

MCCALL COLLEGE FACULTY HANDBOOK

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Table of Contents

SECTION ONE. MISSION, BY-LAWS, GOVERNANCE	1
I. THE MISSION OF MCCALL COLLEGE	1
A. THE COLLEGE’S MISSION STATEMENT.....	1
B. THE GOVERNING BOARD AND THE COLLEGE PRESIDENT	2
II. THE FACULTY CONSTITUTION.....	3
A. PURPOSE OF THE FACULTY	3
B. *DEFINITION OF FACULTY AND VOTING PRIVILEGES	3
C. THE AUTHORITY OF THE FACULTY	4
D. THE ORGANIZATION OF THE FACULTY.....	4
E. FACULTY MEETINGS	4
F. AMENDMENTS TO THE FACULTY CONSTITUTION	4
G. AMENDMENTS TO THE BYLAWS OF THE FACULTY CONSTITUTION	5
H. FACULTY OFFICERS	5
I. THE FACULTY EXECUTIVE COMMITTEE (FEC)	6
J. FACULTY COMMITTEE COMPOSITION	6
K. FACULTY COMMITTEE DEFINITIONS AND PROCEDURES.....	6
III. FACULTY AND COLLEGE COMMITTEES (This area is reserved for future adoption)7	
A. FACULTY COMMITTEES (This area is reserved for future adoption).....	7
B. COLLEGE COMMITTEES (This area is reserved for future adoption)	7
SECTION TWO. FACULTY PERSONNEL POLICIES	7
I. DEFINITION OF FACULTY	7
A. STARTUP FACULTY	8
B. RANKED FACULTY	8
C. SPECIAL APPOINTMENT FACULTY.....	9
D. ADMINISTRATORS WITH FACULTY VOICE AND VOTE.....	11
II. FACULTY CONTRACTS	11
A. TYPES OF CONTRACTS	11

B. LOCUS OF APPOINTMENTS	12
C. ISSUANCE AND RECEIPT OF CONTRACTS	12
D. CONTRACT YEAR.....	12
E. OUTSIDE EMPLOYMENT AND/OR PROFESSIONAL ACTIVITY	12
III. FACULTY RIGHTS	14
A. ACADEMIC FREEDOM.....	14
B. FREEDOM FROM HARASSMENT	15
C. VIOLATION OF FACULTY RIGHTS, ACADEMIC FREEDOM, AND PROFESSIONAL ETHICS	17
D. FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT (FERPA) POLICY.....	18
IV. FACULTY RESPONSIBILITIES	18
A. *ADHERENCE TO COLLEGE POLICIES	18
B. PROFESSIONAL ETHICS AND RELATIONS	18
C. ACADEMIC FRAUD AND SCIENTIFIC MISCONDUCT	22
D. RESPONSIBILITIES RELATED TO TEACHING	23
E. RESPONSIBILITIES RELATED TO ADVISING.....	29
F. RESPONSIBILITIES RELATED TO SCHOLARLY, PROFESSIONAL, AND CREATIVE ACTIVITIES	29
G. COLLEGE SERVICE	30
H. COMMUNITY AND PROFESSIONAL SERVICE.....	30
V. FACULTY PROFESSIONAL GROWTH AND DEVELOPMENT	30
A. NEW FACULTY ORIENTATION.....	30
B. TEACHING AND INSTRUCTIONAL DEVELOPMENT PROGRAM	31
C. SCHOLARLY, PROFESSIONAL, AND CREATIVE ACTIVITIES	31
D. SABBATICAL LEAVES (This area is reserved for future adoption)	31
E. TUITION REMISSION POLICY.....	31
VI. APPOINTMENT OF FACULTY	32
A. POLICIES AND PROCEDURES FOR APPROVAL OF RANKED FACULTY POSITIONS.....	32
B. SEARCH POLICIES AND PROCEDURES.....	32
C. APPOINTMENT POLICIES AND PROCEDURES	33

D. POLICY AND PROCEDURES FOR APPOINTMENT OF PART-TIME PER COURSE AND SPECIAL APPOINTMENT FACULTY	36
VII. FACULTY EVALUATION PROCESS AND STANDARDS	36
A. FACULTY EVALUATION CRITERIA AND DOCUMENTATION	36
B. SECOND-AND FOURTH-YEAR REVIEWS	39
C. PROMOTION POLICIES, ELIGIBILITY, AND CRITERIA	40
D. TENURE POLICY, ELIGIBILITY, AND CRITERIA (This area is reserved for future adoption)	40
E. PROCEDURES FOR PROMOTION AND TENURE REVIEW (This area is reserved for future adoption)	41
F. POST-TENURE REVIEW POLICY AND PROCEDURES (This area is reserved for future adoption)	41
G. Personnel Records	41
VIII. SEPARATION FROM THE COLLEGE	42
A. RESIGNATION	42
B. RETIREMENT	43
C. NON-REAPPOINTMENT OF PROBATIONARY (TENURE-TRACK) FACULTY MEMBERS AND FACULTY ON ROLLING CONTRACTS	43
D. TERMINATION	44
IX. COMPLAINT AND GRIEVANCE PROCEDURES	52
A. INTENT (This area is reserved for future adoption)	53
B. DEFINITIONS (This area is reserved for future adoption)	53
C. PROCEDURE FOR HANDLING COMPLAINTS (This area is reserved for future adoption)	53
D. PROCEDURE FOR HANDLING GRIEVANCES (This area is reserved for future adoption)	53
FACULTY MEMBER AGREEMENT TO ABIDE	54

MCCALL COLLEGE FACULTY HANDBOOK

SECTION ONE. MISSION, BY-LAWS, GOVERNANCE

I. THE MISSION OF MCCALL COLLEGE

A. THE COLLEGE'S MISSION STATEMENT

Provide meaningful post-secondary education for students who are in the pursuit of individual and social goals, in the process developing a whole, balanced person in the community and, by extension the world

1. Vision

McCall College expects to become a leader in the successful preparation of students who want to pursue a two-year program. We expect our graduates to be recognized as a valuable asset for local and regional institutions. We expect our programs to be in high demand for those wanting to improve themselves and their communities. We expect our programs to be accessible and affordable to students in Central Idaho.

2. Values

McCall College values learner-centered education, an integrated curriculum, high moral expectations, mentoring, faculty with practical experience, hybrid (face-to-face and online) education, extensive ties to local institutions, and community feedback.

3. A Scholarly Cooperative Ethics model in Community

McCall College recognizes the need to develop the whole person in community. We see potential in a study, work, and service model. We need “thirsty” scholars with the right attitude who will thrive in an environment of appropriate expectations. We need mentoring by face-to-face instructors as well as the availability of online education. We need instruction that is practical, intellectual, and promotes integrity personally and in the community. We need cooperative students who support community activities. These students might work during the day to pay for necessary expenses, offer service to the community during off time, and attend classes during the day, at night, or on weekends. We need students aware of the human and social dimensions of personal integrity who live healthy lives in community. Our success will depend on our ability to incorporate all of these needs into a coherent, holistically-educated person.

4. Faculty Ethos

McCall College faculty believe in a collegial community of practitioners and scholars joined to pass on skills and knowledge to the next cohort of students. We believe in helping our students excel in their chosen area of interest and the educational supports that allow for personal growth. We will act with respect for students, each other and the administration that serves the college. We will share the joys we encounter and the burdens we carry. We will seek to make our neighborhood and world better by advancing knowledge and our fields of expertise and those interests that enhance learning by others.

B. THE GOVERNING BOARD AND THE COLLEGE PRESIDENT

1. The Board of Directors

The Board of Directors is the legal governing body and the chartered legal entity for McCall College. As such, it has final institutional authority and grants all credentials awarded by the institution upon the recommendation of the faculty. The Board of Directors' primary responsibility is to review the general educational policies and academic goals of the College. In so doing, the board will oversee the College's financial resources with concern for future needs and care that the finest traditions of higher education may serve both as a guide and an inspiration for future developments.

While maintaining a general overview, the board entrusts the conduct of administration to the President and, through the President, to other administrative officers of the institution. The board entrusts to the faculty the conduct of teaching and research. Upon appeal, the board will review and defend the President, members of the faculty, or members of the student body when and if attacks on academic freedom are lodged. The Board of Directors manages and administers the College within defined policy limits. The board will elect the President of the College. The Academic Dean is an ex-officio, non-voting member of the Board of Directors and represents the faculty at the Board's regular meetings.

2. The College President

The President is the chief administrative officer of the College and the official channel of communication between students, faculty and administration on the one hand and the Board of Directors and the general constituencies on the other. The President is directly responsible to the Board of Directors.

II. THE FACULTY CONSTITUTION

The faculty of McCall College will be primarily responsible for all curriculum matters within the College. In the absence of other rules, Robert's Rules of Order shall prevail throughout this handbook.

A. PURPOSE OF THE FACULTY

The purpose of the College faculty is to enhance the programs of academic instruction for all students enrolled at the College. The faculty will give attention to the academic, spiritual, moral and physical needs of students. As a community, the faculty will search for ways to support and encourage individual faculty members, as well as all others who work at McCall College, so that the highest standards of the College tradition may be maintained.

B. DEFINITION OF FACULTY AND VOTING PRIVILEGES

The faculty consists of all individuals appointed for the instruction of students. The college faculty consists of five distinct groups: probationary faculty, startup faculty, ranked faculty, special appointment faculty, and administrators with faculty status.

1. Probationary faculty are instructors who have received only one or two course contracts. Probationary status may be removed on the completion of two block courses, all assignments related to the courses, and satisfactory evaluations by students and administration. Upon removal of probationary status, instructors become Startup Faculty. May attend startup faculty meetings at the invitation of the administration.
2. Startup Faculty are faculty who assist in building the early phases of the college. Startup faculty exist when there are less than 12 full-time faculty in the faculty pool. These faculty will form a collegial faculty community with available administrators to form a working educational structure. Startup faculty who teach at least two blocks of courses during an academic year will be full voting members. When 12 or more full-time faculty members are hired, startup faculty will no longer have full voting faculty privileges. Ranked faculty are full voting members of the faculty and have all the rights and responsibilities of faculty as described in Section Two, parts III and IV of this handbook.
3. Special appointment faculty have no voting privileges in the conducting of faculty business. They may attend a faculty meeting if they are invited by the Academic Dean or a Dean of the College.
4. The following administrators have ex-officio voting membership in the faculty: College President, Academic Dean, Librarian, and the Registrar.
5. Administrators with substantial teaching responsibilities (at least half of their regular assigned responsibilities) have the right to attend faculty meetings, with voice, but not vote, and may be appointed to committees by the Faculty Executive Committee (FEC).

6. Voting in elections for membership on the Appointment, Rank and Tenure (ART) Committee is restricted to ranked faculty members.

C. THE AUTHORITY OF THE FACULTY

The authority of the McCall College faculty is derived from the Articles of Incorporation of the College and such authority as is delegated by the bylaws of the Board of Directors.

D. THE ORGANIZATION OF THE FACULTY

The faculty is organized as follows:

- Business Division
- English, Languages and Creative Arts Division
- Health and Human Kinetics Division
- Natural Sciences and Mathematics Division
- Philosophy and Ethics Division
- Social and Behavioral Sciences Division

All members of the faculty will be assigned to at least one of the departments within the divisions of the College.

E. FACULTY MEETINGS

Startup faculty meetings will be held quarterly or when the need arises. The leading administrator with responsibility for academics will serve as chair.

Regular faculty business meetings (more than 12 full-time faculty members) will be held at regularly scheduled times, normally once each month during the academic year. A simple majority of the voting faculty membership (excluding faculty who are on leave) will constitute a quorum. Special business meetings may be called by the President or Academic Dean or by the faculty chair. Topics for regular faculty meetings will be determined by the Faculty Executive Committee (FEC).

