IV. LEAVES, RESEARCH, AND TRAVEL

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Faculty Sabbatical Policy</td>
<td>59</td>
</tr>
<tr>
<td>B. Expenses for Faculty Travel</td>
<td>62</td>
</tr>
<tr>
<td>C. Funds for Research and Study</td>
<td>63</td>
</tr>
<tr>
<td>D. Outside Earnings</td>
<td>64</td>
</tr>
<tr>
<td>E. Human Subject Research</td>
<td>64</td>
</tr>
</tbody>
</table>

V. ACADEMIC PROCEDURES

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Amount of Work Required of Students</td>
<td>65</td>
</tr>
<tr>
<td>B. Undergraduate Student Assistants</td>
<td>65</td>
</tr>
<tr>
<td>C. Evaluation of Student Performance</td>
<td>66</td>
</tr>
<tr>
<td>D. Grading Procedures</td>
<td>66</td>
</tr>
<tr>
<td>E. Reporting and Recording Grades</td>
<td>67</td>
</tr>
<tr>
<td>F. Written Evaluations</td>
<td>67</td>
</tr>
<tr>
<td>G. Informing Students of Grades</td>
<td>68</td>
</tr>
<tr>
<td>H. Reports of Academic Concern</td>
<td>68</td>
</tr>
<tr>
<td>I. College and Departmental Honors</td>
<td>68</td>
</tr>
<tr>
<td>J. Class Hours and Extracurricular Activities</td>
<td>68</td>
</tr>
<tr>
<td>K. Frequency of Class Meetings</td>
<td>69</td>
</tr>
<tr>
<td>L. Registration Procedures</td>
<td>69</td>
</tr>
<tr>
<td>M. Prerequisites for Courses</td>
<td>69</td>
</tr>
<tr>
<td>N. Course Change</td>
<td>70</td>
</tr>
<tr>
<td>O. Independent Study Courses</td>
<td>70</td>
</tr>
<tr>
<td>P. Double Credit Courses</td>
<td>71</td>
</tr>
<tr>
<td>Q. New Courses</td>
<td>71</td>
</tr>
<tr>
<td>R. Course Size Limitations</td>
<td>71</td>
</tr>
<tr>
<td>S. Auditors</td>
<td>72</td>
</tr>
<tr>
<td>T. Counseling</td>
<td>72</td>
</tr>
<tr>
<td>U. Summer School and Advanced Placement Credit</td>
<td>72</td>
</tr>
<tr>
<td>V. Student Attendance at Classes</td>
<td>73</td>
</tr>
<tr>
<td>W. Conduct of Examinations</td>
<td>74</td>
</tr>
<tr>
<td>X. The Honor Code</td>
<td>75</td>
</tr>
</tbody>
</table>

APPENDIX I. THE “FRIENDS METHOD OF DOING BUSINESS” AS ADAPTED FOR HAVERFORD COLLEGE

APPENDIX I.A.: FACULTY MEETING PROPOSAL

APPENDIX II. FACULTY AFFAIRS AND PLANNING COMMITTEE (FAPC) – APPROVED BY THE FACULTY THROUGH ACADEMIC YEAR 2017-2018

APPENDIX III. GUIDELINES FOR THE PREPARATION OF CASES TO ACADEMIC COUNCIL FOR FACULTY REAPPOINTMENTS, TENURE, AND PROMOTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Getting Started</td>
<td>83</td>
</tr>
<tr>
<td>B. Professional Referees</td>
<td>84</td>
</tr>
<tr>
<td>C. Other Persons Asked to Write Letters</td>
<td>85</td>
</tr>
<tr>
<td>D. The Glossator</td>
<td>86</td>
</tr>
<tr>
<td>E. Preparation and Submission of Recommendation</td>
<td>86</td>
</tr>
<tr>
<td>F. Presentation to Academic Council</td>
<td>88</td>
</tr>
<tr>
<td>G. Check List of Actions Taken While Preparing Candidate’s Tenure Case</td>
<td>89</td>
</tr>
</tbody>
</table>
O. COURSES FOR FACULTY SPOUSES AND DOMESTIC PARTNERS.................................138
P. OTHER INSURANCE: TRAVEL AND LIABILITY .........................................................139
  1. Travel Insurance ...............................................................................................139
  2. Liability Coverage ............................................................................................139
Q. FACULTY OFFICES ...............................................................................................139
R. RETIREMENT .........................................................................................................139
S. WORKERS' COMPENSATION ..................................................................................140

APPENDIX XI. PROCEDURES OF AD HOC SEARCH COMMITTEES ..................................141
  A. GENERAL REMARKS .........................................................................................141
  B. THE AFFIRMATIVE ACTION SEARCH: ACTIVE RECRUITING OF WOMEN AND PERSONS OF COLOR ..........................................................141
  C. INITIAL STEPS ..................................................................................................142
  1. The Advertisement ............................................................................................142
  2. The First Committee Meeting .........................................................................143
  D. THE ROLES OF INDIVIDUAL COMMITTEE MEMBERS ........................................144
  1. The Chair of the Committee .........................................................................144
  2. The Designated Department Member .........................................................146
  3. Other Department Member ...........................................................................146
  4. Non-Departmental Faculty Member ............................................................146
  5. Student Representatives ..............................................................................147
  6. Bryn Mawr Representative ..........................................................................148
  7. Affirmative Action Officer ............................................................................148
  8. Faculty Dossier Coordinator .......................................................................148
  E. ACCESS TO APPLICANT DOSSIERS ................................................................149
  F. REVIEW OF APPLICANTS AND SELECTION OF INTERVIEW ........................149
  G. RECORD KEEPING ............................................................................................150
  H. TRIPS TO ANNUAL MEETINGS TO INTERVIEW CANDIDATES ....................150
  I. INTERVIEWS ......................................................................................................150
  J. DECISION ...........................................................................................................151
  K. SEARCH SUMMARY REPORT ..........................................................................151
APPENDIX A .............................................................................................................153
APPENDIX B .............................................................................................................154
APPENDIX C .............................................................................................................156
APPENDIX D .............................................................................................................157
APPENDIX E .............................................................................................................160
APPENDIX F .............................................................................................................161
I. INTRODUCTION

A. HISTORICAL INTRODUCTION

Haverford was founded in 1833 by a group of New York and Philadelphia members of the Society of Friends (Quakers). The original faculty instructed 21 Quaker students in Greek, Latin, natural and moral philosophy, mathematics, and literature.

Despite initial difficulties, the school steadily advanced and was recognized as a college by the Commonwealth of Pennsylvania in 1856. Samuel J. Gummere and Thomas Chase led the College during most of the next three decades. Isaac Sharpless, who served as president from 1887 until 1917, recruited top faculty members from this country and abroad, increased the endowment, and enlarged the student body to 200. The honor system was adopted in this period; eight new buildings were erected on the campus; and Haverford became recognized as one of the top undergraduate colleges in the nation, a position it has maintained ever since. The student body now numbers approximately 1200.

While Haverford for a long time admitted only men, strong supporters of the College joined with other members of the Society of Friends to open Bryn Mawr College for women in 1885. During the early 1970's, the faculty and Board of Managers began to consider admitting women students to Haverford; the first fully co-educational class matriculated at Haverford in September 1980. Academic cooperation with Bryn Mawr College continued to grow in the ensuing decade (see section I.C). Additional opportunities for students are also available through cooperative agreements with Swarthmore College and The University of Pennsylvania.

Kim Benston is the current President, his service starting in 2015. For more detailed information on the history of the institution, see The Spirit and the Intellect: Haverford College, 1833-1983, edited by Gregory Kannerstein (1941-2009) and published on the occasion of the sesquicentennial of the College.

The Corporation of Haverford College consists of approximately 250 members of the Society of Friends. It holds title to the assets of the College, elects some members of the Board of Managers, and seeks to preserve and strengthen the College’s Quaker roots. The Board of Managers is responsible for selecting the President and establishing policies related to governance, programs of study, and management of the College’s resources.

B. MISSION AND GOALS OF THE COLLEGE

Haverford strives to provide an outstanding liberal arts education, distinguished by a commitment to academic excellence and a concern for individual growth. Haverford has chosen to remain small and to retain a low student-faculty ratio in order to achieve these goals.

The College’s rigorous academic program rests on the assumption that the able students who come here will use their capacities fully. The faculty is noted for its strength in both scholarship and teaching, and its members expect to transmit to
students their enthusiasm and high standards.

The full resources of the College, in and out of the classroom, are used to promote the personal and intellectual growth of the students. Through visiting lecturers, cultural activities, self-governance and service programs, student-centered athletics, and residential life on campus, the College seeks to broaden and enrich each person’s development. Haverford seeks excellence throughout the entire curricular and extra-curricular environment.

Haverford strives to be a college in which honesty and concern for others are dominant forces. The College’s Quaker roots manifest themselves in the close working relationship of faculty and students, in the emphasis on integrity, in the interaction of the individual and the community, and in a concern for the uses to which its students and faculty put their knowledge.

C. HAVERTFORD COLLEGE AND BRYN MAWR COLLEGE

Haverford maintains consortial arrangements with Swarthmore and the University of Pennsylvania, but its most important cooperative relationship is with Bryn Mawr College. Together the institutions form a two-college community, which offers a wider range of academic and extra-curricular programs than either institution could offer alone. Haverford and Bryn Mawr students may register for courses and major at either college, with the result that 44 majors are available to students at either college. In recent years, a number of new two-college academic programs have been put in place. The two colleges cooperate when making academic and other appointments, in student services and student housing, and in grant seeking for their academic programs. The Two-College Committee on Academic Cooperation provides a forum for faculty and administrators to review and discuss the coordination of academic programs. The Haverford Board of Managers and the Bryn Mawr Board of Trustees confer with one another through their Joint Council and hold some of their regular committee meetings together.

D. EDITING THE FACULTY HANDBOOK

This Handbook serves as a governing document, describing policies and procedures affecting the Faculty. Faculty at the College should view this document as one that governs their rights, responsibilities, and conduct, and as such, should be consulted as a primary resource to adjudicate all faculty matters. The Handbook is maintained by the Provost’s Office, which takes responsibility for ensuring the accuracy of the Handbook.

As a self-governing body, the Faculty must reach consensus on substantive changes to the Handbook.

Edits to the Handbook may be required under certain circumstances. These include:

1. Minor corrections in spelling, grammar, and the like. These changes do not need to be reviewed by the entire Faculty.
2. Changes in wording to the Handbook that attempt to clarify existing policies or procedures.
3. A substantive change in policies or procedures.
Edits falling under category 2, above, may be initiated by the Provost’s Office or by any member of the Faculty or by a Faculty Standing Committee. The faculty will be notified of the proposed change, and it will be made available for review by the entire Faculty prior to inclusion in the Handbook. Should the proposed change be met with objection from other Faculty members, the proposing faculty member(s) may elect to bring the item to the floor of the Faculty Meeting for discussion/approval.

Substantive changes in policies and procedures necessarily are brought to the floor of the Faculty Meeting for discussion and approval through the process of faculty consensus. Accompanying language for the Faculty Handbook should be part of the discussion. A final version will be made available to the faculty for review and the faculty will be notified about such revising. It will then be posted on a protected website for approval. If the final version is approved, it will be included in the Faculty Handbook.
II. FACULTY ORGANIZATION AND GOVERNANCE

A. DEFINITION OF THE FACULTY

The faculty consists of persons in the following categories, which are listed separately because of differences in voting eligibility (see Section II.D) and benefits: 1) the President and Provost of the College; 2) all tenure-line and continuing appointment faculty, even if on leave; 3) temporary full-time faculty appointed for more than one year or subsequently renewed; and 4) temporary full-time and part-time faculty on appointment for one year or less. Members of the instructional support staff are not members of the faculty. The divisions of the faculty are as follows:

<table>
<thead>
<tr>
<th>Humanities</th>
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<tr>
<td>Classics</td>
<td>Astronomy</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>Biology</td>
<td>Economics</td>
</tr>
<tr>
<td>East Asian Languages &amp; Cultures</td>
<td>Chemistry</td>
<td>History</td>
</tr>
<tr>
<td>English</td>
<td>Computer Science</td>
<td>Linguistics</td>
</tr>
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<td>Fine Arts</td>
<td>Mathematics &amp; Statistics</td>
<td>Political Science</td>
</tr>
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<td>French</td>
<td>Physics</td>
<td>Psychology</td>
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<td>Sociology</td>
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B. FACULTY MEETINGS

Faculty meetings are normally held on the Thursday of the first week of classes of the College year, and the third Thursday of each month from October to May inclusive. Additional meetings may be called when needed.

Decisions at faculty meetings are made by seeking consensus according to the “Friends’ Methods of Doing Business,” rather than by voting (see Appendix I.) During the 2011-12 academic year, the faculty agreed to revisions in the conduct of faculty meeting; namely, the use of non-binding straw votes, changes to the order of agenda items, and changes to the circulation of announcements and reports. This trial process will be in place for the 2012-16 academic years. Please see Appendix I.A for information on the process.

Members of the faculty not on leave are expected to attend all faculty meetings so that a
meaningful consensus can be reached on the various questions that come before the meeting. Faculty members teaching part-time for terms of one year or less are invited to attend and participate as frequently as they are able.

Other members of the College community may attend faculty meetings at the invitation of the Clerk and with the consent of the faculty. These additional members include the Dean of the College, Director of Athletics, the Vice President for Finance and Administration, the Vice President for Institutional Advancement, the Chief Information Officer, the Dean of Admissions and Financial Aid, and other members of the professional staff as appropriate. Members of “Senior Staff” (the group that coordinates administrative matters affecting several constituencies), including the Associate VP of Finance Director of Investments, Director of Communications, and the Chief of Staff are also invited to attend. They may participate in the discussions but not in the determination of consensus.

Up to nine student representatives including members of Students’ Council and The BiCo News, and one staff representative, are invited to attend faculty meetings. Such representatives may participate in the discussions but are not included in the determination of faculty consensus.

Faculty meetings are presided over by a Clerk elected by eligible members of the faculty (see Section II.D) during electronic elections held over the internet in April of each year.

C. ACADEMIC COUNCIL

Academic Council consists of the President as Chair; the Provost; three divisional representatives elected for two-year terms by their respective divisions; and two faculty representatives to the Board of Managers elected for two-year terms by the faculty as a whole. (Note that, as a result of recent faculty action, the representatives to the Board of Managers serve on the Faculty Affairs and Planning Committee in place of Academic Council as described in Appendix II. This change is set to expire in 2018. During this trial, Academic Council has two at-large members who are not faculty representatives to the Board of Managers.)

In addition, alternate members to Academic Council are elected annually for a one-year term. The alternate Council includes three divisional representatives and two faculty representatives to the Board of Managers. For Academic Year 2011-2012, the constitution of Academic Council membership is as outlined in Appendix II; this is a provisional change approved by the Faculty during the 2009-2010 academic year, and will be reviewed during the 2013-2014 academic year.

The Provost, in consultation with the President, coordinates the agenda for Academic Council.

The elected faculty members of Council, in consultation with the Provost and President, appoint faculty representatives to serve on various standing and ad hoc committees, and presenters for personnel cases. Student representatives to faculty committees are determined by Students’ Council.
Academic Council makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure, in accordance with accepted procedures (Section III A and B).

The elected members of Academic Council hold an open meeting each year to which faculty members may bring questions and concerns they would like Council to address.

Academic Council may be asked to advise the President or Provost on other matters affecting the Faculty or the College. Members of Council are also free to suggest issues requiring discussion by Council as a representative faculty group. However, these discussions are advisory only and do not have official standing.

Members of Council are expected to disqualify themselves from considering any personnel issue that they cannot consider fairly and without personal bias. In cases of appointment, reappointment, promotion, or tenure of a person from an elected member’s own department, disqualification is automatic. When any disqualification leaves one of the three divisions of the faculty without an elected member on the Council, the appropriate alternate will be called to participate.

Alternates to Academic Council may also be asked to serve temporarily on the Educational Policy Committee (see section II.E.1) and to participate in faculty grievance procedures (see section III.J).

Council members are expected to observe absolute confidentiality with respect to any discussions directly or indirectly involving college personnel.

**D. ELECTIONS**

Faculty elections fill the following positions (shown in order of election; if a faculty member is continuing to serve a multiyear term, or if an election is unnecessary for any other reason, that election will not occur):

- **Round 1:** Two At-Large Representatives to Academic Council (different divisions; 2-year term)
- **Round 2:** Three Divisional Representatives to Academic Council (different divisions; 2-year term)
- **Round 3:** Two Faculty Representatives to the Board of Managers\(^i\) (different divisions; 2-year term)
- **Round 4:** Three FAPC members\(^ii\) (2-year term)

---

\(^i\)Newly elected representatives to the Board of Managers are invited to attend the April Board of Managers meeting. Also, an incumbent is not eligible for re-election as representative to the Board of Managers for a period of one year after expiration of a term of service.

\(^ii\)If FAPC does not continue beyond 2018, FAPC and At-Large Representatives to Council go away, Board of Managers Representatives move to Round 1 (and sit on Council).
Round 5: Clerk (2-year term), Representative to the Panel for Review of Cases of Sexual and Racial Harassment and Discrimination (2-year term), Three Appeals Committee members (2-year term)

Round 6: Two at-large members of Alternate Council (different divisions, 1-year term)

Round 7: Three divisional members of Alternate Council (different divisions, 1-year term)

1. Eligible Voters

Members of the faculty in categories 1-3 of Section II.A; all eligible voters may participate in each election, except that divisional representatives and alternates to Academic Council are elected only by eligible voters in that division.

2. Election Overseers

The current Board of Managers representatives oversee the elections, which includes working with the Provost’s Office to verify ballots for the Nomination and Selection Phases. When situations arise that are not covered by the procedures described here, the Board of Managers representatives determine how to proceed.

3. Election Procedures

Each round of elections consists of two phases: a Nomination Phase and a Selection Phase

a. Nomination Phase for Rounds 3, 4 (Faculty Representatives to the Board of Managers and FAPC members)

1) Two weeks before spring break, a call for nominations (self- or other-) is sent by the Provost’s Office to all eligible voters, along with lists of all eligible candidates for the positions and the names of those continuing multiyear terms as Board Representatives or FAPC members.

2) As nominations are received by the Provost’s Office, the nominees are contacted to determine if they are interested, and to invite them to submit a “statement of interest”, which might, for example, express the candidate’s vision of what it means to represent the faculty and/or present specific issues that the candidate thinks should be discussed. A blank statement of interest is acceptable.

3) All nominations that are accepted proceed to the Selection Phase

4) Meanwhile, during this nomination phase for Rounds 3 and 4, Rounds 1 and 2 proceed.

b. Nomination Phase for all other Rounds

1) The Provost’s office and election overseers prepare a ballot listing all eligible candidates for all the positions to be filled during the Round and makes this ballot available over the internet to all eligible voters during a
24-hour voting period timed to avoid problematic dates, such as religious holidays.

2) Each eligible voter selects up to three nominees (for each position to be filled) and ranks them.

3) After the voting period, the ballots are processed to yield a slate of nominees to move on to the Selection Phase. Our goal is to have three nominees for each position to be filled. However, in situations where divisional-balance rules apply (e.g., if electing at-large representatives to Council or Board representatives), an equal number of nominees from each division should move on to the Selection Phase. To accomplish this, the number selected in each division will be as small as possible while still ending up with at least three times as many nominees in total as there are positions to fill.
   a) Example #1: If electing a Clerk, our goal is three nominees moving on to the Selection Phase
   b) Example #2: If electing two members of the Appeals Committee, (one incumbent continuing to serve a two-year term), our goal is six nominees moving on to the Selection Phase (three per position to be filled)
   c) Example #3: If electing one Board representative, with an incumbent Board representative from the SO division continuing to serve a two-year term, our goal is two nominees from NA and two from HU moving on to the Selection Phase (two per division, adding up to four total, just about the three-per-position threshold)

4) If the total number of people receiving any nominations falls short of the number set as a goal for moving on to the Selection Phase, then all nominated candidates move on to the Selection Phase.

5) Otherwise, the nominees to proceed to the Selection Phase are determined as follows. First, potential nominees are ordered according to the number of votes received (ignoring the ranks assigned by voters). If this ordering yields a tie, the tie is broken using the ranks (those who are tied are ordered by most number of #1 votes, then most number of #2 votes; if this fails to break the tie, the slate moving on to the Selection Phase is increased to include all potential nominees who are still tied).

c. Selection Phase
   1) The Provost’s office and election oversees prepare a ballot listing those moving on from the nomination phase (see above) and makes this ballot available over the internet to all eligible voters during a 24-hour voting period timed to avoid problematic dates, such as religious holidays
2) Each eligible voter may rank all the candidates on the ballot (for each position to be filled), and must rank at least their top three (in the rare instance that there are but two candidates on the ballot, voters just rank those two).

3) The instant-runoff procedure determines the winner for each position to be filled (see below)

4. Instant Runoff Procedure
   a. On each Selection Phase ballot for a position, the voter ranks candidates in order of preference (no ties allowed, can leave some candidates unranked, but must rank at least three)
   b. First pass processing the results
      1) Tally all voters' #1 choices
      2) If a candidate receives a majority of #1 votes, he/she is elected, otherwise…
      3) The candidate with the fewest #1 votes is eliminated (if a tie for fewest #1 votes, compare number of #2 votes, etc.)
      4) Go through each voter's ballot and remove vote for eliminated candidate and "slide up" remaining rankings to run from #1 through #(N-1)
   c. Second pass is the same as first pass, using remaining candidates, continue until a winner is determined. If very last step (two-person comparison) yields a tie, a coin flip decides the winner
   d. When we want to elect more than one slot on a given committee (two At-Large Reps to Council, two Board Reps, more than one FAPC member, more than one Appeals Committee member, and for Alternate Council), after one winner is determined, go back to original ballots and remove the winner and any candidate(s) now ineligible based on divisional-balance rules given the first winner, then proceed with instant runoff procedure to determine second winner (or more if needed).

5. Eligible candidates for each position
   a. General Rules:
      1) Any member of the Faculty otherwise eligible to serve in the following capacities will not be eligible for election if he or she is on leave for the equivalent of one semester or more in a given year, with the lone exception of the Appeals Committee, which would normally meet only in the Spring term.
      2) One cannot serve simultaneously as a member of Academic Council, FAPC, as Clerk, or as a Board Representative, and so election to one of these positions would mean automatic elimination from the pool of candidates for any of the others (in an order specified by our Election
procedures).
3) The President, Provost, and any Associate Provost are excluded from any elected position.

b. Eligibility and restrictions for individual positions as follow (presented in order of the elections themselves):

1) At-Large Representatives to Academic Council – all tenured faculty and those on Continuing Appointment, excluding:
   a) those completing a term on Academic Council
   b) those in the division of a continuing At-Large Representative to Council (if there is one)
2) Divisional Representative to Academic Council – all tenured faculty and those on Continuing Appointment, excluding:
   c) those completing a term on Academic Council
3) Board Representatives – all tenure-track faculty and those on Continuing Appointment, excluding:
   d) those in the division of a continuing Board Representative (if there is one)
   e) those completing a term as Board Representative
4) FAPC Representatives – all tenure-track faculty and those on Continuing Appointment.
5) Clerk – all tenure-track faculty and those on Continuing Appointment.
6) Representative to the Panel for Review of Cases of Sexual and Racial Harassment and Discrimination – all tenure-track faculty and those on Continuing Appointment.
7) Appeals Committee – all tenured faculty excluding:
   f) those currently serving on, or just elected to, Academic Council
   g) those with spring sabbatical are not eligible for election, while those with fall sabbaticals are eligible (since the work of the Appeals Committee will, in most cases, occur during the spring semester)
8) Alternate Council – all tenured faculty or those on Continuing Appointment excluding:
   a. those currently serving on, or just elected to, Academic Council

E. STANDING FACULTY COMMITTEES

Faculty members on appointment for more than a year are expected to serve on standing or ad hoc committees when requested. First year faculty members generally are excused from committee work.

The President and Provost are ex officio members of all committees.

1. Educational Policy Committee (EPC)

The faculty as a whole has the major responsibility for determining educational policy. The functions of the Educational Policy Committee, acting within the framework of the accepted educational philosophy of the College, are to oversee educational policy in general and the curriculum in particular. It also advises the Provost on tenure-line searches.
EPC is composed of three faculty members, one serving as Chair and one from each Division; two students; the Director of Multicultural Affairs; the Provost and the Dean of the College (or their designated representatives). The Chair of EPC normally receives a one-course reduction of teaching load. The expected term of office for the Chair is two years following one year’s service as a member of EPC.

Whenever members of EPC find that they cannot consider fairly and without bias matters or policies concerning their own programs and departments, they will remove themselves from that decision. In such cases EPC may choose to ask the alternate to Academic Council from the appropriate division to participate in its decision.

EPC considers and brings to the faculty for its approval recommendations in the following areas:

a. College-wide curricular requirements.
b. The structure of departmental programs and Areas of Concentration.
c. Addition, removal, and major changes in individual courses. Proper concerns of the Committee are the area of the course, prerequisites, distribution requirements, the level of the course, and limitation, if any, of class size. Teaching methods, specific textbooks, assignments, papers, laboratory work and lecture topics are the concern of the department and the faculty member in charge of the course, except insofar as these factors overlap with those of other courses, or relate to or impinge on other courses or departments, or the curricular program as a whole.

Proposals recommended by EPC are circulated to the faculty and are considered approved unless questioned at the next faculty meeting.

The Provost may approve certain curricular changes without prior discussion by EPC:

1) temporary curricular changes or additions (for one year only), the need for which occurs after the last normal time for EPC consideration, or which involve new interim appointments to the Faculty
2) temporary omission of a course for one year
3) a change in the number of a course, unless that change reflects a change in level
4) changes in name or course description, or changes in the content or teaching methods of a course, provided that such changes do not alter the course’s general area of concern or its function in the curriculum.

d. Although specific details of major requirements are the responsibility of the individual departments, it is proper for this Committee, and for the faculty as a whole, to concern itself with the extent of specialization that may be promoted by the number of courses that students are required or encouraged to take in a major department.

e. The Committee should concern itself with interrelationships among divisions, areas, departments, or courses. It should also pay attention to issues of
educational cooperation, particularly with Bryn Mawr and Swarthmore Colleges. When considering curricular changes, the Committee should particularly take into account the offerings at Bryn Mawr College.

f. The Committee is responsible for educational policy as it relates to student advising and athletics.

g. Although exact dates on the academic calendar are set by the College administration, major changes in the calendar are the responsibility of the Educational Policy Committee and the faculty as a whole.

h. The Committee as a whole is responsible for keeping abreast of new ideas in higher education and, where appropriate, for initiating proposals to the faculty based on such ideas.

i. The Committee is responsible for an annual review of the list of courses taught that meet College requirements (i.e., Quantitative Skills). The review should take place after final registration second semester and should include the number and name of each course meeting a requirement offered that academic year; the College requirement(s) it meets; the enrollment limits (if any) for the course; and the number of students enrolled in each course. The committee is also responsible for reviewing Writing courses, their number and distribution across the curriculum. The Committee is responsible for reporting these findings to the faculty and, where appropriate, for initiating proposals to the faculty based on these findings.

EPC advises the administration in several areas:

a. It offers advice to the administration concerning the initiation of tenure line searches. In assessing the merits of various proposals for appointments, the Committee considers curricular need, enrollment pressure, the goal of increasing the representation of minorities on the faculty, and other priorities. The committee should insure that substantial consultation with counterpart Bryn Mawr departments occurs when considering recommendations.

b. The addition of a department, dropping of a department, or combining two or more departments is the province of the President and the Provost. However, the Committee’s advice on curricular matters, and that of Academic Council on personnel matters, is often requested.

c. The Committee maintains close liaison with the Head Librarian, the Director of Client Services, the Chair of the Gest Program, and the Director of Athletics so they can take into account the implications of educational policy for their programs and so that EPC can advise on the educational impact of changes being considered in their programs.

2. Committee on Student Standing and Programs (CSSP)

The Committee on Student Standing and Programs reviews individual students’ academic progress. In this function, it deals with those who are in academic difficulties and those who are working well below potential. When an individual
student’s academic standing is in question, the Committee first attempts to develop a program to aid in improving the quality of the student’s work. Such an attempt may involve the setting of special requirements. Should this program fail, the Committee may at any time separate a student from the College for academic reasons or require that the student take a leave of absence. These actions may be taken only after the student in question has had an opportunity to appear before the Committee. The Committee also has authority to waive requirements for individual students and to approve alterations to individual programs in line with the College’s Flexibility Program as described in the current College Catalog. The Committee has the responsibility for acting on all student petitions for exceptions to requirements. Before submission to the Committee for action, a student must secure approval of his or her dean and academic adviser in writing (signatures on the petition will suffice).

The Committee has two faculty and three student members. The Dean of the College or the Dean’s designate serves as Executive Secretary of this Committee. The Dean for Multicultural Affairs also serves on the committee if he/she is not the Executive Secretary of the Committee. When relevant, the Committee consults with the student’s dean, members of the Athletic Department, the Faculty Athletic Representative (see section F), members of the counseling staff (to the extent consistent with confidentiality) and the Admissions Office in discussions on the standing of individual students.

3. Committee on College Honors, Fellowships and Prizes

The Committee makes recommendations to the faculty on the award of Honors (Magna and Summa) to students at graduation. It interprets the criteria set by the faculty for College Honors and establishes suitable procedures for the selection of students.

The Committee also makes recommendations to the faculty on the awarding of scholarships and prizes. It has the responsibility of ensuring that students are informed of their availability.

Finally, Committee members assist the Dean of the College in selecting applicants for certain outside fellowships (Rhodes, Marshall, Watson, Fulbright, etc.)

The Committee is composed of three faculty members, three students, and a Dean.

4. Administrative Advisory Committee (AAC)

The Administrative Advisory Committee offers advice to the President and other senior administrators on all matters relating to the financial health and operation of the College. This responsibility includes:

a) Participation in the preparation of the annual budget for the coming fiscal year and a review of the previous year’s performance. As part of this process, AAC reviews data pertaining to all of the major areas of revenue and expenditure and gives its advice as to the proper balance between competing needs.
b) Review of progress towards the College's long term plans;

c) Review of general salary and fringe benefit policies;

d) Advice on planning for and maintenance of the College's buildings and grounds;

e) Review of the College's development priorities and plans.

The AAC membership includes one faculty member from each division (of whom one is chair and one is designated chair-elect), three students, two representatives of the Staff Association, one representative of the Dean's office, the Vice President for Finance and Administration and the Associate VP for Finance, the Provost and the Associate Provosts, and the President ex officio. One member of AAC is chosen by Academic Council to be representative to the Board Property Committee.

Subcommittee on Faculty Compensation, Study, and Research The Faculty members of AAC form a separate Subcommittee on Faculty Compensation, Study, and Research. The Subcommittee meets occasionally to advise the Provost and the Vice President for Finance and Administration, as appropriate, on matters where faculty concern is strong such as:

a) Faculty salary administration and compensation policy;

b) Research and travel funds;

c) The environment for faculty research and study;

d) Faculty housing.

The Subcommittee coordinates its advice with that of the Faculty Affairs and Planning Committee (FAPC), especially in areas where there are significant budgetary implications.

5. Committee on Admission

The Committee on Admission oversees operative recruitment policies, priorities, and practices. In pursuit of these objectives, the committee will inform the faculty about and involve them in the admissions process and enhance communication and the sharing of information between the faculty and the Admission Office. In light of college-wide goals and objectives, the committee will undertake continuing explorations of ways to enhance Haverford’s recruitment and admissions policies and practices, in conjunction with the President, the Admission Office, and the Board of Managers.

The committee will report as appropriate to the faculty on Admission policies, priorities, and changed conditions.

The committee, in conjunction with the President, the Admission Office, and the Board of Managers, will make diversity recruitment a central part of its agenda.

The committee is composed of three members of the faculty (one from each division, including the chair) appointed by Academic Council; two students; the Director of Admission (ex officio); and the Dean of the College (ex officio). The committee
should work with the President of the College, whose participation in discussions will be expected when appropriate; communicate with the Educational Affairs Committee of the Board of Managers; and report regularly to the faculty.

F. FACULTY RELATIONS TO ATHLETIC PROGRAM
The Faculty Athletic Representative (FAR) is a faculty member, at the level of associate or higher, appointed yearly by Academic Council in close consultation with the Athletic Director to fill an NCAA-mandated position. The Haverford FAR has several roles and responsibilities related to supporting and facilitating the relationship between academics and athletics (see The Community Guidelines for Academics and Athletics for a detailed description). Most importantly, the FAR acts as the steward of The Community Guidelines for Academics and Athletics and will work to ensure that all associated parties are aware of them and are following them. In addition, the FAR serves as a liaison, both for the faculty to athletics and for athletics to the faculty. Some of the specific responsibilities of the FAR include orienting new student-athletes, coaches, and faculty to the spirit and details of the Guidelines, helping to mediate the resolution of scheduling conflicts between athletics and academics, and meeting with the Athletic Director on a weekly basis to discuss ongoing and emergent issues. The FAR reports on a yearly basis to the Provost, EPC, and the Athletic Director the activities of the prior year and any outstanding issues for community discussion during the following year.

G. DISTINGUISHED VISITORS OFFICE (DVO)
The College is fortunate to have substantial endowed funds to bring distinguished visitors to the campus. Faculty who wish to promote the intellectual life of the College by hosting a distinguished visitor should request funds by filling out the appropriate form on the Provost’s webpage well in advance of the planned visit. The Provost and Associate Provost review proposals and allocate funds for visits, and provide fiscal oversight to the distinguished visitors funds with the understanding that flexible guidelines will be written, and that there will be attention paid to reports about how the funds were used. Although the format for visits by distinguished scholars will vary based on the discipline, it is expected that each visitor will ideally spend substantive time with students (through classroom visits or informal gatherings or meals) and will give a public lecture, presentation, or performance that is open to all members of the community. Administrative assistance for the visits, including travel arrangements, reimbursements, advertising, and room reservations will be provided by the Provost’s Office.

H. COMMENCEMENT
All active faculty members are expected to participate in the Academic Procession. Any active faculty member who is unable to participate should so inform the President’s Office in advance. Emeritus members of the faculty, members of the professional library staff, research appointees at the level of the doctoral or masters degree, and senior administrators are also invited to join the procession.

I. COMMUNICATION AND INFORMATION SHARING
The Provost is committed to providing as much information as possible to the faculty
regarding budgetary and other matters under the Provost’s purview. The information outlined below will be shared as a matter of policy.

1. A frequency distribution of faculty salaries, including a breakdown of salary ranges by rank, will be provided to each faculty member with the annual salary letter.
2. The size of the academic budget as a proportion of the entire College budget will be posted on the Provost’s website.
3. Academic department chairs will have access to all budget information for all departments.
4. An annual report on total funds spent on Faculty Travel and Faculty Research will be posted to the Provost’s webpage.
5. Annual reports from all faculty standing committees will be posted to the committees page of the Provost’s website.

All such information posted on the Provost’s webpage will be password protected and available only to members of the Haverford faculty.
III. EMPLOYMENT AND PERSONNEL POLICIES

A. FACULTY APPOINTMENTS

1. Tenure-line appointments

The allocation of tenure-line appointments is the responsibility of the Provost and the President. In making these decisions, they seek advice from the Educational Policy Committee (see Section II.E.1.). For each approved search, Academic Council chooses the faculty membership of an ad hoc committee charged with making recommendations for an appointment to the Council, which in turn advises the President and Provost.

Ad hoc committees are formed to represent both departmental and college-wide interests. In selecting candidates to interview and in arriving at its final recommendation, a committee should attempt to determine the best interests of the College as a whole, giving significant weight to contributions outside the department.

