

Haverford

FACULTY HANDBOOK

Information for Members of
Haverford College's Faculty

June 2022 Revision

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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.

Wendy Raymond is the current President, her service starting in 2019. 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 Board of Managers is responsible for general oversight of the College, including selecting the president and stewarding the College's resources. Members of the Board of Managers are elected by the Corporation of Haverford College, which is the legal entity that holds title to the college's assets. The corporation seeks to maintain and renew the college's Quaker heritage and character.

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. HAVERFORD 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 majors are available to students at either college. A number of new two-college academic programs have been put in place. The two colleges cooperate on a wide variety of academic and administrative endeavors.

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, and the Provost, with assistance and guidance from FAPC (see section II.E.6), 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 but will be reviewed by FAPC and the Provost's Office to ensure the accuracy and integrity of the Handbook.
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. While recognizing that any effort to organize the faculty into “divisions” is bound to be imperfect, nevertheless, for the purpose of providing a breadth of disciplinary perspectives in Academic Council, SCPC, and other venues, the faculty designates each of its members as belonging to one of three divisions: Humanities, Natural Sciences, and Social Sciences. In many cases, this is done based on the department into which the faculty member is hired, as shown in the three columns below.

The divisions of the faculty are as follows:

<i>Humanities</i>	<i>Natural Sciences</i>	<i>Social Sciences</i>
Classics	Biology	Anthropology
Comparative Literature	Chemistry	Economics
East Asian Languages & Cultures	Computer Science	History
English	Mathematics & Statistics	Linguistics
Fine Arts	Physics & Astronomy	Political Science
French		Psychology
German		Sociology
Italian		
Music		
Philosophy		
Religion		
Russian		
Spanish		
Writing		

A faculty member not hired into one of the departments shown above, such as one hired into an interdisciplinary program shown below, will be asked by the Provost’s Office to assign themselves to the division they deem most appropriate.

Interdisciplinary Departments or Programs into which faculty have been hired:

Environmental Studies, Health Studies, Peace, Justice & Human Rights, Visual Studies

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). The faculty currently use non-binding straw votes, a prescribed and flexible order of agenda items, and rigorous pre-meeting circulation of announcements and reports. Please see Appendix II 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 near the end of each academic 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 at-large faculty 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.

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 President may, after consulting with Academic Council, assign Alternate Council to fulfill this role for some reappointment cases (typically for

cases in which external letters are not requested, such as for faculty on Continuing Appointment who are seeking reappointment but not promotion).

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. (When Alternate Council reviews a reappointment case, it is subject to the same disqualification and replacement rules, with any necessary replacements to Alternate Council coming from Academic Council.)

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

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: Four Faculty Representatives to the Strategic Curriculum and Personnel Committee (three representatives from different divisions and one interdisciplinary representative¹; 2-year term²)

¹ Interdisciplinary representatives are chosen from among faculty members who meet one of three criteria: 1) those faculty members with an appointment (full or partially) in one of the interdisciplinary programs, 2) faculty members who have coordinated an interdisciplinary program within the last 6 years, or 3) faculty members who choose to self-identify as an interdisciplinary representative before the election. Individuals may run for the interdisciplinary representative position or the divisional representative position, but not both. For the purposes of this committee, as of April 2021, the interdisciplinary programs are (in alphabetical order): Africana Studies; Biochemistry and Biophysics; Comparative Literature; East Asian Languages and Culture; Environmental Studies; Gender and Sexuality Studies; Global Asia; Health Studies; Latin American, Iberian, and Latino Studies; Mathematical Economics; Middle Eastern and Islamic Studies; Neuroscience; Peace, Justice, and Human Rights (PJHR); Scientific Computing; Visual Studies.

² Each faculty member elected to SCPC serves a two-year term, with two new members elected each

Round 4: Two Faculty Representatives to the Board of Managers³ (different divisions; 2-year term⁴)

Round 5: Three At-large FAPC members (2-year term)

Round 6: 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 7: Two at-large members of Alternate Council (different divisions, 1-year term)

Round 8: 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, 5 (Strategic Curriculum and Personnel Committee, Faculty Representatives to the Board of Managers, and FAPC members)

- 1) In the spring semester, no later than 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 SCPC Representatives, Board Representatives, or FAPC members.

year. If a member goes on leave in the second year or is otherwise unable to complete their term, a new election will be held to select a one-year replacement. Elections should be restricted so that at most one member of any department or program serves on SCPC at a time.

