committee on Appointments differs with the department, the subcommittee shall confer with the parties to the departmental recommendation before the Committee on Appointments makes its recommendation. Committee deliberations and voting always occur in executive session.

7. Role of the President. The President will receive the materials on the candidate from the Dean, along with the recommendations of the Committee on Appointments and the Dean, and on the basis of this and any additional information she or he may gather, will make her or his own decision. When the President's tentative decision is different from that of the Dean or the Committee, the President will call a meeting of these parties in order to try to reach agreement prior to making a final decision. Final authority for all appointments, reappointments, and promotions lies with the President according to the terms of the Charter and the By-Laws of the Board of Trustees. The President or the Dean

Chapter VII Appointment, Reappointment, and Promotion in
the Department of Physical Education

shall communicate the final decision in writing to the candidate, the chair of the Department, and the chair of the Committee on Appointments. Prior to doing so, the President may inform the candidate of her or his decision orally, or invite the Dean or the chair of the Department to do so.

VIII. FACULTY SALARY PROCEDURES AND BENEFITS

This section contains a general statement of procedures used in the payment of salaries, along with explicit statements of the benefits which attend appointment to the Faculty. Unless indicated otherwise, questions that pertain to benefits should be addressed to the Personnel Office.

A. Salary Payment

Members of the Faculty, whether full- or part-time, normally are appointed effective July 1 and are paid at the end of each month in twelve equal installments. When salary adjustments are made, they become effective on July 1 with the adjustment reflected in the payment received on July 31.

New members of the Faculty receive the first two salary installments (July 31 and August 31) as a partial advance against services to be rendered in the forthcoming academic year. If for any reason the new faculty member cannot serve, it is incumbent upon him or her to return such a salary advance under terms agreed to with the Dean of the Faculty.

Persons appointed in the rank of Lecturer normally teach less than half-time. Salaries or stipends are paid in a manner agreed to mutually by the Lecturer and the Dean.

Upon request, directed to the Payroll Office, members of the Faculty may have their salary checks deposited by the College in their personal accounts at any bank or financial institution that has a Transit Routing Number.

B. Benefits for Full-Time Faculty Members

1. **Moving Expenses.** Allowances against moving expenses are authorized at the time of initial appointment for new members of the Faculty. Intended to make a contribution toward the cost of relocation, moving allowances may not exceed the total moving expenses as defined by the College, and in most instances, moving allowances will be less than expenses. The amount of the allowance is determined primarily by the distance of the old residence from the College and is set forth in the letter of appointment to the faculty member. Accounting for moving expenses and claims for reimbursement should be submitted to the Payroll Office immediately after the move has been completed.

Moving expenses are defined by the College as including the actual charge for transportation of household effects, furnishings, and personal belongings, and charges for packing and for in-transit storage. They also include expenses incurred in travel from the former to the new residence, including transportation, meals and lodging for the faculty member and his or her family, but only for one trip from the old residence to Clinton. They do not include expenses for meals and temporary lodging incurred in situations where the new faculty member must vacate an old residence before moving, nor where a new residence is not immediately available for occupancy, nor expenses on a preliminary trip to the new location.

Chapter VIII Faculty Salary Procedures and Benefits

2. **Health Insurance.** The College contracts with Blue Cross/Blue Shield of Utica-Watertown, Inc. to provide a comprehensive major medical plan. Coverage is also available through local health maintenance organizations (HMOs). The College's contribution to health insurance coverage for employees and dependents is based on one's salary and coverage selected. Information on the HMOs and on specific employee contribution rates is available from the Personnel Office. A visiting faculty member and his or her dependents normally are eligible for these benefits unless similar protection is available under the insurance plans of another institution which remain in force during the appointment at Hamilton.

3. **Flexible Compensation Plan.** The College's Flexible Compensation Plan allows individuals to pay their portion of their health insurance premium with before-tax dollars. The Plan also provides for Reimbursement Accounts that allow one to pay with before-tax dollars qualified dependent care and medical expenses not covered by one's health insurance plan. Information regarding this program is available in the Personnel Office.

4. **Group Term Life Insurance.** The College pays the full cost of basic coverage equivalent to one times annual salary. Supplemental group term coverage is available in the amount of one and one half or three times annual salary. The cost of the supplemental coverage is shared between the College and the faculty member. Total coverage is currently limited to \$500,000. Both basic and supplemental coverage include an accidental death and dismemberment provision. Conversion to a personal policy is available at the time of retirement, or termination, at which time the full cost is assumed by the individual insured. Visiting faculty on one-year term appointments are not eligible for this benefit.

5. **Retirement Program.** After one year of service at Hamilton, a faculty member will receive from the College a contribution of ten per cent of annual base salary toward an individual retirement annuity sponsored by the Teachers Insurance and Annuity Association (TIAA-CREF) and/or to a 403(b) account with Fidelity Investments. This benefit accrues as salary is paid, and no individual contribution is required. The benefit is not taxed until received as retirement income. Vesting is immediate upon enrollment in the plan. Additional contributions may be made voluntarily by members of the Faculty as a normal salary deduction after taxes or from income before taxes. Current information regarding this benefit and the options available may be obtained from the Personnel Office. Visiting faculty on one-year term appointments are not eligible for this benefit.

All faculty are eligible at any time to make their own contributions on a tax-deferred basis to a Supplemental Retirement Annuity with TIAA-CREF or to a 403(b) account with Fidelity Distributors Corporation. Federal law sets the maximum contribution allowed under these plans and the penalties imposed for withdrawals prior to age 59 1/2. Detailed information about these programs is available from the Personnel Office.

Chapter VIII Faculty Salary Procedures and Benefits

6. **Group Total Disability Benefits.** Faculty members become eligible for the Group Total Disability Benefits Plan with TIAA after they have been employed by the College for one year. The College pays the full cost of the coverage. New faculty members who have been enrolled elsewhere in a similar plan with TIAA within three months preceding the date of appointment at Hamilton are eligible for immediate coverage. Visiting faculty on one-year term appointments are not eligible for this benefit.

7. **Travel Accident Insurance.** In the event of death while traveling on College business, a single payment will be made to beneficiaries in the amount of \$50,000. The benefit is provided at no cost to faculty members. Coverage includes those on fellowships and programs abroad that are approved by the College.

8. **Worker's Compensation.** All employees are insured under the Worker's Compensation Law against illness or injury incurred in the course of or arising directly out of their employment, with the entire cost borne by the College. To avoid possible loss of benefits, employees should report all job-related illnesses or injuries to the Personnel Office promptly, whether or not the situation involves the loss of working time or requires medical attention.

9. **Funds for Entertaining Students.** For expenses incurred in the entertainment of students, each faculty member may obtain an allowance in advance from the Business Office. The allowance may not exceed \$150 per year, and faculty members are expected to fill out a brief expense report at the end of the academic year and submit it to the Business Office.

10. **Faculty Housing.** The College has a limited number of rental housing units located on or near the campus. Priority is based on rank and then time within rank. For new faculty, priority is based on the rank of the appointment and the date one accepts the appointment in writing. Under certain circumstances, it is also possible from time to time to purchase houses and building lots under the control of the College. Inquiries regarding housing should be addressed to the Director, Administrative Services.

11. **Scholarship Plan at Hamilton for Children of Faculty.** The College provides tuition scholarships for dependent children of full-time members of the Faculty who have completed at least three years of service. Those dependents who qualify for admission to Hamilton will receive full remission of tuition charges for up to but not more than four years, less any and all scholarship aid awarded from other sources. For study at other institutions, the College will provide a tuition scholarship for a dependent child who attends an accredited undergraduate four-year or two-year college, provided that the child remains in good standing in that institution. There is no service requirement for this benefit. The amount of that scholarship will be either fifty per cent of Hamilton's current tuition or the full cost of tuition and fees (not including charges for room and board) at the college in

Chapter VIII Faculty Salary Procedures and Benefits

which the child is enrolled, whichever is the lesser amount. The scholarship is awarded annually and is limited to four years' attendance at a four-year college and to two years' attendance at a two-year college, unless transfer is made to a four-year college, in which case the scholarship would be extended to its maximum length of four years. Those eligible for this benefit should submit a copy of the tuition bill to the Business Office as soon as it is received. Payment is made directly to the institution in which the child is enrolled.

Faculty with half-time or more appointments will be eligible for this benefit on a prorated basis. Those eligible for the benefit should contact the Personnel Office to complete a Request for Dependent Tuition Benefits at Hamilton. Visiting faculty on one-year term appointments are not eligible for this scholarship plan.

12. Scholarship Plan for the Spouse of Faculty. The spouse of a full-time member of the Faculty may take courses at the College without charge on a full-time or part-time basis and may qualify for a degree from the College. Application to take courses should be made through the Director of the Hamilton Horizons Program. No tuition scholarship is provided for study elsewhere.

13. Athletic Facilities. Subject to such regulations as may be issued from time to time by the Department of Physical Education, members of the Faculty and their immediate families may use the athletic facilities of the College without charge, provided that use does not interfere with practice sessions, scheduled games, and classes in physical education. Facilities include, in season, tennis courts, a golf course, squash and racketball courts, a swimming pool, and an ice skating rink. Children under twelve years of age require adult supervision while using College facilities; moreover, dependents of junior and senior high school age may be asked to produce identification or to be escorted by a matriculated student, faculty, or staff member.

14. Use of College Buildings. The Chapel may be used by the Faculty and their immediate families for weddings and funerals, provided that there is no interference with other scheduled events. Arrangements for weddings should be made well in advance with the Director of Auxiliary and Contract Services.

Classrooms may be made available to faculty members for special purposes as long as their use is related to the educational process. Scheduling with the Registrar must be done in advance.

Meeting rooms and lounges in the Bristol Campus Center, as well as other public areas on campus, may be reserved for faculty use by coordinating with the Director of Student Activities.