Each ad hoc committee normally includes two members of the hiring department, and one other department member outside the hiring department who serves as the committee chair, two students, and where there is a counterpart Bryn Mawr College department, a member of that department. Additional non-departmental faculty members may be included in the case of multidisciplinary appointments or as requested by the committee.

The College’s affirmative action policy and its commitment to diversity require aggressive efforts in each search to locate and consider candidates from groups underrepresented in the department and the faculty as a whole. The procedures for searches are described in a separate document, Guidelines for Ad Hoc Committees, available from the Provost.

a. Initial Appointments

Normally the College expects to hire persons to the regular faculty (full or part-time) who will have completed requirements for the appropriate terminal degree before assuming their academic duties at the College (usually around September 1st of their first year of appointment). The College may in exceptional circumstances offer a regular post to a person who has not met the requirements for the degree before beginning teaching at Haverford, but only at the rank of Instructor and only with a one-year contract.

b. Probationary Period

For those appointed to the faculty without having completed the requirements for the terminal degree and later promoted to assistant professor on the regular faculty, the probationary period prior to a tenure decision, normally six years, will begin on July 1st of the academic year after which the degree was completed and promotion to assistant professor was effected.

c. Terminal Degree Requirement
Only in exceptional circumstances will a person be continued on one year contracts for more than two years without having earned the terminal degree. The degree is considered to be complete when all requirements have been met and certified in writing by the appropriate dean at the graduate school. Formal award of the actual degree may occur later.

2. Continuing appointments

Continuing Appointment positions (non tenure-line) may be recommended by the Provost in cases where there is a need for additional staff in a particular department and where enrollments in certain courses (e.g., introductory languages, Freshman Writing, etc.) can be predicted with reasonable certainty for a period of three years or more. Continuing appointments are normally made for terms of three or five years.

Continuing appointees undertake the usual extra-classroom work, including scholarly activity, committee work, etc., but on a pro-rata basis. They are classified by ranks as are the tenure-track faculty (e.g., Associate Professor, Continuing). They are expected to participate in faculty meeting, and are eligible to vote for faculty representatives to the Board of Managers, and, in their respective divisions, for representatives to the Academic Council.

The appointment procedure begins with a recommendation from the Provost to the Educational Policy Committee for the establishment of a Continuing position. If the EPC concurs, the Provost establishes an appointment procedure. In some cases, the Provost, in consultation with the Department, selects a candidate and prepares a recommendation to the Academic Council. In other cases, an ad hoc committee is appointed and an affirmative action search is conducted.

Professional qualifications and criteria for judging the performance of a Continuing appointee are specified when that appointee is recommended to Academic Council. The recommendation describes the duties of the individual, provides supporting evidence on the professional qualifications of the applicant to execute those responsibilities at the standard expected of Haverford faculty, and stipulates the duration of the appointment. The Academic Council recommends to the President approval or disapproval of the appointment.

On occasion, the College may employ Continuing members of the faculty who do not possess a Ph.D. or the appropriate final degree in their field, and who are not proceeding towards such a degree. These Continuing members of the faculty will be accorded the rank of Lecturer or Senior Lecturer. They have the same rights and privileges as other Continuing appointment members of the faculty.

Reappointment of Continuing appointment faculty is described in Section III.B.5.

3. Temporary full-time appointments

Temporary full-time members of the faculty are appointed for a one or two-year period by the Associate Provost upon recommendation from a department in order to replace faculty on leave or to fill a vacancy caused by resignation or death. The
Associate Provost may appoint an ad hoc committee, or charge the department with recommending a candidate. Occasionally, the Associate Provost may recommend to Academic Council a term appointment for a period longer than two years. Such cases may arise, for example, when the College is experimenting with a new program. Departments are expected to follow affirmative action guidelines in making recommendations. Appointees in this category are accorded appropriate academic rank, e.g., Visiting Associate Professor, etc.

Participation in faculty meeting is accorded temporary full-time appointees, except that they may not vote for faculty representatives to the Board of Managers or divisional representatives unless they hold at least a two-year appointment.

Temporary appointees may apply for a permanent position in the event that a search for a regular appointment occurs during their term. They must compete with other potential candidates through the regular procedures of the College for making full-time, tenure-track faculty appointments.

The College does not grant tenure to temporary full-time faculty members, but employment in this category may be counted partially or fully in the regular pre-tenure probationary period if a temporary full-time faculty member becomes a regular tenure-line member.

In exceptional circumstances, a temporary full-time appointment may be extended beyond the two-year limit. The procedure for such extensions begins with a recommendation from the Associate Provost to Alternate Academic Council. The recommendation must state the reasons for the extension, and the exact term of the appointment, and it must provide supporting evidence on the professional qualifications of the applicant. Alternate Academic Council then recommends approval or disapproval of the extension.

4. Temporary part-time appointments

Appointments in this category are made by the Associate Provost, usually on recommendation of the department. Hiring is on a per course basis, and payment is by fee per course. Appointees in this category carry the title Lecturer or one appropriate to their academic rank. While not forming part of the consensus, appointees in this category may participate in faculty meeting, but they are not eligible to vote for faculty representatives to the Board of Managers or for divisional representatives to Academic Council. While not customary, an individual may be appointed to a temporary part-time position for more than six semesters with approval of the Provost’s Office and Alternate Academic Council.

5. Research appointments

Occasionally a scholarly association with the faculty will be advantageous for an individual without a formal faculty appointment. Such an individual may be appointed as a Research Professor at the discretion of the President and the Provost. Library access, an email account and participation in community events will be provided with such appointments, but they carry no salary, benefits, office space or access to any other College resources supporting research and
scholarship unless specifically described in the letter of appointment. Research professors may attend Faculty Meetings and participate in the discussions but do not participate in the determination of consensus.

B. REAPPOINTMENT, PROMOTION AND REVIEW PROCEDURES

1. Reappointment and Promotion Procedures for Tenure-line Faculty

Academic Council appoints a presenter who prepares a dossier and makes a presentation to Council, orally and in writing, following established procedures. (See Appendix II, Guidelines for Presenters.) The presenter is generally a faculty member from a related department. In addition, a senior member of the candidate’s department (or in rare cases a member of a counterpart department at Bryn Mawr or Swarthmore) is appointed by the Provost in consultation with the candidate’s Department Chair and/or Council as glossator to prepare a commentary on the letters received from outside professional referees. The glossator does not have access to any letters from within the bi-college community, either from faculty members or students.

   a. Responsibilities of the presenter:

   The presenter should obtain information and opinions sufficient to enable Academic Council to make an informed judgment as to the candidate’s (a) teaching ability and performance; (b) capacity and performance in scholarly and creative work; and (c) effectiveness in responsibilities such as advising, mentoring, committee service, and other types of service to the department, the College and the larger professional community. (See Section III.B.2 on standards.) The presenter may or may not wish to make a recommendation concerning the outcome of the case, but is encouraged to express any opinions, based on the evidence, that he or she believes will be helpful to Council in its deliberations.

   b. Assessment of teaching:

   In assessing teaching ability and performance, Council relies heavily on letters written by students and former students. The presenter’s “representative sample” of students asked to write is expected to include students selected by the candidate and students selected by the presenter, majors and non-majors, men and women, minority as well as majority students, students with high and low grades, and students from Bryn Mawr College as well as Haverford. All letters, solicited and unsolicited, whether written to the presenter or to the Provost, are copied and distributed to Council. Anonymous letters are not accepted. Council is more interested in the content of student comment than in a merely positive or negative vote. It also seeks information about teaching from departmental and other colleagues, including those who may have shared responsibility for a course with the person being evaluated, and colleagues at Bryn Mawr.

   c. Assessment of scholarship and creative work:
In assessing scholarship and creative work, Council relies heavily on the comments of outside professional referees, some chosen by the Candidate and others by the presenter with advice from knowledgeable persons. A sample of the letter normally sent to professional referees is contained in the Guidelines for Presenters. This letter explains the policy regarding access to letters.

The Glossator writes a report that assists Council in evaluating the outside letters. This report confirms their expertise and standing in the Candidate's field, places their comments in context as necessary, and offers advice to Council on the relative weight to assign in case there are differences of opinion.

All members of the Candidate's department* are asked to write letters to assist Council in evaluating the Candidate's scholarship. After consultation with the Candidate and the Candidate's department chair, the presenter creates a list of other faculty who are also asked to contribute letters.

All tenured members of the Candidate's department, as well as other faculty members, tenured and non-tenured, who choose to do so, should read examples of the Candidate's published or unpublished work. At least some members of Council will read examples of the Candidate's work. All letter writers (including the Glossator) will have access to the materials sent to outside letter writers.

Tenured members of the Candidate's department will have access to the letters of outside reviewers, and will be informed of the date when these letters will be made available. Faculty members with access to the outside letters may choose to write one letter prior to the date on which the outside letters become available and a supplementary letter after reading the outside letters.

Department members (including the Glossator) should write individual letters, but may consult one another about the case if they wish, within the constraints of confidentiality.

All letter writers should indicate clearly how their comments are informed by the candidate's work, or external letters, or other sources of information.

For purposes of implementing this policy, a Candidate's “department” shall be determined by terms defined in the letter of appointment, and in some cases this may include multidisciplinary programs and/or affiliated departments. These terms may be amended subsequently by the Provost, with approval of the candidate, after consultation with Departments, Council, and EPC.

d. Assessment of departmental, college, and professional service contributions:

The comments of both departmental and non-departmental colleagues are especially important in assessing service contributions. Professional references and students also often provide important information.

e. Confidentiality:

Anyone with access to the dossier (including the presenter, glossator, Associate Provost(s) and faculty with access to external letters) must keep strictly
confidential all information learned from the dossier in communications with anyone not permitted access to the part of the dossier under consideration. That is, faculty members with access only to external letters have no access to other aspects of the dossier, so they should not be a party to any discussions of that content. No one, including Academic Council and the faculty named above, should discuss any aspect of the dossier at any time, either before or after the completion of a case, with the candidate and other faculty not permitted access to the dossier, whether in the candidate’s department or not.

All communications to Academic Council concerning personnel matters and all reports of its discussions are to be held in strict confidence by members of Council. Members of Council may not speak to other parties about cases, including the candidate and presenter, either before or after the completion of a case. Council’s role is to offer advice to the President in the interests of the faculty, given the faculty’s primacy in matters of educational policy and practice.

f. Council’s role and procedures:

Council does not vote nor is it obliged to reach consensus. After sufficient discussion, usually extending over several weeks, members of Council record their views individually in two readings taken at different meetings. The recommendations of Council need not be unanimous and, while it is expected that they will carry weight with the President, they are advisory only. The President is present when Council meets and has the benefit of listening to all discussion, including opinions which may be formulated and later abandoned and the reasoning in support of any opinion.

g. Communication with the candidate:

Council may ask the Provost to contact the candidate informally if there are points of information that need to be resolved. After careful study and discussion of the dossier, Council takes a formal “first reading”. In the event that serious questions or concerns arise that could lead to a negative recommendation to the President, the Provost will provide to the candidate a clear written statement of the issues upon which such a recommendation might be based. An invitation will be extended for an appearance before Council, with the opportunity to present a written and/or oral statement and answer questions.

h. Access to certain materials in the dossier:

If the candidate is invited to appear before Council after a negative “first reading,” he/she may first read the letters written by Haverford employees, along with the redacted statements of the presenter and the glossator. In other cases, a candidate will be given access to the internal letters upon request after the President has decided upon a recommendation to the Board of Managers, and the Provost has met with the candidate and provided a written summary. The procedures for obtaining access are given in Appendix III.
i. **Departmental views:**

If the dossier contains substantial and troubling discrepancies of opinion between members of a department and the presenter, outside referees, or students, then Council has the obligation to consult one or more of those department members in an effort to seek clarification. This consultation presupposes that members of the department have expressed their opinions fully and candidly in writing. It continues to be Council’s prerogative to determine the weight it will ultimately give to departmental, as opposed to other, voices.

j. **The President’s recommendation to the Board of Managers:**

After hearing the advice of Council and consulting with the Provost, the President makes a recommendation to the Board of Managers, and informs the Board of Managers of Council’s advice. Although the final decision rests with the Board of Managers, in most instances the President’s recommendation is the critical element in its deliberations.

k. **After the President’s recommendation is determined:**

In case the President’s recommendation to the Board of Managers is to be negative (but before the Board of Managers is informed), the Provost meets with the candidate to explain orally the reasons, and this communication is followed up promptly with a thorough written summary. The summary will generally involve excerpts from the dossier; both positive and negative comments will be included, without attribution to individuals. The summary will normally be reviewed by two elected members of Council. It may later be requested by Council as part of a subsequent personnel case involving the faculty member.

A similar procedure will be followed for positive recommendations to the Board of Managers; in that case a written summary will generally be supplied not later than 4 weeks after the end of the semester.

l. **Appeals:**

A candidate who believes that Academic Council’s procedures for personnel actions, set out above, were not correctly followed may submit a request in writing to the Provost for a review by the Appeals Committee, specifying those procedures that the candidate believes have been violated and why the candidate believes those violations may have affected the outcome of the case. Review by the Appeals Committee is automatic, provided that the request is made within four weeks after the appellant has received a written summary subsequent to the President’s decision on a recommendation to the Board.

The Appeals Committee is a standing committee of three tenured faculty members, elected by the Faculty for a two-year term. During its initial meeting, the Appeals Committee will review its charge with the President and Provost. The

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iii All elections and lotteries will be conducted by the Faculty Representatives to the Board as per the procedures specified in the Faculty Handbook.
Appeals Committee’s sole responsibility is to determine whether there have been procedural violations in the handling of the case that may have affected its outcome and therefore warrant a new hearing of the case. In making its decision, the Appeals Committee shall have access to all documents related to the personnel case, and may conduct interviews with individuals associated with the case or who may have relevant information (including the President, the Provost, and members of the Academic Council that heard the case). Members of the Appeals Committee may not correspond or have contact with the appellant regarding its deliberations, process, or decision, except as necessary for clarification of procedural issues. The Provost’s Office will assist the Appeals Committee in obtaining relevant information.

Agreement by two members of the Appeals Committee that procedure has been violated, and that the violation(s) independently or viewed together warrant a new hearing, constitutes grounds for a new hearing of the case. The Appeals Committee will document the procedural error(s) and prepare a written summary of its findings, which will be submitted to the President, the Provost, and the appellant. The President and Provost may meet with the Appeals Committee to discuss its findings and to obtain a fuller understanding of its report.

In the event of a new hearing, the case will be submitted to the alternate members of Council, sitting with the President and Provost, who will rehear the case according to the normal procedures of Academic Council as defined in the Handbook. The report from the Appeals Committee will be shared with the Alternate Council reharing the case, and Alternate Council will advise the President on the appropriate redress of any procedural errors in order to achieve a rehearing of the case that adheres to normal procedure. If the new hearing is to commence after June 30 of the year, it will be conducted by the alternate members elected for the academic year beginning after June 30.

In case an Appeals Committee member cannot serve because of departmental or other conflict of interest, a replacement will be randomly chosen by lottery* from a pool of at least four eligible people from at least the previous two Councils. A faculty member may not be elected simultaneously to, and may not serve simultaneously on, the Appeals Committee and Alternate Council. In case an Alternate Council member cannot serve because of departmental or other conflict of interest, the same procedure will be followed in such a way as to honor divisional and at-large representation. No faculty member who sat on the original case in Academic Council may serve on the case as a member of the Appeals Committee or Alternate Council.

2. Standards for Tenure and Promotion
   a. Expectations and Mechanisms of Evaluation for Teaching, Research/Creativity, and Service at All Ranks
      1) General

29
Compliance with the norms of conduct governing teaching, research, collegiality, and faculty-student relations described in the Faculty Handbook

2) Teaching

a) Broad understanding of the discipline and relevant sub-disciplines
b) Awareness of connections to areas of knowledge pertinent to the discipline’s history and development
c) Ability to establish in students basic tools of the discipline and content of the subject matter while developing in them the capacity for critical and independent thinking
d) Proficiency in communicating with, stimulating, and evaluating students
e) Facility for mentoring student research/scholarship and/or creativity
f) Ability to teach a diverse student body at every level of the curriculum
g) Ability to mentor students in their academic aspirations through official and unofficial advising
h) Readiness to participate in departmental or program curricular planning and development
i) Capacity for producing creative, well-articulated, and evolving course designs

Evaluation of teaching is based on letters from students and bi-college colleagues, the candidate’s Teaching Statement, and, possibly, external recognition of pedagogical contributions to the broader scholarly community.

3) Scholarship and Creativity

a) Establishment of a research or artistic program that is coherent and sustainable
b) Publication of research or presentation of creative work in respected professional venues, preferably involving peer-review. The relative importance of different publication venues varies from discipline to discipline. Expectations about publication and presentation of work, including work produced for emerging platforms, will vary accordingly. Council will consider guidance in this matter from the candidate, the Glossator, department members, and outside reviewers. One common ranking of importance (in descending order) would be:

i. peer-reviewed journals, presses, performances, recordings, or exhibitions;

ii. invited or commissioned publications, performances, or exhibitions;

iii. non-refereed submissions to anthologies or books, or non-juried performances or exhibitions
iv. review essays; conference publications

c) In general, "works in progress" and works that have been submitted but not yet accepted for publication are weighted less than published works and completed works that have been accepted but still await publication.

d) Engagement with professional peers through publication, presentation, and service (such as participation in professional organizations, reviewing for journals and presses, and evaluation of institutional programs)

_Evaluation of scholarship and creativity is based on letters from external evaluators and bi-college colleagues, the candidate’s Research/Scholarship/Creativity Statement, and possibly the record of attaining grants, awards, and other forms of professional recognition._

4) Service

a) Diligent contributions to the governance and operation of the department and programs with which the faculty member is affiliated

b) Constructive contribution to faculty governance via service on committees, working groups, task forces; attendance and participation in Faculty Meetings; etc.

c) Knowledgeable and accessible advising of students, including timely provision of student letters of recommendation

d) Steady participation in the general intellectual and cultural life of the campus

_Evaluation of service is based on letters from bi-college colleagues, the candidate’s Service Statement, and letters from students._

b. Reappointment as Assistant Professor

The College seeks to reappoint candidates as assistant professors who demonstrate effectiveness, growth, and promise across the domains of teaching, scholarship or creativity, and service.

Candidates should demonstrate effectiveness in teaching, both as classroom instructors and academic advisors. We recognize that tangible achievement may be uneven across courses and levels due to vagaries of course scheduling and early adjustments to the demands of teaching at the College. At the same time, candidates should have demonstrated an ability to teach a diverse range of students in terms of preparation and ability, and their general trajectory should be upward in comparing early to more recent teaching experiences. We look for diligence and reliability, imagination and innovation, and responsiveness in seeking to evaluate and improve one’s performance as a teacher. While candidates might not yet have achieved consistent excellence as teachers, excellence should be evident in some places and in various ways (such as:
creative and lucid course design; effective response to student work in written and oral forms; clear and enthusiastic transmission of material; dedicated mentoring of a spectrum of students), as should the promise of attaining general excellence in teaching by the time of the tenure decision.

Candidates should present evidence of substantial progress in scholarship or creative work, both in the development of a research or artistic agenda that will guide efforts towards attaining the scholarly standard for tenure and promotion and in tangible progress toward publication of research or production of work for performance or exhibition. Other features of professional development—e.g., participation in conferences, symposia, and professional societies—also provide important evidence of scholarly and creative development, but cannot substitute for growth toward original publication, performance, or exhibition in the field of study.

Candidates should demonstrate effective service to the College through engagement in departmental and community life, conscientious advising of students, and, when assigned to do so, work on standing and ad hoc committees. Service is a buttress to the requirements of excellence in teaching and research but does not substitute for either of them.

c. Tenure and Promotion to Associate Professor

The College seeks to promote candidates to associate professor with tenure who demonstrate excellence across the domains of teaching, scholarship or creativity, and service, and who show promise for growth and leadership as teacher-scholars and community members.

Candidates should demonstrate excellence in teaching. Excellence encompasses the candidate’s abilities to illuminate basic and complex material for a wide range of students across all levels of the curriculum; to motivate and inspire students to become engaged participants in the learning process; to produce creative and lucid course designs; and to provide effective mentoring both inside and outside the classroom through timely and meaningful feedback on student work, knowledgeable advising for majors and non-majors, and guidance through the process of student research. We look for diligence and reliability, imagination and innovation, and responsiveness in seeking to evaluate and improve one’s performance as a teacher.

Candidates should present evidence of excellence and promise for growth in scholarship or creative work. Excellence can be demonstrated by such forms as: peer-reviewed publication, performance, or exhibition; successful application for grants; awards from professional associations; and professional reviews of research or creative work. Growth is measured in part by the attainment of significant progress beyond the work done at the time of arrival at Haverford and by evidence of new plans for research or creative work that will be pursued in the post-tenure period. Professional service to the scholarly community and the giving of papers and lectures outside Haverford are valued as well, but not at the same level as substantial publication (or public exhibitions or performances in the
Candidates should demonstrate effective service to the College through engagement in departmental and community life, conscientious advising of students, and assigned College service. Service is a buttress to the requirements of excellence in teaching and research but does not substitute for either of them.

d. **Promotion to Full Professor**

The College seeks to promote candidates to full professor who continue to show evidence of excellence across the domains of teaching, scholarship or creativity, and service, while achieving a measure of leadership and increased stature in these endeavors. The College recognizes that successful candidates can differ in patterns of strength across these three domains, though appreciable achievement since tenure in all three areas is expected.

Candidates should demonstrate sustained excellence and innovation in teaching. Excellence encompasses the candidate’s abilities to:

1) illuminate basic and complex material for a diverse student body across all levels of the curriculum;

2) motivate and inspire students to become engaged participants in the learning process;

3) produce creative and lucid course designs; and

4) provide effective mentoring both inside and outside the classroom through timely and meaningful feedback on student work, knowledgeable advising for majors and non-majors, and guidance through the process of student research.

The College looks for diligence and reliability, imagination and innovation, and responsiveness in seeking to evaluate and improve one’s performance as a teacher. Innovation could include the design of new courses since tenure, pedagogical innovations within existing courses, curricular development within departmental or interdisciplinary programs, leadership in pedagogical seminars or workshops, or pedagogical writing and research aimed at a wider audience.

Scholarship or creative work, especially work produced since the tenure decision, should achieve distinction for its sophistication and influence in the field. The College recognizes the value of encouraging faculty to take more intellectual risks in the post-tenure period and therefore embraces a range of possible forms that distinction in scholarship or creativity may take. Evidence of distinction could include, for example, publication, performance, or exhibition of peer-reviewed or otherwise professionally evaluated work; acquisition of grants; translations of scholarship for a broader audience; awards from professional associations; or significant contributions to public intellectual discourse. Professional stature can also be evident in leadership within professional societies, service on granting or external review panels, or editorial activities, among other possibilities.
Candidates should exhibit leadership in service to the College. Associate Professors are expected to bear increasing responsibility for supporting the collegial and effective functioning of the College and engaging actively in its intellectual life. These qualities could be evident, for example, through effective leadership in faculty seminars, departments, programs, centers, co-curricular initiatives, major committees, or other aspects of faculty governance and intellectual engagement.

3. **Timing of Promotions**

   a. **Promotion to Associate Professor**

   The normal period of service for an Assistant Professor newly entering academic work is two terms of three years each. However, an Assistant Professor who takes a special junior faculty leave (normally in the fourth year) has the option not to include that year in the probationary period. In that case, consideration for tenure would occur during the seventh year of the appointment. See also section III.A.1.

   Academic Council, on its own initiative or on the request of the President and Provost, is free to consider an Assistant Professor for promotion to Associate Professor with tenure sooner than the sixth year.

   To assist junior faculty on tenure-track in balancing demands of work with personal needs and family responsibilities, the College provides for a total of one (1) one-year extension of the tenure clock when any of the following circumstances require a time commitment that interferes substantially with academic activities during the probationary period: parental care for a child (newborn, adoptive, or foster); extended care for a family member; or leave of absence for personal illness. The faculty member should notify the Provost in the event of a relevant childcare, family care, or personal illness event, at which time the tenure probationary period will be officially extended unless otherwise requested by the faculty member. This automatic extension of the tenure probationary period does not preclude a faculty member from seeking earlier consideration for tenure (i.e., any time before the newly calculated tenure clock expires).

   A standard letter will be placed in the file of a faculty member whose tenure probationary period is extended because of childcare, family care, or personal illness event, and included in the reappointment and/or tenure dossier. The letter will outline the policy on extension of the tenure probationary period and state that the criteria for reappointment and promotion are the same regardless of the length of service before the time of review.

   Any provision of this policy which is prohibited by law, or unlawful or unenforceable under applicable law, shall be ineffective only to the extent of such prohibition, without invalidating the remaining provisions of these policies. Where the terms of these policies are inconsistent with applicable law, and where
applicable law controls, these policies shall be deemed to be amended to comply with applicable law.

b. Promotion to Full Professor:

Faculty become eligible for promotion to full professor in the fifth year after tenure and can choose to stand for promotion in that year or any subsequent year. Earlier consideration of an Associate Professor for promotion may be initiated at any time by the elected members of Academic Council, the President, the Provost or the individual concerned. Timelines for promotion can vary considerably across faculty due to normal differences in the development of scholarship and other aspects of professional activity. The candidate can choose to stand for promotion in a particular year after consultation with the Provost. Faculty who have not chosen to stand for promotion by the 9th year after tenure (or, in the case of Continuing Appointees, the 9th year after promotion to Associate Professor) should consult with the provost about plans for candidacy in the future. If a review does not lead to promotion to Full Professor, the candidate may choose to be reconsidered at a later date.

4. Review of Tenured Faculty

a. Requested by Faculty Member

Any tenured member of the faculty is entitled to a formal review of her or his performance. The procedure is as follows: The request is made by the faculty member to the Provost, who brings the matter to Academic Council. Council appoints as presenter a member of the faculty who gathers information of a nature to be agreed upon by the individual and Council. If possible, the presenter will be one of Council’s elected members or alternates. However, this need not necessarily be the case. The presenter should be a person who can be of assistance to the faculty member throughout the process, the primary goal being that the faculty member, and hence also the College, should benefit as much as possible. The extent and nature of the fact gathering, which may be in any or all of the three areas of teaching, scholarship, and community service, may thus vary considerably from case to case. The presenter prepares a dossier and presents it to Council, which then discusses the case. The presenter is a full participant in the discussions. Council then makes a recommendation to the Provost as to the general form of a letter that is to be transmitted to the faculty member regarding his or her performance. When the letter has been drafted, all members of Council have an opportunity to review it and to comment. Subsequently, the President and the Provost together meet with the faculty member, the letter serving as a basis for discussion. As a result, the letter may be amended before it is finally transmitted. In any event, the faculty member may make a written response. The letter and the response, if any, become a part of the faculty member’s permanent record at the College.

b. Requested by the President or Provost
If the President and Provost have serious concerns regarding the teaching and/or community service of a tenured faculty member, the Administration may propose the initiation of a review of the faculty member. Such a review presupposes prior discussions, among the faculty member, the President, and the Provost, which have not led either to a satisfactory resolution or to a request by the faculty member for a review as outlined under part (a). In this event, the faculty member and Academic Council are informed of the Administration’s desire that a review take place. At least three of the five elected members of Council must declare themselves satisfied that the concerns are serious and persistent. If this is the case, Council appoints as presenter a member of the faculty who will consult with the faculty member and gather information. If possible, the presenter will be one of Council’s elected members or alternates. However, this need not necessarily be the case. The presenter should be a person who can be of assistance to the faculty member throughout the process, the primary goal being that the faculty member, and hence also the College, should benefit as much as possible. The extent of the fact gathering is determined by the President and Provost after consultation with the faculty member and with Council, and may vary considerably from case to case, but will always include teaching performance. The presenter prepares a dossier and presents it to Council, which then discusses the case. The presenter is a full participant in the discussions. Council then makes a recommendation to the Provost as to the general form of a letter that is to be transmitted to the faculty member regarding her or his performance. When the letter has been drafted, all members of Council have an opportunity to review it and to comment. Subsequently, the President and Provost together meet with the faculty member, the letter serving as a basis for discussion. As a result, the letter may be amended before it is finally transmitted. In any event, the faculty member may make a written response. The letter and the response, if any, become a part of the faculty member’s permanent record at the College.

c. Faculty Evaluations

As is the case for all members of the faculty, tenured faculty members are expected to develop a means of evaluating their teaching on an annual basis. The methods used to collect opinion are left to the discretion of the individual, but there should be a survey providing all students from at least one course per semester with the opportunity for anonymous responses, although students may be permitted to identify themselves if they so desire. All responses are to be delivered to the Provost’s Office, in the form in which they were received, as part of the yearly Professional Activities Form. The Provost will return these responses to the faculty member. This information must be interpreted with caution, since the methods used will vary from one individual to another and the responses are anonymous. Faculty members should provide the Provost with a summary and, if they desire, additional information that might aid in interpreting the responses. The purpose of submitting these student responses is primarily to provide an avenue for constructive assistance and suggestions. However, in
some cases the process ultimately may lead to the initiation of a review as specified in parts (a) or (b).

5. Reappointment of Continuing Faculty

In the case of Continuing appointment members of the faculty, both the need for their position and their qualifications for the position are reviewed periodically.

The review of the position is undertaken by the Educational Policy Committee, which makes a recommendation to the Provost. Typically, such reviews of the continued need for the position are conducted every three years, but the Provost may request an extension of the period between reviews of up to six years.

If the Educational Policy Committee recommends continuation of the position, and the Provost accepts that recommendation, the qualifications of the person in the position are reviewed as follows:

a. For Continuing appointments at the Assistant Professorial or Lecturer rank

The qualifications of the person in the position are reviewed each time the position is reviewed, that is, typically at three-year intervals.

b. Promotion to Associate Professor, Continuing Appointment

Promotion is normally considered following one of these EPC reviews when the person has taught approximately 30 courses at the College (a number equal to that normally taught by tenure-track faculty members at the time their promotion and tenure is considered).

The reviews of Continuing Associate Professors are conducted approximately every six years.

c. Reviews of Continuing Full Professors

Full Professor, Continuing Appointment, reviews are scheduled by the Provost and conducted on the basis of material submitted by the faculty member with his or her professional activities form, or as a supplement to it.

6. Calendar for Preparation and Presentation of Cases

The following calendar applies to all tenure-line faculty and faculty on Continuing Appointment unless stated otherwise in the letter of appointment. [For tenure-line faculty hired before July 1, 2013, the deadlines apply only for promotion to full professor. For faculty on Continuing Appointment as of June 30, 2013, deadlines will apply only after their contract is next renewed. For faculty hired after June 30, 2013, deadlines apply for all personnel cases. This bracketed information will be redacted from the Faculty Handbook on June 30, 2020.]
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<tr>
<th>Target date</th>
<th>What is due</th>
<th>Notes</th>
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<td>Wednesday after spring grades are due</td>
<td>Each candidate up for review in the coming academic year submits his or her CV and a preliminary 2-4 paragraph overview that describes the field of research. This overview is intended to help the Provost's office select a Presenter and to prepare the Presenter to complete the work set out in the Guidelines for the Preparation of Cases to Academic Council for Faculty Reappointments Tenure and Promotion.</td>
<td>These materials are submitted to the Associate Provost responsible for faculty dossiers. The overview will be used internally to assist the Provost in assigning a Presenter and to introduce the Presenter to the candidate’s work. The Presenter may, in consultation with the candidate, choose to use these documents, and/or other material, to recruit reviewers.</td>
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<td>August 22nd</td>
<td>All candidates for tenure, promotion to full professor, and those continuing appointment cases requiring outside letters will submit materials for Council to the Provost’s office as specified in the relevant parts of the Guidelines for the Preparation of Cases to Academic Council for Faculty Reappointments Tenure and Promotion. Specifically, these materials include: a statement for external reviewers; a CV; and scholarly work. These materials will also be made available for review by Department faculty.</td>
<td>Between these two dates the Presenter proceeds as per the relevant parts of the Guidelines for the Preparation of Cases to Academic Council for Faculty Reappointments Tenure and Promotion.</td>
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<tr>
<td>October 21st</td>
<td>All candidates for tenure and promotion to full professor will submit all remaining materials for Council to the Provost’s office as specified in the relevant parts of the Guidelines for the Preparation of Cases to Academic Council for Faculty Reappointments Tenure and Promotion.</td>
<td>Candidates may not submit new material after this date, but updates to the CV may be communicated to Council through the Provost after the date of submission.</td>
</tr>
<tr>
<td>November 1st</td>
<td>Target date for Presenters to forward tenure and promotion candidates’ dossiers to Council. Review of tenure and promotion dossiers begins.</td>
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<th>Event Description</th>
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<tr>
<td>First Wednesday in December</td>
<td>All candidates for Continuing Appointment reappointment or tenure-track reappointment will submit all materials to the Provost's office as specified in the relevant parts of the Guidelines for the Preparation of Cases to Academic Council for Faculty Reappointments Tenure and Promotion. This includes statements (to external reviewers and Council) as well as publications and CV for review. Scholarly materials will be available for review by Haverford Faculty at this point.</td>
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<tr>
<td>February 1st</td>
<td>Target date for Presenters to forward reappointment candidates' dossiers to Council. Review of reappointment dossiers begins.</td>
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<tr>
<td>Normally prior to the end of the last Faculty meeting each year</td>
<td>The President will notify candidates after a decision has been made. The Faculty will be informed about the outcome of cases deliberated in a given year by the end of that academic year.</td>
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C. ACADEMIC FREEDOM: RIGHTS AND RESPONSIBILITIES

The following statements express the position of the College on academic freedom:

1. Faculty (FRRC 2014 update of statement approved by the Board of Managers in March, 1950)
   a. Faculty members are entitled to freedom in research and in the publication of the results.
   b. Faculty members are entitled to freedom in the classroom.
   c. Faculty members at Haverford are citizens, members of learned professions, and representatives of the College. When writing or speaking as individual members of the community, faculty members should be free from censorship or discipline, but their special position imposes special obligations. As persons of learning and as educational professionals, they should remember that the public may judge the teaching profession and the College by their activities. Hence, they should show respect for the opinions and the rights of others. When speaking as citizens or as individuals, they should make every effort to indicate that they are not speaking for the College.

2. Students (FRRC 2014 update of statement approved by the Board of Managers in April, 1964)

Haverford College holds that open-minded and free inquiry is essential to a student’s educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on any subject. To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choices regarding controversial issues. Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and the freedom to formulate and express their positions on these issues.

Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and the freedom to formulate and express their positions on these issues.

Finally, the College reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry, and advocacy. Students, therefore, have the right to found new or join existing organizations, on or off campus, which advocate and engage in actions to implement their announced goals.

Student actions such as those here mentioned do not imply approval, disapproval, or sponsorship by the College or its student body; neither do such actions in any way absolve students from their academic responsibilities. Similarly, students are
expected to make clear that they are speaking or acting as individuals and not for the College or its student body.

The freedom to learn, to inquire, to speak, to organize, and to act with conviction is held by Haverford College to be a cornerstone of education in a free society.

3. **Speaking or writing on controversial subjects**

There is value at all times, but particularly in times of crisis, for educators to make their considered opinions known both to their elected representatives and to the public. Members of the faculty and administration, therefore, should feel free to be active participants in public movements, controversial or otherwise.