³ 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.

⁴ Terms of Faculty Representatives to the Board of Managers will be staggered so one term expires at the end of June of each year. Should a representative be unable to complete their term, a special election will be held to fill the remainder of the term. If the timing of the resignation permits or if for other reasons both positions will become open at the end of June, these special elections will be held in conjunction with the regular Round 3 elections; the nomination process is combined (faculty members are asked in their statements to indicate if they are willing to stand for one or both of the positions), and the regular election is followed by the election for the shorter-term position (candidates will only appear on the ballots for the positions they have indicated, and the winner of the two year election will not appear on the subsequent ballot).

- 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, 4, and 5, 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, they are 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 they are *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, as an SCPC representative as an at-large FAPC representative, as Clerk, or as a Board Representative, and therefore 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 (at time election is run) 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 (at time election is run) faculty and those on Continuing Appointment, excluding:
 - a) those completing a term on Academic Council
- 3) Strategic Curriculum and Personnel Committee Representatives – all tenured (at time election is run) faculty and those on Continuing Appointment (in at least their seventh year of appointment), excluding:
 - a) Faculty members from a department or program that is currently represented on SCPC by a continuing SCPC Representative
- 4) Board Representatives – all tenure-track faculty and those on Continuing Appointment, excluding:
 - a) those in the division of a continuing Board Representative (if there is one)
 - b) those completing a term as Board Representative
- 5) At-Large FAPC Representatives – all tenure-track faculty and those on Continuing Appointment. (See Sec. II.E.6 for definition of and eligibility for junior-faculty FAPC slot.)
- 6) Clerk – all tenure-track faculty and those on Continuing Appointment.
- 7) Representative to the Panel for Review of Cases of Sexual and Racial

Harassment and Discrimination – all tenure-track faculty and those on Continuing Appointment.

- 8) Appeals Committee – all tenured (at time election is run) faculty excluding:
 - a) those currently serving on, or just elected to, Academic Council
 - b) 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)
- 9) Alternate Council – all tenured (at time election is run) faculty or those on Continuing Appointment excluding:
 - a) those currently serving on, or just elected to, Academic Council
 - b) those just elected to, or continuing in a two-year term on the Appeals Committee
 - c) for divisional representatives, members of the same department as the newly-elected or continuing divisional representative to Academic Council, unless one of the at-large members (of either Academic Council or Alternate Council) is from the same division but is not a member of the same department or program.

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. Existing Curriculum Committee (ECC)

The Existing Curriculum Committee (ECC) is charged with maintaining aspects of the curriculum that have been approved by the faculty. Major duties of this committee include: overseeing the Academic Regulations and the College Catalog; coordinating assessment processes across the college; coordinating advising and changes to advising structures with the Dean's Office; reviewing new course proposals and Departmental Assessment Plans; reviewing department and program Diversity, Equity, and Inclusion (DEI) plans; and reviewing changes to existing majors, minors, and concentrations. This committee is charged with strengthening and maintaining the existing curricular structures over time. Additionally, the committee is charged with maintaining and expanding on mechanisms for feedback and transparency in its decisions: this committee will follow a regular timeline for annual tasks, such as Academic Regulations updates, and a multi-year calendar for external department and program reviews. The Committee will bring items to the faculty for approval, make regular reports to the faculty during the academic year, publish a year-end report, and maintain an archive of its work that can be accessed on campus.

The below paragraph governs the first year of ECC's operation only and should be removed, along with this note, in July 2023.

During the first year of this committee's operation, members of ECC should conduct

a self-study of its duties and responsibilities and those of the predecessor committee (EPC) in order to identify changes that might be warranted, including changes that can further reduce, streamline, and/or clarify committee practices and responsibilities. This includes adding further language to the charge to better describe duties 6, 7, and 8 below, and considering the effectiveness of committee chair rotation structure. A preliminary discussion should be held with the faculty towards the end of Spring 2022 and the committee will prepare a report on any recommended changes to its duties or structure to be presented to the faculty no later than the March 2023 faculty meeting. This report should also include an annual calendar for regular committee tasks and a multi-year calendar for department and program reviews.