15. Credit Union. Faculty are eligible to participate in the First Source Federal Credit Union. Information regarding the services available, account applications, and payroll deduction forms may be obtained from the Personnel Office or by contacting the Credit Union's office at 4451 Commercial Drive, New Hartford, New York 13413, or by calling 735-8571.

Chapter VIII Faculty Salary Procedures and Benefits

16. Miscellaneous Administrative Guidelines.

a. For purposes of administering any written or unwritten benefit in which tenure status is a factor, members of the Department of Physical Education will become eligible for the benefit at the time of their initial four-year appointment.

b. The College recognizes same or opposite sex domestic partners as spousal equivalents for purposes of benefit administration, to the extent permitted by law. In addition, children of qualified domestic partners are eligible for benefits on the same basis as children of married spouses. To qualify for coverage, both members of the partnership must sign an Acknowledgment of a Domestic Partnership form, which sets forth the requirements of a domestic partnership for this purpose. For additional information, contact the Director of Personnel.

C. Benefits of Part-Time Faculty Members

1. **Regular Faculty Appointments.** Faculty members who teach less than full-time, but not less than half-time, normally receive the same benefits as full-time faculty members with the exception of moving expenses, tuition benefits, and the College contribution to health insurance, which are prorated.

2. **Adjunct Faculty.** Lecturers are entitled to use of athletic facilities, use of College buildings, a prorated student entertainment allowance, and travel accident insurance. They may make voluntary contributions on a tax deferred basis to a Supplemental Retirement Annuity with TIAA-CREF or to a 403(b) account with Fidelity Distributors Corporation (see p. 46).

IX. POLICIES RELATED TO FACULTY PROFESSIONAL ACTIVITIES

A. Endowed and Named Chairs

Hamilton College is fortunate to have a number of Chairs to which individual members of the Faculty are appointed by the President. Appointment to a Chair is an honor reflecting the special distinction that the holder of the Chair brings to the College and his or her profession. Many Chairs serve specific functions stipulated in the endowment or will of the donor, but several are without restriction. Appointments are normally for a fixed term, but they may be renewed.

B. Retirement

There is no mandatory retirement age for faculty members. However, the College has retained sixty-five as its usual retirement age. Individuals contemplating early retirement should contact the Dean of the Faculty regarding early retirement options available based on one's age and service to the College. At retirement a faculty member is designated *Emeritus* or *Emerita*.

C. Supplementary Compensation

Neither extra compensation nor honoraria are paid to faculty members by the College for participation in intra-College academic year activity. This rule derives from the assumption that the salary paid an individual represents full compensation for his or her total academic year obligation to the institution, whether in regularly scheduled instructional commitments, personal research, or participation on College committees and other activities. Members of the Faculty are free to accept honoraria and consulting fees paid from sources beyond the College. Off-campus consulting must not involve absence from the campus for more than two class days a month, except by special arrangement with the Dean of the Faculty.

Members of the Faculty are free to supplement their salaries during the summer months. When the source of the supplement is a research grant, the amount of the salary supplement usually is determined by the granting agency, but it may not exceed three-ninths of the current salary paid by the College to members of the Faculty who hold full-time appointments. The College does not contribute to TIAA/CREF for supplementary salaries.

D. Statement on Sponsored Activities and Procedures

The College, through the Faculty and Officers of Administration, has the responsibility of judging the merit and the relevance of sponsored activities, such as research, special educational and training programs, and summer institutes.

Chapter IX Policies Related to Faculty Professional Activities

Sponsored activities should contribute to, rather than distort, the orderly development and growth of the College's central objective as a liberal arts institution. Sponsored activities should be proposed and carried out within regular departments or programs of the College, or through cooperation of several departments and/or programs, or through special administrative arrangements that will ensure that the activity will be related effectively to the regular programs of the College and will serve the purposes of the institution.

The terms of the contract, grant, or gift in support of sponsored activity should permit the principal investigator or project director and the College to exercise administrative authority and responsibility for the activity, and they must permit publication of results (except for ethical constraint upon certain kinds of information).

Finally, Hamilton College cannot undertake the responsibilities for activities for which the resources and support are not available to meet fully the explicit and implied objectives of the sponsored arrangements.

1. Procedures for Submission of Proposals. The typical proposal results from the interest of a small number of faculty members or a single individual. Preliminary discussions should be held between the principal investigator or project director and the department/program chair. Such dialogue is necessary not only to keep the chair informed, but also to advise him or her of any special requirement which might be needed to support the project, such as space, secretarial and technical assistance, or special equipment.

The principal investigator or project director is encouraged to consult with the Associate Dean of the Faculty so that the Associate Dean has the opportunity to suggest specific sources of support that otherwise might not be known, to offer advice on the criteria stated earlier, and to provide assistance in the preparation of a budget.

Once approved by the principal investigator or project director and the chair of his or her department or program and the College Controller, the final proposal is forwarded to the Dean of the Faculty, who shall serve as official signatory for the College. The completed proposal may be forwarded to the granting agency by the Dean or, at his or her request, by the principal investigator or project director. A copy of all proposals shall be filed with the Offices of the Dean of the Faculty and the Vice President, Administration and Finance.

Procedures relating to notice of awards vary among agencies, but principal investigators are obliged to forward copies of notices of award to the Dean of the Faculty and the Vice President, Administration and Finance.

2. Review Boards. Pursuant to federal and state laws, the College has submitted a formal assurance to the Department of Health and Human Services for federally funded research investigations involving human and animal subjects, and a similar assurance to the New York State Department of Health. These assurances provide for the local review of such projects to ensure that the rights, welfare, and privacy of subjects will be adequately protected, that any physical and psychological risk will be

Chapter IX Policies Related to Faculty Professional Activities

outweighed by the potential benefits to be gained, and that informed consent will be obtained when human subjects are judged to be at risk. (See Chapter IV, C., 10 and 11.)

3. Drug-Free Workplace Policy. Hamilton College is committed to the development and maintenance of a drug-free environment and, in accordance with the Drug-Free Workplace Act of 1988, will not tolerate the unlawful possession and use of controlled substances on its premises. The unlawful manufacture, distribution, dispensation, possession or use of controlled substances is prohibited in and on property owned by Hamilton College.

Compliance with the provisions of this policy shall be a condition of employment. Disciplinary action up to and including termination of employment and/or satisfactory participation in a drug rehabilitation program may be required by any employee who is found to be in violation of this policy.

In compliance with the Drug-Free Workplace Act of 1988, any individual must notify the Director of Personnel within five (5) calendar days of a conviction of any criminal drug statute violation which has occurred in or on the workplace premises.

The College's efforts to establish and maintain a drug-free workplace will include providing ongoing drug awareness educational programs and dissemination of drug awareness information as well as implementation and strict enforcement of this policy. The Office of Counseling and Psychological Services will provide information and assistance to individuals with drug-related concerns and provide appropriate referrals for rehabilitation.

Details of these policies as well as a summary of New York State Laws Governing Alcohol, legal sanctions pertaining to drug use, health risks associated with use, available educational programs, and alcohol and other drug counseling and treatment programs appear in On the Hill, the Student Handbook. Please take the time to review this information. If you do not have a copy of On the Hill, contact the Personnel Office to obtain a copy of the College's Alcohol and Drug Policies.

E. Faculty Personal Leaves

Leaves from teaching duties are provided: (i) to permit faculty members to engage in activities that will enhance their competence as teachers and scholars at Hamilton; and (ii) for reasons of health, disability, or other personal necessity. Requests for personal leaves of absence should be directed in writing to both the department or program chair and to the Dean of the Faculty.

1. Leaves for Professional Activity. Leaves of absence from teaching duties without compensation from Hamilton to pursue activities that will enhance a faculty member's professional development may be requested by a faculty member who will normally have been in residence and teaching for three consecutive academic years before the requested leave. Approval of requests will be based on the ability of

Chapter IX Policies Related to Faculty Professional Activities

the department or program to meet its obligations and on the significance of the proposed leave to the faculty member and to the College.

In order to allow for adequate consideration, preliminary application for unpaid leave, addressed to both the chair of the faculty member's department or program and to the Dean of the Faculty, should be submitted well in advance of the time when the leave would occur, preferably by November 15 of the year preceding the requested leave, or as soon thereafter as possible. Requests for extensions of leaves of absence beyond one year require special justification and unusual circumstances such as those that result in exceptional professional opportunities for the faculty member or those that clearly benefit the College. Such leaves will be limited to an uninterrupted period not to exceed two years.

Leaves of absence of any length for untenured faculty may postpone a tenure review by one year at the option of the faculty member. Arrangements for postponement of the tenure review must be made with the Dean of the Faculty in advance of the leave. For faculty members in renewable and term positions, a personal leave will be considered part of the duration of the contract.

Faculty members on personal leave for professional activity normally do not receive fringe benefits, but may wish to continue contributions to their pension funds from their own resources, and they may make similar arrangements to continue certain insurance benefits. When a faculty member has received a competitive grant for scholarship that covers salary but not benefits, the College will continue to provide the standard fringe benefits.

2. Leaves of Absence for Illness and Disability. The College will provide leaves of absence with salary and benefits, through formal or informal arrangements, for short and long-term disabilities. Leaves with pay shall continue for up to six months following the commencement of a disability caused by illness or accident. However, such leaves will not continue beyond the end of a term contract, or after the date the faculty member qualifies for benefits under the College's TIAA Longterm Disability Plan.

The timing and duration of the leave in such cases shall be determined by mutual agreement between the faculty member and the Dean of the Faculty. When the Dean and the faculty member disagree on the need for a disability leave, the College will request the opinion of licensed physicians and/or clinical psychologists. Under these circumstances, at College expense, a panel of three licensed physicians and/or clinical psychologists (the panel's professional composition to be determined by the faculty member) will be asked for a majority judgment, with one selected by the College, one selected by the faculty member, and a third agreed upon by the first two by mutual agreement between the College and the faculty member.