The handbook’s statement on academic freedom for individual faculty applies equally to groups. It is further important to avoid suggesting that personal opinion represents group opinion, unless the individual knows that he/she can speak for the group. All should take care that, when the name of the College is used to identify a member of the faculty or administration, no sponsorship is implied. Though this is implicit in the statement referred to above, it bears repetition, because it is from a lack of such caution that misunderstanding can easily arise.

4. **Legal obligations**

The College expects that members of the community will act within the bounds of law whether or not they are in agreement with them. At the same time, it recognizes that there are principles such as those of the U.S. Constitution, international treaty obligations, or deeply held religious or ethical beliefs, on the basis of which individuals or groups may take action contrary to a particular law.

5. **Professional Ethics and conduct**

Faculty members are expected to conduct themselves as scholars and professionals in their interactions with students and colleagues. This includes public venues (e.g. classrooms, meetings) and more private exchanges (e.g. one-on-one dialog and electronic correspondence).

Faculty are strongly discouraged from sending communications that are malicious, obscene, threatening, or intimidating, or that might constitute harassment or bullying. Examples include conduct that is meant to intentionally harm someone’s reputation or that could contribute to a hostile work environment.

*EXCERPT FROM AAUP Statement on professional ETHICS (April 2014):*

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

D. ACADEMIC TENURE

1. Definition

The term “academic tenure” is defined as employment by the College to retirement without termination except for cause as outlined below. Such tenure applies to faculty members who hold the rank of Full Professor or Associate Professor under the conditions stated below.

Academic tenure to retirement is accorded to all tenure-track persons as follows:

a. All Full Professors, except those on term appointment or those who have not had previous service at the College. In these cases a probationary period or a termination date for the appointment may be stipulated in the contract.

b. All Assistant and Associate Professors who have served the College full-time for eight or more years, not necessarily consecutive, in a rank not lower than that of Assistant Professor. Time served on the full-time faculties of other academic institutions may in some cases be included in the eight-year rule; when this is done, the amount of that time to be included is agreed upon by the College and the appointee at the time of the original appointment to Haverford College.

Leave time during the probationary period toward tenure will count as time of service unless the candidate exercises the following option: A person in a tenure-track appointment who takes a leave of one term or more during the probationary period may opt to postpone tenure consideration by one year; that is, the year in which a term or more of leave occurred will not be counted as time of service. A person wishing to exercise this option must notify the Provost’s Office in writing by April 1 of the academic year prior to the year scheduled for tenure consideration.

2. Causes for termination of tenure

Termination of an appointment with academic tenure, or of other appointments before the end of a specified term, may be effected by the College only for adequate cause. Adequate cause for termination of an appointment with academic tenure must be related, directly and substantially, to a faculty member’s failure to perform in his or her professional capacity as a teacher or scholar. Termination of appointments with academic tenure or of other appointments before the end of a specified term will not be used to restrain faculty members in their exercise of academic freedom or other rights as American citizens.

Adequate causes for termination of the employment of faculty members having academic tenure are:

a. Gross misconduct, including but not limited to the following: such flagrant disregard of the College’s rules or policies or of the customs of scholarly communities as to render the faculty member unfit to continue as a member
of the academic staff; plagiarism; misuse of College funds; racial or sexual harassment; or the sale of illegal drugs to or physical assault upon a member of the College community.

b. Incompetence or failure to perform the duties of a Haverford professor satisfactorily.

c. Disability that results in the inability to perform the essential functions of a Haverford professor, even with reasonable accommodation.

d. Other causes are:

e. Permanent or protracted revision of the College curriculum (see paragraph 6 below).

f. Financial exigencies of the College (see paragraph 7 below).

3. In the interpretation of the foregoing, the following general principles apply:

a. The terms and conditions of every faculty appointment shall be in writing and in the possession of the Provost and the faculty member.

b. All members of the faculty shall have the privileges outlined above in the statement on academic freedom. However, in accepting appointment as a full-time member of the faculty, a teacher should understand that one’s teaching, research and community responsibilities at the College are one’s main occupation and that the undertaking of outside activities, whether or not for pecuniary considerations, may invalidate one’s tenured status. When there is any possibility that outside activities may exceed what is reasonable, they should not be undertaken without the written approval of the President or Provost of the College, who would consider them in relation to their probable value to the College.

c. Procedures for dismissal of a tenured faculty member are provided in Section III.I.

d. A faculty member having tenure, whose contract is terminated for reasons not involving incompetence or gross misconduct, shall receive normal salary for at least one year from the date of notification of such termination, whether or not he/she is continued at the College during this period.

e. Academic tenure does not apply to administrative positions or to chairmanships of departments.

f. It is recognized that emergency conditions, such as major changes in demand for instruction or in the social or economic environment, might require changes in College policy that would make unwise and uneconomical the continuance of certain fields of instruction. Where circumstances affect the demand for certain courses, or certain courses are eliminated from the curriculum, the President and the Provost shall attempt to make suitable adjustments in teaching assignments and personnel. In the event that it is not reasonably practicable to find employment in another department or in
another capacity for a faculty member affected by such adjustments, his/her contract may be terminated by the College even though he/she has academic tenure. In such a case, two years’ notice of such termination shall be given with full salary during this period.

g. Financial exigencies shall be demonstrably bona fide. However, the College is not obligated to spend the principal of its endowment or to use the income for purposes inconsistent with the intent of the donors.

E. TEACHING RESPONSIBILITIES

1. Teaching Load

The normal course load at Haverford for full-time tenure-track faculty is five courses or equivalent per year, each course meeting for three hours per week. The course load for Continuing appointment faculty members is normally based on six courses or equivalent per year. Interim members of the faculty teach six courses or equivalent.

Equivalencies are a matter of discussion between the department chair and the Provost, based on the following general guidelines:

a. One afternoon of laboratory work is normally the equivalent of a half course (or in exceptional circumstances, one course), depending on the amount of instructional effort required, the availability of assistance with the development and teaching of the laboratory, the number of students, etc. Three hours of scheduled discussion meetings (when part of the approved course description) is generally considered to be \( \frac{1}{2} \) course.

b. Supervision of senior research or theses, when continuous and substantial, may be counted with the approval of the Provost. However, independent study (480 or equivalent) courses are not counted in the teaching load.

c. Adjustments may be made for very large classes (over 50), very small classes, or circumstances in which a faculty member teaches more than one section of the same course. If for some reason a faculty member has an abnormally heavy or light load for a limited period, an effort should be made within the department to compensate at another time. More formal arrangements for such an adjustment may be made with the Provost.

d. In cases where a faculty member carries an unusually heavy set of college service responsibilities outside the classroom, the Provost may authorize a temporary adjustment in the teaching load.

The chair is expected to seek the Provost’s approval for proposed variations from the normal teaching load for any member of the department.

2. Classroom Attendance

Members of the faculty are expected to meet all scheduled classes and office hours. It is permissible occasionally to reschedule a class for personal or professional reasons, or to arrange for a colleague to teach it. However, faculty members should
be considerate of students' needs for continuity and availability. Absences of more than three teaching days in a row must be approved in advance by the Provost.

Classes cancelled due to illness or inclement weather should so far as possible be held at a later date, either in person or through appropriate on-line mechanisms. Long-term illness should be promptly reported to the Provost so that a substitute instructor can be arranged if possible.

3. Conduct of Classes

In the first week of classes faculty members are expected to inform students of the design and general objectives of the course. Faculty members should provide students with a course syllabus that outlines the material to be covered, sets forth the basic bibliography and reading assignments for the course, and lists the written work expected of them, including a schedule of assignments and any final work for the course. Any special standards or requirements should be made known to students. Specific expectations regarding the Honor Code should be discussed (See Section VI.X) and a statement about special accommodations should be included (suggested language below). All written work in courses, except final examinations or papers in lieu of examinations, is due as scheduled by the instructor, but no later than the last day of classes for that semester. All final exams and papers in lieu of final exams are due no later than and no earlier than noon on the last day of the finals period. If any student asks to extend the deadline for final work, the student’s Dean must consent.

Special Accommodation Statement

“Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you feel like you are encountering challenges to your learning in this course. There are also a number of resources on campus available to you as a student to maximize your academic potential, including the Office of Academic Resources (https://www.haverford.edu/oar) and the Office of Disabilities Services (https://www.Haverford.edu/ods/). If you think you may need accommodations because of a disability, please contact Gabriela Moats, Coordinator of Accommodations, Office of Disability Services (gmoats@Haverford.edu, 610-896-1290). If you have already been approved to receive academic accommodations in this course because of a disability, please meet with me privately at the beginning of the semester with your ADA letter. Students are encouraged to contact me within the first two weeks of the semester to avoid any unnecessary inconvenience and delays.”

F. FACULTY RESPONSIBILITIES BEYOND THE CLASSROOM

In addition to the regular teaching load, faculty members have various responsibilities, including committee work and advising duties. Faculty members on full leave will not ordinarily be required to serve on committees or advise students.
Committee and administrative assignments are made by Academic Council and the Provost. While an effort is made to distribute these duties equitably, some assignments are necessarily more arduous than others. Normally no committee service is expected of those in the first year of teaching.

Faculty members are usually asked to serve as advisors to 3-5 first year students and such advisors continue this work during the students’ sophomore year. A statement outlining the duties and responsibilities of advisors is given to each faculty member during the summer. Faculty members on leave or in their first year at the College will not be assigned advisees.

Each department chair is responsible for supervising the advising of departmental majors in their junior and senior years. While the chair may do his or her advising personally, it is recommended practice to share the responsibility with departmental colleagues. Department chairs with few majors may also be asked to serve as advisors to first and second year students. The change to a major adviser occurs when the student selects his or her major in the spring of sophomore year; the major adviser approves online registrations for of sophomores registering for the fall term of the junior year.

Faculty members are expected to meet their academic duties through commencement, and to return to the campus in time to meet their assigned advisees a few days before the scheduled opening of College.

Permanent members of the faculty are expected to attend monthly Faculty Meetings and visiting members are encouraged to attend.

On many Monday evenings at 6:30 Collection is held on campus, and each Thursday at 11:00, Meeting for Worship is held in the Common Room or elsewhere on campus as announced. Faculty participation is encouraged, as these are the occasions when the whole College community can share the experience of secular discussion or of meditation and worship.

G. DEPARTMENT CHAIRS

The Provost appoints the chairs of the departments after consultation with the President and Academic Council. Normally, the appointment is for a three-year term with an expectation of rotation, where practicable, at the end of that term.

Department chairs at Haverford are coordinators of a curricular planning process in which all faculty members participate. They are responsible for:

1. Developing (with colleagues) the departmental course plan and communicating with the Educational Policy Committee, the Provost and the Registrar as necessary;

2. Submitting proposals to the Educational Policy Committee as appropriate;

3. Preparing and administering the departmental operating and student salary budgets;
4. Planning for leaves, and coordinating the search for interim and leave replacement appointees when necessary;

5. Providing support and guidance for students enrolled in the department's courses;

6. Consulting with the chair of the Bryn Mawr counterpart department in the interest of using resources effectively, encouraging collegial relationships, planning leaves and faculty hiring, and providing a wide range of well-coordinated and appropriately scheduled course offerings for students (See Appendix V.A);

7. Guiding and assisting junior faculty, both informally and through the annual evaluations of their work requested by the Provost;

8. Providing liaison to various college offices, including especially the Dean’s Office and Admissions.

Members of the department are expected to give freely of their time in assisting the chair. Service as a department chair is considered when allocating committee and other administrative assignments.

H. RESIGNATIONS

The Association of American Colleges has adopted standards governing the timing of resignations from the faculty (prepared in conjunction with the AAUP). These are designed to allow institutions a reasonable time to adapt to the unexpected departure of a faculty member. Institutions are generally expected not to make offers to faculty members from other institutions after May 1 for the following fall. The obligations for individuals are as follows:

1. A faculty member who has been approached with regard to another position should inform the Provost if it is being considered seriously and should give prompt written notice of any binding agreement to accept an appointment elsewhere.

2. A faculty member should not resign in order to accept other employment for the following year later than 30 days after receiving notification of the terms of employment for the following year. If an emergency occurs, the faculty member may request that this requirement be waived.

3. Except by agreement with the Provost, a faculty member should not leave during an academic year.

I. PROCEDURES FOR GRIEVANCE, DISMISSAL AND SANCTION

1. Grievance Procedures
   a. A faculty member who believes that a decision concerning College service, teaching or departmental responsibilities, professional activities, award of leave, or compensation is unfair or reflects bias or inadequate recognition of accomplishments is advised first to take the matter up directly with the Provost. (This excludes issues relating to Academic Council deliberations on reappointment, tenure and promotion, which are dealt specifically through the
appeals process discussed in section III.B.) The faculty member should request an appointment to explain the discontent and present such arguments and supporting materials as he or she wishes. This discussion should take place shortly after the faculty member’s concern has arisen. If, immediately after a full discussion of these concerns with the Provost, the faculty member continues to feel aggrieved, or if there is a substantial difference of opinion about how the matter should be resolved, the faculty member should bring the matter to the President, who will, after meeting with the faculty member and reviewing the grounds for the concern (and, typically, after conferring with the Provost), seek a resolution. Such a resolution might involve a change in the faculty member’s professional or collegial responsibilities, eligibility for leave, or salary. The President may wish to seek advice of Academic Council, College legal counsel, or members of the Board of Managers. If the President decides the matter should be closed, the grievant should be notified in a timely fashion.

In the event that the President does not produce a resolution of the concern acceptable to the faculty member, the matter may be taken to the elected Alternate members of Academic Council as a formal grievance. In this case the faculty member should, within thirty days, notify the President and the Provost of the intention to pursue a formal grievance and begin preparing a written history of the concern and of its handling by Provost and President, as well as detailing the desired resolution.

The five elected Alternate members of Council will form the formal Grievance Panel. They will first review the claim, meet with the faculty member and (typically) with the President and Provost in order to reach a determination whether a prima facie case for a formal investigation exists. Should they decide in the negative, the matter will be brought to a close at this point. If they decide that a prima facie case for the grievance does exist, they will undertake a formal evaluation of both the faculty member’s concerns and the suggestions for their resolution. This may involve the review of relevant information collected during the last review of the faculty member for reappointment, tenure, or promotion, and of documents forming part of the regular review of faculty. Where a full review of the faculty member’s teaching, community service, and scholarship has not recently been completed, the Panel may initiate and supervise such a review before proceeding with its deliberations. To assist the Grievance Panel in its deliberations, relevant comparative information concerning other faculty members may be requested from the Provost’s files. After all documents and supporting materials have been obtained and reviewed, and after discussion with the faculty member bringing the grievance and, as necessary, with the Provost and President, the Panel will seek to resolve the matter by concluding whether an injustice has occurred and what specific steps might be taken to settle the grievance. The Grievance Panel will convey these steps in writing to the grievant, the President and the Provost. The President will then make a final decision and convey it in writing to the concerned parties, the Grievance Panel, and the Board of Managers.
2. Dismissal Procedure

Adequate cause for a dismissal will be related directly or indirectly and substantially to the fitness of the faculty member in his or her professional capacity as a teacher or scholar. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights as American citizens.

Dismissal of a faculty member with continuous tenure or with a special or probationary appointment before the end of the specified term will be preceded by:

a. discussions between the faculty member and the Provost looking toward a mutual settlement;

b. in academic cases informal inquiry by the alternate members of Academic Council, who may determine whether in their opinion dismissal procedures should be undertaken, without their opinion being binding on the President; in cases of individual sexual or racial harassment or discrimination, inquiry by the panel described in “Procedures for Cases of Sexual and Racial Harassment and Discrimination” (see J.5 below), which may recommend that dismissal procedures should be undertaken without its opinion being binding on the President; and

c. in academic cases a statement of charges, framed with reasonable particularity by the Provost acting for the College; in cases of individual sexual or racial harassment a statement of charges drawn up by the inquiry panel and brought forward by the chair of that panel acting for the College.

A dismissal for cause as stated above will be preceded by a statement of reasons, and the individual concerned will have the right to a hearing by the elected members of Academic Council, chaired by the President, who receives the advice of elected members. Elected members deeming themselves disqualified because of bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Each party will have a maximum of one challenge without stated cause. Challenges made against members of this hearing committee beyond the one free challenge each side receives will be evaluated by the remaining members of the committee. When members are excused from Council, they will be replaced by a random selection from a pool consisting of faculty members from the same division who had served on Academic Council or were alternatives to Academic Council during the seven years preceding the date of the hearing. In order to insure that the hearing committee will never be erased completely by challenges, challenges should be resolved one at a time and replacements made as necessary.

Procedures for the hearing are as follows:

a. Pending a final recommendation by Academic Council, the faculty member may be suspended by the President, or assigned to other duties in lieu of suspension, only if immediate harm to himself/herself or others is threatened by his/her continuance. Before suspending a faculty member, pending an ultimate determination of his/her status through the College’s hearing procedures, the President will consult with Academic Council concerning the
propriety, the length, and the other conditions of the suspension. A suspension which is intended to be final is a dismissal and will be treated as such. Salary will continue during the period of suspension.

b. Academic Council may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of information, (iii) provide for the exchange of documentary or other information, and (iv) achieve such appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

c. Academic Council, in consultation with the faculty member, will exercise its judgment as to whether the hearing should be public or private.

d. During the proceedings the faculty member will be permitted to have an academic advisor and/or legal counsel of his/her own choice.

e. Any records of the hearing, including final recommendations from Academic Council, shall be made available to the faculty member at no cost.

f. The faculty member and the representative of the College will have the presumptive right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but Academic Council determines that the interest of justice requires admission of their statements, Academic Council will identify the witnesses, disclose their statements, and if possible provide for informal interrogatories.

g. Academic Council will not be bound by the legal rules of evidence and may admit any evidence which is of probative value in determining the issues involved.

h. The recommendations from Academic Council, which may range from dismissal through lesser sanctions to acquittal, shall be in writing and shall include findings of fact. If there is not a consensus, the separate recommendations may be submitted. If the President does not accept the recommendation, he or she will state the reasons in writing to the elected members of Academic Council and to the faculty member, and an opportunity for response will be provided before the case is transmitted to the Board of Managers. If Academic Council concludes that adequate cause for a dismissal has been established but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

For any case of misconduct in scholarship, the procedures given in Appendix IV replace those in this section.

3. Action by the Board of Managers

If dismissal or other severe sanction is recommended, the President will, on request of the faculty member, transmit to the Board of Managers the record of the case. The Board’s review will be based on the record of the hearing, the recommendations of Academic Council and the decision of the President. The Board of Managers may
establish a committee to hear the appeal. The decision of the President will either be sustained or the proceeding returned to the President with specific objections. The President may then call on Academic Council to reconsider its advice, taking into account the stated objections and receiving new evidence if necessary.

4. **Procedures for Imposition of Sanction Other than Dismissal**

   a. If the President or Provost believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the President or Provost may institute a proceeding to impose such a sanction; the procedures outlined in Section J.2 shall govern such a proceeding. A faculty member who believes that a major sanction has been incorrectly imposed may petition Academic Council for such action as may be appropriate.

   b. If the Provost believes that the conduct of a faculty member justified imposition of a minor sanction, such as a reprimand, it shall notify the faculty member of the basis of the proposed sanction and provide him/her with an opportunity to be heard before the proposed sanction is imposed.

5. **Non-Discrimination/Non-Harassment Policy (revised April 2014)**

Haverford College is committed to providing an employment and educational environment free from all forms of unlawful discrimination because of race, color, gender, religion, age, national origin, citizenship, disability, genetic information, sexual orientation, veteran status or any other characteristic protected by law. This policy applies to all aspects of the employment relationship, such as recruitment, selection, training, promotion, salaries, benefits, discipline, terminations, and all other terms and conditions of employment. The policy also applies to all aspects of a student's educational relationship with the College. In accordance with this policy, the College will make reasonable accommodations in accordance with applicable law where required because of an individual's religion or disability.

The College's policy also includes a prohibition against sexual harassment and harassment on account of any protected category. It applies to all discrimination and/or harassment arising out of the College's employment and educational environment, whether on campus, outside work assignments, or elsewhere. It applies to all members of the College community, including interactions among current and potential employees of the College, as well as interactions among employees and students. It applies to vendors and other third parties who are present on or visit the campus or who interact with members of the College community in connection with College activities. It governs all activity and forms of communication, including the use of telecommunications and computer devices and systems.

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct when:
1) submission to such verbal or physical conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or

2) submission to or rejection of such verbal or physical conduct is used as the basis for employment decisions affecting the individual or decisions regarding a student's education; or

3) such verbal or physical conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

Some examples of what may constitute sexual harassment are: threatening or taking adverse employment actions or actions adverse to a student's education if sexual favors are not granted; demands for sexual favors in exchange for favorable or preferential treatment; unwelcome flirtations or advances; unwelcome physical contact; whistling, leering, improper gestures, or offensive remarks, including unwelcome comments about appearance; sexual jokes or other inappropriate use of sexually explicit or offensive language; the display in the workplace or classroom of sexually suggestive objects or pictures; using any telecommunications or computer system to send, receive, or exhibit unwelcome discriminatory and/or sexual displays, etc.

For purposes of this policy, other discriminatory harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, gender, religion, age, national origin, citizenship, disability, sexual orientation, veteran status or other characteristic protected by law, or that of his/her relatives, friends or associates, and that:

1) has the purpose or effect of creating an intimidating, hostile, or offensive work or educational environment, or unreasonably interfering with the individual's work or educational performance; or

2) otherwise adversely affects an individual's employment or educational opportunities.

Some examples of such harassment are: using epithets, slurs, negative stereotypes, or threatening, intimidating or engaging in hostile acts that relate to a protected characteristic; purported jokes or pranks; placing on walls, bulletin boards or elsewhere on the College's premises, or circulating in the workplace verbal or written graphic material that denigrates or shows hostility or aversion toward a person or group because of a protected characteristic.

a. Reporting Discrimination or Harassment Claims

The College strongly encourages prompt reporting of all incidents of alleged discrimination or harassment. All employees, including members of the faculty, are responsible for conducting themselves in accordance with this policy. Faculty members may report discrimination or harassment claims to the Provost, to any Associate Provost, to one of the College's Equal Employment Opportunity (EEO) Officers, or to the Director of Human Resources. Students and third parties may
also make harassment complaints against faculty members under this policy. For purposes of this policy, the term "student" includes any student who is enrolled in a class at Haverford or is living in a Haverford dormitory. Students may report harassment complaints to the individuals listed above or to those individuals listed on the Title IX section of the Dean's office website. All employees have a responsibility to report suspected violations of this policy and to refer complaints that they receive to one of the individuals listed above. Complaints will be treated as confidential, consistent with the College's need to conduct an investigation as outlined below.

b. Resolving Complaints

When a complaint is referred to or received by the Provost, an Associate Provost, an EEO Officer or the Director of Human Resources, the College will conduct an adequate, reliable, and impartial investigation. The College will select the investigator. In most cases, this investigation should be completed within thirty (30) days. During the course of this investigation, any aggrieved party or parties and any party accused of discrimination or harassment will be interviewed and allowed to identify witnesses and other relevant evidence to support their accounts.

During the pendency of the investigation, in cases where the Provost determines that it is necessary, the Provost may make a request to the President to suspend the accused consistent with Section III.I.2 above. Once the investigation is completed, the results will be reported to the Provost. After reviewing the results, the Provost will determine the appropriate action to be taken. In order to make that determination, the Provost may consult with an EEO Officer or other College official as he or she deems necessary. The Provost's options for appropriate action may include: (a) imposing minor sanctions consistent with Section III.I.4(b) above; (b) referring the parties on a voluntary basis to the Informal Resolution of Conflict Procedure described below; and/or (c) if the Provost believes that major sanctions may be appropriate, referring the matter to the President so that the dispute can be submitted to a formal hearing. In cases involving charges of sexual assault, the matter will typically proceed directly to a formal hearing after the investigation is completed. Once he or she has determined what action is appropriate, the Provost will inform the parties of the results of the investigation and advise them of the action to be taken. If the Provost should decide in a case not to refer the matter to the President for a hearing, the complaining party may appeal that determination to the President of the College with three (3) business days of being so advised by the Provost.

c. Informal Resolution of Conflict Procedure

In appropriate cases not involving a charge of sexual assault, the Provost may refer the dispute for resolution under the College's Informal Resolution of Conflict Procedure. In this process, the EEO Officer may attempt to mediate between the aggrieved person and the accused person with the goal of reaching a resolution to the complaint that would be satisfactory to both parties the EEO Officer, and
the Provost. The EEO Officer is not required to have the parties meet for this purpose—he or she may decide to communicate with the parties separately. In the case of student complaints, however, no student shall be required to meet with the accused party without a mediator present. Either party can stop the informal process at any time.

d. Procedures for Formal Hearings

Once a dispute has been placed in the hands of the President, a panel will be convened within fifteen (15) days. The panel’s purpose is to consider the facts and to make a recommendation to the President. The panel will consist of five persons chosen from a pool of fifteen representing the four segments of the community from which a complaint could arise. The pool will include five members of the faculty, five students, three members of the Staff Association, and two members of the administration. Two of the faculty representatives are to be elected by the faculty for two-year terms, which will be staggered, and three are to be appointed by Academic Council.

The President will ask each of the parties to the case to choose one person from this group to participate on the panel. After receiving these two choices, the President will choose three other persons from the pool and appoint one of these three to serve as chair for the panel.

The major functions of the panel are fact finding and making the reports described below. In performing its function, the panel may consider the results of the investigation already conducted, but the panel is expected to conduct its own fact finding. Its proceedings will be private, and lawyers will not be present. Both parties will have the right to present witnesses and evidence at this hearing. It is expected that both parties will have the right to hear all testimony and will be able to respond to testimony in the presence of those giving it; the panel will be expected to question witnesses in the light of such response. When, however, a witness or either of the parties is unwilling or judged by the panel to be unable to present statements in the presence of others, the panel may decide that the interests of justice require admission of their statements in private. In such cases, the panel will disclose the statements to both parties, identify their authors, and provide for other means of response and questioning.

A summary of the case and the recommendations of the panel will be made in writing to the President. In cases where a major penalty is recommended, such as dismissal or removal of tenure, the recommendation also must be made in writing to the elected members of Academic Council, who will reach a final determination on the claim utilizing the procedures outlined in Section I.2 above. The parties will be informed in writing of the outcome of this process at its conclusion.

In any proceeding to be conducted under Section I.2, the case will be taken to the President or to Academic Council by the panel acting for the institution and not by the complainant. The chair of the panel should represent the institution if a hearing is necessary.
All members of the College community are expected to fully cooperate with and provide truthful information in connection with any investigations or procedures undertaken in connection with this policy. The College will not retaliate against anyone who makes a report or provides information in good faith under this policy. The reporting and investigation of allegations of retaliation will follow the procedures detailed above. Any person found to have retaliated against a person in violation of this policy will be subject to appropriate disciplinary action, up to and including termination.

This policy relates to the College's goal of promoting an environment free of discrimination and harassment. However, it is neither designed nor intended to limit the College's authority to take disciplinary or remedial action for conduct deemed unacceptable, regardless of whether it satisfies the legal definition of discrimination or harassment.

e. Title IX Coordinator

The Provost shall inform the Title IX Coordinator of all complaints received involving claims of sexual harassment or sexual discrimination. The Title IX Coordinator also shall be informed of developments in such cases and of the ultimate outcome in each case.

6. Faculty-Student Relations

Faculty are expected to maintain professional relationships with students and to avoid the sorts of intimate relationships that may bring harm to or have a negative impact on the lives of students. For purposes of this policy, the term “student” includes any person matriculated and/or enrolled in a class at Haverford, or who lives in College student housing. While the College approves of friendly and supportive relationships between faculty and students, it is important that faculty maintain an appropriate and professional tone in their relations with students at all times. N.B. Faculty are encouraged to direct students who are experiencing emotional difficulties to the appropriate support mechanisms such as the Dean’s Office or CAPS

7. Sexual or Romantic Relations

Sexual or romantic relationships between employees of the College and students are prohibited because they interfere with the educational mission of the College and threaten the climate of trust, concern, and respect to which the Haverford College community has always been committed. If an employee violates this policy, the employee’s accountability is not reduced even if the relationship was begun consensually (see below) or was not initiated by the employee. Therefore sexual or romantic relationships between faculty and students are prohibited and a violation of this policy may lead to disciplinary action up to and including termination.

a. Power Differential:
Students should be free to pursue their academic, intellectual and extracurricular interests. Sexual or romantic relationships between employees and students can have an acutely negative effect upon students’ educational pursuits and must be avoided.

Faculty, administrators, and other employees possess an authority over students, which, if inappropriately wielded, may be detrimental to the atmosphere of trust upon which the community and classroom rely. The respect and trust accorded by students to faculty members, as well as the power exercised by faculty in assigning grades, awarding honors and fellowships, providing academic advice, evaluations, and recommendations, create an asymmetry of power and greatly diminish the student’s freedom of choice. This power differential is not absolute or invariable, but it always exists.

b. Consent

Given this power differential, sexual relationships between students and employees of the College are likely to put claims of consent in question. It is often difficult for a student to be certain of the motives of the faculty or staff. It is also difficult for a person in a position of authority to be certain that the student’s consent is genuine, rather than motivated by an unspoken fear of the consequences of not consenting.

c. Conflicts of interest and third party consequences

The possible harm can extend beyond the involved student to other students. Whether or not there is true consent (which may not be clear to others), knowledge of an intimate relationship may interfere with the ability of other students to work comfortably and effectively. Sexual or romantic relations often create or appear to create general conflicts of interest and the fear from third parties of unfair treatment. Sexual or romantic relationships between College employees and students can be detrimental to the ideals of a community based on trust and committed to creating an environment free from favoritism or the appearance of favoritism.

d. Faculty and Staff Protection

Students also have formal and informal powers that may affect the careers of College employees. Because of the power differential, persons in positions of authority such as members of the faculty or staff may find it difficult (should the relationship end in acrimony) to prove that the relationship was fully consensual.

Any member of the Haverford College community who has reason to believe that a sexual or romantic relationship exists between an employee of the College and an undergraduate student in the Haverford community should contact the Director of Human Resources, one of the three Equal Employment Opportunity Officers (EEOO), the Dean of the College or the Provost, hereafter referred to as the “Responsible Parties”.

56
The Responsible Parties, in consultation with the Office of the President, will select an investigator to carry out an adequate, reliable, and impartial investigation. Once the investigation is completed, the results will be reported to the Responsible Parties, and to the Vice-President, Dean, or Provost who is responsible for the employee's department. After reviewing the results, those individuals will determine the appropriate action to be taken, and all involved parties will be informed of the results of the investigation and the action to be taken. Such actions may include: (a) taking steps designed to discontinue the relationship or to otherwise rectify the situation; (b) taking disciplinary action against the employee or imposing appropriate sanctions against a faculty member consistent with Section III.I.4 of the Faculty Handbook; and/or (c) referring the matter to the President for possible appointment of a Presidential Committee. The Presidential Committee Procedure to be followed is outlined in Section III.I.5 of this Handbook regarding the policy on Non-Discrimination/Non-Harassment.

e. Exceptions and Classifications

At present, recent graduates of the College who become employees are counseled about their interaction with current students in a number of areas. While they will not be required to terminate an existing relationship with a student, they will be made aware of this policy, advised to observe its spirit in their conduct, and be expected not to initiate any new relationship. TA’s and students are in positions of unequal power as well, and this asymmetry may render sexual or romantic relationships problematic for the students involved and for other students in the class. While the College does not attempt to regulate dating among its students, TA’s are strongly encouraged to take these implications into account and to recuse themselves from particular assignments when necessary. A final exception that should be noted: this policy does not prohibit faculty members from sexual or romantic relations with those students who are their spouses, domestic partners, or members of the staff.

8. Social Interactions and Alcohol

Because we are a small community of scholars, faculty members may develop close collegial relationships with their students through classroom activities, research collaborations, mentoring, and advising. These relationships can have a social dimension, where faculty meet, interact and engage in conversation with students over meals, coffee, and/or visits to the faculty member’s home.

In such social interactions, faculty are not permitted to serve alcohol to underage students and are discouraged from excessive drinking with students who are of legal age. For the purpose of this policy, excessive drinking is defined as alcohol consumption that would compromise one’s ability to make sound judgments.

Alcohol is often served at College and department functions and undergraduates are frequently an integral part of these community events. However, all students who attend such events should be asked to show proof of age to consume
alcoholic beverages and underage students must not be served alcohol.
(Effective July 1, 1996, revised July 1, 2014)
IV. LEAVES, RESEARCH, AND TRAVEL

A. FACULTY SABBATICAL POLICY

1. A tenured faculty member is eligible to request, through the Provost, a sabbatical leave as follows:
   a. Option a: One semester with 75% of compensation after three full years of teaching service at Haverford. Contingent upon timely and substantial efforts to obtain outside funding, Haverford will supplement to 100% of compensation for the semester.

   One full year of teaching earns a faculty member one full credit toward sabbatical, and three full credits are required before the faculty member is eligible for leave option a. No leave credits are accrued during the year in which sabbatical is taken.

   For faculty who are able to arrange a 2.5 course teaching load, leave may be taken in either semester of the fourth year. Otherwise, the leave semester must alternate between the 2-course teaching semester and the 3-course teaching semester, so that over the course of 8 years, the faculty member is "released" from a total of 5 courses.

   Contingent upon the approval of the Provost, who will consider both departmental and College-wide needs, the one semester leave may be extended to a full year only if the second semester is supported by outside funding or taken as leave without pay, following the guidelines below. Normally, faculty are eligible for a maximum of one year of leave (with or without pay) in any four-year period. In cases where outside support is sought and granted, total compensation for the year from a combination of College and external funds cannot exceed the faculty member’s regular annual compensation.

   Under option a, for those eligible for a one-semester leave who obtain outside funding: if outside funds are obtained to cover any portion of salary, Haverford will always supplement to 100% compensation for the one semester.

   If outside funds awarded exceed 25% of compensation, faculty will have two options. After deducting the 25% needed to bring the one semester compensation from 75% to 100%, faculty may use any remaining grant funds either (a) to “buy back” one or more courses for the second semester of the academic year, normally at 1/5 of annual salary/per course, or (b) to take the additional semester of leave, with no teaching, at reduced compensation.

   With special approval from the department and the Provost, after three full years of teaching, a faculty member may take the one semester leave as a 50% reduction in teaching for the year, at 87.5% of compensation. (Again, for faculty who are able to arrange a 2.5 course teaching load, teaching will be distributed across the year according to the needs of the faculty member and the department. Otherwise, in this option the faculty member who teaches
two courses in any given leave year must teach three courses in the next leave year, so that over the course of 8 years, he or she is “released” from a total of 5 courses.)

b. *Option b*: One year with 75% of compensation after each 6 years of teaching service at Haverford. Contingent upon timely and substantial efforts to obtain outside funding, the College will supplement to 100% of compensation for the year.

One full year of teaching earns a faculty member one full credit toward sabbatical, and six full credits are required before the faculty member is eligible for leave option (b). No leave credits are accrued during the year in which sabbatical is taken.

In cases where outside support is sought and granted, total compensation for the year from a combination of College and external funds cannot exceed the faculty member’s regular annual compensation.

For those who obtain outside funding: if outside funds are obtained to cover any portion of salary, Haverford will always supplement to 100% compensation for the year.

c. Special exception: For grants that award monthly stipends for a period of more than 9 months, the money that would ostensibly be ascribed to the months of June and July may be considered as “summer salary”. If the amount of the monthly stipends from all such grants awarded exceeds that of the normal monthly salary for the faculty member, the amount must not exceed 2.5/9ths of their faculty salary in aggregate for the months of June, July, and August. In such a situation, any remaining monies left in the grant(s), after deduction for summer salary, are subject to *options a and b* above.