Membership:

This committee is a faculty-led committee that comes to consensus on decisions. Membership of this committee includes: a Faculty Chair, two additional Faculty Representatives, the Associate Provost for Curricular Development, one advising Dean (e.g., the Dean of the College, the Dean of Multicultural Affairs, or another Dean with advising responsibilities), the Registrar, and two Student Representatives. The three faculty members are appointed to the committee by the Provost in consultation with Academic Council. The faculty should represent all three divisions and serve two-year terms. The Provost, in consultation with Academic Council, should appoint a faculty member as Future Chair in their first year of service; that faculty member will become the Faculty Chair in their second year. The Faculty Chair of ECC normally receives a one-course reduction of teaching load. Every three years, the Dean appointed to the committee shall rotate. The Student Representatives are appointed to the committee by Students Council and the appointments for the following year are recommended to be assigned at the end of each academic year; Students Council should be encouraged to appoint students with different disciplinary foci and from different class years.

The ECC will consult with several other committees on a regular basis, including the SCPC and corresponding committees at Bryn Mawr and Swarthmore, and with other departments across the College as necessary to carry out ECC's core duties (e.g., IITS, Libraries).

The EEC is charged with the following specific duties:

a. *Approval of changes to existing majors, minors, or concentrations:*

Specific details of major, minor, and concentration requirements are the responsibility of individual departments. Proposed changes submitted by departments and programs must not require additional staffing, and any proposed changes that may have such staffing implications should be referred to the SCPC by ECC for additional review to ensure that no additional staffing is required. Review and approval of proposed changes by the ECC is limited to concern with the extent of specialization that may be promoted by the number of courses that students are required to take in a department or program, the depth and breadth of the major, minor, or concentration curriculum, and the sustainability of the proposed changes. Changes are approved by the ECC Chair and brought to the full Committee where they are considered approved unless concerns are raised; these changes do not need to be approved by the full faculty.

b. *Addition of new courses and changes to existing courses:*

Department chairs and program coordinators are responsible for submitting new courses and changes to existing courses to the ECC for committee approval. The Committee's responsibility is limited to the approval of the domain of a course, its level, its contribution to aspects of the general education requirements, and any cross-listing or other overlap with another department or program. Department chairs and program coordinators are responsible for approving all other new course information and changes to existing courses that do not warrant the proposal of a new course, such as course titles and descriptions. Choice of teaching methods, specific textbooks and course materials, assignments and assessment methods, laboratory work, and lecture topics are the responsibility of the faculty member in charge of the course. The Committee is responsible for developing structures, processes, and forms by which new courses are proposed and existing course modifications are made. This responsibility includes orienting new faculty to these procedures, related training for department chairs and program coordinators, and outreach and communication of these procedures to the full faculty. The ECC presents the list of approved courses to the faculty each semester to inform the faculty of changes to the curriculum.

The Provost may approve temporary curricular changes or additions (for one year only) without prior discussion by the ECC. The need for these temporary changes may arise after ECC has met to formally consider curricular changes and may involve new interim appointments to the Faculty. The Provost is responsible for reporting these changes to ECC.

c. *Coordinating College-wide assessment:*

- 1) Coordinating annual assessment processes for curricular programs. ECC develops the format, timeline, and content of assessment procedures used for all curricular programs at the College.
- 2) Reviewing assessment data. ECC is responsible for reviewing

curriculum-related assessment data submitted to the College (e.g., Departmental Assessment Plans). If, in the course of these duties, the ECC finds curriculum-related issues that should be addressed, the ECC is responsible for bringing these to the attention of the relevant faculty, departments, programs, and/or committee(s). The ECC should be especially attentive to passing curricular issues to the SCPC when relevant.