If a faculty member needs to extend the leave time beyond that originally agreed upon, the extension will be granted at the discretion of the Dean of the Faculty and normally will be without pay. The College will require medical/psychological certification of the faculty member's readiness to resume employment by a three-person panel as described above. At any time in the process,

Chapter IX Policies Related to Faculty Professional Activities

as an alternative to long-term disability leave, the faculty member has the option of negotiating a reduction of teaching duties and/or a reduction of other responsibilities and duties with a corresponding reduction in salary. Full health and retirement benefits will be continued during the period of partial disability. The Dean of the Faculty is encouraged to work with department and program chairs to make appropriate accommodation for those permanent members of the Faculty who are partially disabled.

When the Dean and the faculty member negotiating the reduced duty option disagree on the appropriateness of a reduction in teaching responsibilities, the College will appoint a panel of three licensed physicians and/or clinical psychologists to arbitrate the matter as described above in the case of disagreement over leave and duration. If at any time in the process the Dean believes that the faculty member is incapable of performing any duties, or requires a further reduction of duties, the Dean will try to negotiate this with the faculty member. Failing agreement, a panel of physicians and/or psychologists selected as described above will be consulted.

3. Maternity Leaves. Faculty members who must temporarily relinquish their duties because of their pregnancy or childbirth are entitled to a two-month leave of absence with salary and benefits. When childbirth is expected during the academic year, or at such time as to affect the faculty member's ability to carry out her teaching obligations, the Dean of the Faculty may, in addition, approve a one-semester maternity leave at one-half compensation with full benefits or a reduced and redefined teaching load at full compensation for the balance of the semester in which the two-month leave is to begin or conclude. A redefined teaching load might include some of the following professional activities: supervision of senior and independent study projects, advising, and guest lectures. In approving such arrangements, the Dean will consider the pedagogic and instructional needs of the College, the timing of the maternity leave, and the faculty member's well being.

Faculty members anticipating the birth of a child should discuss their plans with the Dean as soon as possible so that the range of options can be fully explored and arrangements approved.

4. Adoption Leaves. Faculty members who are in the process of adopting are eligible for the same salary, benefits, and leave arrangements as those described above under maternity leaves.

5. Parental Leaves. The rearing of children shall be considered appropriate grounds for a leave of absence of a semester or more, and such leaves shall be available to both men and women faculty members in non-visiting positions. The College will provide the individual assuming parenting responsibilities of a newborn child or newly adopted child with up to one year's leave without pay or retirement benefits, but with full employee health insurance. Faculty are also welcome to apply for a half-time appointment for up to one year at half salary and half-time benefits, but with full employee health coverage. A faculty member may request a reduction in

Chapter IX Policies Related to Faculty Professional Activities

course load instead of a leave. A one-course reduction in load for one semester, if granted, shall be without loss of salary or benefits.

Approval of requests for extended maternity leaves, adoption, and parental leaves will be based on the pedagogic and instructional needs of the College, and the needs of the faculty member. Requests for leaves of this nature should be made at least three months in advance except in emergency situations where such notification is impossible, and will be granted at the discretion of the Dean of the Faculty.

6. Leaves of Personal Necessity. The College recognizes that faculty members may require leaves of absence from teaching duties in order to address matters of personal necessity such as the care of elderly parents or seriously ill children. In such cases every effort will be made to ensure that faculty members' needs are treated in a humane, supportive and understanding manner.

Leaves of a semester or longer will normally occasion a corresponding delay of the tenure decision. The time taken on such leaves will not count in determining length of service for other purposes, such as time accrued toward a College-supported leave. The length of the leave (up to one year) must be determined by the faculty member in consultation with the Dean of the Faculty when the request for leave is made; it cannot be left "open-ended."

Tenure-track and tenured members of the Faculty are eligible for extended maternity, adoption, or parental leave (unless already notified of termination). Visiting faculty are not eligible for such leave, even if they have been on the Faculty for over a year.

7. Family and Medical Leave Act. Faculty members and the College also have all the rights and responsibilities established by the federal Family and Medical Leave Act of 1993 (FMLA). Under the provisions of the Act, individuals who have been employed at the College for at least one year and are in half-time or more positions may be eligible for up to twelve weeks of unpaid leave in a twelve-month period in the following circumstances: a faculty member's own serious health condition; the birth or adoption of a child; the care of a seriously ill child, spouse, or parent. Specific information regarding your rights and responsibilities under the FMLA and the criteria for granting leaves is available in the Personnel Office.

F. Periodic Leave Policy and Procedures

The periodic leave program is part of the College's continuing effort to support and encourage faculty development. A periodic leave provides an opportunity for professional growth. It is a privilege granted to those who are eligible and whose plans are approved by the Dean of the Faculty and the Committee on Appointments. The program is designed to free faculty members from normal teaching, advising, and College service in order that they may pursue scholarly and professional goals that enhance their effectiveness as teaching scholars.

Chapter IX Policies Related to Faculty Professional Activities

The replacement of faculty members on periodic leaves will be determined by a combined consideration of curricular integrity, instructional continuity, and fiscal responsibility.

1. Purpose. Periodic leave is granted on recommendation of the President after consultation with the Dean of the Faculty and the Committee on Appointments. Such leaves ordinarily may not be used to teach at other institutions, to accept a regular salaried post in government or industry, or to engage in other contractual agreements that will interfere with the proposed professional activity. Should special opportunities arise during a periodic leave which might have particular benefit for a faculty member, approval for accepting such opportunities must be obtained from the Dean of the Faculty.

2. Eligibility. Eligibility to apply for a periodic leave is determined by the number of semesters of full-time teaching. Personal leaves of absence from the College, whether spent in teaching or research activities, normally will not count as service to the College in determining eligibility for periodic leaves.

Tenured faculty are eligible to request, through application to the Dean of the Faculty and the Committee on Appointments, a one-term leave at full pay or a one-year leave at half pay, after each ten semesters of teaching at the College.

Tenure-track faculty who have been reappointed are eligible to request, through application to the Dean and the Committee on Appointments, a one-term leave at full pay or a one-year leave at half pay, after their first six semesters of teaching at the College.

Eligibility and scheduling of leaves for faculty who come to the College with prior teaching experience will be determined at the time of appointment. All leaves must be taken in the two-course term of an annual five-course faculty teaching load. Fringe benefits remain in effect for the duration of the leave.

In order to allow flexibility to individuals and departments or programs in planning for leaves, it will be permissible to delay a leave for up to two years without prejudice as to the timing of a subsequent leave. When fourteen terms of teaching service have accrued, however, further accrual does not occur until a leave has been taken.

The granting of a periodic leave will depend upon the necessary period of teaching, an evaluation of the prospects for the successful completion of the leave activities, and the value of those activities for the faculty member and the College. Consideration will also be given to the leave pattern in the department or program.

3. Procedure. Applications for periodic leave should be made to the Dean of the Faculty and the Committee on Appointments by April 15, and at least one full calendar year in advance of the beginning of the academic year for which the leave is sought.

The application should contain a clear statement of the type of leave requested, the proposed financial arrangements, and a description of intended activities during the leave, including some indication of the anticipated benefits. The proposal

Chapter IX Policies Related to Faculty Professional Activities

should also describe the relation of the planned activities to previous research and scholarly pursuits, professional growth, and teaching and course development in the future.

The College encourages members of the Faculty to seek outside funds from government agencies and foundations. Copies of any grant or fellowship proposals should be submitted as part of a faculty member's leave application. A faculty member granted a periodic leave, who also receives modest outside funding, may apply to the Dean of the Faculty for additional support to defray the cost of a full year's leave. While in such instances the College's support can only be partial, the Dean will seek, within reason and available resources, to be as supportive as possible.

All faculty members who are granted periodic leaves are expected, on their return, to provide a brief written report on their professional activities to the Dean of the Faculty.

G. Changes in Full-Time Status

Any member of the Faculty who holds a full-time appointment may request that his or her appointment be reduced to a part-time appointment of not less than half-time by submitting a written request to the chair of the department or program in which the faculty member holds appointment. The initiative for such reduction shall lie with the faculty member. The request must make clear the reasons why the change is sought and the period during which the change will apply. This period shall not be shorter than one half of an academic year, nor shall it be longer than the term of the current appointment or two years, whichever is shorter. In general, early requests are more easily accommodated.

The chair shall transmit written requests, along with a departmental or program recommendation, to the Dean of the Faculty. Such temporary reductions as are granted are intended to assist members of the Faculty to engage in professional activities that will advance their competence as teachers and scholars; to accept special opportunities as consultants or participants in projects related to their professional development, including those sponsored by the Federal government and professional societies; to accept fellowships partially funded by other institutions, agencies, or foundations; to move gradually into retirement; or to meet substantial family responsibilities.

Extensions of the period of part-time status may be requested in writing according to the same procedures. A full-time appointment shall be granted to tenured members of the Faculty at the conclusion of the agreed-upon period or periods. Untenured faculty members shall be granted full-time status at the conclusion of the agreed upon period or periods, provided that they have been reappointed, but the timing of the tenure decision may be delayed to an extent agreed upon by the faculty member, the chair, and the Dean, before the beginning of the period of part-time service.

Approval of requests shall be granted when there is benefit to the faculty member and to the College. It must be evident that the instructional program will

Chapter IX Policies Related to Faculty Professional Activities

not be adversely affected by the change and that other faculty members within the department or program are treated fairly with regard to work loads on student advising and teaching, including the number and nature of courses taught.

Faculty members who request and receive a reduction from full-time to part-time status normally are continued with the fringe benefits enumerated in Chapter VIII, Section B. of the Faculty Handbook, except that the provision for "Moving Expenses" does not apply, and except that the College's contributions to the plans covering group disability and health insurance will be reduced, *pro rata*. Faculty members may, during the agreed-upon period, cover the lost contributions from the College from their own resources.