Special meetings may also be called upon request of 25% of the faculty (defined as select faculty). Special meetings require a written notice to all faculty members. A presiding faculty member or administrator must be designated by the select faculty. A simple majority of the voting faculty membership (excluding faculty who are on leave) will constitute a quorum. An agenda will be prepared and distributed in advance by the presiding faculty member or administrator.

Additional meetings of the faculty for faculty forums may be scheduled at other times.

F. AMENDMENTS TO THE FACULTY CONSTITUTION

This constitution may be amended by a two-thirds vote of the faculty members present at any regular meeting and must be ratified by a second vote at the next monthly meeting. Proposals for constitutional changes must be submitted in writing for consideration at least one month before the meeting at which the proposal is to be enacted. Amendments

to the faculty constitution become effective when they are approved by the Board of Directors.

G. AMENDMENTS TO THE BYLAWS OF THE FACULTY CONSTITUTION

The faculty may develop, adopt and amend bylaws for its operations as long as these do not conflict with the faculty constitution. The faculty may establish committees as needed to conduct its business.

The bylaws of the faculty handbook may be changed at any regular meeting of the faculty, provided that the proposed changes have been presented at the previous regular faculty meeting. A simple majority of the faculty members present and voting is required to change a bylaw. Changes in the bylaws that concern faculty personnel policies become effective when approved by the Board of Directors.

H. FACULTY OFFICERS

Until the level of 12 full time faculty is reached, a senior academic administrator chosen by the President will be the Academic Dean and shall serve as the Faculty Chair. Upon the contracting of the 12th full time faculty member, the faculty will, by majority vote, elect its Secretary and a Faculty Representative. The Faculty Chair, the Faculty Representative, and the Faculty Secretary shall serve on the Faculty Executive Committee (FEC). If the chair is unable to complete her or his term, the Faculty Representative will become chair. In the event the President does not appoint a new Academic Dean within 45 days, the FEC may then present a slate of candidates to the faculty for the election of an interim chair to fill the position for a term of one year or until such time as a new Academic Dean takes office, whichever is sooner.

1. The Academic Dean as Faculty Chair

The Academic Dean is responsible to the faculty for promoting the faculty's attempt to strengthen and enhance its identity and concern for academic excellence.

The Academic Dean will normally preside over faculty meetings. The Dean has an ex-officio seat on FEC, but the Faculty Representative runs the FEC. The Academic Dean serves on the FEC as vice chair, serves on the Budget Committee and is an ex-officio, non-voting member of the Board of Directors.

2. The Faculty Representative

The Faculty Representative and the FEC are responsible for seeing that new policies are communicated and implemented.

The Faculty Representative serves as chair of the FEC and in that capacity, oversees the work of all faculty committees. The Faculty Representative receives

all proposals for faculty action from various faculty committees and establishes the agenda for the faculty meeting in consultation with the FEC.

The Faculty Representative will assume the responsibilities of the Academic Dean relating to faculty in her or his temporary absence.

3. The Faculty Secretary

The faculty secretary keeps the minutes and records of the faculty meetings and the meetings of the FEC. An annual file for each academic year will be kept of all minutes of the faculty and all major committee activities. Reference copies of all official documents will be collected and made available to the faculty.

4. Election of Faculty Officers to FEC

By majority vote of the faculty, a Faculty Representative and a Faculty Secretary will be elected during the final Spring meeting of faculty from among the faculty to serve a two-year term. The FEC will submit a minimum of two names to the faculty at the April faculty meeting when the term of the faculty secretary is expiring.

I. THE FACULTY EXECUTIVE COMMITTEE (FEC)

During startup, the President, a Senior Academic Administrator chosen by the President and 2 faculty chosen by the faculty serve as the FEC. With regular faculty, the Academic Dean, Faculty Representative, and Faculty Secretary, and the President constitute the membership of the FEC. They will meet at a regularly appointed time in advance of the monthly faculty meeting to plan the agenda and review matters that seem appropriate for faculty consideration. The FEC must provide copies of the agenda and pertinent legislation that is to come before the faculty.

J. FACULTY COMMITTEE COMPOSITION

All committees must consist of the number of members (faculty, student or administration) indicated in the individual committee descriptions. When needed, a committee will select its own secretary or chair when not elected by the faculty. These actions will be reported to the chair of the FEC. The President and the Academic Dean are ex officio members of all faculty committees.

K. FACULTY COMMITTEE DEFINITIONS AND PROCEDURES

1. Ex officio/Advisory Members (This area is reserved for future adoption)
2. Length of Service on Committees (This area is reserved for future adoption)
3. Governance of Faculty Meetings and Committee Meetings (This area is reserved for future adoption)
4. Meeting Times (This area is reserved for future adoption)
5. Ad Hoc Committees (This area is reserved for future adoption)

6. Minutes and Annual Reports (This area is reserved for future adoption)
7. Review Procedures (This area is reserved for future adoption)

Section ONE, Part III, FACULTY AND COLLEGE COMMITTEES, Parts A and B are reserved for future adoption.

III. FACULTY AND COLLEGE COMMITTEES (This area is reserved for future adoption)

(The following committees are recommended at a future time)

A. FACULTY COMMITTEES (This area is reserved for future adoption)

1. Faculty Executive Committee (FEC)
2. Appointment, Rank and Tenure Committee (ART)
3. Educational Policies and Planning Committee (EPPC)
4. Faculty Affairs and Development Committee (FADC)
5. Teaching and Learning Committee
6. Academic Standards Committee
7. Grievance Committee

The faculty may from time to time establish other faculty or ad hoc committees as needs arise.

B. COLLEGE COMMITTEES (This area is reserved for future adoption)

1. Budget Committee
2. Student Life Committee
3. All College Hearing Board
4. Institutional Review Board (IRB)
5. Enrollment Committee

In addition, administrators and faculty may from time to time establish other College or ad hoc committees as needs arise.

SECTION TWO. FACULTY PERSONNEL POLICIES

I. DEFINITION OF FACULTY

The faculty consists of all individuals appointed for the instruction of students. The College faculty consists of four distinct categories: startup faculty, ranked faculty, special appointment faculty, and administrators with faculty voice and vote. Each category operates with distinct contract types and contractual rights and responsibilities, as described below. At the discretion of the Academic Dean, special titles may be assigned (e.g., Visiting Professor,

Distinguished Educator in Residence, etc.). These titles do not replace the category of appointment below.

A. STARTUP FACULTY

A startup faculty member is a private contractor with the college who has been appointed to an academic unit and has received the academic rank of instructor, senior instructor or adjunct professor. Contracts for each course taught will be offered prior to any course offering.

B. RANKED FACULTY

A ranked faculty member is a full-time or part-time employee of the College who has been appointed to one of the four regular academic ranks: instructor, assistant professor, associate professor, or professor.

1. Fulltime Faculty

Fulltime faculty:

- a. may be employed on term, probationary, or continuous contracts;
- b. ordinarily have fulltime teaching duties or have teaching and other duties, such as academic administration equivalent to a fulltime teaching load;
- c. are full voting members of the faculty and have all of the rights and responsibilities of faculty as described in Section Two, Parts III and IV of this handbook.

2. Part-time Faculty

Part-time faculty are faculty members who hold one of the regular academic ranks and who are given an appointment equivalent to halftime or more, but less than that of a fulltime faculty member. Part-time faculty:

- a. may be employed on term or continuous contracts, but are not normally employed on probationary contracts;
- b. depending on the type of contract, may have contractual rights on a pro-rata basis to promotion, tenure, sabbatical leave and fringe benefits as provided in this faculty handbook;
- c. are full voting members of the faculty and have, on a pro-rata basis, responsibilities for advising, serving on committees and all other responsibilities of full-time faculty members as detailed in this faculty handbook.

C. SPECIAL APPOINTMENT FACULTY

1. Definition

Special appointment faculty are assigned the academic titles of instructor, senior instructor, adjunct, senior adjunct, senior mentor or professor emeritus.

Appointments are made by the Academic Dean after consultation and approval with the College President and department chair or program director.

2. Types and Criteria

a. Instructor

Course faculty contracts are normally offered to instructor positions.

However, on rare occasions an annual Instructor contract is offered for positions not requiring a terminal degree, or in situations where the position is designated for a temporary length of time, or for a position that does not emphasize scholarly activity.

Instructors are employed on a course contract and are selected by the division chair in consultation with the Academic Dean. The Academic Dean advises the Appointment, Rank and Tenure Committee regarding the offer of a Lecturer contract.

An Instructor position does not lead to or count toward tenure, nor does it lead to promotion to the regular academic ranks. Selection of Lecturers should be consistent with the College's academic standards.

Instructor:

- 1) may be employed on a course basis, full- or part-time basis (if part-time, the appointment is at least half-time);
- 2) is expected to be available at least one hour per week for each course taught to advise students regarding their course work;
- 3) is employed pursuant to a term contract;
- 4) do not accrue time toward tenure or sabbatical;
- 5) is a full voting member of the startup faculty;
- 6) has responsibilities for teaching, advising, service to the division and college, and for continued professional development;
- 7) is evaluated by the appropriate administrator on the same schedule as ranked faculty, with a two-year, four-year, and six-year review and then a review every five years.

b. Senior Instructor

This title may be assigned to an Instructor in recognition of effective teaching service to the College, its students and its faculty over a period of at least six years. Assignment of this title is made by the Academic Dean, upon the recommendation of the division chair. Expectations and criteria for a Senior Instructor is the same as those listed above for Instructors.

c. Adjunct Professor

Adjunct faculty are part-time and appointed on a term-by-term basis with no commitment to ongoing employment. The primary responsibility of adjunct faculty is teaching. Adjunct faculty:

- 1) teach no more than 18 credits per academic year;
- 2) are expected to be available to advise students regarding their course work;
- 3) are employed pursuant to a term contract;
- 4) do not accrue time toward tenure or sabbatical;
- 5) may have voting privileges in faculty business if contractually offered;
- 6) receive no fringe benefits including tuition remission.

d. Senior Adjunct Professor

This title may be assigned to an adjunct professor in recognition of effective teaching service to the College over a period of at least six years. Assignment of this title is made by the Academic Dean, upon the recommendation of the division chair. Expectations and criteria for Senior Adjunct faculty are the same as those listed above for Adjunct faculty.

e. Senior Mentor

Senior mentors and their spouses are individuals who have distinguished themselves in their fields and have been appointed by the Academic Dean to teach or work in their field of expertise for a precise term. Benefits and privileges of senior mentors are set forth in the Senior Mentor Program for Retirees guide.

f. Professor Emeritus**1) Definition**

This rank may be assigned to associate professors or professors who have limited or terminated their responsibilities as a ranked faculty member for valid reasons such as retirement or illness after 10 or more years of service to the College. A professor emeritus is so designated and appointed by the Board of Directors, after recommendation by the President, and the Academic Dean.

2) Status and Privileges

No compensation accrues by virtue of this rank unless by mutual agreement between the President and the individual. Professors

emeriti may be offered part-time term contracts by the President to teach or fulfill other duties. In such cases, supplementary benefits, if any, will be set forth in the contract and such term contracts will be limited to less than half-time faculty status. In order to promote close ties between the College and its emeriti or other retired faculty, the following assistance and privileges are available to these faculty:

- a) The College will provide meeting facilities for such former members who may wish to meet as a group.
- b) Such a faculty member may take courses at the College, subject to the tuition remission policy.
- c) The College, at the request of such a faculty member and provided that this person keeps his or her current address on file, will send notices of major campus activities to the faculty member.
- d) All such faculty members may participate in the College's graduation and commencement exercises with appropriate academic dress if they so wish.
- e) Emeriti faculty members may make use of divisional secretarial services.

D. ADMINISTRATORS WITH FACULTY VOICE AND VOTE

- a. The following administrators have ex-officio voting membership in the faculty: the College President, the Academic Dean, and the Registrar.

II. FACULTY CONTRACTS

A. TYPES OF CONTRACTS

1. Term and Three-year rolling contracts (Non-tenure Tracks)

McCall College offers term contracts (course & 1-year) that are limited to the term of employment outlined in the letter of appointment. Term contracts are not tenure-track and do not confer upon a faculty member an expectation for continued employment after the term specified in the letter of appointment expires.