2. *Continuing Appointment Faculty*

Continuing appointment faculty members are eligible for leaves with the same frequency as tenure-line faculty, but the amount of leave support is pro-rata.

3. *Accrual of Leave*

Once 8 years of teaching service have accrued, further accrual does not occur until a leave has been taken.

4. *Untenured Faculty*

Untenured faculty are eligible to request a one-year sabbatical after three full years of teaching service at Haverford and reappointment. Salary for this “Junior Faculty Leave” will be 100% contingent upon timely and substantial efforts to obtain outside funding. In cases where outside funding is awarded, total salary from a combination of College and external funds cannot exceed the faculty member’s annual notional
salary for the leave year. The Junior Leave year does not count as a year of teaching service toward sabbatical accrual.

Accrual for sabbatical normally begins in the first year of a beginning tenure-track position, and no accrued teaching service is used for the Junior Faculty Leave. In the three years immediately following the Junior Leave, however, faculty may not choose option a, one semester leave after 3 years of teaching. [This is because faculty are eligible for a maximum of one year of leave in any four-year period.] Instead, after accruing a full 6 years of teaching service and after a positive tenure decision, faculty will be eligible for option (b).

5. Leave Without Pay

A faculty member may request, through the Provost, leave without pay to make possible activities that will increase his/her usefulness to the College, or that will be professionally rewarding. While the College recognizes the importance of such leaves, they are granted at the discretion of the Provost. (A leave without pay does not count towards accrued service without the express approval of the Provost obtained before the leave without pay begins.) For fringe benefit eligibility while on leave without pay, see section V.C.5. Maternity and child-rearing leaves are treated in section V.F,G,H

6. Timing of Leaves and College Needs

It should be recognized that granting of leave and its timing may be affected by personnel needs of the department or the College. The Department has the primary responsibility for coordinating leave plans to avoid serious conflicts. If a sabbatical leave is postponed for the convenience of the College, this postponement will not affect adversely the time at which the next sabbatical leave may be requested.

Except in unusual circumstances, a faculty member will not be granted leave (sabbatical or without pay) for more than one year.

7. Office Space and Office Computer for Faculty on Leave

The Coordinator of Faculty Housing & Offices will need cooperation in order to ensure that all teaching faculty have adequate places to prepare their classes and meet with students. Therefore, if a faculty member is on leave, the faculty member’s office may be shared with (or temporarily assigned to) a visiting faculty member.

Concerning computers, the faculty member on leave has several options:

a. If the faculty member takes the computer home during leave:
   1) the faculty member’s office will be reassigned;
   2) the faculty member will be responsible for insuring the computer;
   3) the faculty member’s computer must be returned to campus at the end of the leave.

b. If the faculty member’s computer remains in the office:
The faculty member will continue to have use of the office, but may be asked to share the office with an interim faculty member who will most likely have another computer installed in the office.

c. Faculty away while on leave:

For a faculty member away while on leave, the computer will be backed-up and stored by Computing.

B. EXPENSES FOR FACULTY TRAVEL

The College recognizes the importance of professional travel to the development of productive scholarship. The Faculty Travel Fund supports travel for the following purposes in connection with meetings of learned societies:

1. to give an invited paper, serve as an invited participant, or chair a session;
2. to give a contributed talk;
3. to serve on the board or as an officer of a learned society; or
4. to attend a meeting for the purpose of professional development.

Application for travel support should be made to the Office of the Provost’s at least four weeks in advance, by submitting a Travel Approval Request Form that can be obtained from the Provost’s website at http://www.haverford.edu/provost.

If travel is to be by air, the Office of the Provost will authorize the College’s travel agent to book airline reservations and bill the office. Bookings must be made at least 14 days in advance or earlier to take advantage of discount fares. Faculty members are asked to be flexible in scheduling where that will result in major economies.

The normal maximum amount of support for the various appointment categories and travel purposes is published annually by the Office of the Provost. The annual maximum for full-time faculty on term appointments of three years duration or more is the same as that for tenure-line faculty. For approved trips, the following necessary and proper expenses will be reimbursed subject to the published annual limits:

1. Travel fares or automobile mileage for the least expensive means of transport;
2. Conference registration fee;
3. Expenses for lodging up to a daily maximum figure that is published annually. If several lodging choices are available, only the least expensive will be reimbursed.

Those having travel needs that exceed the annual limits of the Faculty Travel Fund and that are important to their scholarly development should consult the Provost regarding the availability of other resources.

To obtain reimbursement, faculty members should submit an electronic request using Kuali. All receipts for reimbursement must be processed through this same electronic mechanism. Reimbursement cannot be provided for items over $25 that are not supported by receipts.
C. FUNDS FOR RESEARCH AND STUDY
The Faculty Research Fund and several grants and endowed funds provide modest research support for regular faculty members. At the Associate Provost’s discretion, limited support may be extended to full-time interim or term appointees. Such eligibility will be specified in the visiting faculty member’s contract letter.

Internal funds are administered by the Associate Provost, who invites applications on an annual cycle. Faculty may apply for funding for research materials, research-related travel, research continuity support, and funding for summer and academic year research assistants. Funds not spent during the award period will be returned to the faculty research pool. Faculty members should use the web links provided by the Provost’s Office for submitting applications. The Associate Provost reviews each proposal with the faculty members of the Administrative Advisory Committee.

Faculty members may also request research funds at any time during the academic year at a limited amount set each year by the Provost’s Office. Such requests should be made using the link for “Limited Research Funding” on the Provost’s Office webpage. Each permanent faculty member is also entitled to a small amount of money for books and materials (annual rates set by the Provost). Reimbursement requests or invoices should be sent to the Provost’s Office.

Internal funding is also available through the College’s Centers (The Center for Peace and Global Citizenship, The Hurford Humanities Center, and the Koshland Integrated Natural Sciences Center).

Faculty members are encouraged to seek extramural support for research, and several resources are available to assist faculty members in this endeavor. The Associate Provost serves as the authorized institutional representative on extramural grants, and can provide assistance to faculty members wishing to write proposals. Any extramural proposals (whether to private foundations or state and federal agencies) should be discussed in advance with the Associate Director of Foundation, Corporate, and Government Relations who can provide guidance and assistance to faculty members in identifying funding sources and negotiating bureaucratic regulations.

MILITARY AND NON-MILITARY RESEARCH
Official College policy on research recognizes possible conflict between certain activities and the Peace Testimony of the Society of Friends. This policy, approved by the Board of Managers, is as follows:

1. “Research, the significance of which in the opinion of the College is primarily military or when a military objective motivates the investigator to any degree or which is known or expected to be classified for security reasons, or to involve security clearance of personnel or any restrictions on the publication of the results, is considered to be military research and is not consistent with the Peace Testimony of the Society of Friends. Hence the College should not apply to any source for funds for military research. If in the course of any research program restricted or classified data become involved or if security clearance is required
or publication of results is restricted, the College will immediately cancel the contract.”

2. “As for non-military research, the College should be willing to apply for funds to appropriate sources, not including the Department of Defense and its branches, on behalf of a faculty member subject to the following provisions: (1) Such activities should not conflict with her/his other college duties. (2) The solicitations should be coordinated by the Administration. (3) The allocation of College facilities and resources to the project should be approved by the Administration. While the Board of Managers does not feel free to seek the aid of the Department of Defense in raising money for research, requests addressed to the College from any department of the government should be considered by the Board on their merits.”

D. OUTSIDE EARNINGS

The faculty is expected to engage in scholarly activities or professional development during the summer months. Salary supplementation equivalent to 2.5/9ths of the academic year salary through outside grants for summer work (June - August) is permitted.

Salary supplementation for regular work during the academic year is allowed only with the approval of the Provost, who must determine that such work is not likely to interfere with College obligations. Part-time faculty members are not subject to this restriction.

E. HUMAN SUBJECT RESEARCH

A faculty or staff member wishing to initiate research involving human subjects must get approval, before initiating the research, from the college’s Institutional Review Board (IRB) for Human Subject Research. Proposal forms and additional information about the IRB are available from the Office of the Provost and/or web site.
V. ACADEMIC PROCEDURES

A. AMOUNT OF WORK REQUIRED OF STUDENTS

The normal course load for full-time students is four courses in each semester. For such purposes as transfer of credit and graduate school admission, it is necessary to assign credits in terms of semester hours. One course credit is equal to four semester hours.

B. UNDERGRADUATE STUDENT ASSISTANTS

Student assistants play a useful role in the teaching of some courses. The following policies are designed to ensure that essential instruction is provided only by faculty members and that the use of undergraduate student assistants does not diminish contact between faculty and students. In addition, it indicates the circumstances under which academic credit may be awarded to student assistants.

1. Student assistants are divided into two categories:
   a. Aides, who are hired to perform various tutoring, administrative, clerical, grading, monitoring, and class-discussion duties. Aides are paid for their efforts and do not receive academic credit. The duties are designed primarily, though not necessarily solely, for the benefit of the students enrolled in the course.

   b. Teaching assistants (TAs) who complete substantive academic work for the purpose of enhancing their own command of a discipline. Academic credit will be awarded to TAs solely because the activity enhances their comprehension of a discipline. TAs may also provide significant educational benefits for the enrolled students.

2. The following guidelines govern the use of both categories of student assistants, aides and TAs.
   a. No department may require majors to serve as TAs unless they receive academic credit. Student aides are employed voluntarily, and they are compensated for their service. They do not receive academic credit.

   b. Student assistants serve a supplementary role; student assistants should not substitute to any significant extent for lecturing or other activities that the professor would perform in the absence of the student assistants.

   c. For teaching assistants to receive academic credit, a formal evaluation of the student’s academic progress is required. The written or oral assignments that will serve as the basis for grades must require substantive academic work designed to enhance the teaching assistant’s command of the discipline. Academic evaluation cannot be restricted to the TA’s performance as teacher.

   d. Teaching assistants are not to be assigned significant clerical or administrative duties. (Major clerical or administrative duties can be provided by hired aides.)
e. Grading and evaluating the academic work of enrolled students by teaching assistants is acceptable only if these activities enhance the teaching assistant's comprehension of the discipline. Subjective judgment by student assistants of other students' work is not to have a significant impact on course grades and is to be done under active supervision of the faculty member.

f. A student may register as a teaching assistant only once in any one semester-course; a student may apply no more than one semester-course credit (or two half-credits) as a teaching assistant towards the 32-course graduation requirement; no student may include more than two semester-course credits as a teaching assistant on the transcript.

g. Course proposals to EPC must include a detailed description of the use of student assistants. EPC will provide these descriptions to the faculty when approving new courses.

C. EVALUATION OF STUDENT PERFORMANCE

Evaluation of each student's performance is a vital part of the process of learning, and no policies which deal only with the mechanical aspects of grading or recording grades can substitute for the responsibility of each teacher to evaluate her/his students' ability and performance in each course. All instructors are urged to read papers and tests promptly and to return them to the students with written comments, making themselves available to talk with students individually about their work.

Although reports of academic concern are requested in the middle of each semester for students who are not doing satisfactory work in a course, grades are submitted to the Registrar only at the end of the semester. Within the semester, each instructor is free to use whatever system of evaluation seems most effective.

D. GRADING PROCEDURES

At the end of each semester, each faculty member submits, for each student in each of her/his courses (except those in which a written evaluation replaces the numerical grade), that grade which best represents the quality and quantity of work done. Haverford College grades are based on a numerical scale with 4.0 the highest grade possible. The lowest passing grade for a completed course is 1.0. The complete set of grades is 4.0, 3.7, 3.3, 3.0, 2.7, 2.3, 2.0, 1.7, 1.3, 1.0 and 0.0. If a student fails to complete a course, the grade is recorded as 0.0 (Failure). If a student withdraws from a course for reasons that are accepted by the Dean, including those beyond the student’s control, the grade is recorded as “W” (Withdrawn with permission).

The minimum passing grade is 1.0. No course credit is given for a course in which the grade is below 1.0. There is one exception to this rule. If a student fails the first semester of a year course in which the work of the second semester depends heavily on that of the first, and still is allowed by the instructor to continue that course, credit may be received for both semesters if the grade for the second semester is 2.0 or above. Such an arrangement must be confirmed in writing to the Registrar by the instructor at the beginning of the second semester.
If a student receives a grade lower than 1.7 in a course that is a prerequisite for another course, she/he must, in order to take that other course, have the permission of the instructor. In some courses a grade higher than 1.7 may be requested in a course that serves as a prerequisite.

A course in the major field cannot be used to satisfy a departmental requirement for the degree if the grade is below 2.0.

The Committee on Student Standing and Programs reviews students’ records at intervals and has authority to separate students from the College or to set requirements for additional work in cases of students whose work is unsatisfactory. The Committee may separate from the College any student not passing courses or who fails to show work that is better than passing over time. The Committee hopes to encourage a consistently high level of achievement in all students and may take failure to achieve such a desirable level as grounds for review.

The incomplete grade may not be given except by advance arrangement with the instructor and the student’s dean who, if the circumstances warrant, will authorize a grade of “Incomplete” provided that a definite date is set by the faculty member for changing this to a regular grade. A grade of CIP (Course in Progress) may be submitted at midyear for Senior research courses which run throughout the year and for certain other year courses, as agreed upon by the instructor and the Dean of the College and so announced at the beginning of the course. However, if it is possible to evaluate a student’s work at midyear without difficulty, a CIP grade should not be used. The Committee on Student Standing and Programs has the right to request a provisional grade in such cases, if the absence of a grade makes it difficult to analyze the performance of a student in academic difficulty.

In grading all papers, the faculty should take into account the style and mechanics of writing.

**E. REPORTING AND RECORDING GRADES**

Grades or the appropriate written evaluations are due at the times announced in the calendar. A grade of 0.0 (Failure) will be entered in cases where a grade is not submitted by the instructor by the announced due date.

For further information on grading, a faculty member should consult the department chair, the Dean, or the Registrar.

**F. WRITTEN EVALUATIONS**

In certain senior research and project courses, where a numerical grade is difficult to determine, a faculty member may substitute a written evaluation of a student’s performance that will be attached to the transcript record in place of the numerical grade. If this practice is to be followed in such a course, the instructor must make the fact known at the time students sign up for courses. An instructor who wishes to use written evaluations in courses other than senior research or senior departmental studies courses must first seek the approval of the faculty, initiating the request through his or her department chair who, if he or she approves it, will transmit the request to the
Educational Policy Committee, which will, if it concurs, in turn seek faculty endorsement. The appropriate notation on the grade sheet is WEA (Written Evaluation Attached), and these written evaluations are due at the same time as are numerical grades. They must state explicitly whether the course was passed or failed.

G. INFORMING STUDENTS OF GRADES

The Registrar is unusually busy at the close of each semester and cannot give out grades to students at that time. If a faculty member wishes to give each student her/his grade individually, the faculty member is at liberty to do so. If not, the students should be instructed to turn in self-addressed post cards with their examination papers, on which the grades can be noted. Since the grade that a student receives should not be a matter of public knowledge, the practice of posting grades for the whole class is both discouraged and a violation of federal statutes.

H. REPORTS OF ACADEMIC CONCERN

Once or twice each semester, the Committee on Student Standing and Programs requests information about students whose work in courses is causing their instructors concern. Forms to report such concerns are sent to each member of the faculty. Since these reports are used by the Committee on Student Standing and Programs, they are of no value unless they are submitted promptly. The conclusions of this Committee are helpful to the advisers and the deans. These reports do not form part of the student’s permanent record. It does no harm to report a student who should not be reported, but failure to report a student who is heading for trouble may have serious consequences for the student. Copies of the reports are sent to the student and his or her advisor.

I. COLLEGE AND DEPARTMENTAL HONORS

College honors (not to be confused with the Honor System) are awarded at graduation to outstanding Seniors by the faculty acting on recommendations from the Committee on College Honors, Fellowships and Prizes. The requirements are set forth in the Catalog. The awarding of departmental honors in the major subject is done by the departments individually. Requirements vary from one department to another, and descriptions of them will be found in the Catalog under the separate department headings.

J. CLASS HOURS AND EXTRACURRICULAR ACTIVITIES

Hours that classes normally meet are scheduled as follows: Monday, Wednesday, and Friday, one-hour classes may be held between 8:30 and 12:30. One and one-half hour classes are held Tuesday and Thursday from 8:30 to 10:00, 10:00 to 11:30, 11:30 to 1:00, 1:00 to 2:30, 2:30 to 4 p.m., and from 12:30 to 2 or 2:30-4:00 on Monday, Wednesday and Friday. Two and one-half hour classes may also be held on Tuesday or Thursday afternoons from 1:30 to 4 p.m., or on Monday or Tuesday evenings from 7:30 to 10. Language classes that meet five times a week may use the one and one-half hour time slots on Tuesdays and Thursdays.

Proposed class hours that vary from the regular hours listed above or overlap several time periods must be approved in advance by the Registrar.
Classes begin at five minutes past the nominal starting time and end promptly on the hour or half hour.

Occasionally there may be special circumstances that will warrant listing a course HTBA (Hours to be arranged). Only courses in which the anticipated enrollment is very small should be so listed. When hours are established for regular meetings, they must fall within the normal periods for scheduling classes (see above). The Registrar should be notified promptly when these hours are established and should be kept informed of all room and time changes for classes.

Evenings other than Monday and Tuesday are reserved for extracurricular activities, such as lectures by distinguished visitors to the College, athletic contests, meetings of student organizations and so forth. Wednesday and Thursday evenings until 8:30 are reserved for the Chorale, Orchestra, and other musical or dramatic groups.

To allow for participation in intercollegiate athletics and to permit the College to maintain its program of physical education, classes are not scheduled between 4 and 7 p.m. on any day. An instructor who wishes to schedule a small class or hold a special meeting of a regularly scheduled course during these reserved hours should consult with the Registrar, whose decision will be based largely on whether or not the proposal would result in serious conflicts for the students involved.

**K. FREQUENCY OF CLASS MEETINGS**

Members of the faculty are normally expected to meet their classes at the scheduled times (See also Section III.F.2). However, if the reading in a course is extraordinarily heavy, a faculty member may reduce the frequency of class meetings somewhat, provided adequate supervision of the students' work is maintained.

**L. REGISTRATION PROCEDURES**

There are two registration periods each year, one in November for Spring semester, and another in April for Fall semester of the following academic year. Freshmen, returning and transfer students register at the beginning of the semester when they arrive at the College. Faculty members should be available during registration periods to advise students in their selection of courses. At a minimum they should schedule sufficient office hours to review carefully each advisee’s program of study.

After the first six days of classes (effective spring ‘96), students verify their enrollments and confirm approved course changes. At that time final course lists are sent to all instructors.

**M. PREREQUISITES FOR COURSES**

Prerequisites for many courses are stated in the Catalog. If no prerequisite is stated, none is assumed, except that (a) courses numbered above 200 are not normally open to freshmen, (b) the first half of a full-year course is prerequisite to the second. Since the individual instructor, in consultation with others in the department, sets the prerequisites, she/he is the judge of whether or not a given prerequisite should be waived. Unless otherwise specified, a grade of 1.7 or better is required in each course listed or implied as prerequisite to a given course. If a student receives a grade less
than 1.7 in a prerequisite course, the instructor (who may consult the Dean) may admit the student to the later course if she/he feels that such admission is wise.

**N. COURSE CHANGE**

Students are free, after consultation with their faculty advisor, to add courses during the first 6 days of classes and to drop courses during the first three weeks of classes. Changes will not normally be permitted later unless the student has a good record and then only with the explicit consent of the instructor of the new course, and with the agreement of the advisor and the student’s Dean.

In a semester in which a student has elected to take five courses, he/she may cancel the fifth course any time up to the end of the third week of classes with the approval of the adviser.

In making any change of courses, the student must secure the adviser’s written approval on a form obtainable from the Registrar. In addition, to drop a class after enrollments are verified, the signature of the student’s dean is required.

**O. INDEPENDENT STUDY COURSES**

Most departments offer Independent Study Courses, numbered 480, for the purpose of encouraging independent work by qualified students. These courses provide opportunities to investigate topics not covered in formal courses, to do extensive reading on a subject, to do field work, or to do library research. A student wishing to undertake independent study must secure the permission of a faculty supervisor prior to registering for the course. Independent study done without faculty supervision will not be given College credit. Requirements such as examinations or papers are determined jointly by the instructor and the student. Written evaluation of the work performed may be submitted in place of a numerical grade.

A student may register for only one credit of independent study per term. These courses are normally of half-credit value unless specified for a full credit by the instructor. To undertake more than one credit, the student must secure permission from the Committee on Student Standings and Programs. A student wishing to explore more thoroughly a subject covered in an existing course is urged not to undertake an Independent Study Course but to consider the “double credit” option (see P below).

In the first eight weeks of the semester, half-credit independent study courses may be converted into full-credit by specific action of the instructor. In such cases the instructor should notify the Dean of the planned conversion in order to determine the compatibility of this action with the student’s overall program.

A faculty member is under no obligation to take on 480 (independent study) courses. Each must decide how much time can be devoted to this work and how many students, if any, can reasonably be handled.

When giving an independent study course, each faculty member should be sure that he/she has sufficient time available to give proper attention and supervision to the student’s work. Normally, faculty members should only supervise independent study courses in areas of their own competence and interest. Generally it is unwise for a
faculty member to assume responsibility for more than two or three separate “projects” in a given semester. Independent study courses should not be given in areas or topics covered in regular course offerings.

Independent study courses should be directed by Haverford College faculty members. They should not be contracted out to other persons, with the Haverford faculty member acting as a mediating agent for purposes of obtaining College credit. Independent study courses which are to be directed by persons other than Haverford faculty members must have the specific approval of the Dean of the College and the Provost.

Students requesting independent study courses should be qualified to carry out the proposed “projects” in terms of previous preparation and in terms of their ability to work independently.

Independent study courses involving groups of more than three or four students should be discussed within the department to ensure that resources are being effectively used. Repetition of a “group” independent study course should be reviewed by the Educational Policy Committee.

P. DOUBLE CREDIT COURSES

“Double credit” in a regularly organized course signifies that, in addition to the regular work of the course, the student has done extra work—reading, problems, laboratory work, written reports—equivalent in amount to an extra course. This extra work should require very little of the instructor’s time.

Permission to take a course for double credit requires the consent of the adviser and the instructor since only the instructor can judge whether or not such an arrangement is appropriate.

Q. NEW COURSES

A faculty member contemplating offering a new course should submit (through his or her department or program chair) a proposal to the Educational Policy Committee. New courses require approval of the Educational Policy Committee and the faculty. (See Section II.E.)

R. COURSE SIZE LIMITATIONS

1. Limits on student enrollment in a course are normally approved as part of the original course proposal presented to the faculty through the Educational Policy Committee. These limits must be stated clearly in the course descriptions and course registration materials. So must any priorities set to determine which students may gain admission to the course (for instance, seniors only, majors only, freshmen and sophomores only, etc).

2. If limits on enrollment are to be imposed after the course has been approved by the faculty, the request must be sent to the Educational Policy Committee for its approval and that of the faculty.
3. In certain unusual circumstances, temporary limits may be imposed. The instructor, with the consent of the Chair, must secure the approval of the Provost for the limitation, by presenting in writing an explanation of the need.

4. After registration materials have been sent to students, no limitations on course sizes will be approved for the semester in question.

S. AUDITORS
A student who wishes to audit a course for which he/she is not formally enrolled is free to do so, without additional charge, if he/she first obtains the consent of the instructor.

Although no faculty member has any obligation to accept anyone as an auditor, the College has no objection if a faculty member wishes to accept other members of the College community (e.g., faculty spouses) if they gain permission to audit the course by informing the Dean of the College of their interest. The Dean in turn will consult the faculty member in question. Auditors from outside the immediate College community are not accepted.

The College takes no official notice of audited courses. No transcript record is kept of courses that are not taken for credit.

T. COUNSELING
Professional counselors experienced in offering assistance to students with problems of an educational, personal, or emotional nature are employed by the College. Faculty members should feel free to recommend to students that they seek the assistance of the counselors if their problems seem to call for professional help. Members of the faculty should also consult the student’s dean, who is assigned alphabetically based on the student’s last name.

U. SUMMER SCHOOL AND ADVANCED PLACEMENT CREDIT
Each Haverford student may earn up to four credits toward graduation through approved summer school work or work in the Advanced Placement Program.

1. Summer School: A student wishing to obtain Haverford credit for summer school work should:
   a. Secure from the Registrar a form headed “Approval for Summer School Work”
   b. Secure the approval of the faculty advisor, the chair of the Haverford department that corresponds to the field in which the work is to be done, and the student’s Dean. Where there does not appear to be a corresponding Haverford department, the student’s dean should be consulted.

Please note that advance approval is a requirement for obtaining Haverford credit.

In seeking approval, the student should first fill in the descriptive information about the course (name, number, amount of credit conferred at the other
institution, and the institution’s name) and should also have available the catalog listing the course description.

The faculty advisor’s approval of the course should take into consideration its role in the advisee’s program at Haverford. Approval should be on the basis of the suitability of the course for Haverford credit and of the amount of credit to be awarded. The usual rule is that we will award an amount of Haverford credit that equals the fraction of a Haverford degree that the credit given at the other institution is of its degree. Several examples follow:

*Example a:* If the course at the other institution carries 3 semester hours credit and 120 hours are required for graduation, then;

\[
\frac{3}{120} \text{ as } \frac{x}{32}, \text{ or } x = 0.8 \text{ credits, which is rounded off to 1 Haverford credit; or}
\]

*Example b:* If the course at the other institution carries 6 semester hours credit and 120 hours are required for graduation, then

\[
\frac{6}{120} \text{ as } \frac{x}{32}, \text{ or } x = 1.6 \text{ credits, which is rounded off to 1.5 Haverford credits.}
\]

*Example c:* Some institutions use “quarter hours;” the same rule applies. If a course carries 5 quarter hours credit and 180 are required for graduation, then

\[
\frac{5}{180} \text{ as } \frac{x}{32}, \text{ or } x = 0.9 \text{ credits, which is rounded off to 1 Haverford credit.}
\]

To receive credit for courses taken in summer school, the student must earn a grade at least one full grade above the lowest passing mark. (On the Haverford grading scale, a 2.0; on the ABCD system, at least a C.).

The student should order a transcript sent to the Registrar at Haverford upon completion of the summer school work.

2. *Advanced Placement:* Entering students should arrange to have Advanced Placement scores forwarded directly to the Office of the Registrar. The Registrar will normally award one credit for an AP score of 5 and one-half credit for a score of 4. No credit is awarded for scores under 4.

The Registrar will arrange for the recording of summer school and Advanced Placement credits in such a way that the total to any one student does not exceed four credits.

V. STUDENT ATTENDANCE AT CLASSES

Students are expected to meet all their scheduled academic appointments. When absences are necessary, they should be explained by the student to the satisfaction of the instructor, in advance of the absence if possible. The responsibility for making up work missed rests with the student.

There is no general College policy with respect to a maximum number of absences. The student is responsible for satisfying each instructor in this respect. At the beginning of each course, the instructor should indicate precisely his/her policy toward unexcused absences, and make explicit whatever penalties will be applied in case a student takes more than the permissible number of cuts.

Should a student’s attendance in any course be unsatisfactory, the instructor may send
him/her a written notice, a copy of which goes to the Dean, warning that any further unexcused absence will result in being dropped from the course, resulting in a failing grade.

Any student whose overall performance suffers as a result of chronic absenteeism may be put on probation by the Dean. Specific terms of the probation will be set forth in a letter, copies of which are sent to each of the student’s instructors. Faculty are requested to report promptly to the Dean any unexcused absence of a student who is on probation.

If a student misses two classes consecutively (and without the permission of the instructor), this fact should be reported to the Dean. Such reports may be our only means of learning that a student is missing from the College.

W. CONDUCT OF EXAMINATIONS

All examinations, tests and quizzes are conducted under the Honor System (see X below). Instructors may not do any proctoring. Except for final examinations at the end of the semester, the instructor administers his/her own examinations. Students are required to follow all instructions for the examination as set out by the instructor and to sign the honor pledge on each examination book. The instructor should see to it that the pledge on each book is signed; if a book is not signed, the instructor should ask the student to sign it if a failure to do so was merely an oversight. If the student is unable to sign the pledge, the chair of the Honor Council should be informed.

Final examinations at the end of each semester are scheduled by the students, each student arranging his own schedule within the examination period. This system was approved by the faculty with the proviso that the faculty has the right to withdraw its approval at any time. The periods for end of semester final examinations are announced each year in the College calendar. Comprehensive examinations for seniors, if offered or required, are set by the departments within the days specified in the calendar for that purpose.

With the system of self-scheduling in effect, all examination questions must be ready before the start of final examinations. Material to be duplicated must be in the hands of a faculty administrative assistant well in advance. The dates when examination questions are due will be indicated each semester by the Registrar, who administers the examinations.

Once final examination material is in the Registrar’s hands, the faculty members have no responsibility for administering the examinations unless part of that examination is either oral or laboratory work, in which case that part of the examination may be given in a regular class period toward the end of the semester.

Completed final examinations are collected along with the examination questions and returned to the Registrar’s office. Faculty members may collect the examinations as they come in, or at the end of the examination period.

If a faculty member discovers, when he/she picks up his/her examinations, that any examination materials have not been returned, or an honor pledge has not been signed,
he/she should inform the student at once to ask the student to sign it if a failure to do so was merely an oversight. If the student is unable to sign the pledge, the chair of the Honor Council should be informed.

Under this self-scheduling system, not all members of a class will take examinations simultaneously. If there is part of a final examination which must be administered to the whole class at one time, part of the examination may be given at a regular meeting of the class toward the end of the semester.

X. THE HONOR CODE

1. Introduction:

Every matriculating student at Haverford College agrees to live by the Haverford Honor Code. Established in an effort to foster a community of mutual trust and respect, the Honor Code extends into both the social and academic realms. In particular, both students and faculty strive together to maintain a high standard of academic integrity. In accepting appointment at the College each member of the faculty also agrees to abide by the terms of the Honor Code as they apply to courses. A faculty member who observes a violation must follow the steps required by the code; handling the matter in his/her own way is not permitted.

2. Academic Work:

The basis of the academic sections of the Honor Code is that “each student shall be responsible for his/her proper conduct in all scholastic work.”

a. During examinations:

1) No student shall give or receive aid.

2) No person shall act as an official proctor.

3) Students shall obey all restrictions, which the professor may prescribe as to time, place, and material aids to be used.

b. In the preparation of papers:

1) A student shall never represent another person’s ideas or scholarship as his/her own. See Appendix VII, “Statement on Plagiarism.” Sources shall be indicated by using, where appropriate, quotation marks, footnotes, and a bibliography.

2) Professors may:

   a) require that a paper not be proofread by others.

   b) prescribe limitations on the sources to be used.

   c) waive or enhance any restrictions concerning crediting of sources.

3) Written permission must be obtained in advance from all professors concerned if a paper is to be submitted for credit in more than one course.
c. In the preparation of written homework and laboratory reports:

1) Students may work together, provided that each member of the group understands the work being done.

2) All data must be reported by the student as observed in his/her experiment.

3) Professors may:
   a) require that secondary sources consulted be credited.
   b) waive any permissions or restrictions in (1) and (2) of this paragraph.

A student is responsible for observing any requirements that the professor announces under the options specified above.

In order to avoid misunderstanding, each faculty member should make clear at the beginning of each course precisely what he/she regards as permissible, and what is not, with respect to collaboration on homework, laboratory reports, citation of sources, and any other area of potential uncertainty.

Administration of the Honor Code is in the hands of the Haverford Honor Council. All decisions are subject to review by the Dean of the College and President of the College.

If a faculty member suspects an academic violation of the Honor Code, he or she must talk with the student involved rather than Honor Council. Unless the faculty member is completely satisfied that no violation has occurred, the student should then be asked to contact a member of Honor Council himself or herself. If the student refuses, or after a week has failed to contact a member of Honor Council, the faculty member should inform the chair of Honor Council. It is the responsibility of the chair of Honor Council to inform the faculty member that the student involved has made appropriate contact with Honor Council.

At one or more points in the process, either before or after speaking to the student involved, a faculty member suspecting a violation may need to consult with another member of the faculty, the Dean or the Provost about the specifics of the possible violation or about general procedural questions. All reasonable steps must be taken to protect the confidentiality of the student involved.
APPENDIX I. THE “FRIENDS METHOD OF DOING BUSINESS” AS ADAPTED FOR
HAVERFORD COLLEGE

The faculty believes that any satisfactory decision depends upon the full understanding and agreement of the persons present. Therefore it transacts business by consensus rather than by majority vote, striving to reach conclusions in a spirit of reasonableness and forbearance.

The method is as follows: when a matter requiring decision is placed before the meeting, either by the Clerk or by any other member, time should be permitted for careful and deliberate consideration. All members who feel concerned to express a judgment should be heard. When it appears to the Clerk, after general consideration of various views, that the meeting has reached a judgment, he/she shall state clearly what appears to be the sense of the meeting. If the members then give approval to his/her statement, a minute shall be written by the faculty secretary incorporating that agreement. A member may request that his written minute be prepared and read before the end of the meeting. Otherwise, it appears in the copies of the proceedings delivered to members prior to the next meeting; a member may then question the specific wording of the minute at the next meeting of the faculty. When approved in its original or modified form, the minute becomes a part of the meeting’s permanent record and should be accepted by the members as final unless called up for reconsideration.

Members are expected to exercise mutual forbearance and, having expressed their views, to refrain from pressing them unduly when the judgment of the meeting obviously inclines to some other view. When a meeting cannot unite upon a minute, either the present policy remains unchanged or no decision is reached on the new business, as the case may be. The subject should be dropped for the time being to allow for more careful consideration. In order not to delay or obstruct the transaction of business, the Clerk should try to formulate a minute as soon as the meeting becomes generally united.

Any members of the faculty may add an item to the agenda of a meeting by notifying the Provost’s office three days before the meeting date. Whenever possible, written material to be used at the meeting should be distributed well in advance to give time for careful study.

On routine matters little or no discussion may be necessary, and the Clerk may assume that silence gives consent. On matters which require it, time should be allowed for members to deliberate and to express themselves fully. A variety of opinions may be expressed before a member or the Clerk states an opinion which meets with general approval. This agreement is signified by such expressions as “I agree” and “I approve.” If a few members are still not convinced, they may nevertheless remain silent or withdraw their objections in order that this item of business be completed; but if they

These notes are freely adapted with thanks, from materials of the Philadelphia Yearly Meeting of Friends, Faith and Practice, 1961, and two Pendle Hill pamphlets by Howard H. Brinton, Guide to Quaker Practice, 1955, and The Nature of Quakerism, 1962. The adaption represents the Haverford College Faculty’s way of conducting its own business affairs.
remain strongly convinced of the validity of their opinion and state that they are not able to withdraw the objection, the Clerk will generally feel unable to make a minute.

In gathering the sense of the meeting, the Clerk must take into consideration that some members have more experience with and involvement in the matter at hand and that their conviction may therefore carry greater weight. The opposition of such members cannot as a rule be disregarded. Chronic objectors, if any, must be dealt with considerately.

If strong difference of opinion exists on a matter on which decision cannot long be postponed, the subject may be referred to a small special committee or to one of the faculty’s standing committees. But such referral shall only include the power to act for the faculty if that is made explicit at the time of the referral.

When a serious state of disunity exists and feelings become aroused, the Clerk or some other member may ask the meeting to sit for a time in silence.

Although questions before the meeting could be decided quickly by taking a vote, the object is not speed but a wise and workable decision. The synthesis of a variety of elements is often obtained by a kind of cross-fertilization, and the final result is not therefore, or at least it ought not to be, a compromise. Given time and the proper conditions, a group idea, which is not the arithmetical sum of individual contributions nor their greatest common divisor, but a new creation or mutation, finally evolves.