- 3) Revising assessment processes. If, in the course of its duties, ECC finds that a revision to assessment processes or procedures is necessary, ECC is charged with developing the new structures.

d. Coordinating accreditation-related processes:

- 1) ECC is responsible for collaborating with the Associate Provost, who leads the accreditation process, during any accreditation review or related activity.
- 2) ECC is responsible for collaborating with departments, programs, committees, and offices to gather information that is relevant to any accreditation review or related activity.

e. Drafting, revising and updating new policies:

- 1) ECC is responsible for reviewing, on an annual basis, the Academic Regulations and bringing to the faculty any changes for approval on the faculty floor.
- 2) ECC is responsible for supervising revisions and updates to the Course Catalog, in consultation with the Registrar's Office.
- 3) ECC is responsible for drafting, revising, and updating any other new academic policies pertaining to the existing curriculum as needs arise.

f. Supporting and participating in the external reviews of departments and programs (initiated by the Provost's Office).

- 1) Developing a multi-year calendar for external departmental and program reviews

g. Coordinating with the Dean's Office on pre-major advising. This may include processes, training of advisors, advising documents, and requirements for students.

h. Review of departments' and programs' Diversity, Equity, and Inclusion plans.

i. Interrelationships and cross-campus partnerships:

- 1) The Committee should concern itself with interrelationships among divisions, areas, departments, and/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.

- j. Intersection of educational policy with advising, athletics, and co-curricular activities:*
 - 1) The Committee is responsible for educational policy as it relates to student advising, athletics, and other co-curricular activities.
- k. Academic calendar and available teaching times. The committee is encouraged to pay special attention to coordination with Bryn Mawr and Swarthmore Colleges and the impact on BiCo and TriCo departments and programs in considering the below changes.*
 - 1) Although exact dates on the academic calendar are set by the College administration, major changes in the general calendar (e.g., the addition or removal of a mid-semester break or a change to the length of the semester) are the responsibility of the Committee and must be approved by the full faculty.
 - 2) Changes to the general structure of available teaching times, as described in Section V.A.1 of this faculty handbook, are the responsibility of the Committee and must be approved by the full faculty along with associated changes to that section.
- l. Liaising with other offices. The Committee maintains close liaison with the Head Librarian, the three Centers (HCAH, CPGC, KINSC), the director of College Writing, the Office of Academic Resources, the Provost's Office, and the Director of Athletics so they can take into account the implications of educational policy for their programs and so that ECC can advise on the educational impact of changes being considered in their programs.*

In the course of its duties, ECC brings any changes to procedures or policies to the faculty for approval.

2. Strategic Curriculum and Personnel Committee (SCPC)

The faculty as a whole is responsible for determining the future curricular direction of the College. The Strategic Curriculum and Personnel Committee (SCPC) is charged with recommending significant changes (including additions, removals, and reconfigurations) to the College curriculum, personnel, and associated academic spaces to the faculty, Provost, and President. This scope includes departments, programs, majors, minors, concentrations, general education requirements, tenure-track and continuing faculty lines, and associated academic spaces. The committee is governed by consensus of all its members. Committee members are expected to recuse themselves from any decision regarding their department or program.

The overarching goal of the committee is to make recommendations and decisions for how to best allocate resources in support of any approved College Strategic Plan and the long-term interests of the College. In addition, all decisions or recommendations about the below enumerated duties should consider the following concerns: curricular need, enrollment pressure, the goal of increasing the representation of historically marginalized groups on the faculty, financial

considerations, developments in higher education, and the sustainability and vitality of existing academic programs. Members of this committee are charged with representing the faculty as a whole in these curricular matters; this charge includes regularly soliciting broader faculty input and transparently reporting discussions and decisions to the faculty. In addition to in-process consultation with the faculty, the committee is charged with writing an annual report describing the details of the concerns noted above for each decision or recommendation. That report will be distributed to the full faculty. This committee regularly consults with its counterparts at Bryn Mawr and Swarthmore, and any relevant Haverford committees, in the course of its duties. This committee meets regularly with the President.

The below paragraph governs the first year of SCPC's operation only and should be removed, along with this note, in July 2023.