Three-year rolling contracts may be awarded, upon the recommendation of the Academic Dean to ranked faculty who are not tenure-track but who have received a favorable sixth-year review. Faculty holding term contracts have the same rights, responsibilities, and opportunities for professional growth and development as other faculty.

2. Probationary (Tenure-track) (This area is reserved for future adoption)**3. Continuous (Tenured) (This area is reserved for future adoption)****B. LOCUS OF APPOINTMENTS**

All faculty appointments to probationary or continuous contracts have as the locus of their appointment the Division(s) and Department(s) which is (are) named in the faculty member's annual letter of appointment.

A faculty member may receive appointment to more than one department. However, one department must serve as the primary administrative home of the faculty member.

C. ISSUANCE AND RECEIPT OF CONTRACTS

All ranked faculty (probationary and continuous) contract offers for any academic year must be issued on or before April 15 and be returned on or before April 30 or the first working day thereafter. If the contract offer is not accepted on or before April 30, and no special arrangement with the Academic Dean has been made, the offer will automatically expire. The Academic Affairs Office will, however, make reasonable efforts to contact any faculty member who fails to respond to an offer of reappointment in order to avoid inadvertent resignation. All term contracts are issued on an individual basis as the necessity arises.

D. CONTRACT YEAR

Faculty appointments are normally made for a salary year of August 15th and ending on August 14th even though the actual term of service may end with the end of Spring term. Thus, members of the full-time faculty with a nine-month term of service contract are paid on the basis of a 12-month year. If any teaching member of the faculty is asked to be on duty for a longer period than the present nine-month term of service, he or she shall receive additional compensation.

The academic year begins with the faculty retreat in August, and ends after the optional Summer session(s). Professional service is expected of the faculty member for the academic year. For members of the full-time faculty with a 12-month term of service contract, the work year shall begin with the first day of August 15th and end with the 14th day of the following August. Professional / Technical instructors shall start the 15th day of August to the 14th day of the following August, or as each year's calendar is amended. Faculty with a 12-month term of service contract are entitled to four weeks of vacation, taken outside of the 9 month academic year.

E. OUTSIDE EMPLOYMENT AND/OR PROFESSIONAL ACTIVITY

The primary responsibility of a full time faculty member is to devote his or her full working time as effectively as possible to the College. At the same time, consulting and other outside activities of a professional nature are encouraged by the College, when such activities offer the faculty member experience and knowledge valuable to professional

growth and development, strengthen the competence of the faculty member as a teacher and professional person, enhance the reputation of the College, and open to students valuable opportunities for experience and employment outside the College.

All outside employment is subject to College policy such that conflict between such activities and a faculty member's primary responsibility or the appearance thereof shall be avoided.

1. Time Restriction

Unless otherwise approved in writing by the Academic Dean, time spent by full-time faculty members in outside employment and outside activities must be in addition to, rather than a part of, the normal full-time effort expected of faculty members for college work. These activities must not interfere with faculty members' full-time responsibilities of teaching, advising, scholarship, and college/community service (See Section Two. IV.D.). The general guideline for time spent on such activities is that it be limited to the equivalent of one work day, or eight hours per five-day week.

2. Limitations on College Responsibility for Performance of Outside Activities

The College assumes no responsibility for the competence of a faculty member in performing outside activities, nor may any responsibility be implied in any advertising about such activities. Unless explicitly authorized to do so, faculty members may not represent themselves as acting on behalf of the College.

3. Political Activity

Faculty members, as citizens, are free to engage in political activities. Any member of the faculty who wishes to engage in direct political activity that will involve a substantial amount of time away from the performance of his or her college responsibilities is expected to work out a mutual agreement for leave of absence with the divisional chair before undertaking such activity. Unless explicitly authorized to do so, faculty members may not represent themselves as acting on behalf of the College.

4. Compliance and Enforcement

If the division chair is concerned about whether a faculty member is meeting the standards of this policy, the chair will discuss this with the faculty member. If a satisfactory resolution cannot be reached, the chair will advise the Academic Dean. The Dean will meet with the faculty member to resolve the issue.

III. FACULTY RIGHTS

A. ACADEMIC FREEDOM

1. Statement on Academic Freedom

It is fundamental to the health of an academic institution and ultimately to the health of society at large that individual persons and groups of persons exercise their responsibility and freedom to search for the truth and to speak the truth as it is discovered. In a collegial community, the corporate person of the college institution and the persons of the faculty, administration, and the student body bear mutual responsibility to exercise professional competence and to extend to one another the trust and respect that foster an environment for the exercise of academic freedom. The College endorses fully the statement on academic freedom in the 1940 Statement of Principles of the American Association of University Professors (AAUP), and the following specifically:

- a.** Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b.** Teachers are entitled to freedom in the classroom in discussing their subject, but they should refrain from introducing into their teaching controversial matter which has no relation to their subject.
- c.** College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. Faculty members should avoid expressing their personal views on college letterhead.

2. Academic Freedom for Librarians

Academic freedom is also accorded to all professional librarians because they are often present at the point of student contact with ideas. Librarians are free from fear of dismissal or reprisal for performing job-related tasks such as those listed below, and particularly for those duties that are carried out only after consultation with the teaching faculty, such as:

- a.** the selection of publications, including determination of what to discard from an existing collection and what to accept or refuse from donors;
- b.** determination of restrictions on circulation of or on access to library materials;

- c. the determination of the degree of prominence in the shelving of selected library materials;
- d. the advising of students about what to read or study.

3. Policy Regarding Threat, Coercion, Boycott, Pressure or Abstention

The faculty of McCall College reaffirm their commitment to the principles of academic freedom and the ideals of an academic community. The faculty believe that procedures for effective change and for promoting responsible and reasonable discussion exist and that members of the academic community should direct efforts for constructive reform through the channels created for this purpose. The faculty further believe that several corollaries derive from this general position:

- a. To protect the rights of all members of the academic community, the College shall use appropriate means to ensure both freedom to learn and freedom to teach;
- b. Students engaging in boycotts or strikes are not exempt from fulfilling academic obligations; faculty cannot make changes in course requirements to accommodate those whose participation in such tactics has led to academic deficiencies.

B. FREEDOM FROM HARASSMENT

The College seeks to create and maintain an academic environment in which all members of the community are free of harassment based on race, color, religion, age, national origin, disability, marital status, sexual orientation, or gender. McCall College espouses values that infuse the academic and residential life of its campus. Undergirding community life must be the awareness on the part of every member of the rights and human dignity of every other member. Attitudes of condescension, hostility, role-stereotyping, and social or sexual innuendo weaken the health of the community.

Furthermore, harassment compromises the integrity of a liberal arts education because it makes the learning and working environment hostile, intimidating, and offensive; it destroys opportunities for students to develop a strong positive self-concept and the sense of self-confidence that is essential to living out the ideals of a liberal education. In addition, people who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated on campus.

1. Harassment Defined

Harassment refers to a pattern of unwelcome behavior addressed to race, color, religion, age, national origin, disability, marital status, sexual orientation, gender, or gender identity that is offensive, fails to respect the rights of others, and interferes with work effectiveness. Forms of harassment include, but are not limited to:

a. Verbal:

Sexual innuendoes, racial epithets, suggestive comments, derogatory slurs, off-color jokes, propositions, threats, obscenities, repeated unwanted sexual advances, or threats of reproach or promises of rewards contingent upon obtaining sexual favors;

b. Visual/non-verbal:

Derogatory posters, cartoons, drawings, or graphic commentaries; leering or obscene gestures;

c. Physical:

Unwanted physical contact including touching, interference with an individual's normal work or movement or assault.

2. Disciplinary Action

Anyone who engages in harassment will be subject to disciplinary action up to and including termination. In addition, because false accusations regarding harassment can have serious effects on the persons accused, any intentionally false accusation will likewise result in disciplinary action up to and including termination of the accuser.

3. Responsibility for Implementation of Policy

Every member of McCall College is expected to support and carry out this policy. Supervisors and administrative personnel who receive reports of harassment are expected to take immediate steps to initiate an investigation. If the complainant so desires, complaint procedures shall be initiated. Each department within McCall College shall implement this policy.

4. Informal Complaint Procedure

McCall College has informal and formal complaint procedures designed for hearing complaints of harassment. An employee may first discuss any concern about harassment with his or her supervisor. However, the College has designated several individuals to assist those who believe they may be harassed. These individuals are the Academic Dean, the Dean for Student Affairs, the Director of Human Resources, and the designated faculty representative.

Inquiries about harassment need not begin with a formal complaint nor result in such a complaint. Inquiries can be made without disclosing specific details such as names and places. Inquiries are appropriate whether the harassment has just begun or whether the employee has already made efforts to resolve the problem. Resolution of complaints is often achieved through informal mediation. The formal complaint procedure is activated generally when the complainant puts a complaint in writing.

Faculty members who are unsure whether they have experienced harassment should seek assistance from one of the designated College officials. Harassment

should not be allowed to jeopardize the rights and opportunities for work or education of any faculty member.

5. Formal Complaint Procedure

These procedures are to be initiated when a person with a harassment complaint has either been unsuccessful in resolving the matter informally or has decided not to use such procedures and to file a formal complaint. There will be no retaliation against any employee for initiating a good faith complaint under this procedure.

Anyone who believes he or she has been subjected to harassment may file a report of such harassment with the Director of Human Resources. The report should fully set forth the facts that led to the perception of harassment, including the names and positions of all persons involved. The Director of Human Resources will conduct a prompt and thorough investigation. To the extent possible such investigation shall be confidential. After the investigation is complete, the Director of Human Resources will determine how the College will resolve the matter in terms of eliminating harassment in the workplace and ensuring compliance with the College's policy on harassment. In the absence of the Director of HR, reports must be filed with the Academic Dean.

After confirming that the complaining party has been harassed, appropriate steps will be taken to ensure that that person will not be harassed in the future. The Director of Human Resources, in consultation with the appropriate vice president, will determine what disciplinary penalties, if any, will be assessed. The vice presidents are responsible for communicating and administering sanctions. An individual who is dissatisfied with the College's resolution of a harassment complaint can seek review of that resolution at Step III of the grievance procedure (Section Two, Part IX).

C. VIOLATION OF FACULTY RIGHTS, ACADEMIC FREEDOM, AND PROFESSIONAL ETHICS

Disputes involving charges that a faculty member's rights or academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established formal or informal complaint procedures or the grievance procedures (See Section Two, Part IX). While affirming academic freedom as a right, McCall College recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence or irresponsibility. To distinguish between these sometimes-confused issues, the guiding principle is that charges of professional incompetence or irresponsibility will not be used to limit academic freedom, nor will appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

D. FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT (FERPA) POLICY

McCall College adheres to requirements of the Family Educational Right to Privacy Act (FERPA). The policy must be read in its entirety as it appears in the McCall College Catalog (on the website: <http://mccallcollege.org>) and complied with by all faculty.

IV. FACULTY RESPONSIBILITIES

The responsibilities identified in this section are expected of all faculty. The performance of these responsibilities serves as a base-level criterion for the granting of tenure, rolling contracts, and for post-tenure review.

A. *ADHERENCE TO COLLEGE POLICIES

Faculty members are responsible for:

1. Fulfilling conscientiously all contractual obligations and giving the institution reasonable notice when resigning to accept another position;
2. using conscientiously the funds that the institution entrusts to their care, such as those allocated to budgets of academic divisions or special research projects;
3. making every effort to avoid public statements and actions that are detrimental to the welfare of the College;
4. avoiding use, without specific permission, of College resources, equipment, or labor for their own personal gain;
5. knowing and abiding by the policies and procedures published in the current version of the online Catalog, this faculty handbook, and the student handbook.
6. Developing an effective communication strategy for dealing with issues relating to the college. Interpersonal face-to-face conversations are to be preferred. Email and written messages constitute written communication and should be used for official business of the college. All forms of written communication may become part of the official record of the faculty member.
7. Working with staff to create effective educational and office settings.
8. Communicating needs for optimum performance and then managing within the actual environments created by the college.