H. Travel to Professional Meetings

To encourage faculty to take active parts in their professional societies and make scholarly contributions within their disciplines at such meetings, the College underwrites certain of the expenses involved. The funds available for this purpose are modest and, where possible, faculty members are urged to seek reimbursement for such expenses from other sources.

Subject to the foregoing, members of the Faculty will be reimbursed for their actual expenses incurred for travel and attendance to one professional meeting a year.

Occasionally a faculty member will wish to attend more than one professional meeting a year. In these cases additional sums may be authorized by the Dean, subject to the availability of funds. Priority will be given to those who are to participate in the program of the meeting, either by presenting a paper, or by serving on a panel or as an officer of the organization.

All requests for funds in support of faculty travel should be directed in writing to the department or program chair for endorsement and transmission to the Dean of the Faculty.

Accounting of expenses should be made promptly upon completion of the trip by use of the expense statement form available in the Office of the Dean of the Faculty and the Business Office. The form must be signed by the traveler and submitted with receipts to the Dean of the Faculty. To satisfy IRS requirements, this statement must show the inclusive dates of the travel, the nature of the business conducted, the kind of transportation used, and the individuals seen at each place. The accounting must be on a day-to-day basis and substantiated by hotel bills for lodging, receipts for transportation as available, except when transportation costs have been billed directly to the College, and details of any other single expenditure of \$25 or more.

I. College Support of Research

Each year limited funds are set aside by the College to assist members of the Faculty in their research activities. Faculty members may request assistance to meet a variety of needs, including travel for research, research assistants, secretarial assistance, reproduction of manuscripts, or the acquisition of special materials and

minor equipment. All requests for research assistance should be submitted to the Dean of the Faculty.

J. Statement on Freedom of Expression and Dissent

The right to search for truth, to express both popular and unpopular opinions, and to criticize existing beliefs and institutions, is the foundation of intellectual life in a democratic society. Academic citizenship carries with it the added responsibility of preserving free inquiry and open expression for all members of the community.

The College encourages respect for political, religious, ethnic, racial, physical, generational, sexual and affectional differences because such respect promotes free and open inquiry, independent thought, and mutual understanding. Members of the Faculty are encouraged to express their views on all matters, including controversial, political issues in the public domain. The College furthers this end best by serving as a forum where ideas may be debated and discussed.

Hamilton College believes that open-ended and free inquiry is essential to educational growth. There is a need at all times, but particularly in times of crises, for intelligent persons to make their considered opinions known. Whenever the freedom of inquiry or the liberty of artistic expression is compromised, the intellectual life of the College is threatened.

When speaking as citizens or as individuals, the Faculty should take every effort to indicate that they are not speaking for the College.

K. Statement on Coeducation

Hamilton College is committed to providing an equal educational opportunity for all students and expects its faculty to promote an environment free of gender bias in the classroom, in grading, and in advising. Students must be permitted to learn without being constrained either by overt or covert differential treatment on the basis of gender, or by exposure to actions that demean or demoralize either women or men.

Advising must provide equal treatment so that all students can be assured of equal access to an education at Hamilton and to careers after graduation.

L. Smoking Policy

Smoking is defined as the burning of a lighted cigar, cigarette, or pipe.

Smoking is not allowed indoors on the Hamilton College campus or in College-owned vehicles, with the following exceptions:

1. Students may smoke in their own rooms.
2. At social events for which the organizer of that event has previously indicated on all advertisements that smoking will be allowed, but only in designated areas.

Chapter IX Policies Related to Faculty Professional Activities

3. In designated areas at the Bristol Campus Center, McEwen Coffeehouse, and the Clancy Connell Alumni Center.

Areas on campus designated as smoking areas are identified by an appropriate sign.

APPENDIX A: REVIEW AND APPEALS PROCEDURES

A. Non-Renewal of Appointment or Failure to Promote

Hamilton College recognizes and endorses the importance of academic due process and of providing a procedure for assuring fair consideration of grievances without fear of prejudice or reprisal.

1. Grounds for Appeal. There are two grounds for appeal:

a. **Inadequate Consideration** is defined as a material violation of the procedural steps stated in the Faculty Handbook, including: (i) inadequate consideration of the relevant evidence; (ii) failure to exclude irrelevant or improper evidence; and (iii) inadequate consideration of the evidence in light of relevant standards and procedures.

b. **Improper Consideration** is defined as a violation of academic freedom, or discrimination with regard to race, color, creed, sex, national origin, age, marital status, sexual orientation, or disability, or utilization of bases wholly irrelevant to the Handbook's criteria for reappointment, promotion and tenure.

The aim of an appeal is to determine if there were errors of such kind and weight as to have affected the outcome of the case. It is not intended as a means whereby the judgment of those parties involved in the substantive issue of professional competence can be reviewed. An appeal may not be made to challenge judgments reached by legitimate parties to the decision based on adequate evidence and proper considerations.

2. **Appeal Procedure.** A decision against reappointment, tenure or promotion normally is communicated to the faculty member concerned by the President of the College or the Dean of the Faculty soon after the decision is made. In every case notification, including detailed reasons for the decision, will be confirmed in writing by the President or the Dean within ten days of the decision.

Should the faculty member decide to ask for a formal appeal, he or she may petition in writing to the Secretary of the Faculty to initiate such a proceeding. The petition must be received within thirty days following the receipt of the President's or Dean's written statement. It must state why the petitioner believes consideration has been inadequate or improper.

In preparing a petition, the faculty member may gain access to copies of the formal recommendations of the faculty member's department or program, signed by all the voting members of his or her department or Program, the Dean of the Faculty, and the Committee on Appointments, by submitting a written memorandum to the Secretary of the Faculty stating the faculty member's intention to appeal and requesting copies of these materials. Upon receipt of a written request, the Secretary of the Faculty shall ask the Dean of the Faculty to send copies of the

Appendix A Review and Appeals Procedures

formal recommendations promptly to the faculty member. The faculty member will not have access to other material in his or her tenure file at this stage of the proceeding.

The petition must also state that the faculty member agrees to the presentation for consideration by an Appeals Committee of any evidence that has been used to arrive at the decision.

Upon receipt of the petition, the Secretary of the Faculty shall contact the Chair of the Faculty, who will form an Appeals Committee. It shall be composed of three faculty members drawn by lot by the Chair, as witnessed by the Secretary of the Faculty, from the Board of Seven, a group of seven members of the Faculty elected annually by the Faculty for this purpose. No member of the Board of Seven who has participated in the making of the decision being appealed, who is a member of the petitioner's department or interdisciplinary program committee, or whose selection poses a conflict of interest, shall serve on the Appeals Committee.

Once the Committee has been formed, the Dean of the Faculty shall provide the members with copies of the petition, as well as copies of the formal recommendations if they were requested by the faculty member in preparing his or her petition. The Dean of the Faculty shall be given twenty days after being notified of the formation of the Appeals Committee to send it a written response to the petition.

3. Role of the Appeals Committee. The Committee will conduct a preliminary investigation to determine whether what is alleged in the faculty member's petition, in light of the formal recommendations and the Dean of the Faculty's response, constitutes a violation of academic freedom; a violation of College policy stipulating that employment and conditions of employment will be made in a non-discriminatory manner with regard to race, color, creed, sex, national origin, age, marital status, sexual orientation, or disability; or a violation of the procedures stated in the Faculty Handbook.

The Committee may decide by majority vote to dismiss the appeal on the basis that insufficient grounds of improper consideration or materially inadequate consideration have been alleged by the faculty member, or it may recommend a thorough and more formal consideration of the allegations.

The chair of the Appeals Committee will notify in writing the parties to the dispute (i.e., the faculty member and the Dean of the Faculty) and the President of its decision and, if it decides to proceed to a hearing, of the time and place of such a hearing. If the Committee decides to dismiss the appeal after its preliminary investigation, it will explain in writing to both the petitioner and the Dean of the Faculty why the charges were insufficient to warrant formal consideration.

Once the Appeals Committee decides to proceed to a formal hearing, the Dean of the Faculty will provide the Committee with three complete copies of the faculty member's reappointment, tenure, or promotion file.

The Appeals Committee is charged with the responsibility of conducting a full, fair, and impartial hearing of the dispute. The purpose of the hearing is to receive

Appendix A Review and Appeals Procedures

and hear evidence and arguments from the parties, and to decide whether inadequate or improper consideration occurred.

Any document that the Committee determines tends to prove or disprove a specific allegation in the faculty member's petition or the Dean of the Faculty's response shall be made available to the parties, subject, however, to any Committee decision to edit or withhold material to serve the end of confidentiality. However, no material withheld by the Committee may be referred to as evidence in arriving at its ultimate recommendation.

4. Appeals Hearing. The hearing will be closed to the public and the parties will not be represented by legal counsel. The faculty member may be accompanied by an advisor of his or her own choice selected from the College Faculty. All evidence and arguments presented before the Appeals Committee must be heard in the presence of the faculty member and the Dean of the Faculty. The Appeals Committee will follow procedures it deems appropriate to reach an expeditious and satisfactory resolution of the questions under consideration.

All information provided during the dispute, all evidence and arguments heard during the course of the hearing, and all documents shared, will be considered strictly confidential by all parties.

The Appeals Committee must make a verbatim record by stenography of the proceedings for the purpose of reviewing testimony.

5. Hearing Results. After the conclusion of the hearing, the three members of the Appeals Committee will make a determination by a majority vote. The Committee will make a written statement of its determination and its recommendations. Copies of this document will be transmitted to the faculty member, the Dean of the Faculty, the President, and others at the discretion of the President.

This document will include a determination of the merits of the faculty member's claims and such recommendations as may lead to the resolution of the dispute. If no two members of the Appeals Committee can concur, the Committee will state that it could make no determination.