The method requires that each member listen with care to each other member if the final consensus is to represent the best in sometimes divergent views. The search for unity and wisdom is sometimes a long and difficult one, requiring much love and tolerance, but the goal when reached is worth the patient effort. The faculty should start each discussion with the assumption that unity is always possible for those who go deep enough.
APPENDIX I.A.: FACULTY MEETING PROPOSAL

Provisionally adopted at April 2012 faculty meeting and renewed at April 2014 faculty meeting.

The format and procedures detailed below were originally adopted on a provisional basis for two years during the April 2012 Faculty Meeting. After review and discussion of these practices by FAPC and the Faculty in the Spring of 2014 we have agreed to renew them for another two years. One addition and one deletion to the original document are detailed below in bold.

A. We recommend that the Faculty adopt, on a **second** two-year trial basis, the mildest of the suggested alternatives to pure consensus as a mechanism by which to make decisions: the use of non-binding straw votes. Where an item calls for faculty discussion at one meeting to be followed by faculty action at another, any faculty member could call for a straw vote (by clickers), and the Clerk would in any case do so before concluding discussion. After the preliminary discussion, the results of the straw vote or votes would be noted by the Clerk and recorded in the minutes as a partial indicator of where the Faculty stands at that point. When an item returns for faculty action, further straw votes would be used to ensure that everyone’s view has been expressed in some form, providing a measurement of faculty sentiment of both those who have spoken to an issue at hand and of those who have remained silent. Straw votes would therefore put at the Clerk’s disposal an additional means whereby to determine how and whether consensus might be reached. As well as potentially making Faculty Meeting more efficient, they could have the effect of rendering more faculty more satisfied with the outcomes of the consensus process.

This new procedure would necessarily entail a fair amount of trial and error, but we suggest the following as starting points:

A straw vote will normally not be taken before (at a minimum) ten minutes of discussion. The exceptions would be instances in which there are no more questions or comments and we seem to be moving rapidly to consensus.

If a straw vote reveals that very few people favor the proposal, then there will be a presumption that the proposal (if it has any future) would need further work and/or further discussion, possibly in other venues as well as in later faculty meetings.

If a straw vote reveals that the faculty is significantly divided, then it points to the need for further discussion. Depending on what has emerged during the discussion, this may mean an immediate continuation of discussion, a postponement of discussion, or further work on the proposal by the presenter. In the case of continuing discussion, it may be appropriate (after further discussion) to take a second straw vote, in which the question is not “who favors the proposal” but “who is at this point willing to proceed with the proposal."

If a straw vote reveals that very few people are opposed, then those who are opposed will have an opportunity further to articulate their opposition, but the clerk
may ultimately ask if those who have expressed opposition are willing to stand outside the consensus.

**Added March 2014:** When straw polls document dissent or uncertainty that nevertheless is not voiced explicitly during discussion, Committee Chairs should follow-up with a request (via email) for private explanations of concern that would help move the issue towards some closure. The Clerk and Secretary will assist in this process by highlighting the relevant portions of the discussion in the Minutes, and together with the Chair of the committee in question will forward them promptly to the Faculty, asking those who are in dissent to please contact the committee with their objections to the proposal.

**B.** In addition to non-binding straw votes, we recommend changes with respect to the agenda of Faculty Meeting and the order of its items. These smaller but still significant changes are also proposed as two-year trials. As a whole, they respond to two interrelated and oft-repeated themes of the narrative answers: the amount of issues requiring faculty discussion, and the lack of time and opportunities for discussing them, despite efforts in recent years to tweak the structure of Faculty Meeting. We therefore recommend the following, in addition to straw votes:

1. All announcements and reports (as opposed to items for faculty discussion or action) must be circulated in writing prior to Faculty Meeting; these will not appear as separate agenda items, but questions concerning them may be raised during the open period (see, below).

   A corollary: faculty should normally get items for discussion, announcement, and reports to the Provost’s office no later than the Friday before the faculty meeting, so that the faculty can receive them no later than the Monday before the meeting and will have time to read them.

2. There will be an open period of ten minutes at every Faculty Meeting, for the purpose of raising (a) questions about the previously distributed announcements and reports, and (b) any issues that do not appear on the official agenda.

3. The order of the agenda will be established by the Clerk in consultation with FAPC, with the Clerk having final say; as a general rule, the order will be (a) items for action, (b) items for discussion, (c) open period for raising questions about distributed announcements and reports and issues not on the agenda.

4. The reports of the President and Provost will appear in the agenda as needed and where appropriate. (That is, the President, for example, might in a given month simply submit a written report for questions in the open period or might request an early spot on the agenda for an important announcement and to seek faculty response.)
A new Faculty Affairs & Planning Committee (FAPC) should be established to consider a broad range of issues of interest to faculty and to provide a venue for faculty strategic planning. The description/charge of this committee is:

A. The Faculty Affairs and Planning Committee (FAPC) considers questions of concern to faculty from a broad range of areas, including, for example:

1. faculty scholarship
2. faculty compensation and benefits
3. libraries and other research facilities
4. the College’s infrastructure and technology needs (e.g., offices, equipment)
5. faculty governance

This list should not be interpreted as exhaustive, and indeed, the set of issues of concern to the faculty could change dramatically from year to year. Each September, the FAPC Chair should solicit ideas from the entire faculty for the FAPC agenda, and bring these ideas to the first meeting. It is incumbent upon FAPC to cooperate with other college committees, especially when its work overlaps with those other committees.

B. The FAPC has six members: two Faculty Representatives to the Board of Managers (from two different divisions), three at-large representatives, including at least one tenure-track junior faculty member, and the Provost. (In the event that no junior faculty member accepts a nomination for FAPC, the committee will consist of two Board Representatives, two At-Large Representatives, and the Provost.) The Board Representatives and at-large representatives are elected by the faculty to two-year terms.

C. The FAPC reports to the faculty. In addition to soliciting ideas at the beginning of the year for the FAPC agenda, FAPC should report regularly at faculty meeting on its discussions, and should bring any proposals it develops to faculty meeting, for either feedback or consensus, as appropriate to the content of the proposal.

D. FAPC will reserve some time each year to meet without the Provost in attendance (the exact schedule and format of meetings to be determined by the FAPC Chair, in consultation with the committee and the Provost, based on schedule constraints, issues to be discussed, etc.)

E. Redefinition of Academic Council

While this proposal is in force, the first two paragraphs of section II.C of the Faculty Handbook (“Academic Council”) shall read:
Academic Council consists of the President as Chair; the Provost; three divisional representatives elected for two-year terms by their respective divisions; and two at-large representatives from different divisions elected for two-year terms by the faculty as a whole. In addition, alternate members to Academic Council are elected annually for a one-year term. The alternate Council includes three divisional representatives and two at-large representatives from different divisions.
APPENDIX III. GUIDELINES FOR THE PREPARATION OF CASES TO ACADEMIC COUNCIL FOR FACULTY REAPPOINTMENTS, TENURE, AND PROMOTION

These guidelines for the preparation of recommendations to Academic Council on faculty reappointments, tenure, and promotion are for the use of the presenter and for the information of the candidate, and are not intended to constitute a legally binding document.

The presenter is responsible for presenting to Council a thorough dossier that contains the assessment of many persons, including students, colleagues, and professional referees. The presenter acts on behalf of the College in ensuring that procedures and guidelines are accurately followed in every aspect of preparing the candidate's dossier. A copy of this document is sent to each faculty member undergoing review.

A. GETTING STARTED

It is recommended that the presenter and faculty member under review (the “candidate”) meet early in the process to discuss the preparation of the dossier. An initial meeting with the presenter, candidate, Associate Provost, and faculty dossier coordinator will also be scheduled in the early part of the first semester.

The dossier will ultimately consist of evaluations of the candidate provided by professionals in the field of research, former students, and current students, and departmental and college colleagues. The candidate is expected to recommend a subset of the professional colleagues and current and former students to serve as evaluators.

The remaining evaluators are selected by the presenter with assistance from the faculty dossier coordinator. It is the responsibility of the presenter to solicit independent professional (preferably academic) referees and to choose a representative sample of former and current students not recommended by the candidate.

1. The presenter should obtain from the candidate the following items:

   a. a current CV;
   b. for Reappointment and Promotion cases, the candidate should supply one suggested external reviewer;
   c. for Tenure cases, the candidate should supply two suggested external reviewers;
   d. names of 10-15 recent students (current and alumni) and all advisees who are current students;
   e. names of any faculty members outside the department (but within the Tri-Co) who are familiar enough with the work of the candidate to comment on the case;
   f. the candidate’s statement of research for external reviewers and Department members;
   g. the candidate’s statement of research, teaching, and service activities
2. The faculty dossier coordinator will supply the following items:

a. A list of classes taught, with registration numbers, to be verified by the candidate.

b. A selection of current students and alumni who will be asked for evaluations. (This list is given to the presenter only)

c. The evaluation forms (Mach Forms) for all students

d. The website on which materials for referees and Academic Council will be posted

B. PROFESSIONAL REFEREES

For reappointment and promotion cases, a minimum of four external reviews are required. One of these may come from suggestions by the candidate. For tenure cases, a minimum of six external reviews are required. Two of these may come from suggestions by the candidate and must be included if so provided. It is recommended that the suggestions from the candidate are solicited after an initial list is generated by the Presenter. It is strongly recommended that this Presenter-generated list contains 15-20 reviewers qualified to write, and at least 8-10 who have tentatively agreed to write letters. These numbers will help to ensure that the minimum number are received by the College-set deadlines. The reviewers identified by the Presenter must be independent (i.e., not collaborators, teachers, students, or close personal friends of the candidate). This list of potential referees must be shared with the Associate Provost prior to the final selection of these reviewers. Potential independent referees may be identified in part through consultation with members of the department or the counterpart department at Bryn Mawr, but the presenter must also consult with persons outside the Bi-Co in assembling the list. The final list of independent outside referees should maintain as many “degrees of separation” from the candidate as possible. Journal editors, persons footnoted in the candidate’s publications, or those that cite the work of the candidate may be helpful in suggesting qualified individuals (or may be qualified themselves). A substantial fraction of referees should extend beyond the candidate’s narrow field or specific sub-area of expertise. See supporting document, “Advice for Presenters” for further suggestions regarding professional referees.

The presenter should ascertain the willingness of all those potential independent referees to serve as a reviewer if asked. It is important to make clear to the referees that their letters will be viewed by the candidate’s tenured departmental colleagues. As stated above, it is recommended that the presenter obtain such conditional consent from at least 8-10 independent reviewers prior to sharing the entire list with the Associate Provost. The presenter and Associate Provost will work together to select the final list of referees, striving for balance in attributes deemed important for the case. At
least one reviewer must be on the faculty of a liberal arts college. The list provided to
the Associate Provost should include the qualifications of each potential referee, the
URL of the referee’s website (if available), and the procedure that was used for locating
the individual. After the list of potential referees (including those who have declined to
write) has been reviewed by the Associate Provost, the candidate will receive this list in
the form of an official letter from the presenter and the Associate Provost. The
candidate is then required to explain his or her relationship with each possible referee,
especially addressing the provision above: “The final list of independent outside
referees should maintain as many ‘degrees of separation’ from the candidates as
possible” (i.e., not collaborators, teachers, students, or close personal friends of the
candidate). In particular, the candidate is told that he or she is being given an
opportunity to express reservations about any of the names on the list. It must be
clearly communicated to the candidate that they do not have veto power. This
information should take the form of a letter from the candidate addressed to Academic
Council.

Once the Associate Provost and presenter have selected the final list of candidates, the
presenter should share a draft of the letter to be sent to these individuals to the
Associate Provost and to the candidate. (Sample letters are appended.) It is important
to avoid errors, especially with respect to the nature of the review (for example,
reference to "promotion" when only reappointment is intended).

In no case is any of the information collected from professional referees, or the identities
of the final list of referees, to be provided to the candidate.

The presenter should send to each referee:

1. an official request to provide external review (see appended samples)
2. the link and password to the website containing the candidate’s C.V., statement
   and examples of the candidate’s scholarly writing or artistic or performance-
   based work (suggested by candidate), and the candidate’s description of
   research interests and plans to contextualize the work (this material should also
   be made readily accessible to Haverford and Bryn Mawr departmental
   colleagues, and those outside the department may receive it by their request or
   the candidate’s.)

C. OTHER PERSONS ASKED TO WRITE LETTERS

Presenters should obtain letters of evaluation from:

1. Faculty members/administrators outside the department who can comment on
   the faculty member’s community service.
2. All members of the department of the person under review, including full-time
   visiting faculty members in the department. Tenured members of the department
   will have access to the letters from external referees before they are required to
   turn in their own letters. **Tenured department members must make clear in
   their letter whether or not they read the letters from external referees. Note:
   Persons in these two categories should be informed that, under the terms of the**
Pennsylvania Personnel Files Act of 1978 and later case law based on it, candidates have the right to inspect letters submitted by other employees of Haverford College, including members of the faculty, staff or administration.

3. All currently matriculated students and alumni that have had contact with the faculty member (in class). If the numbers are prohibitively large, a representative sample will be selected (i.e., strong/weak students, HC/BMC or TriCo, as appropriate) men/women, majors/non-majors, etc.). All advisees who are current students are also contacted. The names of students contacted (like the names of professional reviewers) are confidential and should not be shared with the candidate. Students’ grades in the candidate’s courses should be clearly written on each letter.

4. The chair of the Bryn Mawr counterpart department, if one exists. The chair should consult his/her colleagues when preparing the evaluation. The Bryn Mawr chair may provide one letter, or may ask his/her colleagues to provide their own written responses. A Bryn Mawr colleague whose expertise is particularly relevant may be asked to provide his/her own letter of evaluation.

5. The Faculty Dossier Coordinator may assist that candidate and presenter with gathering these materials.

D. THE GLOSSATOR

The glossator (appointed by the Provost, on the advice of Academic Council):

1. is typically a member of the department who prepares an evaluative statement on the letters received from professional referees, contextualizing and making sense of any differences of opinion among them;

2. does not have access to any letters from within the Bi-college community, either from faculty or students;

3. provides comments are generally separate from his/her own assessment as a colleague of the candidate; and

4. may not receive the outside letters until his or her departmental letter has been submitted.

5. The time available for the glossator is likely to be very short, since the presenter will need the glossator’s letter when preparing the recommendation.

Glossators should be reminded that, under the terms of the Pennsylvania Personnel Files Act of 1978 and later case law based on it, candidates have the right to inspect letters submitted by other employees of Haverford College, including members of the faculty, staff or administration.

E. PREPARATION AND SUBMISSION OF RECOMMENDATION

Please consult with the Associate Provost at least one week before submitting the dossier to the Office of the Provost to review the recommendation and the dossier for thoroughness and compliance with these instructions.
1. The Presenter’s Statement should begin with a brief summary of the candidate’s professional career. The presenter should discuss the data obtained concerning:
   a. Teaching ability and effectiveness of the faculty member
   b. Capacity and performance in scholarly and other creative work
   c. Effectiveness in other activities, such as advising, departmental service, committee work and other College service, and professional activities beyond the College. Contributions to diversity should be indicated, as appropriate.

The presenter does not typically make a recommendation concerning the outcome of the case, but should express concerns and opinions that s/he believes will be helpful to Council in its deliberations.

2. The dossier should be organized as follows:
   a. Presenter’s statement
   b. Candidate’s statement and CV
   c. Annotated list of professional referees and their CVs
   d. Glossator’s statement
   e. Professional referees selected by the candidate
   f. Professional referees selected by the presenter
   g. Letters from departmental colleagues at Haverford and Bryn Mawr colleagues
   h. Letters from non-departmental colleagues
   i. Letters from alumni, organized by course/year.
   j. Letters from current students, organized by course/year. For students who have taken several courses with the candidate, the letter should be placed appropriately by order of the first course taken with the candidate.
   k. Letters from advisees, organized alphabetically.

3. As part of the final dossier, the presenter should prepare an annotated list of professional referees selected and a description of the methodology used to identify each referee. The presenter’s report should protect the anonymity of students and professional referees and minimize the extent to which the report would have to be redacted if made available to the candidate. Reviewers’ names should be encoded by either letter or number, and referred to in the presenter’s and glossator’s reports only by those codes. The key for the codes should be provided on a separate sheet at the end of the presenter’s report. The glossator and presenter should use the same codes to refer to the external reviewers.
The presenter should also include in his or her statement the total number of students (both current and alumni) solicited and the total number in each category who responded. Academic Council has ruled that it will not recognize anonymous letters; therefore, unsigned letters should not be included in the dossier.

4. The dossier should be paginated and a table of contents should be provided so that particular letters may be easily located by members of Council during discussion. A sample table of contents is appended.

5. Please submit the original dossier (including copies of all information collected in preparing the case) to the Office of the Provost by noon on the Wednesday in the week preceding the Monday Council meeting (i.e., 5 days prior to the scheduled meeting). Although not part of the dossier, please also include all materials sent to professional referees, as this material becomes part of the Provost's record.

**F. PRESENTATION TO ACADEMIC COUNCIL**

The presenter will appear before Academic Council to answer any questions. At this time the presenter may make an additional statement to expand on the written material presented. On occasion, Academic Council may request that either the presenter or the Provost solicit additional letters. If further recommendations are sought from persons outside Haverford, the candidate will be informed of the names of those persons by the Provost.

The information and letters submitted in the preparation of the recommendation are to be treated as confidential by the presenter and are to be shared only with the Academic Council.
**G. CHECK LIST OF ACTIONS TAKEN WHILE PREPARING CANDIDATE’S TENURE CASE**

The Presenter and Candidate will initial this check-list as they complete each phase of the preparation of his or her dossier. The date should coincide with the time that the initials have been added. Please be sure to have the Associate Provost sign this form upon completion of the tasks.

<table>
<thead>
<tr>
<th>Action</th>
<th>Candidate, Date</th>
<th>Presenter, Date</th>
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<tbody>
<tr>
<td>Review of Guidelines, and advice to candidates document</td>
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<tr>
<td>Preliminary conversation between candidate and presenter</td>
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<td>Presenter and candidate learn date of Council meeting</td>
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<td>Presenter and Candidate meet with Associate Provost</td>
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<td>Presenter and Candidate hold in-depth conversations about teaching, research, and service expectations</td>
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<tr>
<td>Presentation of Presenter letter to Candidate (see Letter A2 from Presenter Guidelines)</td>
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<tr>
<td>Candidate presents list of Bi-Co faculty outside the department with knowledge of candidate to Presenter</td>
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<tr>
<td>Candidate’s research statement received and reviewed by Presenter</td>
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<tr>
<td>Candidate selects publications that will be sent to professional referees</td>
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<td>C.V., research statement, and publications made available online by Provost’s Office, reviewed by</td>
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<td>Candidate.</td>
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<td>Review of class list for accuracy (provided by Provost’s office)</td>
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<td>Presenter receives and reviews names of Candidate-suggested professional referees (after Presenter develops own list)</td>
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<td>Presenter receives approval from Associate Provost of full list of potential professional referees</td>
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<tr>
<td>Presenter shares full list of potential professional referees with Candidate</td>
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<tr>
<td>Candidate comments, in writing, on professional referee list or declines to comment</td>
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<tr>
<td>Candidate reviews template letter to professional referees and receives final copy</td>
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<td>Candidate provides personal statement for review by Presenter</td>
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<td>Candidate reviews template letter to Departmental Colleagues and receives final copy</td>
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<tr>
<td>Candidate reviews template letter to HC Faculty and receives final copy</td>
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<tr>
<td>Candidate reviews template letter to students and receives final copy</td>
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<tr>
<td>Candidate reviews template letter to alumni/ae and receives final copy</td>
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<tr>
<td>Candidate reviews letter to be sent to appropriate BMC Chair and receives final copy</td>
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<tr>
<td>Presenter gives copy of professional referees letters marked “confidential” to glossator and requests glossator to comment</td>
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</tbody>
</table>
Presenter reminds glossator that: (1) his/her comments are not confidential; (2) and that glossator must write their own personal letter of evaluation of Candidate before reading external letters.

Presenter provides information about professional referees on separate sheet for Council.

Presenter consults with Associate Provost one week prior to presentation of the case, and completes dossier.

**H. ADDITIONAL ADVICE FOR PRESENTERS**

1. Keep detailed notes on the selection process you use for external reviewers. You will need to describe your methodology in your presenter’s report.

2. Obtain the external referee suggestions early from the candidate (one for reappointment and promotion to full, and two for tenure), but ideally not before generating an independent list of potential external referees. The names of these individuals should be included (and clearly distinguished) on the list of potential external reviewers you submit to the Associate Provost.

3. Contact by phone or email (see sample email contact included at end), those individuals you have independently identified as qualified to review, to determine their willingness to review if selected as one of the external referees. The list that you submit to the Associate Provost will include 15-20 persons qualified to write, at least 8-10 of whom have agreed to serve, in principle, as reviewers (also include those who have declined to serve).

4. Strive for diversity in the overall group of referees, where possible. At least one letter should be from an individual who works in a liberal arts setting. When the candidate’s work covers more than one subfield within his or her discipline, Council will want expert independent assessments that cover all relevant areas. Council has also requested that the external letters reflect the broader field area in cases where the candidate’s research field may be particularly specific or narrow. Your list of potential referees should allow for these selection contingencies.

5. Ask each individual you contact to recommend other suitable reviewers. Keep a detailed record of these linkages.

6. Note that we do not compensate letter writers.

7. The list of potential outside referees must be approved by the Associate Provost before it is shared with the candidate. Submit the list via email or in person to the
Associate Provost, including affiliations and qualifications, a CV if available, PLUS a note on how each name was obtained. Indicate whether each individual has agreed to write.

8. After the list of names of independent referees has been approved, it should be shown to the candidate, in alphabetical order, with affiliations (including both those who have agreed and declined to serve as reviewers). The candidate does not have veto power, but may express concerns or reservations. These concerns should be shared with Council in the final dossier.

9. Once your final list of reviewers has been selected, the Associate Provost should approve the official “request-to-review” letter. Plan the deadlines to allow reviewers a grace period without delaying the case. Faxes and emails are acceptable, and should be followed by hard copy with an original signature. All official solicitation letters (to professional referees, Bi-Co colleagues, and students) must be approved by the Associate Provost, shared with the candidate, and included in the dossier.

10. After you have received the full set of external referee letters, provide copies to the Faculty Dossier Coordinator, who will then share these with the Glossator. Assume that the Glossator will need 2-3 days to prepare his or her contribution to the dossier. Glossators should be reminded that they are required to write their letters prior to seeing the outside referee letters so as not to bias their own evaluation.

11. Remember to maintain the strict anonymity of the external reviewers.
Appendix

The following pages contain samples of the documents you will need to use in preparing your case. You are free to make changes as you see fit; if you have questions about the appropriateness of any letter you are sending, consult with the Associate Provost.

A1. Sample - Table of Contents For Dossier

CONSIDERATION OF <Candidate’s Name> FOR <Action – e.g. reappointment, tenure & promotion, etc.>

Date:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Presenter’s Statement</td>
<td>A-1 to A-5</td>
</tr>
<tr>
<td>B. Candidate’s Personal Statement and C.V.</td>
<td>B-1 to B-3</td>
</tr>
<tr>
<td>C. Annotated List of Professional Referees, etc.</td>
<td></td>
</tr>
<tr>
<td>D. Glossator’s Statement</td>
<td></td>
</tr>
<tr>
<td>E. Letters from professional referees</td>
<td></td>
</tr>
<tr>
<td>Selected by the Candidate</td>
<td></td>
</tr>
<tr>
<td>Selected by the Presenter</td>
<td></td>
</tr>
<tr>
<td>F. Letters from Department Faculty</td>
<td></td>
</tr>
<tr>
<td>Haverford</td>
<td></td>
</tr>
<tr>
<td>Bryn Mawr</td>
<td></td>
</tr>
<tr>
<td>G. Letters from Non-Departmental Faculty</td>
<td></td>
</tr>
<tr>
<td>H. Class List</td>
<td></td>
</tr>
<tr>
<td>Alumni List (Alphabetically by first course taken)</td>
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<tr>
<td>100 Level Courses</td>
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<td>300 Level Courses</td>
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<tr>
<td>Current Student List (Alphabetically by first course taken)</td>
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<td>Advisee List</td>
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<td>Advisees</td>
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</table>
A2. Sample - Presenter Letter to Candidate

To: <Candidate’s name>

From: <Presenter’s name>

Re: Conversation regarding your <action – e.g. reappointment, tenure and promotion, etc.>

Date:

I appreciate your taking the time to talk with me about putting together a dossier. This is to confirm that I will need the following information:

1. The names (and affiliations) of [one (for reappointment and/or promotion)] [two (for tenure)] professional references by <date>, with some information about their qualifications for the job. You will have an opportunity later to react to the entire list of professional references before they are asked to write.

2. The names of 10-15 students (including recent graduates, where appropriate) who know your teaching reasonably well. They should have seen you teaching at various levels in the departmental program. I will supplement your list with a representative sampling of students, adjusted to be certain that there are a sufficient number of responses from small courses.

3. A curriculum vitae, publication list, and examples of published work would also be helpful to have by <date>. These materials will help to familiarize me with your work, and will help me identify appropriate external reviewers.

4. A personal statement about your past and current scholarly work and teaching and hopes and prospects for the future. This could be provided somewhat later, if that would be more convenient for you. At that time, you may wish to provide an updated resume and copies of any material that you wish to have included in the dossier.

I look forward to working with you, and to insuring that all material that could be helpful to your case is presented in the dossier.

Please send a copy of your letter to the candidate to the Associate Provost as well.
A3. Sample - Letter to Departmental Colleagues

Dear <Colleague’s Name>,

I am writing to you as a colleague of <Candidate’s Name>, to ask for your assistance in evaluating his/her qualifications for (reappointment, tenure and promotion to associate professor, tenure only, or promotion to associate or full professor) at Haverford.

To the extent you are able, I would appreciate having a detailed assessment of <Candidate’s Name>’s scholarship, teaching, and community service. In the latter area, your comments on <Candidate’s Name>’s role in the <Department’s Name> will be particularly welcome. How has the Department been affected by <Candidate’s Name>’s presence, and what is your assessment of his/her likely contributions to its success in the future?

<Candidate’s Name>’s curriculum vitae, research statement, and selected works are available online using Interfolio using the following link:

To be provided at the appropriate time.

Your response will be needed <Date>, so that my recommendation to Academic Council may be prepared by <Date Submission Due>.

Sincerely,

<Presenter’s Name>

Presenter for <Candidate’s Name>

Please be reminded that, according to personnel policy, the candidate may have access to internal letters at his/her request.
A4. Sample - Letter to Bryn Mawr Chair

Dear <Colleague’s Name>,

On behalf of Haverford’s Academic Council I am writing to you as Chair of the Bryn Mawr <Department> to ask formally for your assistance in evaluating <Candidate’s> case for <reappointment/tenure and promotion/promotion> at Haverford. To the extent you are able, I would appreciate receiving your detailed assessment of <Candidate’s> scholarship, teaching, and community service. You are asked to consult with your colleagues in preparing this evaluation, and you may provide one letter or ask your colleagues to provide their own written responses. Comments from Bi-College perspectives on <Candidate’s> role in the <Department> will be particularly welcome.

<Candidate’s Name>’s curriculum vitae, research statement, and selected works are available online using Interfolio using the following link:

To be provided at the appropriate time.

Your response will be needed <Date>, so that my recommendation to Academic Council may be prepared by <Date Submission Due>.

Sincerely,

<Presenter’s Name>

Presenter for <Candidate’s Name>
A5. Sample - Letter to Non-Departmental Colleagues

Professor <Non-Departmental Colleagues’ Name>
Haverford College

Dear <Non-Departmental Colleagues’ Name>,

I am Presenter in charge of assembling the documents and materials relevant to the consideration of <Candidate’s Name> for <reappointment, tenure and promotion to associate professor, tenure only, or promotion to associate or full professor>.

Since you have had an opportunity to interact with <Candidate’s Name>, I wonder whether you might be in a position to provide a written opinion of his/her contributions to the <Name of Committee> Committee, or to the Haverford Community in general?

If so, I would appreciate having your comments by <Date>, if at all possible. As usual, your letter is for use only by Academic Council in its deliberations.

You may find information for <Candidate's Name>, at the College’s faculty biography site:
http://www.haverford.edu/academics/faculty/

and their professional website if they maintain one separate from the College biography site, which can usually be accessed most easily by navigating to their profile on their Department’s web page.

Thanks in advance for your response.

Sincerely,

<Presenter’s Name>

*Please be reminded that, according to personnel policy, the candidate may have access to internal letters at his/her request.*
A6. Sample - Letter to Candidate regarding Professional Referees

Professor <Candidate’s Name>
Haverford College

Dear <Candidate’s Name>,

I am writing to let you know the names of the persons being considered as professional referees, in addition to those you have suggested. You do not have a veto, but you may enter reservations about any of the names if you wish to do so. This should be done in writing and not later than <Date>. Council will be informed about your reservations (if any).

If you have previously been a collaborator, teacher, student, or close personal friend of any of these proposed referees, please let me know.

Professional Referees:

Sincerely,

<Presenter’s Name>
A7. Sample - Initial Letter to Professional Referees

SAMPLE INITIAL CONTACT EMAIL—YOU MAY PREFER PHONE FOR THE INITIAL CONTACT, BUT THIS IS THE KIND OF INFORMATION YOU SHOULD PROVIDE POTENTIAL REVIEWERS TO HELP THEM DECIDE IF THEY ARE QUALIFIED/ABLE TO REVIEW

Dear Prof. XX,

Allow me to introduce myself, I am XX, a faculty member in the XX Department at Haverford College. I am in charge of preparing the <reappointment/tenure and promotion to Associate Professor/promotion to Full Professor> case for my colleague in the XX Department, <Candidate’s Name>. (By convention at Haverford, these materials are assembled by a faculty member outside the candidate’s Department).

* [A BRIEF DESCRIPTION OF THE CANDIDATE’S AREA OF EXPERTISE, AND THE EXPERTISE SOUGHT BY YOU COULD GO HERE].*

Your name has come up in conversations with experts in these fields as someone who might be in a position to review <Candidate’s Name> work (I have attached <Candidate’s Name> CV for your consideration). Letters from external referees are made available to the candidate’s departmental colleagues as a part of our process. My job at this point is to assemble a list of names of individuals who would be willing and able to review <Candidate’s Name> work, if asked. (I must prepare a longer list for approval by the Associate Provost, who will select a subset of those individuals to write letters). The final determination of letter writers from the list I assemble will be guided by a desire to obtain a balanced representation of faculty from different kinds of institutions, fields of expertise, gender, etc. (INCLUDE FOR LIBERAL ARTS CONTACTS) It is crucial to have at least some reviewers from institutions like ours, so your expertise would be particularly welcome.

The time-frame for the process would have me sending <Candidate’s Name> materials out for review by APPROX DATE, in anticipation of a presentation of the case to Academic Council in MONTH (and I would therefore need letters returned by APPROX DATE).

Would you be willing to allow me to include your name in my list of potential reviewers for <Candidate’s Name> reappointment/tenure/promotion case? Let me reiterate that this is not yet the formal request for a letter, only a request to include your name in the pool of potential reviewers that would write if asked. If you are unable to participate, but could recommend other potential reviewers (particularly others at similar institutions to ours), I’d be most appreciative.
A8. Sample - Formal Letter to Professional Referees

Dear <Professional Referee's Name>,

Thank you for agreeing to serve as an outside reviewer for <Candidate’s Name>, who is currently a candidate for <Reappointment; Tenure; Tenure and Promotion to Associate Professor; or Promotion to the Rank of Associate or Full Professor> at Haverford College. I have been selected to assemble the dossier for <Candidate’s Name>, which by custom at Haverford, is done by a person outside the department.

I am writing to ask for your frank evaluation of <Candidate's Name>’s scholarship. The review is carried out by our Academic Council, consisting of the President, Provost, and five elected members of the faculty. According to the personnel procedures now in place at Haverford, letters of reference from reviewers outside the College are treated confidentially. You should note that, in addition to Academic Council and myself, tenured members of the candidate’s Department also have access to your letter. An assessment of the candidate's scholarship will be given to the candidate by the Provost after the case is concluded, but in ways that preserve confidentiality.

Academic Council and I would appreciate as detailed an assessment of the scholarship of <Candidate’s Name> as you can give. Please help us by indicating the nature of your previous knowledge of and contact with his/her work. We would also ask you to consider such questions as the relative quantity and quality of the scholarship published and in progress, with regard to other persons in the field at similar stages in their career. Is the quantity of the candidate's work appropriate for <tenure, promotion, etc.> at an institution that places comparable weight on scholarship as it does on teaching? (Please explain your reasoning.) Does the scholarship show promise and growth in recent years? Will the work prove to be of value and significance to other researchers in his/her field? Does the research display the breadth of knowledge and critical capacities you would expect at this stage? We welcome any evaluative commentary that you feel will aid us in our evaluation of <Candidate’s Name>.

Our review will also address the areas of teaching and professional colleagueship. Should your acquaintance with the candidate provide experience with these aspects of <his/her> academic profile, please reflect on these other areas in your evaluation.

For your convenience I enclose the link to <Candidate’s Name>‘s curriculum vitae and copies of some of <his/her> scholarly work. Since Council plans to conduct its review beginning on <date of presentation>, we would need your response by <date>. Should you have any questions, feel free to contact me at the phone number below.

<Candidate’s> materials may be found here: <To be filled in later>

The login is facultyevaluator
The password is <password>

Please accept our thanks for your important service. If, for any reason, you are unable to provide an evaluation, please let me know at your earliest convenience.

Sincerely,

<Candidate’s Name>
Dear <Student Name>,

<Candidate's Name> is being considered for <Reappointment; Tenure; Tenure and Promotion to Associate Professor; or Promotion to the Rank of Associate or Full Professor>. You have been chosen from among current students and alumni who have taken courses with <Candidate's Name> to help Academic Council evaluate his teaching abilities. Student assessment of Haverford faculty members, whether positive or negative, is essential for Council to do a proper job in its deliberations.

We have updated our system to allow for online submissions; this new form allows you to review your comments before they are submitted.

Your evaluation will be held in strict confidence and no member of Council who is also a member of the <Candidate's Department> will have access to your comments. Further information, including where to send a hard copy letter, if this is your preference, can be found on the online evaluation page (link below).

<To be filled in> <id number>

Please note it is insufficient to say that <Candidate's Name> a good or a bad teacher without explaining how you arrived at that conclusion/or the experience on which you base your opinion.

If you are unable to submit an evaluation of <Candidate's Name> for any reason please contact the Faculty Dossier Coordinator. Otherwise, we will assume that you have agreed to submit an evaluation on his behalf by 5:00 pm <due date>.

On behalf of Academic Council, I want to thank you in advance for your diligent attention to this important College matter.

Sincerely,

<Presenter>
A10. Sample Online Evaluation Form for Alumni and Current Student

Evaluation for <Candidate Name> for <Reappointment; Tenure; Tenure and Promotion to Associate Professor; or Promotion to the Rank of Associate or Full Professor>  
Presenter <Presenter Name>

If you prefer to submit a written letter, it can be sent to me via campus mail or to 370 Lancaster Ave, Haverford PA 19041. You may also submit your letter to me via email (my address is <Presenter's email>). In the case of email submissions, please be sure that your name is typed in full at the bottom of the letter as a signature.