B. PROFESSIONAL ETHICS AND RELATIONS

1. Code of Professional Ethics

Although no set of rules or professional code can guarantee or take the place of a faculty member's personal integrity, McCall College believes that the "Statement on Professional Ethics" promulgated by the American Association of University Professors (AAUP) in April 1966 defines the obligations assumed by all members of the academic profession.

- a. Members of faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special

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

b. As teachers, the members of faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guide and counselor. They make every effort to foster honest academic conduct and to assure that their evaluation of students reflects students' true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect students' academic freedom.

c. As colleagues, members of faculty have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

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

e. As members of their community, the members of the faculty have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a

particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

2. Conflict of Interest

A College employee shall disclose to the Academic Dean her or his immediate supervisor all facts and circumstances related to any College transactions, activities, contracts, or other dealings in which she or he is involved or may become involved on behalf of the College that might directly or indirectly involve them in a conflict of interest. Such disclosure shall be made in writing as soon as is reasonable after the conflict or potential conflict of interest shall be deemed to exist. A conflict or potential conflict of interest exists at any time when an interest held by the employee, or relationship maintained, prohibits or inhibits, or potentially prohibits or inhibits, the employee from exercising independent judgment in the best interests of the College. A conflict of interest exists, but is not limited to, situations in which an employee is a director, president, general manager, or similar executive officer or owns or controls directly or indirectly a substantial interest in any non-governmental entity participating in a transaction with the College.

3. Employment of Family Members

Members of the same family may hold faculty status at McCall College if they meet the qualifications for the positions and that neither has a direct supervisory relationship over the other. Exceptions to this policy may be made by specific action of the President of the College. However, in no case may individuals who have familial or intimate personal relationships be involved in evaluating the work performance of the other person or in making hiring, salary, advancement or similar decisions regarding that person.

4. Policy on Gifts and Gratuities

No employee shall solicit or accept for personal use, or for the use of others, any gift, favor, loan, gratuity, reward, promise of employment or any other thing of monetary value that might influence or appear to influence the judgment or conduct of the employee regarding College business or policy. Employees may accept occasional unsolicited gifts or favors (e.g., business lunches, Christmas baskets) provided the gifts or favors have a cumulative market value of under \$200, are customary in the industry, and will not influence or appear to influence the judgment or conduct of the employee. The restrictions in this paragraph regarding a specific gift or favor, may be waived, in writing, by the appropriate administrator. Such an exemption must be in writing with a statement of the pertinent reasons for exemption.

5. Policy on Consensual Relationships

a. Definition

For this policy, the terms “faculty” or “faculty member” mean all those who teach at the College. The term includes administrators and students

with teaching responsibilities and other instructional personnel such as professional librarians.

b. Rationale

The College's educational mission is promoted by professionalism in faculty-student relationships. Thus, the College's policy regarding consensual relationships is based on the Code of Professional Ethics (Section Two, Part IV.B.1.). Professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members and students that harm this atmosphere undermine professionalism and hinder the College's educational mission. Trust and respect are diminished when those in positions of authority abuse, or appear to abuse, their power and violate their duty to the College community.

Faculty members exercise power over students, whether in giving them praise or criticism, evaluating them, making recommendations for their further studies or their future employment, or conferring any other benefits on them. Amorous relationships between faculty members and students are wrong when the faculty member has professional responsibility for the student. Such situations greatly increase the chances that the faculty member will abuse his or her power and sexually exploit the student. Voluntary consent by the student in such a relationship is suspect, given the fundamentally asymmetric nature of the relationship. Moreover, other students and faculty may be affected by such unprofessional behavior because it places the faculty member in a position to favor or advance one student's interest at the expense of others and implicitly makes obtaining benefits contingent on amorous or sexual favors. Therefore, the College will view it as unethical if faculty members engage in amorous relations with students enrolled in their classes or subject to their supervision, even when both parties appear to have consented to the relationship.

c. Consensual Relationships in the Instructional Context

No faculty member shall have an amorous relationship, consensual or otherwise, with a student who is enrolled in a course being taught by the faculty member or whose academic work (including work as a teaching assistant) is being supervised or evaluated by the faculty member even if both parties appear to have consented to the relationship.

d. Consensual Relationships Outside the Instructional Context

Amorous relationships between faculty members and students occurring outside the instructional context may lead to difficulties, particularly when the faculty member and student are in the same academic unit or units that are academically allied. Relationships that the parties view as consensual may appear to others to be exploitative. Further, in such situations (and others that cannot be anticipated), the faculty member may face serious conflicts of interest and should be careful to distance himself or herself

from any decisions that may reward or penalize the student involved. A faculty member who fails to withdraw from participation in activities or decisions that may reward or penalize the student with whom the faculty member has or has had an amorous relationship will be deemed to have violated his or her ethical obligation to the student, to other students, to colleagues, and to the College.

6. Responsibilities Regarding Students (Relations with Students)

Faculty members should regard students as individuals who have certain rights that must be respected. This responsibility encompasses:

- a. taking an active interest in the well-being of students, offering mature professional advice;
- b. serving as models for students, setting high standards in academic and scholarly excellence, professional ethics, and personal integrity;
- c. recognizing the moral obligation not to take advantage of an influential classroom position by repeatedly introducing into classes the discussion of subject matter outside the scope of the course.

C. ACADEMIC FRAUD AND SCIENTIFIC MISCONDUCT

Academic honesty – the fair and straightforward representation of what one has actually learned, researched, and/or written – is the foundation of a healthy environment for learning. Professors, administrators, and students are responsible for upholding high moral and ethical standards of academic honesty in all academic endeavors, and the academic community of the College must support the policy that any form of academic dishonesty is a serious breach of ethics and will be dealt with surely and appropriately. McCall College defines “scientific misconduct” or “research misconduct” as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretation or judgments on data. Faculty members should be guided by the following:

1. In their work, professors must scrupulously acknowledge every intellectual debt for ideas, methods, and expressions.
2. Scholars must make clear the respective contributions on a collaborative project and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student’s ideas, research, or presentation to the professor’s benefit. To do so is to abuse power and trust.
3. In dealing with students, professors must demonstrate by precept and example the necessity of rigorous honesty in the use of sources and of respect for the work of others.
4. Any discovery of suspected plagiarism or research misconduct should be reported to the Divisional Dean or Academic Dean and investigated at once.

D. RESPONSIBILITIES RELATED TO TEACHING

Faculty members at McCall College are expected to be effective teachers. The criteria and procedures by which faculty demonstrate teaching effectiveness are described in Section Two, Part VIII, “Faculty Evaluation Process and Standards.”

1. Teaching Load

McCall College desires equity in the distribution of teaching and other assignments. Recognizing that classroom teaching is only one aspect, albeit the most important, of a faculty member’s total workload, general guidelines for teaching loads are an important and useful tool in defining a major portion of faculty work.

a. Normal Full-time Teaching Load

The normal teaching load per full-time instructional faculty member is 24 semester credit hours or the equivalent per year. In computing normal teaching load, special policies apply to independent studies, internships, student teaching, English composition courses, laboratory science courses, music lessons, and studio art courses.

These formulae are contained in a document, “Faculty Load Policies,” which is kept by the Academic Dean and periodically reviewed by the division chairs. A current copy of The “Faculty Load Policies” document will maintained by the faculty secretaries’ offices and will be available for review.

b. Half-time Teaching Load

Loads for faculty members holding half-time pro-rata appointments are computed with a heavier emphasis on instruction and reduced expectation or scholarship and college-wide service. The normal teaching load for a half-time instructional faculty member is 12 semester credit hours per year or two courses per semester. All compensation is being calculated upon student tuition dollars paid/received by the College.

c. Deviations from Normal Loads

Deviations from the normal load will be made upon recommendation of the Division’s chair and the approval of the Academic Dean.

d. Overloads

It is assumed that all faculty members devote full-time work to the College as part of their contractual obligations, and overloads should be taken on sparingly. Normally no more than one overload per term will be approved. The determination that an additional course constitutes an overload is made by the Academic Dean upon examination of the entire workload and is not based solely on the number of units taught.

2. Course Assignments and Schedules

Subject to guidelines issued by the Academic Dean and the Registrar, the department chair or program director normally develops a schedule of proposed teaching assignments and offerings in consultation with the members of the department and with the chairs of other departments that have overlapping or conflicting interests either in courses or faculty. The division chair must approve schedules, and the Academic Dean may change teaching assignments or schedules after consulting with the division chair and the faculty member involved, if preliminary enrollment figures indicate that a course is not likely to achieve minimum enrollment.

3. Class Meetings

All faculty members are expected to hold classes on schedule in the designated location. Faculty members may not permanently change the designated time or place of classes without the approval of the Registrar. If faculty members are unable to meet a class, they must notify the appropriate Division Chair and ensure that the students are notified as soon as possible. The division chair must be notified and approve of any anticipated prolonged absence (one week or more away from campus or numerous intermittent absences) and satisfactory arrangements must be made for work to continue during that absence. All such changes must be reported first to Registrar, then to Academic Dean.

4. Student Absences

Instructors will establish their own attendance policies for each course. Student Services will not issue medical excuses for students when a student will be absent from class for an extended period of time due to an illness or accident. Student Services will, however, contact the Academic Dean's office, which will notify the faculty.

5. Course Syllabi

The course syllabus is a very important document constituting an implicit contract between the faculty member and the students. Each faculty member must provide each student in each class with a course syllabus within the first week of the course.

All Syllabi at minimum must include:

- ☐ Course Identification
- ☐ Course Description
- ☐ Instructor Identification/Biograph
- ☐ Course Prerequisites
- ☐ Textbook(s) Identification: Author, copyright date, Title, edition number, ISBN
- ☐ Resources not required, but recommended
- ☐ Class Schedule
- ☐ Exam Schedule

- ☐ Assignment Schedule
- ☐ Exam Grading Rubrics
- ☐ Assessment Timing minimally at 2 weeks, mid-term, and a final assessment to confirm student learning.
- ☐ Emergency Information
- ☐ College Outcomes
- ☐ Statement of Academic Excellence
- ☐ Statement of Social Responsiveness
- ☐ Rule regarding cell phones and digital devices
- ☐ Rule regarding missed classes
- ☐ Rule regarding late papers / assignments
- ☐ Rule of Class Attendance and Participation
- ☐ Statement of Copyright
- ☐ Statement of Academic Honesty / Plagiarism
- ☐ Statement of Disability Services and Americans with Disabilities Act disclosure
- ☐ Statement of Writing Center Availability (optional)
- ☐ Statement whether syllabus is tentative or final
- ☐ Statement of Required Financial Payment(s)
- ☐ FERPA Notice referring inquiry to the College Catalog

Copies of the course syllabus for each course must be given to the division chair at the beginning of each semester. The chair will maintain a complete file of syllabi by course for a period of four years. This file will be available to the Registrar, the Academic Dean, to faculty members for comparison, to students for reference, to evaluation teams for review, and to the library staff for assisting faculty and students in relating library holdings and services to the College's curriculum.

6. Evaluation of Student Academic Performance

Students have the right to objective, professional evaluation of their academic work and to fair, equitable treatment in the course of their academic relationships with members of the faculty. Students' work should be evaluated periodically throughout the semester and the results communicated in a timely fashion. Grading of students' academic work should follow policies identified in the College catalog and by the Registrar's Office.

a. Grading Guidelines

1. The instructor is the final authority on all grades and, except in extraordinary circumstances, has the responsibility for assigning or changing a course grade.
2. Except in very specialized courses, a student's final course grade should not depend on a single paper, performance, or exam. The final examination or paper should not count for more than half of the final grade.

b. Final Examination and Pre-Examination Period

Because of the compressed nature of the final exam period, faculty are encouraged to limit examinations and paper deadlines during the final week of class.

c. Grade Changes

A change in a course grade that has already been reported to the Registrar must be made within one semester after the end of the term. A change will be approved only when an instructor error in grading is discovered. Work completed or handed in after a grade has been recorded may not be used as the basis for a grade change. An “incomplete” must be specifically time-bound for completion between instructor and student, and is not considered a grade change for this policy.