In cases of alleged inadequacy of consideration, the Appeals Committee will reach a judgment whether parties to the decision adequately considered the relevant evidence, or failed to exclude irrelevant or improper evidence, in light of applicable standards and procedures stated in the Faculty Handbook.

In cases of alleged impropriety, the Appeals Committee will determine whether the evidence and testimony of the hearing reasonably establish the claim that a violation of academic freedom or discrimination occurred.

If the Appeals Committee finds improper consideration or materially inadequate consideration, it will recommend to the President as to whether the proper remedy is a full rehearing or, alternatively, presidential reconsideration. The Committee's report may also suggest steps to be taken in a new review to rectify the inadequacy and/or impropriety it has identified.

Finally, the President will render a decision after considering the recommendations of the Committee and will transmit a written copy thereof to all parties directly involved in the dispute.

B. Termination of Appointment for Institutional Cause

The Trustees and Faculty of Hamilton College agree that the principle of academic freedom is fundamental to the life and work of the institution and all who serve it in the responsible performance of teaching and scholarly pursuits. The Trustees and Faculty accept the principle of academic tenure as a means conducive to that independence of mind and speech essential to higher learning in a free society. Academic tenure is a status which presupposes rigorous, sustained, professional preparation and performance, and the obligation on the individual's part to work according to the spirit and methods of responsible inquiry and teaching.

Termination of an appointment with tenure, or of a non-tenured appointment before the end of the specified term, may be effected by the College upon due notice, but only for adequate institutional cause. The burden of proof that adequate cause exists rests with the College and shall be satisfied only by a preponderance of the evidence considered as a whole.

1. Grounds for Termination. There are two grounds for institutional cause: *bona fide* financial exigency, and discontinuation of a program or department. Terminations for reasons of financial exigency normally shall be made in order of increasing seniority by rank, and within rank, inversely with length of service.

2. Review Procedure. Where termination of an appointment with tenure, or of a non-tenured appointment before the end of a specified term, is based upon either *bona fide* financial exigency or discontinuation of a program or department, the President shall notify the faculty member in writing of the terminal date and the institutional grounds for termination; and, in such cases, no member of the Faculty in the rank of Instructor or above shall have less than six months' notice. For a faculty member who has completed two or more years of service to the College, at least one year's notice shall be given.

If an appointment is terminated before the end of the period of appointment because of financial exigency or discontinuation of a program or department, the released faculty member's place will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it. Further, before terminating an appointment because of discontinuation of a program or department of instruction, the institution will make every reasonable effort to place affected faculty in other suitable positions.

If he or she requests, a faculty member who received notice of termination because of *bona fide* financial exigency or discontinuation of a program or department of instruction, will be advised orally by the Dean of the Faculty of the detailed reasons that contributed to the decision. Should the faculty member believe that the College failed to establish adequate cause, he or she may request the Dean of the Faculty to state in writing with reasonable particularity the factors that contributed to the decision. The faculty member shall maintain the confidentiality of any such factors reasonably deemed confidential by the College.

Appendix A Review and Appeals Procedures

Should a written statement be provided and the faculty member still believe that the College failed to establish proof of adequate cause, he or she may petition in writing the Secretary of the Faculty to initiate a formal review of the decision. The petition must be received within thirty days following the receipt of the written statement of particulars, and it must state that the petitioner agrees to the presentation for consideration by a Review Committee of such reasons and documents as the College (through the Dean) may adduce in support of its decision, it being understood that the Review Committee, in order to discharge its responsibility, must have access to whatever information the College weighed in reaching its decision.

Upon receipt of the petition, the Secretary of the Faculty shall form a Review Committee. It shall be composed of three faculty members drawn by lot from the Board of Seven. A copy of the petition shall be delivered to the Review Committee and to the Dean of the Faculty as soon as the Review Committee is convened. The Review Committee shall conduct a formal hearing of the allegation contained in the petition as a tribunal governed by Section E., Hearing Procedures, set forth hereafter.

C. Termination of Appointment for Incapacity

Termination of an appointment with tenure, or of a non-tenured appointment before the end of the specified term, may be effected by the College upon due notice for incapacity, as determined on the basis of clear and convincing medical evidence. The decision to terminate will be reached only after there has been appropriate consultation by the faculty member, or his or her representative, with the Dean of the Faculty and the President. Notice of termination shall be given in writing by the President, but the reasons for termination will not be included in the notice except at the request of the faculty member or his or her representative. No member of the Faculty at the rank of Instructor or above shall have less than six months' notice, and for a faculty member who has completed two or more years of service to the College, one year's notice shall be given. The President may grant a leave to the faculty member for all or part of the period between written notice of termination and the termination date, but salary and fringe benefits in effect at the time written notice was given shall remain in full force until the date of termination.

If the person whose appointment is being terminated so desires, he or she may request that the decision be reviewed by a committee of three members chosen by lot from the Board of Seven. The Committee shall make a recommendation to the President who shall make the final decision.

D. Dismissal or Other Sanctions

Both the Faculty and the Trustees acknowledge their obligation to uphold standards of academic excellence and responsibility. Action against a faculty member for unsatisfactory service thus requires cooperation between the Faculty and the Trustees and may be effected by the College only for adequate cause. Such

Appendix A Review and Appeals Procedures

action may include termination of an appointment with tenure, termination of a non-tenured appointment before the end of its specified term, involuntary leave from College duties, or any other major changes in the conditions of employment that diverge from the ordinary agreements.

To show the existence of adequate cause for dismissal or invocation of some other sanction requires demonstration of the unfitness of the faculty member in his or her professional capacity or in his or her behavior as a member of the Hamilton community. In order to protect academic freedom, while at the same time serving the interests of the College as a community, the procedures following will be used to determine whether or not adequate cause exists.

1. Procedure

a. Allegations from any source that adequate cause exists for dismissal or some other sanction shall first be considered by the Dean of the Faculty. If the Dean concludes there is substance to the allegations, he or she shall discuss them with the faculty member concerned in an effort to reach mutually agreeable arrangements. It is understood that both parties will hold the other party's statement in confidence.

b. If mutually agreeable arrangements cannot be made between the Dean of the Faculty and the faculty member, the Dean may then, at his or her discretion, prepare a petition which shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or some other sanction. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty who, upon its receipt, shall form a Council of three members of the Faculty to be chosen by lot from the Board of Seven. The Council shall conduct a formal hearing of the allegations. It shall be a tribunal governed by Section E., Hearing Procedures, set forth hereafter.

c. A member of the Council will remove himself or herself at the request of one of the parties or on his or her own initiative. Each party will have the right to remove one member from the Council without stated cause. Any vacancies thus created will be filled by the Secretary of the Faculty by lot from the remaining members of the Board of Seven. No member will serve on the Council if he or she is related to a party or has assisted substantially in the preparation of a party's case. A presiding officer of the Council will be chosen for each case from among themselves by the Council members. During the proceedings before the Council, both parties and the Council shall be permitted legal counsel.

d. A faculty member may be temporarily suspended during proceedings against him or her normally by vote of the Committee on Appointments, but the President alone may take such action. Grounds for imposing such a temporary suspension will be the likelihood of inflicting immediate harm either to the faculty member or to others through his or her continuance. Salary and fringe benefits will continue during this period of suspension.

Appendix A Review and Appeals Procedures

e. Formal proceedings will begin when the Dean delivers the petition to the faculty member and the Secretary of the Faculty.

E. Hearing Procedures

1. Organization of the Tribunal

a. Discussion of the case, including discussion of procedural matters, should be strictly limited to occasions when the Tribunal is meeting as a body. In no event should the views of either party be heard by the Tribunal in the absence of the other party.

b. Two members of the Tribunal shall constitute a quorum, but if possible all three members should sit at all procedures. If at any time all three members are not present, it shall be open to either side to request a postponement of the hearing until all three can be present.

c. The Tribunal shall select a chair from among its members, and the chair shall preside at all sessions of the Tribunal.

d. All decisions and actions by the Tribunal shall require the approval of at least two members. Written dissenting or concurring opinions are permitted.

2. Parties and Attorneys

a. The parties to a formal hearing governed by these procedures shall be the faculty member whose rights are in issue (who shall be petitioner in cases when termination for institutional cause is at issue, and respondent when dismissal or other sanction is at issue) and the Dean (who shall be respondent when the faculty member is petitioner, and vice versa).

b. The parties to a formal hearing may, but need not, be represented by counsel at all stages.

c. At their election, parties may present, examine, and object to evidence:

d. Parties and attorneys are admonished not to discuss the proceedings with members of the Tribunal unless the Tribunal is meeting as a body and the adverse party or his or her attorney is present or afforded the opportunity to be present. This does not, however, preclude a party or his or her attorney from reviewing with the chair purely technical matters, such as the names of witnesses or the nature of documents to be introduced at a subsequent hearing, arranging with him or her for the duplication of documents and the like.

e. The Tribunal shall be permitted legal counsel if either or both parties are represented by counsel.

Appendix A Review and Appeals Procedures

f. The College shall not select or pay for counsel to the faculty member whose rights are in issue.

3. General Rules of the Tribunal

a. The Tribunal shall afford the parties thirty days written notice, sent to their campus address, of the date and time of the first evidentiary session of the hearing. Thereafter oral notice of adjourned sessions shall be sufficient.

b. Unless otherwise mutually agreed by the parties, all sessions of the Tribunal, whether evidentiary or other, shall be held in the Trustee Conference Room, Buttrick Hall.

c. A verbatim written record shall be kept and made available to both parties and to the Tribunal. Except for such purposes, no visual or audio recording or broadcasting devices shall be permitted.

d. The hearing of the Tribunal shall be open to the College community at the request of the faculty member, but the Tribunal may close portions of the hearing or limit the number of observers at its discretion.

e. All parties, participants, witnesses and spectators will observe strict rules of decorum.

f. The Tribunal will strive to conduct the hearing as expeditiously as possible.

g. Parties will not issue statements, releases, or interviews to the media during the pendency of the hearing.

h. A party shall provide three copies of all papers presented to the Tribunal and provide at least one copy to the adverse party. All copies shall conform to the original paper.