- Name First Last
- Email
- School ☐ Haverford ☐ Bryn Mawr
- Class of
- 1. Which of the following course(s) have you taken with Candidate Name: (Choose all that apply)
   - Course Name and ID
   - If Other please enter here:
- 2. What other contact have you had with Candidate Name? (Please select as many as apply). ☐ Independent study ☐ Informal interaction ☐ Advisee ☐ Other
   - If Other please enter here:
- 3. It would help us to know your own academic situation. What was, is, or likely will be your future major/minor?
- 4. What is your evaluation of Candidate Name teaching ability? How well did you learn the subject matter? In what ways were you challenged or exposed to new ways of thinking about the subject? Was your interest in Candidate’s Department increased? Did Candidate Name take an active interest in the classes you have had with him or her? Did you get adequate and timely feedback on your work? Was he or she available for consultations outside of class? Has your work with Candidate Name significantly changed the way you see, think imagine, or act in the world? Please give concrete examples if possible.
- 5. Has Candidate Name been an effective advisor and/or mentor to you? Please provide examples.
- 6. What is your evaluation of Candidate Name as a Professor in the larger Haverford (BiCo, or TriCo, as appropriate) community, outside and beyond what you learned in the classroom?
  - Your efforts will also be appreciated by future students at Haverford and Bryn Mawr. Thanks for your time!
- If you have any questions please contact the Faculty Dossier Coordinator.
A11. Sample Email to Advisees

Dear <Student Name>,

You have been chosen from among the students who have had <Candidate's Name> as a freshman/sophomore advisor and request your input. The judgment of students, whether positive or negative, is absolutely essential for the Council to do a proper job in its deliberations. Council will appreciate a candid assessment of <Candidate's Name>‘s strengths and weaknesses as an advisor. <Candidate's Name> is being considered for reappointment.

We have updated our system to allow for online submissions; however, because you cannot save your work and return to it at a later time, we suggest that you first carefully formulate your responses in a Word document and then paste the answers into the online form when they are complete.

Your evaluation will be held in strict confidence and no member of Council who is also a member of the <Candidate's Department> will have access to your comments. Further information, including where to send a hard copy letter, if this is your preference, can be found on the online evaluation page (link below).

<To be filled in>

Please note it is insufficient to say that <Candidate's Name> is a good or a bad advisor without explaining the evidence and/or experience on which you base your opinion.

If you are unable to submit an evaluation of <Candidate's Name> for any reason, please contact the Faculty Dossier Coordinator. Otherwise we will assume that you have agreed to submit an evaluation on her behalf by 5:00 p.m., <Due Date>

On behalf of Academic Council, I want to thank you in advance for your diligent attention to this important College matter.

Sincerely,

<Presenter's Name>
A12. Sample Online Evaluation Form for Advisees

Evaluation for <Candidate Name> for <Reappointment; Tenure; Tenure and Promotion to Associate Professor; or Promotion to the Rank of Associate or Full Professor>.

Presenter <Presenter Name>

If you prefer to submit a written letter, it can be sent to me via campus mail or to 370 Lancaster Ave, Haverford PA 19041. You may also submit your letter to me via email (my address is <Presenter's email>). In the case of email submissions, please be sure that your name is typed in full at the bottom of the letter as a signature.

- Name First Last
- Email
- School Haverford Bryn Mawr
- Class of

1. What contact have you had with Candidate Name? (Please select as many as apply).
   - Independent study
   - Informal interaction
   - Advisee
   - Other
   - If other please enter here:

2. It would help us to know your own academic situation. What was, is, or likely will be your future major/minor?

3. What is your evaluation of <Candidate Name>’s service as your advisor? Did <Candidate Name> take an active interest in you and other students? Did your contact with <Candidate Name> help you to become a stronger student or to develop in other ways? Was he or she helpful in preparing you to select a major? If you are an alumnus (alumna), how did your experience with <Candidate Name> affect you, in retrospect? Was he or she available and accessible for consultations when needed?

4. You may have some broader impressions of <Candidate Name> that would also be useful to the process. What is your overall evaluation of him or her as a professor at Haverford?

Your efforts will also be appreciated by future students at Haverford and Bryn Mawr. Thanks for your time!

If you have any questions please contact the Faculty Dossier Coordinator.
APPENDIX IV. ACCESS TO PERSONNEL FILES

Under the terms of the Pennsylvania Personnel Files Act of 1978, all employees of Haverford College have the right to inspect their personnel files on an annual basis. In the case of members of the faculty (and a few other employees of the College), those files reside in part in the Provost's Office, with the remainder in the Human Resources Office. Annual evaluations are a part of all personnel files at the College. With respect to faculty members, case law developed from the Personnel Files Act has defined as evaluations those letters and documents written by Haverford College employees as part of dossiers for faculty reappointment, promotion and tenure. They are therefore deemed to be part of a faculty member's personnel file and subject to inspection upon request.

A request to see a personnel file must be made in writing to the Provost. The Provost will then set up an appointment on a timely basis for the person to view his/her file. An individual may see only his or her file, not others', and, except for reasonable cause, may make such a request once per academic year. The file will be made available for review in the Provost's Office and for a reasonable period of time. It may not be removed from the office, and no part of it may be copied.

In the particular case of material contained in a dossier for a personnel case, only letters or statements from Haverford employees (faculty and/or staff) will be shown to the faculty member. No letters from students, alumni/ae, or faculty or staff members from any institution other than Haverford College will be revealed. Faculty or staff members whose letters appear in such a file will be informed of any request to read their letters.

A candidate for reappointment, tenure, or promotion invited to appear before Council after a negative first reading may ask to see the letters of recommendation written by Haverford employees, along with the redacted statements of the presenter and the glossator, before the candidate’s appearance before Council. In all other cases, access to the internal letters and documents will be provided after the President has decided upon a recommendation to the Board of Managers and the Provost has met with the candidate and provided a written summary.

Letters from Haverford employees will be redacted in the following way: Any reference to a third party or material that would identify a third party in the text of the letter will be removed. The signature of the person writing the letter will not be removed.

The remainder of a faculty or staff member's personnel file is, of course, open and will be made available in unredacted form. The portion of a faculty member's file in the Business Office is available for inspection upon request for an appointment.
A. PREAMBLE AND SUMMARY

Misconduct in scholarship is historically a rare occurrence, especially at Haverford, where moral integrity is emphasized. However, should an instance arise in which misconduct by a faculty member is alleged to have occurred, the College must investigate promptly while affording the maximum protection both to the complainant and to the accused or respondent. That is the intent of this policy. This policy derives much of its principles from 42 CFR Part 93 of the Federal Register, covering the Public Health Service policies on research misconduct associated with NIH grants, and therefore keeps us compliant with federal rules and regulations on research misconduct. Citations to relevant sections of this report in the Federal Register are provided as helpful guidance. These principles are congruent with NSF’s rules and regulations (see Chapter VII – Grant Administration Disputes and Misconduct from NSF document 14-1 February 2014). In cases involving misconduct in scholarship supported by NSF, reporting back from the College would be to NSF rather than ORI. In the instances here where ORI is cited, this would be replaced with NSF as the place where such reports are submitted when research is supported by NSF.

Misconduct in scholarship means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the appropriate scholarly community for proposing, conducting, or reporting on scholarship. It does not include honest error or honest differences in interpretations or judgments of data.

The Provost is responsible for informing the faculty, along with staff and students participating in scholarly research, of the College’s policy with regard to misconduct in scholarship, and for interpreting this policy.

The procedure to be followed has three stages: inquiry, investigation, and resolution. These are the stages required by regulations issued in recent years by various Federal agencies. Those responsible for conducting each phase should bear in mind the following important responsibilities:

1. The College must vigorously pursue and resolve any charges of misconduct in scholarship.
2. All parties must be treated with justice and fairness, bearing in mind the vulnerabilities of their positions and the sensitive nature of academic reputations.
3. Confidentiality should be maintained to the maximum practical extent.
4. Conflict of interest must be avoided.
5. All stages of the procedure should be fully documented.
6. All parties are responsible for acting in such a way as to avoid unnecessary damage to the general enterprise of academic scholarship. Nevertheless, the College may be required to inform appropriate government agencies of its actions when the work is supported by outside grants. If it is found that misleading data or information have been published, the College is responsible
for setting the public record straight, for example, by informing the editors of scholarly or scientific journals.

B. INQUIRY (SEE §93.307-309)

The purpose of this stage is to determine, with minimum publicity and maximum confidentiality, whether there exists a sufficiently serious problem to warrant a formal investigation. It is crucial at this stage to separate substantive issues from disagreements between colleagues (at Haverford or elsewhere) that may be resolved without a formal investigation.

1. Initiating the Inquiry

Any allegation of misconduct in scholarship, arising from inside or outside the College, should be referred directly to the Provost. The Provost may initiate an inquiry without a specific complaint if it is felt that evidence of suspicious academic conduct exists.

When a complaint comes forth, the Provost’s first job is to provide a confidential assessment. If the issue involved does not amount to misconduct, satisfactory resolution through means other than this policy should be sought. However, if there is an indication that misconduct has occurred, the Provost must pursue the case even in the absence of a formal allegation.

At this stage, once an allegation has been made, the Provost must promptly take all reasonable steps to obtain custody of all research records and evidence needed to conduct an inquiry (and if needed an investigation), and then inventory and sequester these records (§93.307).

The Provost should also counsel those involved (referred to hereafter as “complainants” or “respondents”) that, should it be found at either the inquiry or the investigation stage that the allegations were both false and malicious, sanctions may be brought to bear against the complainant.

2. Inquiry Procedure

The Provost is responsible for conducting the inquiry. The Provost may call upon one or two senior persons in the field for help where specific technical expertise is required, but this need should be carefully weighed against the importance of confidentiality.

The Provost should notify the President, and may call upon College legal counsel at this stage. Every effort should be made to make personal legal counsel unnecessary for either complainant or respondent at this and all other stages, but all parties should recognize that the College counsel always acts on behalf of the institution, not one or the other parties.

An inquiry is formally begun when the Provost notifies the respondent in writing of the charges and process to follow. This and all other documents are to be preserved for seven years.

The nature of the inquiry will depend on the details of the case and should be
worked out by the Provost in consultation with the complainant and respondent, with any colleague the Provost consults for assistance, and with College legal counsel. At this stage, every effort should be made to keep open the possibility of resolving the issue without damage to the position or reputation of either the complainant or the respondent. However, the Provost’s primary allegiance is not to the individuals but to the integrity of academic scholarship and the College. If misconduct has occurred, it must not be covered up.

The inquiry should be completed, and a written record of findings should be prepared, within 30 days of its initiation. If the 30 day deadline cannot be met, a report should be prepared citing progress to date and the reasons for the delay; the respondent and other involved individuals should receive copies.

3. Findings of the inquiry

The inquiry is completed when a judgment is made of whether a formal investigation is warranted. At this point, the respondent must be provided with an opportunity to offer written comments on the College’s inquiry report (§93.304(e)). An investigation is warranted if a reasonable possibility of misconduct exists. Written documentation summarizing the process and the conclusion of the inquiry must be preserved in the Provost’s Office. The Provost must inform the complainant and the respondent whether the allegations will be subject to a formal investigation. If a formal investigation is warranted, any agency sponsoring the research must be notified at this point. The reporting requirements are on file in the Provost’s Office, and are also referenced in the heading of this section.

If the allegation is found to be unsupported but has been made in good faith, no further action is required, aside from informing all parties and attempting to restore collegial relationships. If confidentiality has been breached, the Provost should take reasonable steps to minimize the damage done by inaccurate reports. If a complainant is not satisfied with the Provost’s finding that the allegations are unsupported, the result may be appealed to the President.

C. FORMAL INVESTIGATION (SEE §93.310-316)

An investigation is initiated within 30 calendar days when an inquiry results in a finding that an investigation is warranted, and the College must file a report to ORI with information relevant to the investigation (§93.309). The purpose of the investigation is to make a formal determination as to whether misconduct has occurred. If an investigation is initiated, the Provost should decide whether interim administrative action is required to protect the interests of research subjects, students, colleagues, the funding agency, or the College while the investigation proceeds. Possible actions might include temporary suspension of the research in question, for example.

1. The Investigation Committee

The Provost shall appoint an investigation committee. The principal criteria for membership shall be fairness and wisdom, technical competence in the field in question, and avoidance of conflict of interest. Membership of the committee need not be restricted to the faculty of the College in case outside expertise is judged to
be necessary. The respondent and complainant should be given an opportunity to comment, in writing, on the suitability of proposed members before the membership is decided. The committee should be provided with funds and secretarial support if needed to enable it to perform its task. The Provost should write a formal charge to the committee, informing it of the details of its task.

2. The Investigation Process

Once the investigation committee is formed, it must inform the respondent of all allegations in writing so that a response may be prepared (§93.310(c)). It is assumed that all parties, including the respondent, will cooperate fully with the investigating committee. The investigation committee is obligated to interview the respondent, complainant, and any other persons who have been identified as having information relevant to the investigation, and will record or transcribe each interview, which will be included in the record of the investigation. These records or transcriptions of the interviews will be provided to the interviewees for correction. The Committee should call upon the help of College legal counsel in working out the procedure to be followed in conducting the investigation. The complainant and respondent should be fully informed of the procedure chosen.

Confidentiality should be maintained, except where limited information must be revealed to persons assisting the committee in order to allow a conclusive determination of the facts. Nevertheless, every attempt should be made to protect the reputations of all parties involved, including the complainant, the respondent, and any witnesses who have been interviewed or provided information.

The investigation should be completed and a full report, in accordance with §93.313, prepared within 120 days of its initiation. (If this deadline cannot be met, an interim report of the reasons for delay and progress to date should be prepared.) A draft of the committee report should be submitted to both complainant and respondent for comment within 30 days before the report becomes final.

The respondent should be given the opportunity for a formal hearing before the investigation committee. College legal counsel should be called upon to assist in working out the procedure to be followed in conducting such a hearing.

D. RESOLUTION (SEE §93.316-317)

1. Completing the research misconduct process (§93.316)

ORI expects the College to carry inquiries and investigations through to completion and to pursue diligently all significant issues. The College must notify ORI in advance if it plans to close a case at any stage on the basis that the respondent has admitted guilt, a settlement with the respondent has been reached, or for any other reason, except the closing of a case at the inquiry stage on the basis that an investigation is not warranted or a finding of no misconduct at the investigation state.

2. No finding of misconduct

Any federal agency or other entity initially informed of the investigation should be notified promptly (see §93.315 for guidance). A full record of the investigation
should be retained by the College in a secure and confidential file (but not in the personnel file of the respondent) for at least seven years. The Provost should decide what steps need to be taken to clear the record and protect the reputations of all parties involved.

If the allegations are found to have been maliciously motivated, the Provost may wish to recommend to the President appropriate disciplinary action. If the allegations are found to have been made in good faith, precautions should be taken if necessary to prevent retaliatory actions.

3. **Finding of misconduct**

Any federal agency or other entity initially informed of the investigation should be notified promptly of the outcome (see §93.315 for guidance). The Provost should forward the committee report to the President with a recommendation of sanctions and other action to be taken. The President should review the full record of the inquiry and investigation.

Possible sanctions include dismissal from employment by the College. The advice of Academic Council should be sought as to the appropriate sanction. The respondent may at this stage appeal to Academic Council on grounds of improper procedure or a capricious or arbitrary decision based on the evidence in the record. After receiving Academic Council’s recommendation and reviewing the case, the President will make a decision, or in appropriate cases, recommend a final disposition to the Board of Managers. The decision of the Board of Managers is final.

Disclosure of the identity of respondents and complainants in research misconduct proceedings is limited, to the extent possible, to those who need to know, consistent with a thorough, competent, objective and fair research misconduct proceeding and as allowed by law.

**E. NOTIFYING ORI OF SPECIAL CIRCUMSTANCES (SEE §93.318)**

If at any time during a research misconduct proceeding the following conditions exist, the College must notify ORI immediately:

1. Health or safety of the public is at risk, including an immediate need to protect human or animal subjects.
2. Health and Human Services resources or interests are threatened.
3. Research activities should be suspended.
4. There is reasonable indication of possible violations of civil or criminal law.
5. Federal action is required to protect the interests of those involved in the research misconduct proceeding.
6. The College believes the research misconduct proceeding may be made public prematurely so that HHS may take appropriate steps to safeguard evidence and protect the rights of those involved.
7. The research community or public should be informed.
This policy was approved by the Faculty on January 25, 1990 and amended in September, 2014.
APPENDIX VI. COOPERATION WITH BRYN MAWR COLLEGE

A. COOPERATION BETWEEN COUNTERPART DEPARTMENTS

Counterpart departments should consult with one another as a part of the ongoing process of academic planning. They should coordinate their efforts when planning course schedules, developing new courses, proposing changes in the major, considering or undertaking searches for new faculty members, and requesting replacements for faculty members on leave. The advantages of such joint planning include the possibility of making stronger leave replacement appointments; avoidance of unnecessary duplication in course offerings; a better guarantee of breadth of coverage and continuity in our programs from year to year.

Such consultation will, in most cases, take place through department chairs. Counterpart departments are also encouraged to meet together at least once a year.

Chairs of counterpart departments may be asked to meet jointly from time to time with the academic officers of the two colleges to review the relationship between the departments.

Counterpart departments should seek to coordinate their programs in such a way that students can take best advantage of the full range of offerings at both colleges. Departments offering different and complementary approaches to a discipline should find ways to facilitate some student exposure to the program on the other campus and to build appropriate components of that program into their own majors.

Counterpart departments should coordinate their visitors' programs and seek to involve one another in departmental colloquia and special events.

Faculty members should be encouraged to offer courses on the other campus where this is feasible in order to promote a wider range of contacts between students and faculty as well as within the two-college faculty community.

B. CONSULTATION ON THE INITIATION OF TENURE LINE SEARCHES

The Provosts of the two Colleges, along with the chairs of the Bryn Mawr Committee on Academic Priorities (CAP) and Haverford’s Educational Policy Committee (EPC), should meet twice a year to discuss proposed tenure-line appointments.

When a Department proposes an appointment to CAP or EPC, a written statement from the counterpart department (if one exists) will be expected. The counterpart department will be asked to give its reaction to the proposed field of the appointment and to comment on the ways in which the proposed appointment might affect patterns of cooperation between the two departments. The counterpart department should also be asked whether it has any concerns that EPC or CAP should consider when discussing the proposed appointment.

Information should also be solicited from appropriate colleagues in related fields at the other institution.

If there is no counterpart department, the written statement to EPC or CAP should be prepared by the Provost of the other college.
C. CONSULTATION ON CASES OF REAPPOINTMENT AND PROMOTION

All cases of reappointment, tenure, and promotion should involve consultation between counterpart departments and programs, where they exist. The counterpart chair should be provided with a candidate’s complete dossier, including a vita and scholarly work. The chair will be asked to solicit the views of colleagues in the department or program.

In the case of Bryn Mawr appointments, such two-college consultation, which might involve participation by Haverford colleagues in the Bryn Mawr departmental discussion, should precede the Bryn Mawr department’s making its official recommendation. In addition, the Bryn Mawr chair should elicit a written recommendation from the Haverford department. This may consist either of individual letters from members of the departmental faculty or a single statement arrived at through consultation among members of the Haverford department. The Haverford recommendation(s) should be forwarded to the Committee on Appointments together with the Bryn Mawr departmental recommendation.

In the case of Haverford appointments, the views of Bryn Mawr colleagues may be communicated to the Haverford presenter either as a report from the Bryn Mawr chair, following consultation among members of the Bryn Mawr department, or as individual letters from Bryn Mawr faculty to the presenter at Haverford. These materials are then included in the dossier submitted to the Academic Council.

In some circumstances, the Academic Council or the Committee on Appointments may wish to elicit evaluations directly from faculty whose expertise is particularly close to that of the candidate. Faculty should also feel free to communicate directly with the Committee on Appointments or the Academic Council.

D. GUIDELINES FOR JOINT DEPARTMENTS (FEBRUARY, 1988)

A joint department will have a single chair, which will normally alternate between the Colleges.

Appointments in joint departments will be specific to one College or the other. Appointments, re-appointment, tenure, and promotion will follow the procedures of the College to which the faculty member is appointed. Since, however, appointments are to a joint department, care should be taken that there be both full consultation within the department and significant involvement of faculty from other departments. The opinions of department members on both campuses will be treated with equal weight.

Reviews of joint departments will be carried out every five years in order to determine the effectiveness of the arrangements and the program, and will be undertaken by the department working together with appropriate faculty committees of both Colleges and members of the administrations.

In order to insure a strong presence of the discipline in the life and work of each College, joint departments that have proven to be effective should seek as an ideal goal an even representation of tenure-line faculty at Bryn Mawr and Haverford.

Where possible and practical, faculty of joint departments should teach occasionally at the College other than that at which they have a faculty appointment.
A joint department will have a single budget to cover its joint activities (exclusive of faculty salaries) with operating expenses shared between the two campuses. The budget will be prepared and administered through the College of the chair in any given year.
APPENDIX VII: STATEMENT ON PLAGIARISM BY THE FACULTY OF HAVERFORD COLLEGE

To say that Haverford College frowns on plagiarism is like saying that our community opposes kidnapping, or burglary. Plagiarism is theft, theft of something far more valuable as a rule than the usual booty of the sneak thief. Yet a person who has never entertained the idea of shoplifting or picking a pocket, much less of robbing a bank may, when under pressure of a deadline or in despair over what seems hopeless ignorance, deliberately steal the product of someone else’s work in the form of the written word.

Plagiarism in its most blatant and obvious form is presenting as one’s own a major piece of work written by someone else. The action may consist of copying an article from an encyclopedia, a journal or some other source, and handing it in as original work; or of purchasing a paper from another and submitting it as one’s own; or of translating a paper from a foreign language and presenting the translation as an original piece. Plagiarism of this sort is inexcusable, and a student found guilty of it will normally be separated from the College.

Plagiarism comes in more subtle forms as well, however, and these variations often result from ignorance, bad habits, or both. In the matter of ignorance: while everyone recognizes the existence in scholarly realms of so-called “common knowledge,” the notion of knowledge held in common may well appear opaque to the beginning scholar, for whom nothing about a newly-discovered subject is familiar. To this problem there is no easy solution. The inexperienced student must learn, through reading and consultation, to make informed distinctions.

The difficulty in making these distinctions arises not only from ignorance of the subject at hand, but from certain assumptions shared by us all about the meaning of a Haverford education. We believe in and wish to encourage the free exchange of ideas in a community of scholars, for we view learning and scholarship as a common possession of the community, not as the private property of cognitive capitalists. But this freedom, like all freedom, rests upon responsibility, and a free exchange will flourish most properly in an atmosphere where there is responsible attribution and acknowledgement. We are responsible to everyone who shares in the scholarly enterprise, here at Haverford to be sure but throughout the scholarly world as well, not simply to avoid outright dishonesty, but to learn the habits and conventions that ensure ethical academic behavior. We must, in other words, learn the rules as well as the subject.

Consider a hypothetical case in which a student is writing a paper on the subject of narrative in prose fiction. Although the professor has not called for a research paper, it is assumed that some secondary material will be consulted. Statements like the following are typical of the sort that might appear in such an essay, and they demand of the writer typical decisions about documentation.

1. D.A. Miller, in his Narrative and Its Discontents, talks about the concept of “the narratable.”¹

2. The way a story gets itself told shapes the reader’s response to it.

¹
3. There is a difference between the historical person who published the novel and the implied author whose norms animate the narrative.

Given the mention of author and title and the use of direct quotation in the first statement, no one is likely to omit the remaining elements of full documentation, that is, the facts of publication. What to do about the other statements, however, may be less clear. Lacking experience, the student may at first have to depend upon direct instruction to learn that a complete citation is just as appropriate for number 3 since, although no names or quoted words appear, the wording is that developed by a certain critic in a certain work: Wayne C. Booth in The Rhetoric of Fiction.\(^2\) Number 2, on the other hand, has been said in so many ways by so many persons over so much time that it may be considered a part of the knowledge held in common by the world of literary criticism if not by the world at large. Similar examples could be cited from other disciplines. What must be remembered in all cases is that, when it comes to incorporating statements like these into a piece of work to be represented as the student’s own, it is always his or her responsibility to discover which category applies.

While ignorance is understandable, then, it may nevertheless lead to forms of plagiarism, and is therefore a serious matter. Equally serious as a source of plagiarism is carelessness in the business of taking notes. Such carelessness comes in several forms: a passage is recorded exactly with correct documentation but without quotation marks; a passage is summarized, or paraphrased, not quoted, but without attribution; it is paraphrased and correctly documented, but without the use of quotation marks around key words taken directly from the original; it is quoted in full with full attribution, but without absolute accuracy. When and if the student discovers these omissions, it is often too late to repair them before the assignment is due. What results may be, and often is, innocent of larcenous intent, but is a form of larceny all the same, and constitutes therefore a grave offense.

In an excellent discussion of this topic, Margaret Maurer makes the point that many instances of plagiarism occur because of a lack of intellectual seriousness\(^3\). The plagiarist simply does not know enough, or has not cared enough, about the subject at hand either to judge the value and originality of a piece of material or, with its help, to formulate an idea of his or her own. Nevertheless an assignment is due. The paper that is then hastily and desperately thrown together may be merely a vacuous assemblage of words and phrases, the sort of writing derided by George Orwell in his “Politics and the English Language.”\(^4\) But since nearly everyone has been told, by Orwell among others, that an essay must include examples and must be concrete and substantial, the frantic writer, having passed the hour of intellection, may turn instead to thievery. It is this thievery, whether in its obvious or subtle forms, that writers must guard against.

The members of the Haverford Faculty recognize that they share in the community’s responsibility to maintain academic honesty. They recognize the difficulty in drawing the line between common knowledge and individual contributions. They know that the conventions of documentation are often complicated. For these reasons, they stand ready to discuss such questions and to help students avoid becoming plagiarists in spite
of themselves.


3 Maurer, Margaret, “Writing the College Research Paper, with Hints on Avoiding the ‘Plagiarism Question’.” Copyright Margaret Maurer, 1976.

APPENDIX VIII. PROCEDURE FOR ASSIGNMENT OF COLLEGE-OWNED HOUSING

At present, responsibility for assigning college-owned housing in accordance with seniority in years of service is in the hands of the Provost. Assignment of college-owned housing is made according to the following procedures:

In the spring of each year, an announcement of known housing units for the next academic year is sent to all persons eligible for faculty housing (tenure-line, continuing faculty members and certain administrative officers, including those who are on leave; faculty in financial arrears to the College are not eligible for new housing assignments). The current rent of each unit is stated in the initial notice, which also specifies a time, agreed upon by the current tenant, when prospective bidders may inspect the premises. Interested persons may inspect the available units and submit bids for these housing units within a specified time. Similar announcements (or rounds) are made subsequently, as knowledge of additional units become available. Faculty members are encouraged to bid for all available houses in which they are seriously interested. Each unit is assigned to the eligible applicant who has the greatest seniority at the college. When the availability of more than one unit is announced at a time, a bidder may apply for more than one unit. In this case, the applicant should indicate the order of preference.

A successful bidder may apply in subsequent bidding rounds for another desirable housing unit; if successful, the previously accepted unit would then be offered to the next most senior person who also bid on the same unit.

Upon notification, the successful bidder is expected to indicate acceptance or non-acceptance within a week. If the offer is declined, the unit is offered to the next most senior bidder. Once the successful bidder accepts the new assignment, then that person’s current residence (if any) is released for bidding.

After the bidding process is completed, the Provost is responsible for the assignment of available housing units to new Tenure-line and Continuing faculty who might not have had the opportunity to participate in the bidding process, with the order of assignment determined by the date that the appointment letter was signed.

For all other cases (such as visiting faculty), any housing that might become available is normally assigned by an ad hoc procedure and offered by the date that the appointment letter was signed. For one-year appointments, any such assignment to a faculty housing unit would then be placed back onto the bidding list for faculty bidding the following year. For multi-year appointments, normally, the tenant may remain in the unit for the duration of their appointment.

The President may upon occasion approve an allocation that deviates from the normal order of eligibility, where a clear case of equity or necessity justifies such an exception.
APPENDIX IX. SERVICES AND OFFICES OF THE COLLEGE

A. ATHLETIC FACILITIES

phone: 610.896.1117 | web: www.haverford.edu/athletics

Members of the faculty may use all indoor and outdoor athletic facilities (fieldhouse, gymnasium, squash and tennis courts, weight room, track, nature trail, etc.) when they are not in use for team practice or intercollegiate events. Please phone x1117 to arrange access.

B. AUDIO-VISUAL SERVICES

phone: 610.896.1193 | email: avreq@haverford.edu | web: www.haverford.edu/av

Equipment for showing classroom films and videos and technical services for public lectures and special events are available from the audio-visual supervisor in Stokes 030.

C. BOOKSTORE

phone: 610.896.1177 | web: www.haverford.edu/bookstore

The Bookstore, located in the Whitehead Campus Center can assist faculty members in locating books for courses or for personal purchases.

D. BUSINESS OFFICE

phone: 610.896.1248 (Business Office), 610.896.1219 (Human Resources) | web: www.haverford.edu/business

The Business Office on the second floor of Stokes handles the college payroll, and disburses funds under research grants.

E. CAMPUS EVENTS

Faculty members are always welcome to attend events and activities sponsored by the College including concerts, art shows, the Library Association, the Arboretum Association, the summer outdoor pool (by paid membership in the Faculty Swim Club), and sporting events.

F. CENTRAL SERVICES

phone: 610.896.1033

A full range of duplicating services is available in Stokes 022 as well as in many of the faculty secretarial offices located in the various academic buildings where faculty members have their offices.

G. DEANS’ OFFICE

phone: 610.896.1232 | web: www.haverford.edu/deans

The Dean of the College in Chase Hall provides administrative support in the implementation of academic regulations, academic advising, student fellowships and study abroad, tutoring and student housing. Faculty members should become familiar
with the Counseling Service, the Office of Career Development, and the Office of Multicultural Affairs.

**H. DISTINGUISHED VISITORS OFFICE**

phone: 610.896.1016 | web: www.haverford.edu/dv

This office makes arrangements for distinguished visitors sponsored by the College, and should be called to reserve academic space for use outside of normal class hours.

**I. FACILITIES MANAGEMENT**

phone: 610.896.1100 | web: www.haverford.edu/facilities

Requests for repair or improvement of academic space should be directed to the scheduler allowing plenty of time for non-emergency requests. Facilities also issues keys.

**J. HUMAN RESOURCES**

phone: 610.896.1219 | web: www.haverford.edu/humanresources

The Human Resources Office, located on the second floor of Stokes, Room 222, enrolls all new hires and administers various fringe benefit programs.

**K. INSTRUCTIONAL AND INFORMATION TECHNOLOGY SERVICES**

ProDesk: 610.896.1480. email: ProDesk@haverford.edu | web: iits.haverford.edu

Instructional and Information Technology Services (IITS) provides computing services and support for the entire college, including the instructional and research needs of the faculty and students. Offerings include the Moodle learning management system, wireless networking in all academic buildings and student housing, public computing labs in Roberts Hall, Haverford College Apartments, KINSC and Magill Library. The Instructional Technology Center, upon request, collaborates with faculty to help integrate technology into teaching and learning and periodically offers workshops on technology issues of interest to faculty.

**L. MAGILL LIBRARIES**

phone: 610.896.1175 | email: library@haverford.edu | web: www.haverford.edu/library

Professional librarians in each of the major curricular areas assist faculty members in locating or ordering materials in support of teaching and research. In support of the faculty, librarians teach students research skills and strategies, including the very critical work of finding and interrogating texts, in both print and digital formats. Faculty members should discuss their needs with the appropriate librarian. (See the library publications or call for general information.)

**M. OFFICE OF INSTITUTIONAL ADVANCEMENT**

phone: 610.896.1142 | web: www.haverford.edu/institutionaladvancement

The Vice President for Institutional Advancement has responsibility for the offices of
Development, External Relations, Foundation and Corporate Relations, Gift Planning, and Marketing and Communications, providing links to various external constituencies. The Director of Foundations and Corporate Relations' primary responsibility is to work with senior administration and the faculty on the development of proposals to support institutional priorities.

N. OFFICE OF THE PROVOST
phone: 610.896.1014 | web: www.haverford.edu/provost

Faculty members should consult the Provost's Office about appointments, leaves, grants and faculty support programs, and matters of educational policy. The Provost has responsibility for the academic budget.

O. PRESIDENT'S OFFICE
phone: 610.896.1021 | web: http://www.haverford.edu/president/

The President is the educational and administrative leader of the college. Faculty members should consult the President’s Office if they have questions and concerns about general institutional policy, or if they encounter problems that cannot be resolved elsewhere.

P. REGISTRAR
phone: 610.896.1022 | web: www.haverford.edu/registrar

The Registrar, located in Chase Hall, is responsible for the academic records of students and courses, and must be consulted to reserve academic space for use during class hours. The Registrar is a good source of information on academic regulations.

Q. SAFETY AND SECURITY
phone: 610.896.1111 | web: www.haverford.edu/security

The Office of Safety and Security issues College identification cards, provides parking stickers, and enforces parking regulations. It seeks to protect members of the community and college property, and requests cooperation in taking appropriate precautions, such as locking doors after hours.

R. VICE-PRESIDENT OF FINANCE AND ADMINISTRATION
phone: 610.896.1223

The Vice President for Finance and Administration has primary administrative responsibility for financial affairs of the College and for many non-academic departments such as Safety and Security, the Business Office, the Dining Center, the Conference Office, the Bookstore, etc.
APPENDIX X. FINANCIAL MATTERS AND BENEFITS

A. SALARY POLICY

The salary scale in effect at Haverford for each year is determined in June preceding the beginning of the academic year. A copy may be requested from the Provost.

As a general rule, salaries are reviewed annually, with changes beginning effective July 1. The guidelines for salary increases are developed each spring as part of the budget that is approved by the Board of Managers. Annual increases are not guaranteed.

Within the limits of available funds, the President and Provost seek to recognize exceptional merit in teaching, research, and community service.

B. SALARY PAYMENT

Salaries are paid on the last business or working day of the month, except that payment for December is made on the first business day of January. For full-time faculty, the monthly payment is 1/12 of the annual salary, minus payroll deductions.

For visiting faculty on semester-only appointments, salary payments are as follows:

- Fall semester - last business day from July through November
- Spring semester - last business day from January through May

Arrangement may be made to have salary payments deposited directly to any bank participating in the Automated Clearing House. Details are available from the Human Resources Office.

C. ELIGIBILITY FOR BENEFITS

The following sections describe the eligibility of faculty members for various benefits. (Note that research, travel, and leave support are not classified as staff benefits, and eligibility is described in Section IV.)

1. Tenure-line faculty

All tenure-line faculty are eligible for the following staff benefits (described further in Sections D - S below): the pension plan, full health insurance, the clinical/medical and dental panels, insurance programs, the college tuition grant program, faculty housing or the mortgage program, and moving expenses when coming to the College.

Limitations, if any, and further details are listed in the remainder of Section IV.

2. Continuing Appointment faculty

Medical insurance: Those with ¾ or more of the teaching responsibilities of tenure-line faculty are entitled to full medical insurance. Those with half or more (but less than ¾) of these teaching responsibilities are entitled to half medical benefits (including family).
Other benefits are as for tenure-line faculty except that the tuition grant program is pro-rata. (Research and travel support, and sabbatical leave support, are also pro-rata.)

3. Interim appointments

Medical insurance: Those teaching five or six instructional units are entitled to medical insurance coverage through the College’s HMO plans (see E.1 below). Those teaching three or four instructional units are entitled to half medical insurance. Those teaching fewer than three instructional units receive no medical benefits.