Incomplete students must be at a “C” level or above at the time the incomplete, and must be completed before end of next full semester.

d. Grade Challenges

When a student believes that a grade has been incorrectly assigned, the student should attempt to resolve the matter directly with the instructor. If the student is not satisfied, then the student should discuss the matter with the division chair or program director who is the instructor’s immediate supervisor. If the conflict cannot be resolved at the division level, then the student may appeal in writing to the Academic Dean. Upon appeal, the Dean will normally review:

- ☐ the student’s written complaint and copies of examinations and other papers the student may submit;
- ☐ the instructor’s written response to the student’s complaint;
- ☐ course materials including outlines, the syllabus, and the other materials describing course requirements and grading guidelines;
- ☐ the instructor’s grade file, including recorded evaluations of the work of all students in the class.

The Dean will then evaluate whether the instructor violated his or her published grading guidelines or whether there is evidence of arbitrary, capricious, or biased behavior on the part of the instructor, which may have affected the process. If not, the grade remains as it has been recorded. The Academic Dean’s judgment is final.

If, in the extraordinary event that the Academic Dean determines that there is a likelihood that an unfair or discriminatory grade may have been assigned, the Dean may direct that a special grade evaluation committee be formed to review the matter. Such a committee will be composed of three faculty members: one appointed by the division chair, and two

appointed by the Academic Dean or College President. The committee will choose its own chair. The committee will solicit written statements from all concerned parties, evaluate all available evidence, and advise the Academic Dean as to whether the grade in question represents gross unfairness or illegal discrimination and, if so, what change of grade, if any, is necessary to remedy the situation. After considering the committee's report, the Academic Dean will make the decision, which will be considered final.

e. Retention of Exams and Papers

Students have the right to see their graded examinations and papers and to have their grades explained in a timely fashion. If graded examinations and papers are not to be retained by the student, they should be held by the instructor for one year after the conclusion of a class.

f. Departing Faculty

Even after leaving College employment, a faculty member is expected to cooperate fully in responding to questions about grades and to provide information and justification for grades awarded.

g. Reporting Grades

Faculty members are expected to submit mid-semester grades for students who are doing unsatisfactory (C- or lower) work to the division chair or directly to the Learning Resource Center. Final grades must be given to the Registrar within the time limit specified by the Registrar each semester and in accordance with the college calendar.

h. Portfolio Development

Portfolios of student achievement in each course shall be the responsibility of each student. Each portfolio shall include the following checklist: Syllabus and all of its inclusions as stated in Section II, Part IV, Part D,

paragraph 5 Course Syllabi:

- o Course Identification
- o Course Description
- o Instructor Identification/Biograph
- o Course Prerequisites
- o Textbook Identification: Author, copyright date, Title, edition number
- o Resources not required, but recommended
- o Class Schedule
- o Exam Schedule
- o Assignment Schedule
- o Exam Grading Rubrics
- o Assessment Timing minimally at 2 weeks, mid-term, and a final assessment to confirm student learning.
- o Emergency Information
- o College Outcomes
- o Statement of Academic Excellence
- o Statement of Social Responsiveness
- o Rule regarding cell phones and digital devices
- o Rule regarding missed classes
- o Rule regarding late papers / assignments

- o Rule of Class Attendance and Participation
- o Statement of Copyright
- o Statement of Academic Honesty / Plagiarism
- o Statement of Disability Services and Americans with Disabilities Act notice
- o Statement of Writing Center Availability
- o Statement whether syllabus is tentative or final

Portfolios shall also include the following:

- ☐ 1 page Instructor Identification/Biograph
- ☐ Student's lecture/study notes
- ☐ Instructor Hand-outs
- ☐ Original papers which student turned in with instructor notes/return markup
- ☐ Original or copy, photos, etc. of major class project(s).
- ☐ Other student work papers
- ☐ Lab Notes and Field Trip Notes

7. Student Academic Honesty

Faculty are responsible for upholding the policy on student academic honesty as found in the student handbook and Section Three, Part IX of this handbook. Whenever a member of the faculty or other College official believes that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his or her behalf. If, in the opinion of the faculty member, a breach of academic honesty has occurred, the faculty member or official must file a Report of Academic Dishonesty Form (available in Academic Dean's office) with the Academic Dean. The form will be placed on file. This procedure should be completed as soon as is reasonably possible.

First Offense. If the Academic Dean determines this is a first offense, the disciplinary action will be handled by the professor. Possible sanctions include an "F" on the assignment or an "F" in the course.

Second Offense. If the Academic Dean determines this is a second offense, in addition to the sanctions imposed by the professor, the Dean may choose to impose additional sanctions, such as academic probation or suspension from school.

Third Offense. A third report of academic dishonesty will automatically result in the student's suspension or dismissal from the College.

Appeals. An allegation of cheating or an imposed sanction may be appealed to the Academic Dean, who will then constitute a special evaluation committee using the same procedures identified for grade challenges. The Dean's decision is final.

8. Student Course and Instructor Evaluation

Faculty are responsible for ensuring that students can evaluate each course they teach with more than four students enrolled. The purposes of instructor evaluation are:

1. to provide faculty with useful feedback that can inform their development and affirm their effectiveness as instructors;
2. to provide information for formal evaluation of faculty teaching effectiveness as part of the faculty review process.

Student course evaluations are conducted during the final two weeks of classes. Faculty members must leave the classroom while the students are completing the evaluation forms. A student must be designated to collect the forms and return them to the faculty secretaries' offices or to the Academic Dean's Office.

Tabulated summaries of the multiple-choice questions and copies of the students' narrative comments are sent to faculty members after grades have been submitted. In addition, results are distributed to the Academic Dean and the division chairs for their review. Copies are kept in each faculty member's personnel file in the Academic Dean's Office.

E. RESPONSIBILITIES RELATED TO ADVISING

An important responsibility of faculty is to serve as mentors to students, helping them shape and achieve their academic, personal, and career goals. The criteria and procedures by which faculty demonstrate advising and mentoring effectiveness for purposes of evaluation are described in Section Two, Part VII., "Faculty Evaluation Process and Standards."

1. Office Hours

For startup, full-time and pro-rata faculty the number of open office hours per week should be equal to at least one-third of the number of course hours taught. These hours should be distributed throughout the week to accommodate the variety in students' course schedules. Faculty are expected to be available in their office or at another designated location during these hours. During pre-registration periods faculty members' office hours must often be increased in order to advise students regarding their course of study. Normally, full-time faculty are on campus and/or available to meet with students three days per week.

2. Advising Loads

All faculty are expected to serve as academic advisers. Advising loads should reflect the needs of the division as well as of the College.

F. RESPONSIBILITIES RELATED TO SCHOLARLY, PROFESSIONAL, AND CREATIVE ACTIVITIES

The primary responsibility of McCall College faculty is to provide excellent teaching and advising. However, faculty are also expected to serve as professional role models to students and to engage in research, scholarship, or creative activities. These activities benefit the College particularly when they support the faculty member's teaching and

contribute to student learning. The criteria and procedures by which faculty demonstrate scholarly productivity for purposes of evaluation are described in Section Two, Part VII, “Faculty Evaluation Process and Standards.”

G. COLLEGE SERVICE

As members of the College community, faculty are expected to build and sustain its vitality. All faculty are expected to participate actively:

- in the work of their divisions;
- in official academic gatherings, including Opening Academic Convocation and Commencement;
- in the governance of the College through regular attendance at faculty meetings and effective service on College and faculty committees;
- in the recruitment and registration of new students.

Faculty are expected to provide other forms of service which might include:

- developing college-wide curricula;
- participating in or preparing reports for college-wide task forces;
- preparing proposals for gifts or grants;
- serving as an adviser for student groups;
- assisting in the recruitment of new faculty;
- assisting in college advancement efforts.

H. COMMUNITY AND PROFESSIONAL SERVICE

McCall College faculty are encouraged to be active in the larger community. Faculty involvement in community organizations can enhance respect for the institution. These activities should not, however, detract from the faculty member’s other responsibilities. Since community activities may be political in nature, faculty are expected both to enjoy the freedom from censorship and to abide by the special obligations described in the statement on academic freedom.

V. FACULTY PROFESSIONAL GROWTH AND DEVELOPMENT

Faculty are expected and encouraged to expand their knowledge and skills within their academic disciplines, in related disciplines, in the craft of teaching, and in the use of information technology. The following programs are available to assist faculty in their development.

August 2020: Although many of the following programs are not currently available, the Faculty Executive Committee is encouraged to work with the Administration to bring such programs online as they become economically feasible.

A. NEW FACULTY ORIENTATION

New faculty attend a retreat and/or series of sessions that introduce them to the ethos of the College; expectations of faculty regarding teaching, advising, scholarship and service; and College resources available to them.

B. TEACHING AND INSTRUCTIONAL DEVELOPMENT PROGRAM

1. Curriculum Development

Support for innovative curriculum development may be available in the form of stipends or release time. Applications may be made to the Academic Dean.

C. SCHOLARLY, PROFESSIONAL, AND CREATIVE ACTIVITIES

Excellence in teaching is fostered by continuous study, research, and artistic performance. For that reason faculty are encouraged to engage in scholarship or creative effort and to present the results in publications or other appropriate public forums. In support of this activity, funds may be available to support research and presentation of results at professional meetings through the Academic Deans' faculty development fund. **As of August 2013, there are no funds available.**

~~D. SABBATICAL LEAVES— (This area is reserved for future adoption)~~

- ~~_____ 1. Eligibility~~
- ~~_____ 2. Conditions of Sabbatical Leaves~~
 - ~~_____ a. Leave Period~~
 - ~~_____ b. Compensation~~
 - ~~_____ c. Replacements~~
 - ~~_____ d. Faculty Evaluation~~
 - ~~_____ e. Return to College~~
 - ~~_____ f. Post-Sabbatical Report~~
 - ~~_____ g. Number of Sabbaticals Granted~~
- ~~_____ 3. Procedures for Granting Sabbatical Leaves~~
 - ~~_____ a. Application~~
 - ~~_____ b. Review Process~~
 - ~~_____ c. Evaluation Criteria~~
 - ~~_____ d. Appeals~~

E. TUITION REMISSION POLICY

McCall College offers employees tuition remission that is available for academic and Professional/Technical courses with 6 paying students. Six (6) students will qualify one employee to be eligible for 50% tuition remission. For courses with one to five students, a staff member may petition the Academic Dean for inclusion in the course at the same rate.

If two or more faculty/staff petition for a single available tuition remission, the Academic Dean will select the candidate on the basis of institutional need, then upon length of service to the College.

Immediate family members are defined as [IRS recommendation from 501(c)3p

Family members include: a faculty or staff member's spouse or domestic partner, or any of either faculty/staff member or spouse's / partner's ancestors, children, grandchildren, great-grandchildren, siblings (whether by whole or half-blood), and the spouses of children, grandchildren, great grandchildren, and siblings [from IRS recommendation].

A professor may petition the Academic Dean for any exception to this policy.

VI. APPOINTMENT OF FACULTY

The recruitment and selection of new faculty are critical to the quality of McCall College's educational program. The College seeks faculty members who are excellent teachers; who serve as mentors to students in and out of class; who are engaged in scholarship, professional activities, and College service; and who support the College's mission.

The policies and procedures below are designed to ensure that faculty of the highest quality are hired, that systematic and deliberate attempts are made to attract faculty who contribute to the diversity of McCall College's educational community, and that the College abides by its Equal Employment Opportunity Policy statement (See Section Three, Part III, C).