4. Framing of Issues

a. At least twenty days prior to the first evidentiary session of the hearing, the petitioner shall serve upon the Tribunal and the respondent a written outline consisting of plain and concise statements, in consecutively numbered paragraphs, of sufficient particularity to give the Tribunal and the respondent reasonable notice thereof, of the material transactions, occurrences, events, and omissions intended to be proved at the hearing.

b. Within ten days after service of the outline, the respondent shall serve upon the Tribunal and the petitioner a written answer either admitting or denying each paragraph in the outline, paragraph by paragraph. All paragraphs not denied shall

Appendix A Review and Appeals Procedures

be deemed admitted. No proof will be required as to points that are admitted. In addition, the respondent's answer will contain all affirmative defenses to the charges made in the petition.

c. Each party's outline of proposed proof, and the other party's answer thereto shall be dated and subscribed by the party authoring it.

d. At any time after receipt of the above papers, either party may object to the relevancy of any proposed item of proof. The Tribunal shall make rulings on such objections as early as possible, and in doing so may hear arguments by the two parties.

5. Evidence and Proof

a. Each party shall present evidence in support of any of his or her points that are denied by the other party. The total evidence shall be considered by the Tribunal in rendering its recommendation to the President. The petitioner may ask the Tribunal for access to information in his or her personal file if he or she believes such information was used in reaching the decision being appealed. This request shall be granted if the Tribunal judges the material relevant to the proceedings.

b. A party is not required to present evidence as to those matters which are deemed admitted by the other party.

c. The order of proof shall be as follows: the petitioner shall first offer proof, followed by the respondent. Thereafter, each shall have an opportunity for rebuttal in the same order. Sur-rebuttal by each side may be permitted at the discretion of the Tribunal, and when permitted, the petitioner shall precede the respondent.

d. Parties shall be afforded the opportunity to cross examine adverse witnesses. The Tribunal may receive and may solicit statements of law or custom bearing on the case from individuals or groups with interest and competence in the law or custom, as the case may be, pertinent in academic affairs. In each instance such statements will immediately be submitted to both parties for study and comment.

e. The Tribunal may examine witnesses.

f. Strict legal rules of evidence as existing in the State of New York shall not apply but shall be considered a guide and benchmark for the Tribunal.

6. Findings and Decisions

a. At the close of the hearings the parties may submit requests to the Tribunal for specific findings based upon the evidence.

Appendix A Review and Appeals Procedures

b. The Tribunal shall render its written decision within thirty days after the close of the hearing. In a case where the underlying complaint involves allegations of sexual harassment against the respondent, the Tribunal shall consult with the Sexual Harassment Grievance Board concerning its proposed findings and its recommended disposition of the case.

c. The written decision shall respond to the parties' request for findings.

d. Members of the Tribunal may submit or join in concurring or dissenting opinions.

e. The decision of the Tribunal shall carry with it a recommendation to the President as to the President's disposition of the case.

f. The decision of the President shall be final and he or she shall communicate his or her decision and the reasons therefor in writing to both parties.

APPENDIX B: EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENTS

A. Equal Opportunity Employment

In the fall of 1975 the Trustees and Faculty adopted the following resolution:

The Trustees of Hamilton College reaffirm the policy of the College to treat all appointments, assignments, promotions and conditions of employment in a non-discriminatory manner, and without regard to race, color, creed, sex, or national origin.

B. Affirmative Action Statement and Procedures

In the Spring of 1989 the Trustees and Faculty adopted the following Affirmative Action plan.

1. Statement: Hamilton College seeks to act affirmatively to increase the number of women and members of minority groups on the Faculty, Administration, and Staff. To that end we have instituted certain hiring procedures. Special attention will be paid to the following: definition of the position; advertising and other means of creating the widest possible pool of candidates; assessment during the search of the adequacy of representation in the pool; close attention to the decisions as to whom we interview; and substantial consideration of our objectives in the decision to offer the position.

In addition, we will continue our efforts to ensure an environment that is conducive to the recruitment and retention of women and minority group members, including working conditions, compensation, and opportunities for advancement.

Responsibility for the implementation of our efforts rests with the office of the President. Administrative supervision of search procedures rests with the President for administrative positions, with the Dean of the Faculty for faculty positions, and with the Vice President, Administration and Finance for staff positions. Each will appropriately delegate day-to-day responsibility for the procedures to an Affirmative Action Officer for her or his area.

The President will assess each year the results of hiring for the previous year and report to the Equal Opportunity Committee and to the community.

2. Faculty Hiring Procedures. The following steps outline the essential points to be considered by the Dean of the Faculty and the Affirmative Action Officer in implementing the Affirmative Action plan for faculty hiring.

a. Position Authorization. The Dean of the Faculty will authorize positions after consultation with the appropriate department or program chair.

Appendix B Equal Opportunity and Affirmative Action Statements

b. **Job Definition.** Advertisement copy for positions will be approved by the Dean and the Affirmative Action Officer only after careful attention to the definition of the position and required credentials. Copy should assure the widest pool of candidates within the technical requirements of the position. The rank of the position may be considered as it affects the possibility of the appointment of a woman or a member of a minority group.

c. **Search Strategies.** The Dean and the Affirmative Action Officer must approve placement of advertisements and ensure that departments and programs advertise widely, including contacting appropriate professional organizations for women and members of minority groups and using personal contacts to attempt to increase the pool of qualified women and minority candidates.

d. **Assessment of the Pool and Invitations for Interviews.** The applicant pool and the decision about whom to invite for on-campus interviews will be reviewed by the Dean and the Affirmative Action Officer before invitations for interviews are extended. An extension of the search will be considered where the pool of women and/or minority candidates is deemed inadequate.

e. **Appointment.** Appointment to a faculty position is authorized by the Dean and the President after a review of the search.

More detailed procedures are available from the Affirmative Action Officer and are included in the Dean's Guidelines for Department Chairs.

The Colgate-Hamilton Consortium

Partners in Language Teaching and Technology

with support from the Andrew W. Mellon Foundation

CURRICULUM, ACADEMIC PROGRAMS AND ASSESSMENT

APPENDIX 6: COLGATE-HAMILTON MELLON CONSORTIUM MEMO

September 30, 1999

Ms. Patricia McPherson
The Andrew F. Mellon Foundation
140 East 62nd Street
New York, NY 10021

Dear Ms. McPherson;

This is our final report on, and evaluation of, the grant awarded in 1995 to the Colgate-Hamilton Consortium (CHC). This report focuses on the lessons we have learned about using technology in connection with language learning.

The original goals of the grant were:

- to develop and support a suite of software tools that strengthen instruction of foreign languages at Colgate University and Hamilton College,
- to educate language faculty in the application of these and other such materials in their teaching,
- to promote sharing of personnel and resources between campuses.

Ultimately, the most important measure of the success of the grant is how many language faculty members will continue to use information technologies in connection with the teaching of languages and how their use will improve student learning. To date, over forty faculty at Colgate and Hamilton have participated in projects funded by the grant. All have indicated that they plan to continue to integrate these technologies in their courses.

The language faculty and information technology support staff at Hamilton and Colgate are deeply appreciative of the resources provided through the grant. These resources have helped us make significant progress in our use of technology in connection with teaching and learning. They have allowed us to experiment with great success and with occasional failures. Further, faculty in other disciplines and at other institutions are applying new pedagogical strategies based upon the information we've shared with them concerning technology-enhanced teaching and learning. Perhaps most importantly, we have discovered three conditions faculty and students need to use technology successfully in connection with language learning – interaction with other faculty, time, and technical assistance.

Correspondence may be addressed to:

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As part of the evaluation process we attempted to interview every language faculty member at both institutions (see appendix for the questions used during the interviews). With a few exceptions - mostly faculty who had left our institutions during the grant period - we were successful in completing the evaluations and obtaining useful information about the changes that took place over the period of the grant. In addition, we were able to identify factors necessary for successfully integrating technology with teaching.

Results

1. Develop and Support Software Tools:

Four faculty members, two at each campus, completed significant software development.

Hamilton Professors of Chinese, Hong Gang Jin and De Bao Xu, developed multimedia software for advanced and introductory Chinese language learning. In the first two years of the grant they developed materials for use in intermediate/advanced courses. These materials have been distributed internationally by Sony via Cheng & Tusi Company. The last two years they extended their efforts to the introductory Chinese instruction sequence. During the summer of 1999 they are obtaining additional copyright clearances in China and taking additional photographs to integrate into their project. As evidence of the intensive nature of this activity, Professor Xu was granted a year-long sabbatical in 1998/99 to bring this project to completion. They have made numerous presentations of their work at national and local conferences.

Colgate professors Alice and Alexander Nakhimovsky developed "MANNA" software for integrating text and video presentation of language materials. In 1998/99 they extended this software to utilize a Web interface and renamed the program "JANNA". Originally used for language learning in Russian, Manna/Janna software has been applied to the teaching of ancient and oriental languages. Through workshops conducted by the Nakhimovskys, faculty members from other institutions were introduced to the software and have since used it at their institutions.

The experiences of these four professors confirm the significant challenge, time commitment, and expense involved in software development. As one would expect, few faculty members have the capability or time to invest in this development. In fact, during the early stages of the grant, many faculty members at both institutions thought that the grant was only meant to support such development. As a result, few applied for support through the grant during the initial funding rounds. When it was made clear that the grant would support a wider range of faculty projects, and faculty began to see the accomplishments of others, requests came pouring in.