No other benefits are provided in the first year except Social Security.

In the event of renewal, those teaching 3 or 4 instructional units are eligible for the pension plan. Those teaching 5 or 6 instructional units are eligible for the pension plan, insurance programs, clinical/medical and dental panels.

4. Three-year (or more) term appointment

For interim faculty teaching 5-6 instructional units, full staff benefits (as defined for tenure-line faculty) except the tuition grant program, the rental program (but see M.2 in this appendix) and the mortgage program are provided in the third year of appointment.

For interim faculty teaching 3-4 instructional units, half medical insurance coverage through the College’s HMO plan, pension plan, clinical/medical panel and dental panel are provided in the third year of appointment.

5. Benefits for Tenure-line and Continuing Appointment faculty during leaves

a. Sabbatical leaves:

All staff benefits are continued. Retirement benefit contributions are paid based on salary received, either from the College or another source, unless benefits are also provided by that source.

b. Leaves without pay

If the leave is for research (for example, supported by a fellowship) and medical benefits are unavailable elsewhere, paid medical benefits will normally be continued, along with all other benefits. However, if there is full-time employment by another institution, that institution will normally be expected to pay for medical and retirement benefits. In the event the institution or fellowship will not contribute retirement benefits, these benefits will be fully provided by the College.

In the unusual circumstance that a faculty member is on leave without pay for more than one year, certain benefits will normally be curtailed: paid medical benefits and insurance programs; eligibility for rental housing; research support and travel reimbursement for attending meetings of learned societies. The insurance programs (medical and life) may be continued, but only at the faculty member’s expense. Use of the library, computing, and athletic facilities will continue. Participation of children in the tuition grant program will also continue,
provided that there is clear intention on the part of the faculty member to return after the leave.

D. PENSION PLAN AND TAX DEFERRED ANNUITY

The College contributes an amount equal to 11% of actual salary to the pension program. There is no contribution during a leave without pay, and pension payments are made for supplemental salary payments from grants only if provided by the sponsor as direct costs. There are two options for investing these funds - TIAA/CREF or the Fidelity Mutual Funds. Funds may be managed by either Fidelity or TIAA/CREF, or may be split between the two.

In addition to the basic retirement plan, voluntary, tax-deferred contributions may be made under the Haverford College tax-deferred annuity plan. These voluntary contributions can be invested with the same vendors to which the College contributes under the basic plan. Usually there is a tax advantage in deferring receipt of a portion of compensation until retirement, but there is no guarantee of this. If income tax rates were sharply increased, or if the faculty member had fewer personal exemptions after retirement, or if her/his income were not much less than before, the tax advantage might be reduced or lost.

Further details about this program are contained in the Summary Plan Description. This booklet, together with application forms and other more detailed information, is available from the Human Resources Office.

E. MEDICAL BENEFITS

Definition of Dependents

Generally, “dependents” eligible for College benefits are (1) a lawful husband or wife of any employee and (2) a domestic partner in a long-term committed and financially interdependent relationship with the employee, and (3) an unmarried child of an employee who is less than 26 years of age, regardless of enrollment in a post-secondary institution of higher education, or an unmarried child who is mentally and/or physically incapable of earning a living. The term "child" will include (a) a child born of the employee, (b) a child legally adopted by the employee, and (c) a step-child of the employee living in a normal parent-child relationship with, and dependent on, the employee. See the Human Resources Office for further information.

1. Health Insurance

For all members of the regular faculty (tenure-line and continuing appointment), Haverford College offers a choice of three types of medical coverage: Personal Choice Preferred Provider Organization (PPO) plans through Independence Blue Cross (IBC); a Point of Service (POS) plan through Keystone/IBC; and a Health Maintenance Organization (HMO) plan through Keystone/IBC. Newly appointed regular faculty are eligible for health insurance on the first day of their employment.

The “base” plan for calculating the cost of medical premiums is the Keystone/IBC POS plan, and the premiums for the other plans are adjusted accordingly. The College will cover between 85 and 95% of the cost of the single (individual)
premium; for those who wish to enroll a spouse/domestic partner and/or dependent children, the College will cover between 70 and 85% of the cost. These cost percentages are linked to a three-tier range based upon annual salary, and the ranges may be adjusted from year to year to ensure fair and equitable application. Exact premium costs will depend upon three variables: the plan selected (PPO, POPS, or HMO); the coverage level (such as single, spouse/partner, or family); and the annual salary. Premium payments are typically deducted on a pre-tax basis from the College-issues paychecks.

Due to increasing costs of health insurance, both nationally and in the local area, changes in the College’s coverage are possible in the future. Every effort will be made to provide employees with as much notice as possible on all such changes. Details of coverage provided by the various medical insurance plans are available from the Human Resources Office. Plan documents control the eligibility of dependents for insurance benefits.

An Open Enrollment period is held in September of each year, prior to the November 1st of the new medical insurance plan year, and employees may elect to make changes in their coverage during this period. It is important to note that every employee covered by a College health insurance plan, as well as every employee who elects to waive health insurance coverage, must complete a new Benefit Election Form each year, returning the form to the HR office by not later than October 15th.

Changes in coverage are not permitted at other times during the plan year unless a “life event” occurs—such as a birth, death, marriage, divorce, or a change in the family member’s or spouse’s/partner’s employment status.

Interim Faculty
Heath insurance coverage for interim faculty – see Section V.C3, C4.

Retiree Health Plan
The Emeriti Program is available to eligible faculty who wish to make voluntary, after-tax contributions to an Emeriti Health Account to use for medical expenses upon retirement from the College. The College makes monthly pre-tax contributions to all benefits-eligible employees who are age 40 and over. Details of the Emeriti Program are available through the Human Resources Office.

2. Clinical Medical Plan
After completion of 90 days of employment, all members of the regular faculty (tenure-line and Continuing appointment) of Haverford College, their spouses/domestic partners, and their unmarried children (to their nineteenth birthday or up to 23 years of age if still in school) are entitled to free or low-cost clinical medical care that typically would be covered by other health insurance at greater cost.

Each eligible family that wishes to participate selects one of four physicians who, under contract with the College, agrees to see eligible patients at his/her office,
without further charge, during normal office hours. Home visits, laboratory service, expensive inoculations, etc., must be paid for by the patient. Physical check-up examinations, pediatric care, and minor gynecology are included, but maternity/obstetrical care is not.

The physicians are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Vicki Berberian</td>
<td>647 Ardmore Avenue Building</td>
<td>(610) 642-1835</td>
</tr>
<tr>
<td>Dr. Andrew M. Fisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Margaret McPherson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Joel R. Lowenthal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryn Mawr Medical Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ardmore, PA</td>
<td>447 Great Springs Road</td>
<td>(610) 527-2231</td>
</tr>
<tr>
<td>Bryn Mawr, PA</td>
<td>(610) 525-4547</td>
<td></td>
</tr>
</tbody>
</table>

Patients are asked to telephone the doctor’s office for appointments.

3. Dental Plan

After a waiting period of one year, all members of the regular faculty (tenure-line and Continuing appointment), their spouses/domestic partners, and unmarried children (to their nineteenth birthday or up to 23 years of age, if still in school full-time) are entitled to a certain amount of free dental care. A list of the procedures covered is available from the Human Resources Office.

Each eligible family who wishes to participate registers, through the Human Resources Office, with one of the following dental practices who, under contract with the College, agree to see eligible patients at their offices.

The dentists are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryn Mawr Dental Health Group</td>
<td>19 Morris Avenue</td>
<td>(610) 525-4910</td>
</tr>
<tr>
<td>Bryn Mawr Dental Associates</td>
<td>Suite 200; 945 Haverford Road</td>
<td>(610) 527-2469</td>
</tr>
<tr>
<td>Dr. Geoff Donoho</td>
<td>54 Rittenhouse Pl.</td>
<td>(610) 649-7670</td>
</tr>
<tr>
<td>Main Line Family Dentistry</td>
<td>931 Haverford Road</td>
<td>(610) 525-2311</td>
</tr>
<tr>
<td>Robin D. Harshaw, DMD &amp; Associates (pediatric specialists)</td>
<td>Suite 100</td>
<td>780 Lancaster Avenue</td>
</tr>
<tr>
<td>Bryn Mawr, PA</td>
<td>Bryn Mawr, PA</td>
<td>(610) 527-2434</td>
</tr>
</tbody>
</table>
Patients are asked to telephone the dentist’s office for appointments.

**F. CHILD BIRTH LEAVE**

Haverford’s child birth leave is designed to assist the mother in handling the medical consequences involved in giving birth to a child. Only Tenure-line and Continuing appointment faculty are eligible for child birth leave. In addition, to be eligible for child birth leave, the faculty member must have completed one year of continuous employment prior to the beginning of the leave and must have requested and received approval of the leave from the Provost at least three months in advance. The details of the leave (e.g., dates, additional unpaid leave if requested, arrangements for covering courses) must be worked out with the Provost and the department chair as far in advance as possible.

The College’s basic policy provides for three months of leave with full pay or six months of leave with half pay, inclusive of the period of delivery. All benefits continue during the paid leave although those based on salary (Social Security and retirement) will be prorated for the half-time/half-pay option. Other arrangements consistent with the basic policy may be explored with the Provost. Half regular duties for one semester at full pay and benefits, i.e., one course plus advising is a common variant.

For employees unable to return to work after a paid child birth leave because of medical disability, the provisions of the long term disability policies will apply (see V.K below).

The College may grant additional unpaid leave for a total of up to one year, subject to agreement between the faculty member and the Provost. See Dependent Care Leave below.

The College assumes that those accepting paid child birth leave do so with the intention of returning to their previous position with the College. If before or during such a leave, an employee decides not to return to employment at the College, she must discuss the matter with the Provost at the earliest possible date. In such an event, the College will not pay the cost of the leave.

A faculty member taking paid child birth or unpaid dependent care leave (see following section) during the probationary period toward tenure may exercise the option of postponing tenure consideration by one year. The year in which the leave is utilized may either be counted or not counted in the probationary period toward tenure at the discretion of the faculty member. A person wishing to exercise this option must notify the Provost’s Office in writing by May 1 of the academic year prior to the year scheduled for tenure consideration. This option may be elected only once, even if there is more than one leave. The time taken on child birth leave will not be counted in determining length of service accrued toward sabbatical leave, but faculty will not lose their place in the priority list for College housing.

**G. FAMILY AND MEDICAL LEAVE ACT (FMLA)**

The College grants unpaid leaves of absence in compliance with the federal Family and Medical Leave Act (FMLA). To be eligible, an employee must have worked for the College at least 12 months (not necessarily consecutive) as well as 1,250 hours in the
12 months prior to when the leave is to begin. (In order to address the stipulation of working 1,250 hours within a 12-month period, a faculty member will need to account for a combination of in-class and out-of-class labor that meets that requirement. To illustrate, a faculty member who taught 5 courses in the past 12 months and fulfilled all of his/her related obligations would have met the 1,250 hours of service requirement. A faculty member could present evidence to the Provost that an alternative combination of teaching, preparation, and other College responsibilities also met the 1,250 hours requirement.)

Up to 12 weeks of FMLA leave during a 12-month period will be provided for:

1. The birth/adoption of the employee’s child, or placement of a child with the employee for foster care, in order to care for the child. The leave must be taken within 12 months of the birth/adoption/placement.

2. To care for the employee’s spouse, domestic partner, son, daughter, or parent with a serious health condition, or for the employee’s own serious health condition that renders him/her unable to perform his/her job functions.

3. Because of any qualifying exigency due to the employee’s spouse, domestic partner, son, daughter, or parent being notified of a call to or serving on covered active duty in the U.S. Armed Forces.

Finally, Haverford also will grant up to 26-work weeks of FMLA leave in a single 12-month period to an employee who is the spouse, domestic partner, son, daughter, parent or next of kin of a covered service member in the U.S. Armed Forces with serious injury or illness to care for the service member.

If both an employee and his/her spouse are employed by Haverford and eligible for leave, certain spousal combined limits on maximum FMLA leave entitlements will apply. Please contact Human Resources for details on the combined limits.

For leaves numbered 1 through 3 above, Haverford uses a rolling backward 12-month period. The single 12-month period for covered service member leave begins on the first day the eligible employee takes this type of leave, and during the period, an employee cannot receive more than 26 weeks of leave for all types of FMLA leave.

A supervisor aware of an absence that may qualify for FMLA leave is to contact Human Resources promptly. An employee must submit a written request for leave to the Human Resources Director not less than 30 days in advance, if the need for leave is foreseeable to that extent; if not, then as soon as practical and at least within two working days of learning of a need for leave. An employee’s failure to provide proper notice may result in the delay of the start of or denial of leave.

Once aware of an absence that may be FMLA-qualifying, the Human Resources Director will send the employee notices of general eligibility for leave and of rights and responsibilities under the FMLA, as well as various forms for completion. The employee will be required to support a leave request with appropriate documentation as follows:

1. Leave due to a serious health condition -- medical certification issued by a treating healthcare provider on a Certification of Healthcare Provider Form, and
any subsequent re-certifications required by Haverford.

2. Qualifying exigency leave -- copy of the military member’s active duty orders or other similar documentation issued by the military, and certification on a Certification of Qualifying Exigency for Military Family Leave form.

3. Covered service member leave, -- certification completed by the employee/covered service member and the authorized health care provider on a Certification of Serious Injury or Illness of a Covered Service Member form.

4. Leave for the birth, adoption or foster care placement of a child, acceptable supporting documentation.

The employee must submit complete and sufficient supporting documentation to the Human Resources Director within 15 days after receiving the applicable request for information and form(s) from Haverford College. If he/she does not, the start of the leave may be delayed until the documentation is submitted, or the leave may be denied. If denied, unexcused absences may result in discipline, up to and including termination.

At the College’s expense, an employee may be required to obtain a second medical opinion chosen by Haverford, and if the first two opinions differ, may also be required to obtain a third opinion by a healthcare provider chosen jointly by the employee and Haverford. Generally, the third opinion will be binding. Pending receipt of a second or third opinion, provisional FMLA will be extended. However, if a right to FMLA leave is not ultimately substantiated, the time away from work will not count as FMLA leave and any unexcused absences may result in discipline, up to and including termination.

Upon receipt by Haverford of documentation verifying that an employee’s requested leave is FMLA-qualifying, it will be formally designated. If need for leave extends beyond the initial period approved, a request for an extension must be made to the Human Resources Director. Extensions of Leave, including additional leave as a reasonable accommodation, will be considered by College.

In all cases, both paid and unpaid FMLA-qualifying absences will be counted as FMLA leave. Employees must first use any unused paid time off for leave appropriate to the reason for leave which he/she has available and/or has been approved by the College (vacation, sick or other paid time off) before being placed in an unpaid status during the FMLA leave.

An employee will be directed to periodically report during his/her leave to the Human Resources Director, and failure to comply may affect the employee’s leave and/or employment status. During leave, the College will continue to provide the same level of insurance benefits as were available to the employee at the start of the leave—provided the employee remains in a paid status or, if in an unpaid status, the employee pays premiums he or she would otherwise have as an active employee. Failure to pay the benefit contributions may result in termination of program participation for that benefit.

Respecting eligibility to participate and/or for vesting in the College’s retirement plan, the FMLA leave period will be treated as continuous service. As during any unpaid leave, crediting of benefits will cease and will resume upon return to active employment in an eligible classification.
An employee must notify Haverford notice of his/her intent to return to work from FMLA leave as far in advance of the expected return date as possible. In the case of leave due to a serious health condition of a family member and/or serious injury or illness of a service member, the employee must promptly notify the Human Resources Director when the employee is no longer needed to provide care. An employee is expected to return to work from FMLA leave on the first scheduled workday after the end of the date through which the leave (including any extension(s)) was approved. Failure to do so may result in corrective action, up to and including termination.

Prior to returning to work from a leave due to his/her own serious health condition, the employee will be required to submit a fitness for duty certification. His/her return to work may be delayed until a satisfactory certification is received, and failure to provide such certification may result in discipline, up to and including termination.

If an employee fails to return to work at the end of the FMLA for reasons other than the continuation, recurrence or onset of a certified serious health condition or any other circumstances beyond the employee’s control, Haverford may recover its costs for maintaining group health coverage during the employee’s FMLA leave. However, if the failure to return is due to circumstances beyond the employee’s control, Haverford may not recover costs, provided the employee submits certification of the serious health condition within 30 days of the date requested. Failure to submit such certification within the 30 days may result in Haverford’s recovering its share of the costs of providing the employee coverage.

When an employee takes an FMLA leave for the intended purposes of the leave, returns from leave in a timely fashion, and provides all completed documentation required by Haverford, he/she will be reinstated to the position he/she held when the leave began or to an equivalent one. Reinstatement may be denied when allowed by law.

Generally and unless otherwise required by applicable law, an employee who has been absent from work on a leave or combination of leaves (approved, pending or denied) and who has exhausted both the time off (paid or unpaid) to which he/she is entitled under an applicable statute and Haverford-provided benefits for paid leave will be terminated from the payroll.

Questions about FMLA leave should be directed to Human Resources.

Expanded FMLA Leave. A Tenure-line or Continuing appointment faculty member who has completed one year of continuous employment may request to the Provost up to one year of leave without pay and without fringe benefits, or a half time appointment for up to one year at half salary plus half fringe benefits, for reasons covered by FMLA. Faculty may maintain their continuity in some fringe benefit programs (e.g., medical insurance, life insurance) at their own expense. The ability of the College to grant such an extended leave will depend on the plans for coverage of the faculty member’s duties during his or her absence.
H. ADOPTION

The College recognizes the importance of adoption and the demands that adoption places on the parent(s). Therefore, the College’s basic policy provides the parent of a newly adopted, pre-school aged child with three months of leave with full pay or six months of leave with half pay following the placement of the child in the home. All benefits continue during the paid leave although those based on salary (Social Security and retirement) will be pro-rated for the half-time/half-pay option. Other arrangements consistent with the basic policy must be explored with the Provost, especially when the adopted child is older than pre-school age yet might need extra care and time with the new parents.

Only Tenure-line and Continuing appointment faculty are eligible for adoptive parenting leave. In addition, to be eligible for adoptive parenting leave, the faculty member must have completed one year of continuous employment prior to the beginning of the leave and must have requested and received approval of the leave from the Provost at least three months in advance. The details of the leave (e.g., dates, additional unpaid leave if requested, arrangements for covering courses) must be worked out with the Provost and the department chair as far in advance as possible.

The College may grant additional unpaid leave for a total of up to one year, subject to agreement between the faculty member and the Provost. See Dependent Care Leave.

The College assumes that those accepting paid adoptive parenting leave do so with the intention of returning to their previous position with the College. If before or during such a leave, an employee decides not to return to employment at the College, he or she must discuss the matter with the Provost at the earliest possible date. In such an event, the College will not pay the cost of the leave.

A faculty member taking paid adoptive parenting leave during the probationary period toward tenure will automatically receive an extension of the tenure probationary period, which does not preclude a faculty member from seeking earlier consideration for tenure. The year in which the leave is utilized may either be counted or not counted in the probationary period toward tenure at the discretion of the faculty member. A person wishing to not receive such an extension must notify the Provost’s Office in writing by May 1 of the academic year prior to the year scheduled for tenure consideration. This option may be elected only once, even if there is more than one leave. The time taken on child birth leave will not be counted in determining length of service accrued toward sabbatical leave, but faculty will not lose their place in the priority list for College housing.

I. FLEXIBLE BENEFITS PROGRAM

Faculty members (and other employees) may participate in the College’s flexible benefits program, which allows pre-tax dollars to be set aside in “spending accounts” to pay for certain medical expenses that are not covered by the medical plans, and for child care expenses. If a faculty member is eligible for medical insurance but declines it due to coverage through a spouse/partner, a portion of the College’s savings is made
available through these spending accounts to the faculty member as taxable income. Please consult the Human Resources Office for a description of this plan.

J. SOCIAL SECURITY

As required by Federal law, the College currently deducts a portion of an employee’s salary and contributes an equal amount in the employee’s name to the Social Security system. Benefits and contribution rates are changed frequently by the Congress; current information about benefits may be obtained from either the Human Resources Office or your local Social Security Office.

K. DISABILITY PLAN

Long-term disability insurance with a pension premium waiver is provided through CIGNA Insurance for full-time employees after one year of employment. The one-year waiting period is waived if a new Haverford employee had satisfied eligibility requirements through his/her previous employer and was covered under that employer's disability plan. The policy, when combined with Social Security, will provide up to 60% of salary up to a maximum payment of $10,000 per month for full-time faculty, with payments beginning after an insured full-time faculty employee has been unable to work for 180 days. During the 180-day waiting (or elimination) period, prior to the commencement of disability payments, the full-time faculty member will be in a “salary continuation status”; if appropriate, this “salary continuation status” may be designated internally (within the College) as a paid sabbatical.

Disability payments received under the plan are considered to be taxable income. They will continue until age 65, unless the application for and approval of disability occurs after age 65, in which case benefits may continue until age 70. During such disability, CIGNA will continue payments to a disabled employee’s pension plan with TIAA-CREF or Fidelity. Health insurance benefits may be continued at the expense of the faculty member under the rules for extension of insurance under COBRA; life insurance coverage may be continued through separate arrangements with CIGNA.

The College provides a group term life insurance policy through CIGNA Insurance for active employees. One must be employed for at least three (3) months to be eligible for the insurance. The amount of coverage declines with age.

Application forms and further information about life and disability coverage are available from the Human Resources Office.

L. COLLEGE TUITION GRANT PROGRAM

Plan A.: Faculty hired prior to December 31, 1996:

Haverford College will make college tuition grants to financially dependent children, whether natural born, legally adopted, or legally dependent (according to IRS regulations) for at least five years, of qualified members of the regular faculty. Should a faculty member who has served the College for twenty years or more retire or die before his or her children come of age to attend college, such children will be eligible for the tuition benefit at the time the child attends college. If a qualified faculty member dies in service after five years of service but before twenty years, his/her children will be
eligible for the tuition benefit, pro-rated up to twenty years. (20=100%, 10=50%, 5=25%). Children attending Haverford will be in the same category as those attending any other college.

Grants will be made on the following basis:

1. The child for whose benefit the grant is made must be attending or about to attend an accredited undergraduate college on a full-time basis and must be in good standing. The tuition grant is limited to four full-time academic years or the equivalent (e.g., 8 semesters, 12 terms).

2. The grant shall be made only for tuition. Other fees such as board, room and academic or social fees are not included. In no case shall such tuition grant exceed 2/3 of the then current tuition charged by Haverford College or 2/3 of the then current tuition charged by the other school attended, whichever is less.

3. Employees and children must apply for any grants or scholarships open to them from other sources in order to be eligible for tuition grants. All awards to the student, and pending applications for awards, must be reported to Haverford College.

4. The combination of the Haverford grant plus the total of all outside grants or scholarships received by either parents or students shall not exceed 100% of Haverford’s tuition or the tuition of the other school attended, whichever is less. Such grants and scholarships include, but are in no way limited to, the following: grants or scholarships from foundations, societies, colleges and universities - (whether or not being the one attended by the student) - athletic scholarships, federal or state grants or scholarships, staff benefits from other employers.

Example 1: Haverford tuition is $18,000, tuition at the other school attended is $16,800, and a student dependent is eligible for $11,200 (2/3 of $16,800). The other college offers the student a $4,000 merit scholarship. The Haverford grant is not reduced because $11,200 plus $4,000 does not exceed the other school’s tuition of $16,800.

Example 2: Haverford tuition is $18,000, tuition at the other school attended is $19,200, and a student dependent is eligible for a $12,000 grant (2/3 of $18,000). The student receives a merit scholarship of $8,000 from the other institution. The Haverford grant is reduced to $11,200, such that the total of Haverford assistance and that from the other institution does not exceed the other institution’s tuition of $19,200.

A grant or a scholarship to the student based solely on financial need in full knowledge of Haverford’s tuition grant is an exception to this rule. Such need-based financial aid will not reduce Haverford’s tuition grant.

Questions of interpretation of this policy will be resolved by a ruling of the President after conferring with the Provost and the Vice President for Finance and Administration.

Any grant for the benefit of the child of a Continuing appointment faculty member shall be prorated in accordance with the time such member is employed by the College.
When a tuition grant is to be made, the faculty member shall make a claim on a form obtainable from the Business Office, giving the necessary details. Upon receipt of this form and a copy of the tuition bill, Haverford College will prepare a check for the amount of the grant. It shall be made payable to the institution at which the child is enrolled. The check may be forwarded to the parent for onward transmission with the tuition bill. In no case can the check be made payable to the parent or child.

**Plan B.: Faculty hired after December 31, 1996:**

Effective for the fall semester, 1997, Haverford College will make college tuition grants for children of eligible employees of the College, whether those children were born, were legally adopted at least seven years prior to utilization of the benefit, or are legally dependent stepchildren* (evidenced by declaration as a dependent on the employee’s federal income tax returns or other proof that the stepchild received over one-half of his or her support from the Haverford employee for the seven years preceding utilization of the benefit). This program, known within the College as “Plan B,” is available on an equal basis to all employees, including faculty hired after December 31, 1996, and as such its grants currently are not subject to income tax. An existing program, known internally as “Plan A,” is restricted to faculty employees hired prior to December 31, 1996; some of the grants under this plan are subject to income tax. Plan A will remain in effect as long as there are faculty eligible to participate in it. By plan design, faculty hired prior to December 31, 1996 automatically will become participants in whichever program, Plan A or Plan B, provides the most advantageous tax situation for the employee.

*Stepchildren include children entering the family through the marriage of a parent and children entering the family by the establishment of a qualified domestic partnership.*

Grants will be made on the following basis:

1. The child for whose benefit the grant is made must be enrolled as a full-time student in an associate or bachelor’s degree program at an institution of post-secondary education which is accredited by a regional or professional accrediting agency recognized by the U.S. Secretary of Education. The current edition of the HEP Higher Education Directory (available in the Human Resources Office) lists such institutions. The tuition grant for any one child is limited to the equivalent of four full-time academic years (e.g., 8 semesters or the equivalent).

2. The grant shall be made only for tuition. Other charges such as board, room, and various academic and social fees are not covered. In no case shall the grant exceed 50% of the then current tuition charged by Haverford College or 50% of the then current tuition charged by the other institution attended, whichever is less.

3. Employees and children must apply for any grants or scholarships available to them from other sources in order to be eligible for tuition grants. All awards to the student, and pending applications for awards, must be reported to Haverford College.
4. The combination of the Haverford grant plus the total of all outside grants or scholarships received by the student shall not exceed 100% of Haverford’s tuition or the tuition of the other institution attended, whichever is less. Such grants or scholarships include, but are not limited to, those from foundations, societies, and other institutions of higher education, athletic scholarships, federal or state grants or scholarships, and staff benefits from other employers.

Example 1: Haverford’s tuition is $20,000, tuition at the other institution attended is $18,000, and the student is eligible for a $9,000 grant (50% of the other institution’s $18,000 tuition). The other institution offers the student a $5,000 merit scholarship. The Haverford grant is not reduced because $9,000 + $5,000 does not exceed the other institution’s tuition of $18,000.

Example 2: Haverford’s tuition is $20,000, tuition at the other institution attended is $22,000, and the student is eligible for a $10,000 grant (50% of Haverford’s $20,000 tuition). The student receives a merit scholarship of $12,000 from the other institution. The Haverford grant is reduced to $8,000, such that the total of Haverford’s assistance and that from the other institution does not exceed Haverford’s tuition of $20,000.

A grant or scholarship to the student based solely on financial need in full knowledge of Haverford’s tuition grant is an exception to this rule. Such need-based financial aid will not reduce Haverford’s tuition grant.

This tuition program is subject to a number of limitations:

1. Employees will not be eligible to participate in this program until they have been employed full-time or part-time for seven years at the College. Employees hired after the first day of classes of a Haverford academic semester will become eligible for the next full semester or term seven years later (e.g., an employee hired on October 15 will be eligible for the program during the second semester or term of the academic year seven years later).

2. Full-time employees (faculty, administrators, professionals and staff who have held full-time positions for the seven fiscal years preceding utilization of the benefit) are eligible for the 50% tuition benefit.

3. Faculty, administrators and professionals who have held less than full-time positions in any of the seven fiscal years preceding utilization of the benefit will be eligible for grants pro-rated in accordance with the percentage of full-time employment budgeted over the seven year period. For example, a person in a .75 FTE position for each of the preceding seven fiscal years will be eligible for 75% of the 50% benefit, or a 37.5% tuition benefit for year one. For staff employees in less than full-time positions, the pro-rating will be based on the average number of regular hours budgeted over the preceding seven fiscal years. For example, 7,644 hours over seven years/12,740 hours if full-time for this position = 0.60 FTE; 0.60 FTE X 50% benefit = 30% tuition benefit.

4. Employees with interim, term, and other temporary appointments are not eligible to participate in the tuition program. Employees paid by external grants normally would be eligible for this tuition program only if the provisions of the grant cover
the costs of the program; however, if as a matter of policy external grants do not permit coverage of a tuition benefit, the College will assume the costs for grant-related employees who meet the other eligibility requirements of Plan B.

5. Each employee is restricted to the equivalent of two children (i.e., 16 semesters) participating in the tuition program. The tuition grants may be used by more than two children, but the total of 16 semesters cannot be exceeded. Even if both parents of a child are employees of the College, the total benefit available for that child may not exceed 50%. However, each eligible employee of the College may receive the benefit for two children; thus two eligible employees who have four children between them may receive the 50% tuition benefit for all four.

6. Children who are 25 or more years of age at the end of a calendar year (December 31) will no longer be eligible for this program in the following calendar year (beginning January 1).

7. Children of an employee retiring from full-time employment who is over age 60 and has served the College for twenty or more years will remain eligible to participate in this tuition program at the time the child attends college, subject to the above limitations. If the retirement occurs after seven full years of service but before twenty years of service, his/her children will be eligible for the tuition benefit on a pro-rated basis (e.g., ten years of service equals 50% of the 50% tuition program, or 25% of tuition).

8. Children of an employee who dies or becomes disabled after seven full years of service will remain eligible for this program on the following basis. After seven full years of service but before twenty years of service his/her children will be eligible for the tuition benefit on a pro-rated basis (e.g., seven full years of service equals 35% of the 50% tuition program, or 17.5% of tuition). If the death or disability occurs after twenty years of service, his/her children will be eligible for the benefit as would the child of any other employee, subject to the above limitations.

To participate in the tuition program, employees must complete a form that is available from the Accounting Manager in the Business Office, Stokes Hall. Upon receipt of the completed form and a copy of the tuition bill, Haverford College will prepare a check for the amount of the grant. This check will be made payable to the institution at which the child is enrolled and can be forwarded to the employee for transmission with the tuition bill. In no case can the check be made payable to the employee or the child; to do so could create problems with the IRS.

Questions of interpretation of this policy and consideration of extenuating circumstances (e.g., part-time study due to serious illness) will be addressed by the President, after conferring with the Provost and the Vice President for Finance and Administration.

The Haverford College Board of Managers is responsible for the establishment of the College’s comprehensive employee benefit program. While it is expected that this tuition benefit program will continue indefinitely, the Board of Managers will review this program periodically and reserves the right to make modifications to it.
M. HAVERFORD COLLEGE HOUSING POLICY

The Haverford Faculty Housing Policy has two complementary aspects: rental of College-owned units and low-interest mortgages for faculty-owned off-campus houses.

The policy serves the College in a variety of ways: it encourages relationships between students and faculty that go beyond formalized classroom interactions; it promotes exchange of ideas across fields and greater mutual understanding among people with diverse professional interests and roles at the College.

1. Mortgage Program

The mortgage aspect of the Faculty Housing Policy is an important buttress to the larger rental program. It encourages tenure-line and Continuing Appointment faculty who find College housing inappropriate for their families and who wish to own their own homes to locate near the College rather than in less expensive but more remote areas. In addition, it permits those who elect to live on campus to consider their choice a voluntary one rather than one imposed by the high cost of homes in the surrounding area. Having faculty members living near the campus permits the College to receive some of the benefits described for on-campus housing.

Haverford’s current policy is to provide to tenure-line and Continuing Appointment faculty and senior administrators who report directly to the President a 20-year mortgage at a rate of 1.5% below Philadelphia market rates or at federal safe harbor rates, whichever is higher; no points are charged. The maximum mortgage is $300,000, if family income is sufficient to cover a mortgage of this size. The mortgage amount can represent up to 90% of the value of a house within four miles of the campus. The College will not provide mortgage support for a house farther than four miles from the campus. Prospective users of this policy must discuss the details with the Vice President for Finance and Administration (extension 1223) before making any commitments. This policy can be amended by the Board of Managers at any time.

Mortgages may be granted to faculty members who are living in College housing and approaching retirement. These mortgages will be for a maximum term of 10 years and for a maximum principal amount ½ that of the regular mortgage. All other terms apply (e.g., the house still must be within 4 miles of campus).

2. Rental Program

College-owned houses and apartments are offered for rental to tenure-line and Continuing Appointment faculty members, the Provost, and the Dean of the College. Assignment to applicants is made on the basis of length of service to the College, regardless of rank or position. For this purpose, each year the Provost’s Office prepares an ordered list of those eligible for housing. This list is available upon request. Persons on interim full-time appointments are not eligible for housing under these terms, but may be assigned College housing if any units remain after the needs of those on the ordered list are satisfied.
The Provost of the College is responsible for the assignment of available housing units according to procedures that are given in Appendix VIII. The President may upon occasion approve an allocation that deviates from the normal order of eligibility where a clear case of equity or necessity justifies such an exception.

3. Emeriti:

Members of the Faculty on or after retirement are asked to move to apartments if residing in College-owned houses. Those residing in large apartments may also be asked to move to smaller ones. In the case of the death of a faculty member, the family must arrange to move within 12 months.

N. MOVING EXPENSES ON APPOINTMENT

The College will pay the first $2,000 of the necessary and reasonable moving expenses of newly appointed regular and visiting faculty, and full-time administrators and professional employees, who must move in order to accept a position with the College. In addition, the College pays one-half of the excess of such expenses over $2,000 up to a maximum of $4,000 for any one individual or family. All such expenses must be adequately documented with a list of expenses supported by invoices, receipts, etc. Moving expenses paid by the College will be included or excluded from taxable wages in accordance with current Internal Revenue Service regulations. Current examples of taxable reimbursements include the cost of meals and automobile mileage in excess of 10 cents per mile. Commuting expenses for interim visitors who cannot relocate to teach at Haverford are also reimbursed according to the guidelines outlined above.

O. COURSES FOR FACULTY SPOUSES AND DOMESTIC PARTNERS

Husbands, wives or domestic partners of faculty members may attend courses at Haverford, either as auditors or for credit. To audit a course, a faculty spouse or domestic partner need only obtain permission of the instructor in the course. (This is more than a mere formality since the instructor has the right to refuse to accept auditors and is expected to do so if their presence would interfere with the best operation of the course).

To take a course for credit, a faculty spouse or domestic partner must first register with the Dean of the College, who will consult the instructor in the course before accepting the registration. Permission to register may be denied only if the course is full, or for other genuine academic reasons.

There is no charge when a faculty spouse or domestic partner takes one course a semester for credit; each course after the first in a given semester will be charged the regular rate for Special Students.

In the event that the spouse or domestic partner of a faculty member wished to become a candidate for a degree at Haverford, ad hoc arrangements, both financial and academic, would be made by agreement with the Director of Admissions and the Dean of the College.
P. OTHER INSURANCE: TRAVEL AND LIABILITY

1. Travel Insurance

The College has taken out a minimum of $50,000 and a maximum of $100,000 accidental death insurance for the beneficiaries of faculty members (and others) who travel at the request of and on behalf of the College. This insurance does not cover faculty members who are going to learned societies to read papers, faculty members traveling under research projects or visitors coming to the campus, even if the College is paying the fees.