A. POLICIES AND PROCEDURES FOR APPROVAL OF RANKED FACULTY POSITIONS

Proposals to fill new or replacement ranked faculty positions are normally initiated by one of the College's academic divisions. Proposals for these positions must be prepared using the Faculty Position Requisition Form (under construction, Aug 2013) and submitted through the division chair to the Academic Dean who makes a recommendation to the President as to whether a compelling need exists for the proposed position. The President determines whether or not to fund the proposed position and advises the division chair and the Academic Dean of the decision.

In cases where these proposals are initiated by department heads, the division chair should add a statement indicating and explaining support or opposition for the proposal and forward the proposal to the Academic Dean.

B. SEARCH POLICIES AND PROCEDURES

The division chair, in consultation with the department head, will appoint a search committee. The committee will normally be chaired by the chair of the division involved and will include all full-time and pro-rata part-time members of the division. Because a potential faculty member's significance to the College goes beyond divisional disciplines, the committee must also include one faculty members from outside the division.

The search process must follow the procedures detailed in the Faculty Search Guidelines (under construction Aug 2013) document available from the Academic Dean's Office. Upon completion of the search process, the committee chair will submit names of final candidate(s) with materials and rationale, based on the position criteria, to the division chair who will add his or her recommendation and submit both to the Academic Dean. The Academic Dean's Office will verify earned degrees. The committee chair is responsible for submitting the final summary report to the Academic Dean following the Documentation for Faculty Searches' guidelines are under construction ~~available from the Academic Dean's Office.~~

C. APPOINTMENT POLICIES AND PROCEDURES

1. Authority to Hire

Sole authority to hire and retain faculty is vested in the President. This authority is customarily exercised through the Academic Dean by procedures established to assure adequate consultation with the faculty and full compliance with the equal opportunity policy. No representative of the College may make commitments to prospective appointees without the approval of all details of such commitments by the Academic Dean or the President.

2. Appointment Decisions

Decisions as to which candidate will be offered the position are arrived at through discussions among the search committee, the division chair and the Academic Dean. Letters of appointment (under construction, Aug 2013) are drafted by the Academic Dean and signed by the President, who must give final approval to the appointment. When the President is not readily available, the Academic Dean may act for the President in giving this approval and signing letters of appointment.

3. Letters of Appointment

Letters of appointment must include the specific terms and conditions of the appointment, including the period of time covered by the appointment, rank, and compensation.

4. Credit for Prior Academic Service

Faculty with prior full-time teaching experience in a regular (not adjunct or special appointment) ranked position at a regionally accredited college or university may be granted credit toward the probationary period even though the faculty member's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Normally the credit granted will not exceed three years. Credit for prior academic service is determined by the President and the Academic Dean at the time the initial probationary contract is issued. The precise terms of any credit given for previous teaching experience and the length of the probationary period to be fulfilled at McCall College must be stated in writing at the time of the initial appointment and incorporated into the initial letter of appointment and in the contract.

5. Criteria for Appointment to Rank

At the time of initial appointment of a full-time or pro-rata part-time faculty member, the Academic Dean in consultation with the division chair, and the ART Committee, makes a judgment about rank for the initial contract using the criteria described below. Thereafter, rank changes are subject to Section Two, Part II.C., "Promotion Policies, Eligibility, and Criteria."

Throughout these sections on specific ranks, a college or university of "recognized standing" means a college or university accredited by one of the six regional accrediting associations, e.g., Northwestern Commission on Colleges and

Universities (NWCCU), or a recognized college or university of international standing. “Regular” ranked positions exclude adjunct or special appointment positions.

a. Instructor

- possession of a bachelor’s degree from an institution of recognized standing in conjunction with 5 or more years of professional experience
- possession of a master’s degree from a graduate institution of recognized standing or equivalent experience and professional recognition
- either proven or presumptive potential to obtain in a timely manner an appropriate earned doctoral degree or terminal professional degree recognized by the College
- either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member.

a. Adjunct Professor

- possession of a bachelor’s degree from an institution of recognized standing in conjunction with 5 or more years of professional experience
- possession of a master’s degree from a graduate institution of recognized standing or equivalent experience and professional recognition
- possession of an appropriate earned doctorate or an appropriate terminal professional degree/certification (an MFA for studio art, creative writing, and drama; a CPA or CMA and an appropriate master’s degree for accounting) from a graduate institution of recognized standing or accomplishments that are considered equivalent, such as outstanding performance in the creative arts or in the business or medical community

b. Assistant Professor

- possession of an appropriate earned doctorate or an appropriate terminal professional degree/certification (an MFA for studio art, creative writing, and drama; a CPA or CMA and an appropriate master’s degree for accounting) from a graduate institution of recognized standing or accomplishments that are considered equivalent, such as outstanding performance in the creative arts or in the business or medical community

- either proven or presumptive competence in instruction as well as scholarship in his or her field
- either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member and for making significant contributions to the College community.

c. Associate Professor

- possession of an appropriate earned doctorate or appropriate terminal professional degree/certification (an MFA for studio art, creative writing, and drama; a CPA or CMA and an appropriate master's degree for accounting) from a graduate institution of recognized standing or accomplishments that are considered equivalent, such as outstanding performance in the creative arts or in the business or medical community
- a minimum of six years of full-time teaching in a regular, ranked faculty position in a regionally accredited college or university, or a minimum of five years of full-time teaching at the rank of assistant professor, or equivalent experience
- evidence of sustained teaching effectiveness
- evidence of research, scholarship or creative work
- potential for significant service to the College.

d. Professor

- possession of an appropriate earned doctorate or appropriate terminal professional degree/certification (an MFA for studio art, creative writing, and drama; a CPA or CMA and an appropriate master's degree for accounting) from a graduate institution of recognized standing or widely acclaimed accomplishments in the field, such as outstanding performance in the creative arts or the business or medical community
- a minimum of 10 years of full-time teaching in a regular, ranked faculty position in a regionally accredited college or university (or its equivalent), or minimum of five years of full-time teaching at the rank of associate professor, or equivalent experience
- evidence of outstanding teaching effectiveness
- evidence of outstanding service to previous academic institutions and to the community
- evidence of significant research, creative works or professional accomplishments.

D. POLICY AND PROCEDURES FOR APPOINTMENT OF PART-TIME PER COURSE AND SPECIAL APPOINTMENT FACULTY

Appointments to unranked faculty positions are made by the President upon recommendation by the Academic Dean and after consultation with the appropriate division chair, and they depend on adequate enrollment in the proposed faculty member's course. Appointments of instructors or adjunct faculty are, by definition, temporary and do not entail the level of search and scrutiny that are required of appointments to full-time, ranked positions. While a formal search process is not required and is ordinarily not practical under the usual time constraints for hiring part-time faculty, care should be taken to ascertain that the proposed lecturer possesses the appropriate credentials and experience.

Selection of instructors should be consistent with the academic standards of the College. A person assigned this title should meet or exceed the minimal requirements set forth for an instructor. In lieu of these requirements, considerable experience in an appropriate technical, artistic, or professional field may be substituted at the discretion of the Academic Dean. Appropriate documentation of credentials and teaching experience must be obtained and submitted to the Academic Dean before a contract will be issued.

VII. FACULTY EVALUATION PROCESS AND STANDARDS

A. FACULTY EVALUATION CRITERIA AND DOCUMENTATION

Members of the teaching faculty are regularly evaluated on performance of their faculty assignments and the progress they have made in their professional development. Semester summaries of each faculty's teaching evaluations are sent to and reviewed by division chairs. Division chairs' evaluations are reviewed by the Academic Dean.

Annually, division chairs are expected to have at least one evaluation interview with each non-tenured member of their division. The interview includes a discussion of teaching evaluations, course syllabi, scholarly development, and service to the division, the College and the community. The results of these interviews are transmitted to the Academic Dean for placement in the faculty member's file. The Academic Dean is responsible for reviewing these evaluations and ensuring that they are included in the appropriate files.

Formal evaluations by the Academic Dean or an assigned committee ~~ART Committee~~ are carried out in the second, fourth, and sixth years for all faculty, before promotion in rank and before granting continuous-(tenured)-contracts. Following the sixth-year review, each faculty member will be evaluated every five years by the ART Committee.

McCall College is a teaching college. Faculty evaluations cover four major categories of performance:

- | | |
|--|------|
| 1. Teaching Effectiveness | 50 % |
| 2. Effectiveness as an Adviser | 15 % |
| 3. Scholarly Productivity and Professional Service | 10 % |
| 4. College and Community Service. | 25 % |

Of the four, teaching effectiveness is the most important and is weighted most heavily.

1. Teaching Effectiveness

At McCall College, teaching effectiveness is the most important attribute of a faculty member. An effective teacher is one who:

- fulfills basic teaching obligations (See Section Two, Part IV.D.);
- has command of the subject and knowledge of current developments in the discipline;
- relates the subject to other areas of knowledge;
- effectively communicates with students;
- plans and executes a substantive, well-organized course;
- stimulates critical and creative thinking;
- actively engages students in the learning process;
- designs assignments and assesses student performance consistent with high academic standards;
- uses a variety of teaching methods where appropriate;
- makes efforts to improve overall teaching.

Teaching effectiveness is assessed by:

- the candidates' presentation in their dossiers of teaching philosophy, alignment with performance rubrics, materials, methods and self-evaluation;
- student course evaluations;
- peer and chair evaluations based on classroom observations;
- evidence of efforts to improve teaching.

2. Effectiveness as an Adviser

An effective adviser is one who:

- is knowledgeable about all curricular requirements;
- is available to students by maintaining adequate open office hours (See Section Two, Part IV.E.1.);
- helps students select a course of study;
- accepts a proportionate share of advisees;
- guides students to integrate co-curricular and extracurricular activities into their academic and career planning;
- provides students in the faculty member's classes with additional consultation and guidance outside of class.
- Evidence of effectiveness as an adviser is provided through:

- self-evaluation;
- evaluation by chair or program director based on input from students, faculty, and staff;
- student evaluations.

3. Scholarly Productivity and Professional Service

A productive scholar engages in a sustained program of research, scholarship, or creative activities in his or her field of expertise and presents the results in publications or other appropriate public or professional forums.

Criteria for scholarly productivity:

- require a high level of scholarly expertise;
- are in a documented form;
- are peer reviewed.

Professional service includes:

- serving as a reviewer for a professional journal;
- holding office in a professional association.

Evidence of scholarly productivity and professional service is provided through:

- documentation of such activities as advanced study, research, publication, leadership in scholarly and professional organizations, and artistic performance;
- reviews or statements of evaluation by professional peers;
- presentations or publications in juried venues or organs such as journals, books, or conferences;
- awards, grants, or commendations.

4. Service

a. College Service

Faculty members who are effective contributors to the life of the College:

- regularly participate in academic gatherings, faculty governance, and other forms of service (See Section Two, Part IV.G.);
- demonstrate initiative, leadership, or sustained responsibility in some area that contributes to the vitality of the College community.

Evidence of institutional service is provided through:

- self-report of activities;
- evaluation by the chair/program director;

- evaluation by peers.
- other documentation.

b. Community Service

Faculty members who are active contributors to the community work with people and/or organizations in their professional field or in communities. They might:

- present lectures to community groups;
- hold leadership positions or provide service in community, religious or political organization activities;
- participate in non-profit organizations designed to serve the general public;
- serve community groups in a professional capacity.

Evidence of community service is provided through:

- self-report of activities, adequately documented;
- awards and testimony by leaders of community/professional groups.

B. SECOND-AND FOURTH-YEAR REVIEWS

1. Purpose

The second- and fourth-year reviews are designed to assist faculty in their development as teachers, advisers, scholars, and contributing members of the College community as well as to provide faculty with a formal assessment of their performance in each of these areas.