2. Educate faculty in the application of materials

More than forty Hamilton and Colgate language faculty members participated in grant-funded projects to improve their understanding of the application of technology to the teaching of languages. We encouraged faculty to start from *wherever* they were in terms of technical skill and knowledge at the time, and ramp up from there. As a result, projects ranged from the very basic, such as using an e-mail listserv to enhance discussion in language courses, to more advanced uses of multimedia software for out-of-class practice sessions and multimedia tools to develop instructional materials.

Many insights were gleaned from the extensive interview process, including these faculty observations (items in quotations are from the faculty):

- Their motivation to integrate technology in their courses often came from seeing what other faculty had accomplished. The two June workshops provided a number of such presentations. Each faculty member who completed a project also presented his or her work at a public event. (“technical support is important but only after the motivation comes from the interaction with other faculty”)
- Competing priorities (often expressed as lack of time) was the most important limiting factor in integrating technology in their courses. (“there is still a tension between learning and using technology and other demands on one’s time, both professionally and personally.”; “I continue to struggle to find the right balance between technology and traditional teaching”; “not sure the rewards system of the college recognizes or supports the expenditure of effort that is needed here [by faculty]”)
- Assistance provided through a technical support person was necessary once they were motivated to integrate information technologies in their courses. (“have people who have the knowledge and time to sit down with ... faculty”; “without the proper support staff, little can be done”)
- Copyright issues are significant roadblocks to faculty who want to use authentic materials with their students in an electronic environment. (“getting copyright permissions ...stands in the way of projects”; “I’d become an eager beaver if I could incorporate images into my work”)
- They would continue to apply technology to the teaching of languages.

Further, 75% of the faculty interviewed indicated that they felt that student response to the use of technology in their courses was positive.

At residential liberal arts colleges, faculty-student interaction is highly valued and an important reason that students attend these institutions. Interestingly, only 50% of the faculty felt that the use of technology improved their interaction with students, with another 25% viewing the impact of technology as being neutral with respect to their interaction with students.

This supports the observations at other institutions that students are generally enthusiastic about using computing in connection with their courses, but that this enthusiasm doesn’t necessarily translate into increased achievement or necessarily improved interaction with faculty. Of course, student-faculty interaction at Colgate and Hamilton is already very high, with few courses at either institution having the large enrollment common at larger universities.

We were not able to do the kind of controlled testing that would shed light on whether students learning languages with the assistance of technology demonstrated greater achievement than those that learned in a more traditional manner. However, the extensive faculty interview process gave us tremendous insight into the evolution of technology use on our campuses. It is clear that much has changed in both the faculty view of technology and their comfort level with it.

Simply put, there has been a substantial increase in the use of information technologies in connection with language teaching. A substantial portion of the language faculty are committed to this use, while recognizing the need for continued technical support and opportunities to learn from each other and colleagues at other institutions.

3. Remote Collaboration Facilities (RCFs) and Resource Sharing

An unexpected, but significant surprise was the collaborative activities that have taken place around the use of the Remote Collaboration Facilities. Each institution undertook a number of activities with other institutions in addition to the ones we did together.

The Remote Collaboration Facilities used Picturetel equipment to permit full-motion, two-way, audio and video connections between multiple sites. On each campus these rooms were equipped with a variety of furniture that could be easily rearranged, extensive A/V equipment to support the display of multimedia materials, and quality sound and video systems to enhance the interaction between local and remote sites.

The RCFs were used to offer courses in both Italian and Computer Science between Hamilton and Colgate as well as a course in Classics between Hamilton and Skidmore; to conduct two, three, and four-way videoconferences on a variety of topics with other institutions (Skidmore, Williams, Denison, Kenyon, Lafayette); to bring our students in contact with outside experts (in German, Geology, Public Policy, Government); to provide outside examiners for languages taught through our Critical Languages program; to extend our course offerings to students in local high schools; and to encourage collaboration among our own faculty and staff. A number of other liberal arts colleges have created similar facilities as a result of visiting our institutions and or hearing presentations by people at Colgate and Hamilton.

The use of the RCFs has expanded beyond the languages to other disciplines, particularly in the use of videoconferences to bring outside speakers in contact with our students. Colgate Professor, Charles Holbrow used the RCF for three meetings of the Long Distance Physics Journal Club; faculty from Colgate and Williams College met with Anton Zeilinger (Oxford University) to discuss a paper he authored. Jill Tiefenthaler, Associate Professor of Economics at Colgate and her class met with Victor Fuchs at Stanford University. Hamilton Professor of Government, Frank Anechiarico used the RCF to allow students in his public policy course to meet one evening with an expert on gun control who teaches at New York University. Professor of Government, Gary Wyckoff's class, "Reform of the Social Security System" met with government leaders including the Chairman of the government committee heading up the reform effort.

The Colgate-Hamilton Consortium has inspired several additional surprising and gratifying collaborations. These activities resulted in the sharing of staff expertise and hardware/software. Of particular note, IT Staff at the two colleges have worked together to locate and share the expense of web-based course management software (Web CT). Joint workshops were held for faculty interested in using this software with presenters from Colgate and Hamilton.

A series of joint professional training sessions for Colgate and Hamilton information technology staffs have sprung up as a result of the staff knowing each other better and seeing common needs. As a result, technical allies have been created at our institutions. These productive collaborative relationships are vital as we move forward.

4. Budget

The original grant to the colleges was in the amount of \$850,000. With interest, the total amount of money that was allocated was \$ 985,000. In relation to the goals of the grant the expenditures were divided as follows:

- Goal I - Development of Software Tools (15%),
- Goal II - Faculty development (60%), and
- Goal III - Activities related to the Remote Collaboration Facilities (25%).

As expected the majority of the resources went directly into supporting the development of expertise among the faculty. It is precisely this kind of expertise, in the hands of our language faculty, which will be necessary to transform the teaching of languages with technology.

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Appendix

Questions for Personal Interviews with Faculty to Evaluate Outcomes of the Grant Awarded by the Andrew W. Mellon Foundation to the Colgate-Hamilton Consortium

Introduction: Colgate and Hamilton were awarded a grant from the Mellon Foundation in January 1995. One of the primary goals of the grant was to help faculty to investigate and implement approaches to using technology in connection with the teaching of languages.

We are now in the final year of the grant and beginning the evaluation process. We are coming to talk to you to see whether opportunities presented by the grant have affected your use of technology in your teaching..

1. Have your uses of technology changed over the past few years in connection with your teaching? If so, can you describe how?
2. Have you tried any new software tools, for example. Special software packages, web authoring tools, e-mail distribution lists, Web CT or other things? Why or why not?
3. Are there ones that you will keep using? Why or why not?
4. Did you undertake any projects that were funded by the Mellon grant?
5. Could you describe the importance of these projects to you in relation to your teaching of languages?
6. Do you think that your use of technology has had a significant impact on your interactions with students?
7. What was the student response to your efforts?
8. Did you attend either of the June workshops that were offered for language faculty?
9. If so, did you find them useful?
10. Did you attend any workshops/conferences on incorporating technology into teaching at places other than Hamilton and Colgate (Middlebury, etc.)? If so, any thoughts on whether you found them useful or informative?
11. Did you work with the support staff provided by the Mellon grant—Yong Zhao, Jonathan Mead, or Naeem Sheikh? If so, how did they help you? Was their presence important to your progress?
12. As we look to the future, what can we do to help you with your use of technology in your courses.
13. Is there anything that you would want to add about your experience with using technology in connection with the Mellon grant?

What follows are the summaries of four actual interviews with faculty. The entire collection of interview summaries is available upon request.

Faculty member #1 (Hamilton)

Have your uses of technology changed over the past few years in connection with your teaching? If so, can you describe how?

3 years ago no use of the web little use of e-mail Now regular use of the web for class preparation, checking what other faculty are doing, checking syllabi for other courses, etc. extensive use of e-mail for communication with students and colleagues e-mail use made possible a professional publication with a colleague at another school, the quality of which was greatly enhanced.

Have you tried any new software tools, for example. Special software packages, web authoring tools, e-mail distribution lists, Web CT or other things? Why or why not?

Mainly web authoring tools and other basic applications of the web.

Are there ones that you will keep using? Why or why not?

Will continue to use these as some have led to regular applications in class.

Did you undertake and projects that were funded by the Mellon grant?

Yes, creating a web page for a class that provided links to authentic materials.

Could you describe the importance of these projects to you in relation to your teaching of languages? Some success, some not so successful applications in class.

Do you think that your use of technology has had a significant impact on your interactions with students?

One project (less successful- less advanced students) involved students locating materials on the web. They were able to locate many materials (quantity) but not successful in evaluating these materials. Students tended to feel the job was done when they located materials. Another project (more successful - advanced students) involved students having to think about a topic and then read authentic critical evaluations of other (native speaker) written work. Finally the students were to write their own essays. The process led to students becoming more engaged in the work and doing better essays.

What was the student response to your efforts?

Students seemed engaged with the material.

Did you attend either of the June workshops that were offered for language faculty?

No, was out of town for both (in France).

If so, did you find them useful?

Did you attend any workshops/conferences on incorporating technology into teaching at places other than Hamilton and Colgate (Middlebury, etc.)? If so, any thoughts on whether you found them useful or informative?

Attended Middlebury workshop 3-4 years ago. Was put off by ... (too technical - too much of a zealot). Not enough opportunity to discuss pedagogical issues, more focussed training. Realized too late that was the purpose.

Did you work with the support staff provided by the Mellon grant at all---Yong Zhao, Jonathan Mead, or Naeem Sheikh? If so, how did they help you? Was their presence important to your progress?

Was captivated by Yong Zhao but very disappointed when he left so quickly. Did not feel well served by Mead, did not have the opportunity to work with Naeem (was away his first year). Felt the lack of continuity hurt.