2. Liability Coverage

The College also maintains a comprehensive general liability insurance policy on which employees are “named insureds.” This provides protection in case of lawsuits incurred as a result of normal responsibilities as employees of the college. Coverage is provided up to a total liability of $1,000,000.

Q. FACULTY OFFICES

The assignment of faculty offices is the responsibility of the Provost who will, prior to September 1, assign such space as is available in accordance, so far as is possible, within the following guidelines:

1. A faculty member may expect to be allowed to retain his office from year to year unless his/her assignment to that office was designated as temporary. However, a faculty member who is retiring as chair of a department may have to release his/her office to the new chair if it is the only available office particularly suitable for the chair.

2. Faculty on leave and not in residence may expect their offices to be assigned to others during their absence.

3. If pressures on office space for regular faculty members require it, faculty on leave of absence without pay, but in residence, may be asked to make their offices available to active faculty during such leave.

4. Office space (generally shared) for emeritus members of the faculty may be assigned by the Provost if space is available.

5. Office Space and Office Computer for Faculty on Leave - see Section IV.A. Faculty Sabbatical Policy

R. RETIREMENT

The suggested retirement age is 65. Upon retirement faculty members may occasionally be re-employed for not more than one year at a time, but such re-employment is restricted to cases where the College faces an emergency need and is normally a part-time one. Such interim employment does not normally carry medical or retirement benefits.

The College welcomes the continued participation of retired members of the faculty in the intellectual life of the community. Within the limits of available resources, the
Provost will attempt to assist emeriti in continuing their scholarly work if they choose to do so.

**S. WORKERS' COMPENSATION**

In the event of an injury at work, a faculty member should obtain immediate first aid and medical treatment. All injuries should be reported to the Human Resources Office as soon as possible. The College’s Worker’s Compensation Insurance will pay all valid doctor and hospital bills for injuries incurred while working for the College.
APPENDIX XI. PROCEDURES OF AD HOC SEARCH COMMITTEES

A. GENERAL REMARKS

These guidelines are designed to help you organize, conduct, and bring to completion a search that complies with Haverford's policies and reinforces the community's commitment to aggressive affirmative action efforts. Please read this material carefully, and contact the Provost or Affirmative Action Officer if you have any questions. Those participating in their first search should review these procedures carefully, as they should be followed carefully. Please note that items 1 - 7 of section D, in particular, are recommendations, not regulations; decisions about the roles of individual committee members should be discussed with the provost, as appropriate.

Terminal degrees: Normally the College expects to hire persons for the regular faculty who will have completed requirements for the appropriate terminal degree (usually a Ph.D.) before assuming their duties at the College (usually around September 1 of their first year of appointment). The College may in exceptional circumstances offer a regular post to a person who has not met the requirements for that degree before beginning teaching at Haverford, but only at the rank of Instructor on a one-year contract.

Appointment at the Associate Professor level or higher is acceptable only for affirmative action purposes, unless otherwise specifically stated in the charge.

B. THE AFFIRMATIVE ACTION SEARCH: ACTIVE RECRUITING OF WOMEN AND PERSONS OF COLOR

Haverford College is committed to increasing the presence of women and persons of color on its faculty. This reflects the belief that a diverse faculty is essential to the achievement of our educational goals and institutional commitments.

Active recruiting means using those methods that enable the College to reach women and persons of color, to make them aware of the positions available at Haverford, and to encourage them to apply.

In addition to the placement of ads in the journals common to all searches at Haverford (see section C.1, The Advertisement) and in subject-related journals and newsletters:

1. all Ad Hoc Committees, through their Department Members, are responsible for contacting the relevant associations for women or persons of color within the discipline, and using them to widen the scope of the search. Resource lists of such associations are provided in Appendix D, but these should be supplemented by each Ad Hoc Committee. Most such organizations have an internet presence, and these can be a valuable resource as you look to develop a candidate pool of excellence and diversity;

2. it is recommended that Ad Hoc Committee Department Members send letters to graduate schools announcing the opening. Include contact information, including the link to the Haverford job posting, where more information may be obtained. Consult with departmental colleagues and draw up a representative list of the top graduate schools in the field. Send letters to the chair of the appropriate
departments at these schools as well as to those at departments most likely to produce minority Ph.D.’s (e.g., Temple, Howard, Tuskegee, UC-Berkeley, UCLA, University of Hawaii, University of Puerto Rico and the University of Texas). This is important as graduate students may rely on word-of-mouth information from their advisors. Send letters, as well, to appropriate department chairs at top liberal arts colleges and the top historically black colleges and universities, asking them to identify top-notch recent graduates who are at the final stage of their doctoral studies;

3. personal contact is also critical in building a richly diverse applicant pool. Write to colleagues, enclosing the position description. Call or email colleagues and ask for recommendations of excellent prospects whom you could call directly. It is appropriate (and encouraged!) to ask for recommendations of women and persons of color so that you can initiate an invitation to apply;

4. where timely and appropriate, attend meetings and conferences that are likely to yield top prospects and plan to interview them there.

Aggressive Affirmative Action searches require that committees examine vigorously all possible sources of candidates. Documents and papers that describe the importance of Affirmative Action can be obtained from the Provost’s Office.

C. INITIAL STEPS

1. The Advertisement

At the first committee meeting, the advertisement should first be approved by the committee followed by approval of the Provost before the ad is submitted. Under certain circumstances, it may be appropriate for the ad to be drafted and submitted in consultation with Department representatives on the Committee, and prior to approval by the full committee. In creating the advertisement, certain obvious information should be included: specific subject area, deadline for application, a brief statement about Haverford College (samples are on file in the Office of the Provost), and teaching and educational requirements.

Before the advertisement is submitted, it may be useful to discuss the following details with the Provost:

   a. the level (Associate Professor, Assistant Professor, etc.) and terms (tenure track, continuing, interim) of the appointment;
   b. the departmental location of the position, including any formal cooperation with other departments;
   c. the list of materials necessary to consider the application complete: CV, research proposals, writing samples, course outlines, etc.;
   d. letters of recommendation: how many are needed, should they be considered as confidential, and should they be submitted with the application or will they be requested later in the process;
e. addressee of all correspondence: either the faculty dossier coordinator, the Chair or the designated department member; also be sure to include that person's title, phone number(s), and email address.

f. the Affirmative Action Statement must appear in all advertisements: Diversity Language for Ads, 2014-15

In the body of the ad:

[To be incorporated in some form in all job descriptions]: The successful candidate will demonstrate readiness to teach a diverse student body [to be included when relevant] and provide evidence of a strong and on-going research program that is open to inclusion of undergraduates.

At the end of the ad, this statement should be used:

*Haverford College is an Equal Opportunity/Affirmative Action employer that does not discriminate on the basis of race, ethnicity, religion, gender identity, sexual orientation, national origin, age, marital status, disability or veteran status. Haverford has a longstanding commitment to diversity rooted in values of inclusion and social justice, a commitment reflected in curriculum, classrooms, and communal composition of the College. Haverford welcomes applications from candidates who share these values and who will foster their contribution to the College's educational mission.*

The above diversity language may be adjusted according to specific circumstances related to searches. Modifications should take place in consultation with the Provost's Office and Affirmative Action Officer. The Provost approves all final copy for search advertisements.

The Office of the Provost will place the ad in the journals common to all searches, such as "The Chronicle of Higher Education", "The Affirmative Action Register" and/or "Diverse Issues in Higher Education", "Friends Journal", "Hispanic Outlook", and "The Journal of Blacks in Higher Education".

Either the committee Chair or designated department member is responsible for making sure that a copy of the advertisement is also placed in the subject-related journals (*see Appendix D: Contact Lists*). Once the advertisement is placed, copies of the ad and a record of its placement (including cost, date(s) it appeared, and person and phone number with whom it was placed) should be sent to the Office of the Provost as part of the search's permanent record.

2. *The First Committee Meeting*

The Provost and Affirmative Action Officer must attend the first committee meeting and should be invited to do so. Prior to the first meeting, the Chair should contact the faculty dossier coordinator to review his/her role in the process, and invite him or her to the first meeting.
At the first meeting, the Chair should distribute and discuss copies of these search procedures (available online at the Haverford College Provost website). Discussion should focus on a few crucial issues, such as:

a. a review of the charge;
b. the criteria that are to be used in assessing applicants;
c. the procedures for the search: how, when, where and by whom all or some of the files are reviewed and evaluated;
d. the technology that will be used to access and review applications

e. the role of each committee member, paying particular attention to students and departmental members (see section D on discussion of the role of committee members);
f. the projected timetable of the search, including selecting a common time for committee meetings;
g. the Quaker method of doing business, including the concepts of "consensus" and "weighty member";
h. plans for contacting educational institutions, individuals, journals and other publications to solicit names of qualified individuals (including a review of the advertisement and its publication places and dates); and

i. active plans for soliciting names of qualified women and persons of color.

Please note that a full record of all recruiting efforts must be made available to the Provost and Affirmative Action Officer before the formal review of applicants begins and should also be included in the committee's final recommendation to Academic Council.

D. THE ROLES OF INDIVIDUAL COMMITTEE MEMBERS

The roles of individual members of the Committee are complex, and may vary from search to search. The following is a suggested outline of each member's responsibilities. It is arranged roughly in the order in which those responsibilities may arise during a search.

1. The Chair of the Committee

a. in consultation with the Provost and department member(s), decides on the final wording of the advertisements, and ensures, with the administrative assistant, that they are placed;

b. acquires, updates (with the department members) and distributes previously used contact lists from the Office of the Provost, and ensures that the position is advertised as widely as possible;

c. ensures that the Affirmative Action guidelines are adhered to and that the appropriate advertisements have been placed and contacts made to
maximize exposure to minority candidates (e.g. African-American, Asian, Hispanic/Latino, Native American, veteran status) and women;

d. coordinates all Committee activities and meetings with the Provost and Affirmative Action Officer, ensuring that they are invited to all decision making meetings;

e. with the Faculty Dossier Coordinator, sets up meetings and chairs them;

f. ensures that all members of the committee understand their respective roles;

g. reads all files of minority candidates, and with the designated department member, understands and approves the reasons for the disqualification of any of them;

h. reads as many other files as possible, preferably all files. In searches where the Chair is not intimately acquainted with the subject area, the Chair may be guided by Department Members and therefore asked to read a selection of 20 - 30 most qualified candidates; however, the Chair should read any files on which there is disagreement amongst committee members and where an independent judgment is necessary;

i. records, in general terms, all reasons for a negative decision;

j. with the designated Department Member, makes travel arrangements for off-campus interviews, when appropriate;

k. with the Faculty Dossier Coordinator, makes travel arrangements for on-campus visits by candidates;

l. with the designated Department Member, communicates consistently with all candidates about the nature and schedule of the visit, particularly the talk;

m. with the Faculty Dossier Coordinator, ensures that all candidates receive the same reading materials prior to the campus visit: a link to the College Catalog, a letter describing the nature and purpose of the talk, and any other materials deemed pertinent by either the Chair or the Department Members;

n. with the Committee, arranges the schedule for on-campus visits, ensuring that all essential arrangements are made: meeting(s) with Department Members, meeting with student majors, meeting with the Provost and/or President (see section on Interviews, below), tour of the campus, tour of the office/lab space designated for the successful candidate, tour of area for scheduled talk, designation of one or more Committee members as a host/guide for the entire visit;

o. with the Faculty Dossier Coordinator, arranges for adequate publicity for the candidates' talks, including notifying the Office of the Provost so the talks may be announced appropriately.

p. ensures that all individuals meeting with the candidates and/or attending the talks provide prompt and specific feedback for all candidates (be sure to
remind evaluators that their opinions will be treated confidentially and that all written material will be destroyed at the search's completion); 

q. with the designated department member, writes the final report for presentation to Academic Council (submitted through the Office of the Provost); and 

r. presents in person the recommendation of the committee to Academic Council.

2. The Designated Department Member

a. with the Chair, designs and sends out to graduate programs, relevant associations within the discipline, and all other outreach programs, both the mailings and the advertisement; 

b. reads all files and, with other department members, selects the strongest dossiers (approximately 20 - 30) to be read by the Committee as a whole (in some cases, all committee members may wish to read all the files); 

c. brings to the Chair's attention all dossiers thought to be from minority candidates and consults with the Chair on any negative decisions on these candidate; 

d. when appropriate, assists the Chair in scheduling and attending off-campus interviews and visits; 

e. assists in arrangements for campus visits, particularly for department participation, ensuring that meetings and talks do not conflict with classes or other College activities and encouraging all department members and student majors to attend and participate in the visit; 

f. helps collect written evaluations from department members and student majors; and 

g. writes a letter for inclusion in the Search Dossier to be presented to Academic Council.

3. Other Department Member

a. with the designated Department Member, reads all dossiers and ensures he/she has adequately consulted with other department members and has solicited their opinions about candidates invited for an on-campus interview; 

b. meets independently with the candidates when they come to campus; and 

c. takes particular responsibility for soliciting letters from other department members prior to the decision meeting; 

d. writes a letter for inclusion in the Search Dossier to be presented to Academic Council.

4. Non-Departmental Faculty Member
a. while not a required committee position, a Faculty Member so appointed
reads the 20-30 dossiers selected by Department Members and reads all
candidate files of underrepresented minorities (or preferably all dossiers) and
advises on candidates' potential contribution to the division and if appropriate,
the community as a whole; and,

b. attends the talks to evaluate the candidates' effectiveness in communicating
with a broad audience;

c. writes a letter for inclusion in the Search Dossier to be presented to Academic
Council.

5. Student Representatives

The Department Members of the committee will be asked to suggest two Student
Representatives (these two students are usually junior and senior majors in the
department). The Chair of the search committee should then give the students' names to the Office of the Provost by August 1.

Generally, Student Representatives will:

a. read at least the 20-30 dossiers selected by Department Members and read
all candidate files of underrepresented minorities (Student Representatives
should consult with the Designated Department Member as to how to read a
C.V. - e.g. what journals are considered particularly important in the field,
value of certain academic honors, etc.);

b. establish, in advance of the first visit, the method (perhaps using a form
created by the students in consultation with the Designated Department
Member; previously used forms are available from the Faculty Dossier
Coordinator) by which other students will communicate their opinions to the
student representatives;

c. identify a cadre of a few interested students who express willingness to attend
all talks and participate at meals with candidates and, with the help of the
Faculty Dossier Coordinator, provide that group with a complete schedule of
talks and necessary meal cards;

d. solicit, with the help of the Chair and Department Members, written opinions
from these students (students should understand that thoughtful comments
from students who have attended all talks should be weighed more heavily
than those from students who have attended sporadically and therefore have
less basis for comparison);

e. provide, if possible, a synopsis of written student opinion in advance of the
final decision meeting; and,

f. once the task of collecting and weighing student opinion is complete, provide
their own opinions about candidates and feel free to be persuaded by and to
persuade other Committee members, including but not limited to writing
letters to be included in the Search Dossier, which is compiled for
presentation to Academic Council.

147
6. **Bryn Mawr Representative**

The committee Chair should consult with the Department Members of the search committee on the names of Bryn Mawr faculty who they would wish to have appointed on the committee. While the committee may send up to two names, only one Bryn Mawr faculty member will be appointed as a representative to the committee. The Chair should forward the names to the Provost who will extend an invitation to the Bryn Mawr faculty member.

a. reads at least the 20-30 dossiers and reads all candidate files of underrepresented minorities (and preferably all dossiers) recommended by the Department Members;

b. ensures that members of the counterpart Bryn Mawr department are apprised of the search, receive notices of lectures and have an opportunity to affect the final decision;

c. writes a letter for inclusion in the Search Dossier to be presented to Academic Council.

7. **Affirmative Action Officer**

The Affirmative Action Officer for Faculty Searches implements the College’s goal of increasing the racial/ethnic and gender diversity of the faculty and serves as a resource person to Ad Hoc Search Committees in their efforts to realize this goal. The AAO must attend the initial committee meeting and all meetings where decisions to eliminate candidates are involved. The AAO reviews the committee’s final recommendation prior to the committee’s meeting with Academic Council and sends certification that procedures were properly followed to the Office of the Provost.

8. **Faculty Dossier Coordinator**

This person is critical to the success of a search. What follows is a general synopsis of responsibilities:

a. obtains and updates all mailing lists;

b. maintains files of dossiers on Interfolio or other applicable site, grants access to files for committee members, and requests additional information when necessary;

c. with the Chair and Designated Department Member, organizes the entire campus visit, including providing help with travel arrangements, making individual appointments, drafting and distributing schedules of the visit and candidates’ CVs and letters of recommendation, scheduling appointments with the Provost and/or President, working with the dining center for catered events and meals, providing student meal tickets for off-campus students, ordering AV equipment if necessary, reserving rooms with the Dining Center or Distinguished Visitors Office;
d. assists in the general "clean-up" of the search: destroys sensitive materials not to be saved, packs and prepares all search materials for storage;

e. organizes all materials for the search dossier and distributes copies of the dossier to the Chair and Academic Council.

E. ACCESS TO APPLICANT DOSSIERS

Academic Council offers the following guidelines regarding access to applicant dossiers for positions at Haverford:

1. In addition to Ad Hoc Search Committee Members, members of the Haverford department in which the appointment will be made may read all applicant dossiers.

2. After consultation with the Provost and with the consensus of the committee, the committee chair may invite specific non-committee and non-departmental Haverford faculty members to read selected dossiers, when the committee deems such consultation essential to the search process. Open access to applicant dossiers beyond the committee, the department members, and such selected Haverford faculty readers is not permitted.

3. With the exception of published materials and materials readily available on the candidate’s or other website, the contents of applicant dossiers are to be regarded as confidential by all who have access to them.

4. Non-committee readers (both departmental and non-departmental) of dossiers may provide their comments on the dossier to the committee in writing to the Committee Chair, by either email or letter, but they may not join committee members during their deliberations.

F. REVIEW OF APPLICANTS AND SELECTION OF INTERVIEW

1. All application materials are to be submitted via Interfolio or other website which serves as the Dossier collection point.

2. Assuming reference letters are not requested as part of the original application process, letters of reference should be sought for all serious candidates for the position. It is permissible to omit requests for letters from obviously unsuitable candidates, but this determination may not be simply delegated to members of the Department. In searches involving a possible appointment at the Associate Professor level or higher, the Committee should solicit several additional letters of reference from persons not designated by the candidate. Such additional referees should be chosen in consultation with the Provost; the candidate should be informed of this process.

3. The Committee should meet to establish procedures for reading and assessing applications. In general, the expectation is that each dossier should be read by at least one person not in the Department of the appointment, preferably the Chair.

4. The Provost and AAO must be invited to attend the meeting at which invitation decisions are to be made. This date and time must be arranged well in advance.
It must not occur during winter vacation when the student members are away. Some possible invitations may be deferred to subsequent meetings. In that case, please check with the Provost to see whether he/she wishes to attend such meetings. If not, please check subsequent invitations with the Provost.

**NOTE:** Federal regulations require the College to keep records on the elimination of candidates. Especially in the early cuts, this information may be tabulated under general rubrics (e.g. "not appropriate field," "failed to meet basic standards"). Among the final candidates, however, one or two sentences providing the reasons for elimination from consideration should be recorded. Where possible, please note the applicant's race, sex, and any apparent handicap. This information should be included in the AAO's approval package. A suggested summary sheet for each applicant is appended (see Appendix A).

**G. RECORD KEEPING**

Centralized records are essential for conducting an accurate, fair and efficient search. The following are recommendations based on that assumption:

1. The Chair must ensure that all mail and phone contacts with nominators of candidates and candidates themselves are carefully documented and so noted for the Report/Letter for the Search Dossier. Before candidates are invited to campus, the Chair should produce a list of useful contacts who suggested qualified candidates for that search, and include that list in the Search Dossier. A copy of that list should also be filed with the department for future searches in that department. When any member of the Committee contacts a candidate, that interaction should be recorded.

2. Mailings to nominators and candidates should be standardized. In order to provide both groups with sufficient information, they should receive: a letter from the Chair announcing the position, a copy of the advertisement, some descriptive material about the department (the Admissions office has a variety of pamphlets about individual departments and divisions, which may be useful), and a brief description of the College.

**H. TRIPS TO ANNUAL MEETINGS TO INTERVIEW CANDIDATES**

The Office of the Provost must be consulted prior to trip planning to indicate who will be attending, the location, date, and nature of the meetings.

**I. INTERVIEWS**

The committee usually invites four or five finalists to campus for a visit and a talk. The following points should be kept in mind when making arrangements:

1. When scheduling visits, the Chair should contact the Office of the Provost to ensure that either the Provost or the President (or both, but this must be consistent for all the candidates of the Search) will be available to interview each candidate.
2. The information sheet on the visit and the talk (Appendix B or a comparable letter drafted by the Search Chair, in consultation with the other interested members of the Search Committee), along with the link to the College Catalog (www.haverford.edu/catalog/), should be sent to the candidate once the visit has been scheduled. It is important that each candidate receive the same information and advice, especially concerning the nature of the talk.

3. Campus publicity for the talks (including titles if available) will take the form of listings in the Daily Digest and on the Faculty List Serve. However, you should in addition make great efforts to encourage students (especially majors) to attend the talks and provide feedback to the committee.

4. TRAVEL: Candidates may use our travel agents (Gil’s Travels- contact Fred Bomze (215-568-6655 x244)). Please ask candidates to adjust their travel plans, where possible, to take advantage of supersaver fares and other special rates, including using trains instead of planes, if feasible.

5. If the candidate is to stay overnight, the Faculty Dossier Coordinator will secure a guest room on campus if possible. If on-campus lodging is unavailable, arrangements will be made at either the Wyndham at Bryn Mawr or at the Radnor Hotel. If that lodging is not available, alternate venues will be used.

6. All postal expenses made in connection with the search should be charged to the Ad Hoc Committees budget.

7. Meals should also be charged to the Ad Hoc Committees budget. The Dining Center will send copies of the bills to the Office of the Provost for approval. For off-campus meals, prior approval must be obtained from the Office of the Provost.

J. DECISION

1. After interviews have been completed, the Committee meets to decide:
   a. which candidate(s) to recommend to Academic Council; and, if necessary;
   b. to invite more candidates to campus; or rarely
   c. to interview a candidate for the second time.

2. The Provost and AAO must be invited to the final decision meeting, so please schedule this well in advance.

K. SEARCH SUMMARY REPORT

Centralized records are essential for conducting an accurate, fair and efficient search. The following are recommendations based on that assumption:

1. Applications will be submitted electronically to a designated website. Application materials will be stored on a secure-access site and made available only to members of the search committee and the department conducting the search, as well as to members of Academic Council and the Faculty Dossier Coordinator.
2. The Chair must ensure that all mail and phone contacts with nominators of candidates and candidates themselves are carefully documented. Before candidates are invited to campus, the Chair should produce a list of useful contacts who suggested qualified candidates for that search and send that list to the Office of the Provost. A copy of that list should also be filed with the department for future searches in that department. When any member of the Committee contacts a candidate, that interaction should be recorded.

3. Mailings to nominators and candidates should be standardized. Contained in each advertisement should be a link to the departmental page of the College website and email address of the Faculty Dossier Coordinator, through whom to direct any questions.

4. Mail and phone contacts with frequently consulted individuals (particularly those who might recommend minority applicants) should be coordinated by the Search Chair, who will draft a single letter requesting suggestions for qualified candidates for all searches.

Last updated 7/15 RF
APPENDIX A
SAMPLE APPLICATION SUMMARY SHEET (FOR EACH FILE)

Name: _________________________________________________________

Institution: _____________________________________________________

Research interest, description: ______________________________________

_____________________________________________________________

Letters of Recommendation from: _________________________________

______________________________________________________________

Not likely of further interest because: _______________________________

______________________________________________________________

File has been read by: ________, ________, ________, ________, ________.

Committee action: _______________________________________________

Letter sent to candidate on "final" status: __________________________
APPENDIX B

Information for Candidates: Procedure for Faculty

Appointments at Haverford College

For each new regular appointment to the Faculty, Haverford’s Academic Council appoints an Ad Hoc Committee. These committees are charged with the responsibility of conducting the search for candidates and of making recommendations to the Academic Council. The Academic Council must approve the recommendation for appointment, which is then passed on to the President and Board for final discussion. The Academic Council consists of five elected representatives from the various divisions of the Faculty, in addition to the President and the Provost.

Each ad hoc committee is usually composed as follows: members (generally 2) of the department in which the appointment is to be made; a member from outside the department; a member from one of the other two divisions of the College; a faculty representative from the counterpart Bryn Mawr College department; two student members, who are upperclass majors in the department; and the Provost ex officio. It is Haverford’s custom that the chair of an ad hoc committee is never a member of the department of the search. This composition reflects the Faculty’s view that decisions on new appointments should be based on the judgment of a representative group of the College, not of a single department. The ad hoc committee has the responsibility of making a recommendation that enhances both the individual department and the College as a whole.

The Candidate’s Talk

Candidates for appointment to the Faculty are asked to visit the College and to give a talk at that occasion. The talk should be no longer than 45 minutes in length, allowing ample time for questions and discussion. The full committee will be present, as may additional members of the Department and related departments. Junior and senior students majoring in the Department will comprise a significant fraction of the audience. Therefore, it is important that the talk demonstrate the candidate’s ability to communicate to advanced undergraduates as well as to faculty. Given the composition of ad hoc committees, central arguments of the talk must be accessible to persons outside the candidate’s field of specialization. This talk can neither be simply the normal graduate research seminar, nor be a freshman lecture. The quality of the talk is viewed as an important factor in the evaluation of candidates by Ad Hoc Committees.

Travel Expenses

Haverford College pays ordinary travel expenses, including meals en route and transportation to and from airports, to persons coming to the College for interviews. For short distances, if public transportation is inadequate, the College pays 50¢ per mile and tolls if the candidate comes by car. The college pays for air travel when required, but we urgently request that candidates work with our travel agents or with competitive online travel sites to secure the lowest possible fare. To secure the lowest possible fare.
Our travel agents are:

Uniglobe Your Travel Connection contact: Gil's Travels
Mimi Dilenge contact: Fred Bomze
610-355-0700 or 1-800-449-2086 215-568-6655 x244

We appreciate a willingness to adjust travel plans to some extent to reduce the cost. While here, candidates are the guests of the College.

Candidates’ spouses or domestic partners are welcome also, and will be guests of the College while here, although only the candidates can be reimbursed for travel expenses.

Finally, candidates are asked to account for expenses on a copy of the attached Travel Reimbursement Form.
APPENDIX C
TRAVEL REIMBURSEMENT FORM FOR CANDIDATES AND VISITORS

<table>
<thead>
<tr>
<th>Name &amp; Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Visit</td>
<td></td>
</tr>
<tr>
<td>Purpose of Visit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plane fare</td>
<td>_________ (If ticket was purchased by Haverford College, leave blank)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Train fare</td>
<td></td>
</tr>
<tr>
<td>Essential local travel</td>
<td></td>
</tr>
<tr>
<td>Rental car (please explain)</td>
<td></td>
</tr>
<tr>
<td>Auto mileage @ 50.0 cents/mile</td>
<td></td>
</tr>
<tr>
<td>Tolls</td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
</tr>
<tr>
<td>TOTAL EXPENSES:</td>
<td></td>
</tr>
</tbody>
</table>

If you visited several institutions during this trip, we request that costs be shared equitably.

Amount to be reimbursed by other institutions: ___________

Net request from Haverford: ___________

Submitted by:

______________________________ Date:_______
(Please sign)

Please return to: Office of the Provost, Haverford College, Haverford, PA 19041
(Note: Please attach receipts with all requests.)

------------------------------------------------------------------

Provost's Approval:___________________ Account # _____________________
APPENDIX D
CONTACT LISTS

MINORITY GROUPS (All Fields)

The National Association for Equal Opportunity in Higher Education
209 Third Street, SE
Washington, DC 20003
202.552.3300
http://www.nafeonation.org/

The Rockefeller Foundation
420 Fifth Avenue
New York, NY 10018
212.869.8500
www.rockfound.org

The Ford Foundation National Fellowship Fund
320 E. 43rd. Street
New York, New York 10017
212.573.5000
www.fordfound.org

The Committee on Institutional Cooperation
1819 South Neil Street, Suite D
Champaign, IL 61820
217.333.8475
www.cic.uiuc.edu
cic@staffcic.net

National Research Council
500 Fifth Street. NW
Washington, DC 20001
202.334.2000
www.nationalacademies.org/nrc/

PROFESSIONAL WOMEN'S GROUPS

AMERICAN CHEMICAL SOCIETY
1155 16th Street, N.W.
Washington, DC 20036
800.227.5558
Women Chemists Committee

AMERICAN ECONOMIC ASSOCIATION
2014 Broadway, Suite 305
Nashville, TN 37212
615.322.2595
http://www.vanderbilt.edu/AEA/
aeainfo@vanderbilt.edu
Committee on the Status of Women in the Economics Profession

AMERICAN HISTORICAL ASSOCIATION
400 A Street S.E.
Washington, DC 20003
202.544-2422
www.historians.org
Committee on Women Historians

ASSOCIATION FOR WOMEN IN SCIENCE (AWIS)
1200 New York Avenue NW
Suite 650
Washington, DC 20005
202.326.8940
www.awis.org

AMERICAN PHYSICAL SOCIETY
Committee on the Status of Women in Physics
One Physics Ellipse
College Park, MD 20740
301.209.3231
otwell@aps.org
http://www.aps.org/programs/women/

ASSOCIATION FOR ASIAN STUDIES
1021 East Huron Street
Ann Arbor, MI 48104
734.665.2490
https://www.asian-studies.org/
Committee on the Role of Women in Asian Studies
ASSOCIATION FOR WOMEN IN MATHEMATICS
11240 Waples Mill Road
Suite 200
Fairfax, VA 22030
703.934.0163
www.awm-math.org

COORDINATING COUNCIL FOR WOMEN IN HISTORY
c/o Katherine Parkin
Dept. of History
Monmouth University
W. Long Branch, NJ 07764
www.theccwh.org

MODERN LANGUAGE ASSOCIATION
26 Broadway, 3rd floor
New York, NY 10004
646.576.5000
www.mla.org
Commission on the Status of Women in the Profession

See also the separate hand-out entitled “Diversity Contact List-delineation of Appendix D”, distributed at the Search Committee Chairs’ meeting in the early fall.
SAMPLE LETTER TO STUDENTS

Date:  
To:     All Biology majors and Biochemistry concentrators  
From:   The Biology Search Committee  

Dear Biology Students,

This year, we will be conducting a search for a new tenure-track faculty member in biology. Although the exact courses that any member of the faculty teaches are negotiated each year, we expect this person will teach part of Bio200a, Bio 303 (Structure and function of macromolecules), and part of the Bio300 superlab pertaining to protein purification and analysis, as well as supervising senior research. In effect, they will teach the courses that <prior faculty member names> have been teaching in the past few years. Although the exact area of research is open, we expect that it will focus on protein structure and function or protein:nucleic acid interaction.

We are looking for two students, preferably one senior and one junior, to join the search committee. These students will read some or many of the applications, help to decide which applicants to invite to campus, organize student activities when the candidates visit the campus, and represent the viewpoint of the students in recommending which candidate to hire. There is a fair amount of work involved in these positions, but also a lot of influence regarding which candidates are considered and hired. In last year’s search, the work done by <prior students’ names> was extremely important in the hiring decisions, and they were essential members of the search committee. In addition, candidates have frequently said that their interaction with the students was one of the most important factors in their decision.

The ad for our position is being posted in early September, and the deadline for candidates to apply is November 15. Thus, most of the work will occur during the last few weeks of this semester and, most importantly, the first half of the second semester. If you are willing to serve on this committee, please contact <names of the two departmental committee members> who are the biology faculty members involved. If more than two students volunteer for the committee (as we certainly hope), the department will make a decision about which students will serve.

Even if you are not part of the search committee, we hope that you will be actively involved in the search process by attending the seminars, asking questions, going to lunch or dinner with the candidates, and generally voicing your opinions to the student representatives. Thanks for your help.

Sincerely,

<committee member names>
Religion, Ethics and Society – Assistant Professor, Tenure-Track
Haverford College, Haverford, Pennsylvania

Haverford College invites applications for a tenure-track position in Religion, Ethics and Society at the Assistant Professor level. A more advanced junior appointment may be considered under exceptional circumstances. The position, located in the Department of Religion, will begin in Fall 2015. The search is open with regard to geographical coverage, time period and religious tradition; however, candidates should demonstrate expertise in particular areas of study and in specific religious communities. Haverford expects that the successful candidate will maintain an active research agenda in religion, ethics and society, and productively engage students in a variety of methodological and theoretical accounts of religious studies. The successful candidate will be expected to teach courses at all levels of the curriculum to a student body of diverse backgrounds and interests, and might also contribute to one or more of the interdisciplinary programs at Haverford College (http://www.haverford.edu/academics/departments_and_programs/). Areas of specialization could include, but are not limited to: the social scientific study of religion; racial ideology; gender and equality; theological ethics; material religious culture; or other fields that engage questions of religious ethics. Completion of the Ph.D. by the time of appointment is expected.

Applicants should submit a cover letter, cv, a list of three possible courses with short descriptions, a writing sample, and also arrange to have three letters of recommendation submitted via Interfolio (http://apply.interfolio.com/25817) or via email to: Georgia Davidis Malone, Faculty Dossier Coordinator, Religion Ad Hoc Search, Haverford College (gdavidisma@haverford.edu). To receive full consideration, all application materials should be received in electronic form by October 15, 2014.

Haverford College is an Equal Opportunity/Affirmative Action employer that does not discriminate on the basis of race, ethnicity, religion, gender identity, sexual orientation, national origin, age, marital status, disability or veteran status. Haverford has a longstanding commitment to diversity rooted in values of inclusion and social justice, a commitment reflected in the curriculum, classrooms, and communal composition of the College. Haverford welcomes applications from candidates who share these values and who will foster their contribution to the College’s educational mission.
Haverford College solicits applications for a Sociocultural Anthropologist with a specialization in Environmental Anthropology or Political Ecology, to fill a tenure-track opening in the Department of Anthropology. Specializations can include but are not limited to: urban movements, rural sustainability, political ecology, infrastructure, climate change, food and agriculture, natural resources, electricity, water, mining and resource extraction, disasters and trauma, the politicization of environment, history of environmental movements. While an appointment is anticipated at the beginning assistant professor level, we will also consider strong candidates at the advanced assistant professor level. The successful applicant should have completed the Ph.D. by August, 2015, and have a strong record of research, publishing, and teaching in Environmental Anthropology. S/he will be expected to take a leadership role in our interdisciplinary Environmental Studies program as well as in the Anthropology Department. The successful candidate will train a diverse student body in the use of ethnographic methods for the study of environmental issues, create opportunities for faculty-student research collaboration, teach courses in Environmental Studies and Anthropology, and maintain an active research profile as a sociocultural anthropologist who specializes in environmental issues. The ethnographic region of research is open with preference for Asia, Middle East, or the Americas. Applicants should submit a cover letter, CV, one writing sample, and names and contact information for three recommenders to apply.interfolio.com/25786.

The writing sample should be article or chapter length. For best consideration please submit applications by October 15, 2014. Candidates will be interviewed at the AAA Meetings in Washington, D.C. If you have any questions about the application process, please contact Georgia Davidis Malone at gdavidisma@haverford.edu. For technical questions, please contact Interfolio directly at 877-977-8807 or help@interfolio.com.

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