2. Process

For both second- and fourth-year reviews, the faculty members and their division chairs are notified that they are candidates for review by the Academic Dean. The faculty are sent a packet of guidelines, instructions, and deadlines for preparing their dossiers. At the same time, the division chairs are sent guidelines and forms for evaluating the candidates. Candidates submit their dossiers directly to their immediate supervisors (division chairs). Division chairs review the dossiers, student evaluations, peer evaluations and all other evaluation materials and discuss conclusions drawn from the evaluation in a conference with the faculty candidate. Division chairs produce a written evaluation of the candidate's performance in all categories, addressing both strengths and weaknesses and identifying specific goals for improvement. All division peer evaluation forms included in the division chair packet must be appended to the summary report.

Dossiers and division chair reports are submitted to the Academic Dean. In preparation for the Fourth-year Review, the candidate's division chair, the Academic Dean, and the President will review the faculty member's prospects for tenure in light of the College's projected needs and resources. (See Section Two,

Part VII.D.2.a.) The results of this discussion will be included in the material sent to the Academic Dean's files and shared with the faculty member in the final summary of the evaluation.

The Academic Dean or assigned committee conducts a thorough review of the evaluation materials including the candidate's dossier, student evaluations, and evaluations by peers and division chairs. The Academic Dean or assigned committee submits a written report of its evaluation, which covers the candidate's professional preparation (e.g., degree completion) as well as performance in each of the four areas for evaluation, and its overall assessment of the fourth-year candidate's progress toward and prospects for tenure for those on probationary contracts.

The report by the Academic Dean or assigned committee is sent to the Academic Dean's files and to the faculty member. A copy is also placed in his or her confidential and permanent files. The report forms the basis for a conference between the candidate and the Academic Dean if the candidate wishes to review the dossier further.

C. PROMOTION POLICIES, ELIGIBILITY, AND CRITERIA

Promotion in academic rank is one way the College encourages, recognizes and rewards faculty members for demonstrated excellence in the performance of their responsibilities. The initial responsibility of applying for advancement in rank and the burden of proof for the advancement rests with the individual faculty member. Although a ranked faculty member may anticipate advancement in rank during an extended period of productive service at the College, length of service alone does not constitute sufficient reason for promotion. Promotion is earned and not automatic.

We have full intention of providing full tenure in the future of McCall College. We have full intention of providing ranked and tenured faculty as soon as appropriate.

~~1. Eligibility for Promotion~~ (This area is reserved for future adoption)

~~2. Criteria for Promotion to Rank~~ (This area is reserved for future adoption)

——— ~~a. Assistant Professor~~ (This area is reserved for future adoption)

——— ~~b. Associate Professor~~ (This area is reserved for future adoption)

——— ~~c. Professor~~ (This area is reserved for future adoption)

~~D. TENURE POLICY, ELIGIBILITY, AND CRITERIA~~ (This area is reserved for future adoption)

~~1. Eligibility for Tenure~~ (This area is reserved for future adoption)

~~2. Criteria for Tenure~~ (This area is reserved for future adoption)

~~E. PROCEDURES FOR PROMOTION AND TENURE REVIEW~~ (This area is reserved for future adoption)

- ~~1. Initiation of Candidacy~~** (This area is reserved for future adoption)
- ~~2. Confirmation of Candidacy~~** (This area is reserved for future adoption)
- ~~3. Promotion and Tenure Review Files~~** (This area is reserved for future adoption)
- ~~4. Evaluation and Action~~** (This area is reserved for future adoption)
- ~~5. Appeals~~** (This area is reserved for future adoption)

~~F. POST-TENURE REVIEW POLICY AND PROCEDURES~~ (This area is reserved for future adoption)

- ~~1. Eligibility for Post-tenure Review~~** (This area is reserved for future adoption)
- ~~2. Criteria for Post-tenure Review~~** (This area is reserved for future adoption)
- ~~3. Procedures~~** (This area is reserved for future adoption)
- ~~4. Evaluation and Action~~** (This area is reserved for future adoption)
- ~~5. Appeals~~** (This area is reserved for future adoption)

G. Personnel Records

Because appointment as a ranked faculty member may lead to a continuing relationship with the College, it is essential that there be adequate and detailed documentation to support every action involving each individual, especially those actions pertaining to appointment, promotion, tenure, layoff and dismissal. Two sets of files (the Permanent or Personnel File and the Confidential File) are maintained for each ranked faculty member in the office of the Academic Dean.

1. The Official Personnel File

The official personnel file contains the following basic documents:

- a. letters of application (originals);
- b. appointment and acceptance letters (originals);
- c. personal data information;
- d. citizenship or legal residency documents (I-9 and specific identification required);
- e. hiring transaction documents; including, but not limited to reference letters, results of reference checks, and background checks.
- f. performance review, student and other non-confidential evaluations and letters of recommendation;
- g. annual contracts and payroll change documents (salary increases or changes, changes in status);
- h. current official transcript or verification of degree;
- i. resume (updated every three years);

- j. documented information that the faculty member or academic dean wishes to place in this file on professional background or accomplishments.

This file is available on a need-to-know basis only to the Board of Directors, college legal counsel, the Academic Dean, the Director of Human Resources, the individual faculty member, or others specifically designated by the signature of the President.

The faculty member, may, for the cost of duplication, obtain copies of any non-confidential materials in the official personnel file. Any such copies will be made by a staff member of the Academic Dean's Office. The official personnel file will be kept in strictest confidence and will be available for confidential use only to the individuals indicated above. However, for a valid reason, the faculty member may authorize in writing access to his or her file by a person not indicated above. Further, the College may permit access to and copying from such files pursuant to lawful requests and identification of federal or state agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts.

2. The Confidential File

The confidential file, which contains confidential statements of assessment or evaluations, is also maintained for each ranked faculty member. It is available for inspection only by the division chairs, the Academic Dean, and the President. By college policy, letters and statements of recommendation and evaluation of qualifications for employment, retention, or promotion are confidential within the limits of the law and are not available to the faculty member.

VIII. SEPARATION FROM THE COLLEGE

At times McCall College or individual faculty members may find it necessary to sever their contractual relationship. To protect the interests of both parties, categories of separation are here defined and the policies and procedures related to each are set forth. Types of separation are: Resignation, Retirement, Non-Reappointment Of Probationary Faculty, Termination, Suspension Or Dismissal For Cause.

A. RESIGNATION

A faculty member may resign effective at the end of an academic year. Professional ethics and responsibility require, however, that notice be given in writing at the earliest opportunity, but not later than the deadline to respond to an offer of reappointment for the coming year. Extension beyond this deadline may be requested of the President in writing and shall be granted at the President's discretion. Failure to give written acceptance of reappointment by the deadline, or by an extended deadline approved by the President, will constitute resignation. However, the Academic Dean's Office will make reasonable efforts to contact any faculty member who fails to respond to an offer of reappointment in order to avoid inadvertent resignation.

B. RETIREMENT

The Board of Directors has established a retirement program for faculty. The currently approved program includes the following provisions:

- As required by federal law, there is no mandatory retirement age.
- Tenure ends at the time of retirement. However, faculty service may be extended by mutual agreement on a term-contract basis.

C. NON-REAPPOINTMENT OF PROBATIONARY (TENURE-TRACK) FACULTY MEMBERS AND FACULTY ON ROLLING CONTRACTS

The term non-reappointment means that the College has decided not to renew a faculty appointment after the stated contract term. Although probationary appointments and rolling contracts are usually subject to renewal, the College is under no obligation to renew such appointments if adequate notice is given. Termination of probationary appointments and rolling contracts at the end of the term specified in the contract may be effected by the college without cause, but shall not be effected because of the exercise of any of the faculty member's rights. Non-reappointment is different from "Termination" and "Dismissal for Cause" in Section 4 below, which are both severance actions.

1. Criteria for Non-reappointment

Criteria for non-reappointment may include, but are not necessarily limited to, the following:

- a. unsatisfactory performance of the faculty member's appointment responsibilities as set forth in Section Two, Part IV and as evaluated according to the procedures of the appropriate subsections of Section Two, Part VII.;
- b. changes in the institution's academic program;
- c. performance and/or qualifications which, although satisfactory, will not enable the institution to achieve its educational objectives and standards;
- d. incongruence between the teaching interests of the faculty member and the educational goals of the College;
- e. full staffing at the tenure level in the areas of the candidate's principal competence or specialty;
- f. budgetary constraints such as declining enrollment, changes in enrollment patterns or overstaffing;
- g. financial exigencies;
- h. conduct that seriously impairs a professional working relationship with members of the academic unit such that the functioning of the unit is impaired.

2. Procedures for Non-reappointment

Decisions regarding the non-reappointment of a probationary or rolling contract faculty member will be made by the President upon recommendation by the

Academic Dean, who in turn secures the advice of the Division Chair. Since a notice of non-reappointment is not a dismissal for cause, it is not necessary for the College to set forth its reasons in the notice of non-reappointment. However, if the probationary faculty member wishes to know the reasons for non-reappointment, the request should be made in writing to the Academic Dean, who will honor the request.

3. Notice

a. Probationary Faculty (This area is reserved for future adoption)

b. Faculty on Rolling Contracts

Faculty on three-year rolling contracts are always in the first year of a three-year appointment. Thus, if a decision not to renew a rolling contract is made, the faculty member has two years remaining before the expiration of the appointment.

4. Appeals

In cases where faculty believe that their non-reappointment has been discriminatory, arbitrary, or capricious, they may commence a grievance in accordance with procedures established in Section Two, Part IX of this handbook. The burden of proof shall be on the faculty member.

D. TERMINATION

Termination is a severance action by which the College terminates the services of a ranked faculty member before the expiration of his or her current contract, without prejudice as to his or her performance. Reasons for termination are: mental or physical disability; reduction of student interest or changes in the College's educational program; declared financial exigency; and dismissal for cause.

1. Mental or Physical Disability

a. Conditions

Termination of a term, probationary or continuous appointment before the expiration of the contract because of a mental or physical disability for which no reasonable accommodation can be made will be based on clear and convincing evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment.

b. Procedure

1. Upon being advised by a faculty member or the division chair that a situation exists that might warrant termination because of long-term physical or mental disability, the Academic Dean will secure written statements and recommendations on this matter from the division chair, and, if possible, the faculty member involved. The College may not compel the disclosure of medical records as a condition of employment. Any disclosure of medical records by the faculty member shall be voluntary.

2. If, after review of all information gathered, the Academic Dean concludes that a long-term mental or physical condition exists that will cause the faculty member to be unable to continue to fulfill the terms and conditions of the appointment, the Academic Dean will give the faculty member involved or his or her representative a written statement of his or her intent to take this action with reasons, framed with reasonable particularity. The decision to terminate will be reached only after appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member's position and to respond to the evidence. The Academic Dean will also provide the faculty member with information about the College's long-term disability insurance coverage, if applicable.
3. Following the Academic Dean's notice of intent to terminate, the faculty member may request a review. The faculty member will present the request for such a review in writing to a specially appointed committee by the President of the College within 14 days of his or her receipt of the written notification of intent. The committee will review the written record and render an opinion as to whether the intended termination is appropriate and necessary within 21 calendar days of receipt. The opinion will be given in writing to the faculty member, the Academic Dean, and the President of the College, without the opinion being binding upon the President. The President will make the final decision regarding termination.
4. If the faculty member is dissatisfied with the President's decision to terminate, he or she has the right to a full hearing before the Grievance Committee. The request must be presented in writing to the Grievance Committee within 14 calendar days of receipt of the notification commencing with Step III of the Grievance Procedure. The Grievance Committee's decision may be appealed to the President. The President's decision may be appealed to the Executive Committee of the Board of Directors. (See Section Two, Part IX.)

2. Reduction of Student Interest or Changes in the College's Educational Program

a. Conditions

McCall College may find itself in a situation in which, for bona fide reasons of good management, it may need to reorder academic program priorities and to eliminate faculty positions, an entire program, or an

academic department. The conditions for such action normally entail decline in student interest and enrollment, academic program changes in response to student demand and the strategic plan, or reallocation of academic resources in order to maintain and improve financial stability. Termination of faculty members on term or probationary contracts because of reduction in student interest or changes in the College's educational program should normally be made at the expiration of the contract, with appropriate notice. (See Section Two, Part VIII.C.3. above.)