As we look to the future, what can we do to help you with your use of technology in your courses.

Interaction with colleagues (faculty) who use the technology in their courses and can discuss this. Technical support is important but only after the motivation comes from the interaction with other faculty.

Is there anything that you would want to add about your experience with using technology in connection with the Mellon grant?

There is still a tension between learning and using technology and other demands on one's time both professionally and personally. These need further discussion, even if the only resolution is on an individual basis. This faculty member portrays this as skepticism that she felt somewhat a minority view. I would view it as a tension that we all deal with in our lives. Again this became much clearer as we discussed this interactively. It would never have come through on a survey (at least I wouldn't have understood it).

Faculty Member #2 (Hamilton)

Have your uses of technology changed over the past few years in connection with your teaching? If so, can you describe how?

Have utilized a variety of tools (listservs, web access to authentic material, sound files and templates, Phillippe software). Students now interact outside of class. There is a sense among at least the better students that the use of listservs gives them a way to "publish" their work.

Have you tried any new software tools, for example. Special software packages, web authoring tools, e-mail distribution lists, Web CT or other things? Why or why not?

See (1)

Are there ones that you will keep using? Why or why not?

These are all ones that will be used in the future.

Did you undertake any projects that were funded by the Mellon grant?

Several, including development of web-based interactive approaches to teaching French

Could you describe the importance of these projects to you in relation to your teaching of languages?

Important as a way to have students be better prepared for discussions in class

Do you think that your use of technology has had a significant impact on your interactions with students?

Yes

What was the student response to your efforts?

Positive although there are still a small number of students for whom using technology is a challenge.

Did you attend either of the June workshops that were offered for language faculty? Both

If so, did you find them useful?

Useful in learning from colleagues.

Did you attend any workshops/conferences on incorporating technology into teaching at places other than Hamilton and Colgate (Middlebury, etc.)?

If so, any thoughts on whether you found them useful or informative?

Yes at Middlebury - one year ago. Found it useful for interacting with other faculty.

Did you work with the support staff provided by the Mellon grant---Yong Zhao, Jonathan Mead, or Naeem Sheikh? If so, how did they help you?

Was their presence important to your progress?

Some with Yong Zhao but he left and e-web wasn't working.

Has begun some work with Naeem.

As we look to the future, what can we do to help you with your use of technology in your courses.

A faculty development center where help would be available for the routine parts of digitization of materials.

Faculty Member #3 (Colgate)

Have your uses of technology changed over the past few years in connection with your teaching? If so, can you describe how?

She is about to use technology in her Spanish Contemporary Theater course. She has recently become aware of the potential for technology to enhance teaching of theater and to enable students to do close reading of texts, especially poetry. The project that she is working on with this class combines the performance of plays with the close reading of texts using computers. She has also increased the use of videos in her classes over the past few years. In general she finds the computer very useful for looking at things close up. She is very interested in the idea of interactive programs and interactive glossaries.

Have you tried any new software tools, for example. Special software packages, web authoring tools, e-mail distribution lists, Web CT or other things? Why or why not?

She is using MANNA and also WebCT. She has set up a web site for her CORE class where she posts the syllabus and makes changes to assignments. She discourages e-mail from her students and intends to use other features of WebCT (chat and calendar) to interact with her class. She does not use e-mail because she relies heavily on e-mail for research-related correspondence and does not want to clog up her mail with students saying their paper is late.

Are there ones that you will keep using? Why or why not?

Uncertain at this point, but she intends to expand use in her other classes. She also hopes to expand the use of these tools into her research in the future.

Did you undertake and projects that were funded by the Mellon grant?

Her current project is funded by Mellon. In this class the students learn how to do dramatic interpretation, then learn, act and videotape a one-act play, digitize it, and create commentary through MANNA. This will be done in two groups and each group will then comment on the commentary analysis of the other group. This is a seminar class with mostly juniors and seniors.

Could you describe the importance of these projects to you in relation to your teaching of languages?

This project is allowing her to help the students understand the theater on two levels—both dramatic analysis and performance. This has been a struggle in her teaching in the past.

Do you think that your use of technology has had a significant impact on your interactions with students?

Project not yet experienced enough by the students to judge this. She is aware that in this second phase of the course she is going to become a "director" and coach to the students rather than instructor and judge. She has already started working with them on this piece, but it might be hard to change roles in the middle of their work together.

What was the student response to your efforts?

Unknown at this point. She is optimistic that the students will be fruitfully engaged in the experience. They are all very comfortable with the technology. They are happy to be moving away from the formal analysis and discussion of the plays and into the project part of the course. She was concerned about the students' willingness to take on the additional work this will involve, but so far the students are enthusiastic.

Did you attend either of the June workshops that were offered for language faculty?

No, she always goes to Spain during this time.

Did you attend any workshops/conferences on incorporating technology into teaching at places other than Hamilton and Colgate (Middlebury, etc.)? If so, any thoughts on whether you found them useful or informative?

She attended a workshop at Middlebury three years ago. This is what got her started thinking about digitizing films. Then recently she became aware that faculty were being funded to work with technology. She talked to Alice Nakhimovsky about the grant program and they brainstormed some ideas and came up with the project she is now working on. Alice was extremely helpful.

Did you work with the support staff provided by the Mellon grant at all--- Yong Zhao, Jonathan Mead, or Naeem Sheikh? If so, how did they help you? Was their presence important to your progress?

No, she did not have direct involvement with them. Alice and Sasha have been helping her.

As we look to the future, what can we do to help you with your use of technology in your courses?

She thinks she would like to try incorporating technology in her 300 level classes using the program John Gallucci and Sasha Nakhimovsky are developing (JANNA). This course consists of two plays and poetry. The poetry is hard for the students to get into. She thinks the technology can enable them to reach the deeper meaning. The electronic annotation allows them to put emotion into the poetry by deciding what emotion should be there and indicating a true scenic sense through annotation. Different groups can prepare interpretations and compare them.

To be successful in the future, she really needs someone to be available to help the students in the labs with the exercises—someone to show them the way when they hit snags. Alice will do this now, but she would not want to rely on her in the future.

She is also interested in creating some kind of an archive of contemporary Spanish one-act plays. She is trying to merge her research and teaching interests. She would like to capture professional performances of these plays on video. She is in Spain every summer and could build an archive of materials, maybe even create a CD-ROM of playlets.

She also has many tapes of interviews with contemporary playwright. She would like to find some way to make these tapes available to students, but they take too long to transcribe. We discussed the possibility of transcription software to convert these into text and on-line sound files. She plans to meet with the Theater Department next semester to explore possible collaborative activities combining performance and on-line commentary.

Faculty member #4 (Colgate)

Have your uses of technology changed over the past few years in connection with your teaching? If so, can you describe how?

Yes. We didn't use computers before in our classes. Now we are using computers. Software like Manna, and the Jordan/Noda CD have proven to be great tools for students.

Have you tried any new software tools, for example. Special software packages, web authoring tools, e-mail distribution lists, Web CT or other things? Why or why not?

Yes. Manna, using email distribution lists. Not done anything on the Web. Used Eleanor Jordan's and Mari Noda's "Japanese: The Spoken Language".

Are there ones that you will keep using? Why or why not?

Yes. Manna particularly if we get more permissions on the movie. If we don't get permission on the movie, we might develop our own transcripts and record them and use them with Manna.

We would also like to try Libra out – seems like something we can use.

Did you undertake and projects that were funded by the Mellon grant?

Yes. The Manna project for our first year students.

Could you describe the importance of these projects to you in relation to your teaching of languages?

It has been very helpful for our students. At the same time, it has put a lot of time constraints on our schedule. We would like to do more but that means it would come at the cost of teaching in class time.

Do you think that your use of technology has had a significant impact on your interactions with students?

Yes. Students have appreciated the opportunity of listening to Japanese dialog and having control over it in terms of playing and stopping it and reading the script at the same time. This is particularly true of Japanese students because of the vast difference between Japanese writing system and Western writing system.

What was the student response to your efforts?

Students were very enthusiastic about our project. They appreciated the effort we had out into it and liked using it a lot to supplement their learning in the class.

Did you attend either of the June workshops that were offered for language faculty?

Yes, both.

If so, did you find them useful?

Yes, very! In fact, we didn't know anything about anything until the first workshop came around. Also, the second workshop had a nice mix of hands-on things and presentations. In future we would like to see more hands-on things because that's how inexperienced faculty like us like to learn.

Did you attend any workshops/conferences on incorporating technology into teaching at places other than Hamilton and Colgate (Middlebury, etc.)? If so, any thoughts on whether you found them useful or informative?

No.

Did you work with the support staff provided by the Mellon grant at all--- Yong Zhao, Jonathan Mead, or Naeem Sheikh? If so, how did they help you? Was their presence important to your progress?

We didn't know Zhao at all. Jonathan Mead was here but it was hard to find him. The first time we met him at the workshop but that was one of the few times we met him.

We worked a lot with Naeem, both in conjunction with our particular projects, and also him helping us learn applications like MS Exchange, Excel, and so on.

His quick understanding of issues in Japanese and his knowledge of the writing system was very helpful.

As we look to the future, what can we do to help you with your use of technology in your courses.

Some suggestions:

1. The Language Lab needs to be made more friendly for people wanting to practice their speaking skills. For ever a year now, we have been looking into the possibility of having some of the computer stations behind a screen or something like that so that those who would like to practice their speaking audibly, can do so without disturbing others and being embarrassed.
2. There should be more hands-on workshops to keep increasing and revising our technical skills. We liked the hands-on workshops in winter and summer, but there should be more, particularly those that are targeted at language faculty and usage of development environments (for development of course material, like Libra, etc).
3. It is very helpful to have a person like Naeem around who is there, on whom we can just drop in and ask our questions and who understand language faculty and can work with them. I cannot overemphasize the importance of this point.