Under this Reduction of Student Interest of Changes in the College's Educational Program, to terminate a faculty member with a continuous (tenure) contract or before the expiration of a term or probationary contract, there must be a bona fide reduction of student interest rather than a cyclical or temporary variation of student interest in the courses, and/or a formal restructuring of the academic program of the College, including discontinuance of a program or field of study.

b. Procedure

1) Determining Faculty Reductions

The decision to discontinue a program and to terminate a contract before its expiration because of reduction in student interest or academic program restructuring rests with the President upon a recommendation from the Academic Dean. Before notice of termination is given to a faculty member, the Academic Dean must make a formal presentation to the Educational Policies and Planning Committee (the EPPC) or a committee of the College President's choice, identifying the specific factors, providing supporting evidence from program review, enrollment, data or documented market factors. The EPPC should evaluate the evidence, consider the long-term effects of the proposed changes on the College's curriculum and strategic planning goals, and provide their recommendation regarding further action to the Academic Dean and the President. The President makes the decision and gives notice to the affected faculty.

2) Order of Termination

Decisions about which individual appointments are to be terminated will be guided by the following considerations: If faculty must be released, the following factors will be considered in determining which faculty members are to be released: education and professional credentials, the length of the faculty member's service to the College, the quality of the faculty member's service to the College, the essential academic needs of each potentially affected department within the College, and the abilities of the individual faculty member in relation to the needs of the College and the potentially affected departments.

3) Notice and Compensation

Probationary faculty who are to be terminated must be given notice according to the regular guidelines for probationary faculty (Section Two, Part VIII.C.). Notification of termination of faculty members with a continuous (tenure-track) contract or before the expiration of a term or probationary contract shall be three months prior to contract expiration.

4) Appeals Process

Following a notice of the intention to terminate a contract because of a reduction of student interest and/or consolidation of a program, the faculty member has the right to a full hearing before the Grievance Committee. The request must be presented in writing to the Committee within 14 calendar days of receipt of the notification commencing with Step III of the Grievance Procedure. The Grievance Committee's decision may be appealed to the President. The President's decision may be appealed to the Executive Committee of the Board of Directors. (See Section Two, Part IX.D.3.c.2[e].)

5) Reemployment

When a tenured faculty member is to be terminated for curricular reasons, the President will attempt to place that faculty member in an existing vacant position for which the faculty member is qualified. When, in the opinion of the President, placement within the institution is not a viable alternative, the institution will assist the faculty member in finding employment outside the College. The final decision on relocation is within the discretion of the President.

When a tenured faculty member is terminated for curricular reasons, the position will not be filled by a new appointee with the same areas of specialization as the terminated faculty member within a period of three years unless the terminated faculty member has been offered, in writing, reappointment to the position at the previous rank and salary held, with the addition of an appropriate increase that would constitute the raise that would have been awarded during the period that the faculty member was not employed by the College.

3. Reduction Under Conditions of Declared Financial Exigency**a. Definition**

It is presently College policy and practice to involve the faculty and Board of Directors in planning and budgeting, and it is therefore likely that a financial problem would be clear to all as it developed. The involvement

of the faculty in the budget and planning process, the faculty's representation on the Budget Committee, and the regular reporting activity of the President and the Board Treasurer enable some of the faculty to be aware of the general financial condition of the College. It is possible that unforeseen and unpredictable developments could create a financial exigency not anticipated or expected by many of the faculty. Therefore, the following statement of policy attempts to prepare in advance the procedures for responding to financial problems that require a reduction in faculty.

"Financial exigency" is understood to be an urgent need to reorder financial obligations in order to restore or preserve financial ability. "Financial ability" means that ability to provide from current income, both cash and accrued, the funds necessary to meet current expenses, including debt payments and sound reserves, without invading or depleting capital. The exigency must be bona fide, must affect the College as a whole, and may be declared only when short-term and limited solutions are not sufficient, and only after alternatives consonant with sound management have been explored or attempted.

b. Procedure for Declaring Financial Exigency

- 1) The President will propose a declaration of financial exigency to the Board of Directors. The President and the Treasurer will present to this committee the information that indicates that financial exigency may need to be declared.
- 2) After examining this information carefully, the Board of Directors will present a written response and a recommendation to the President as to whether a condition of financial exigency should be declared. The Board of Directors will be given free access to all financial records of the College.
- 3) If, after receiving the recommendations of the Board, the President determines that a condition of financial exigency should be declared, the faculty must be notified. The President must present the proposal to a meeting of the faculty, including evidence that a bona fide financial exigency exists, that the decision has been made in good faith, and that alternative solutions have been adequately explored.
- 4) The Executive Committee of the Board of Directors will then review the President's recommendation.
- 5) After completing all of the above steps, the President, with the concurrence of the Board of Directors, may call upon the board to declare a financial exigency to exist.

6) If the Board of Directors concurs with the proposal, the board declares financial exigency.

c. Development of Steps to End Financial Exigency

If financial exigency is declared, the President and his/her chosen advisors will be responsible for recommending a package of budgetary reductions sufficient to end the condition as quickly as possible. This committee will seek information and advice from departments, committees, and officers of the College to enable it to make sound judgments about the impact of alternatives on the functions and programs of the College.

After receiving the report of the committee, the President will recommend to the Executive Committee of the Board of Directors a package of budgetary adjustments that will end the condition of financial exigency as quickly as possible. The board will then adopt a financial exigency plan that will thereafter remain in effect until it is revised by the board or the period of financial exigency is declared ended by the board.

d. Procedure for Termination

1) Notice

All faculty and all administrators shall be notified immediately of the possibility of non-reappointment for reasons of financial exigency. Notification of termination of a faculty member's contract shall be three months prior to contract expiration.

2) Order of Termination

Decisions about which individual appointments are to be terminated because of financial exigency will be guided by the following considerations (not necessarily in this order): education and professional credentials, the length of the faculty member's service to the College, the quality of the faculty member's service to the College, the essential academic needs of the College of each potentially affected division, and the abilities of the individual faculty member in relation to the needs of the College and the potentially affected divisions.

3) Determination of Faculty Reductions

a) The Academic Dean will recommend individuals for termination to the President.

b) The faculty member must be notified of the proposal to be presented to the President affecting him/her and has the right to examine the information presented to the President.

c) The President makes the final decision regarding a termination and will notify faculty members of such a termination in writing.

4) Appeals

Following notice of termination because of financial exigency, the faculty member has the right to a full hearing before the Grievance Committee. The request must be presented in writing to the Grievance Committee within 14 calendar days of receipt of the notification. The Grievance Committee's decision may be appealed to the President. The President's decision may be appealed to the Executive Committee of the Board of Directors. (See Section Two, Part IX.D.3.c.2[e])

5) Continuation of Benefits (This area is reserved for future adoption)

6) Re-employment

When a tenured faculty member is to be terminated for financial exigency, the President will attempt to place that faculty member in an existing vacant position for which the faculty member is qualified. In instances where, in the opinion of the President, placement within the institution is not a viable alternative, the institution will assist the faculty member in finding employment outside the College.

When a tenured faculty member is terminated for financial exigency, the position will not be filled by a new appointee with the same areas of specialization as the terminated faculty member within a period of three years unless the terminated faculty member has been offered, in writing, reappointment to the position at the previous rank and salary held, with the addition of an appropriate increase that would constitute the raise that would have been awarded during the period that the faculty member was not employed by the College.

7) New Appointments

New appointments to vacated or new faculty positions will not be made during the period of financial exigency except on the basis of overwhelming need and after review and recommendation by the Academic Dean.

4. Suspension or Dismissal for Cause

Suspension or dismissal for cause is a severance action by which McCall College terminates its contract with the faculty member for just cause. Dismissal will not

be used to restrain a faculty member's academic freedom or other rights as a citizen. Any faculty contract is subject to action under this section.

a. Criteria for Dismissal Action

Just cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue in his or her professional capacity, and shall be determined in each instance by the President in accordance with the procedures outlined below. In any case involving suspension or dismissal for cause, the burden of proof that just cause exists shall be on the College, which proof shall be by clear and convincing evidence in the record considered as a whole. Dismissal proceedings may be instituted based on the following grounds:

1. professional incompetence;
2. continued neglect of faculty responsibilities as set forth in this handbook despite oral and written warnings;
3. serious personal misconduct;
4. deliberate and serious violation of the rights and freedom of fellow faculty members, administrators, or students;
5. conviction of any felony;
6. conviction of a crime directly related to the faculty member's fitness to practice his or her profession;
7. theft or willful destruction of property;
8. serious failure to follow the canons and professional ethics of one's discipline and those set down in Section Two, Part III.C. of this handbook;
9. falsification of credentials and experience;
10. failure to meet the performance standards of the institution as set forth in Section Two, Part VII. of this handbook after oral and written warnings;
11. use of or acting under the influence of intoxicating beverages or illegal drugs while on duty;
12. sexual harassment of a student or College personnel.

b. Suspension or Dismissal Procedural Steps

For any of the above grounds for dismissal, the following procedures shall be invoked:

1. When reason arises to question the fitness or behavior of a tenured faculty member or of a non-tenured faculty member whose appointment has not expired, the Academic Dean will discuss the matter with the faculty member in personal conference. A written record summarizing the significant results of that meeting will be sent to the faculty member by the Academic Dean. Formal

procedures should be initiated only after reasonable efforts to resolve the matter informally have failed to achieve a mutually acceptable determination.

2. If a resolution of the matter by mutual consent does not result from the initial informal administrative steps described above, the Academic Dean will send a written statement of his or her intent to take this action with reasons, framed with reasonable particularity. Because of the nature of dismissal, no fixed time can be specified for notice; however, such action is usually not taken without prior discussions with and written warnings to the faculty member.
3. Prior to the implementation of the dismissal, the data supporting the adequate cause for such action will be presented in writing to the Academic Dean by the President or his or her designee. The Academic Dean will obtain a written statement from the faculty member about the charges, and any other data the Dean deems pertinent. The Dean will consider the evidence and render an opinion. The opinion will be given to the faculty member and to the President without the opinion being binding upon the President.
4. The President will notify the faculty member in writing of his or her final decision to implement or not implement the dismissal.
5. The President's decision may be the basis of a formal grievance before the Grievance Committee, in accordance with the definition established in Section Two, Part IX.B.2.

c. Alternatives to Dismissal

Appropriate administrative sanctions may be used with faculty members as an alternative to the termination of contract. These sanctions may include but are not limited to the following:

1. warning;
2. written reprimand;
3. restitution, i.e., payment for damage done to individuals or to the College;
4. monetary fine;
5. loss of prospective benefits for a stated period of time, i.e., suspension of regular or merit increases in salary;
6. reduction in salary for a stated period of time;
7. suspension from service for a stated period of time without other prejudice.

IX. COMPLAINT AND GRIEVANCE PROCEDURES

A grievance committee will be formed at the discretion of the President or Academic Dean of members who are independent of the decision considered.

~~A. INTENT~~ (This area is reserved for future adoption)

~~B. DEFINITIONS~~ (This area is reserved for future adoption)

~~1. Complaint~~

~~2. Grievance~~

~~C. PROCEDURE FOR HANDLING COMPLAINTS~~ (This area is reserved for future adoption)

~~D. PROCEDURE FOR HANDLING GRIEVANCES~~ (This area is reserved for future adoption)

FACULTY MEMBER AGREEMENT TO ABIDE

I, _____, have read the McCall College Faculty Handbook and affirm that I will abide by the content therein. I agree to the Rights and Responsibilities defined in the Handbook. I agree to hold McCall College Foundation Inc. harmless in the execution of the policies and procedures as defined.

_____	effective _____
Signature of Faculty Member	Date

Reviewed by

President

This document is to be held the permanent file of the above faculty member.