During the first year of this committee's operation, members of SCPC should conduct a self-study of its membership, duties, and responsibilities and those of the predecessor committee (EPC) in order to identify changes that might be warranted, including changes that can further reduce, streamline, and/or clarify committee practices and responsibilities. A preliminary discussion should be held with the faculty towards the end of Spring 2022. SCPC will prepare a report on any recommended changes to its duties and structure to be presented to the faculty no later than the March 2023 faculty meeting.

Membership:

SCPC is composed of the Provost and four elected faculty members, including one from each division and an interdisciplinary representative. The interdisciplinary representative is chosen from among those faculty members who meet one of three criteria: 1) faculty members with an appointment (full or partial) in one of the interdisciplinary programs, 2) faculty members who have coordinated an interdisciplinary program within the last 6 years, or 3) faculty members who choose to self-identify before the election. Individuals may run for the interdisciplinary representative position or the divisional representative position, but not both. Each representative is elected by the full faculty. Each faculty member serves a two-year term, with two new members elected each year. If a member goes on leave in the second year or is otherwise unable to complete their term, a new election will be held to select a one-year replacement. The Chair will be chosen by the committee from the members in their second year of service. Elections should be restricted so that at most one member of any department or program serves on SCPC at a time. Only tenured faculty members and those on Continuing Appointment (in at least the seventh year of their appointment) are eligible to stand for election.

The SCPC is charged with the following specific duties:

a. Tenure-track and continuing non-tenure-track faculty lines:

- 1) Allocation of new and replacement lines. SCPC makes a recommendation to the Provost and President about the allocation of tenure-track and continuing non-tenure-track lines. This includes decisions about whether a vacated line returns to its department or program and about the allocation of newly created faculty positions to

departments or programs. In both cases, these decisions should be considered as allocations from a common College pool of funded positions. When continuing non-tenure-track lines are vacated, SCPC is charged with determining whether such lines should be converted into tenure-track positions. The default position will be for new faculty lines to be tenure-track; therefore, the creation or allocation of continuing non-tenure-track lines will require additional justification. Recommendations can include joint positions between departments or programs; in such cases, the committee should specify how the teaching and service associated with that line will be allocated between the relevant departments and programs. The committee should ensure that substantial consultation with counterpart Bryn Mawr departments and programs occurs when considering recommendations, if appropriate based on the extent of cooperation between the departments and programs. Members of SCPC are required to remove themselves from discussion of allocation of faculty lines that involve their own programs and/or departments. All proposed faculty lines should be discussed with the proposing programs and/or departments and any adjacent potentially impacted programs. SCPC members who would otherwise be recused may be involved in those discussions as a member of the department/program.

- 2) Renewal of continuing lines. The reappointment of faculty in continuing lines is handled by Academic Council, but the Committee retains an advisory role in reaffirming the need for the existence of the line (separate from the evaluation of the faculty member); these lines are expected to be considered to be retained by default.
- 3) Removal of tenure-track or continuing non-tenure-track lines. The removal of tenure-track or continuing non-tenure track lines (as opposed to reallocations between departments/programs which are governed by point a) are the province of the Provost and President. The Committee should be consulted, with the opportunity to consult relevant department or program faculty and the broader faculty about such changes and to provide feedback to the Provost and President in order to maintain oversight of the curricular direction of the College. Note that such decisions are also governed by Section III.D.3f of this Faculty Handbook.

b. Departments and programs

- 1) Creation of new departments or programs. The addition of a department or program is the province of the President and Provost, however, it is expected that this process would be transparent, consultative, and include substantial faculty participation. The SCPC is responsible for making a recommendation to the President and Provost regarding the creation of new departments or programs, including the associated assessment of the long-term viability of those departments or programs in terms of faculty allocation and the

assessment of any associated curricular additions. The SCPC should share these recommendations with the President and Provost as part of the creation process. The President and Provost have the final say on accepting or rejecting such a recommendation. If the addition is approved, these assessments and the decision should also be shared with the full faculty.

- 2) Large modifications to departments or programs. Large changes to existing departments or programs, such as merging departments, transitioning programs into departments, changing the Bi-Co status of departments or programs, and other structural changes are the province of the President and Provost, however, it is expected that this process would be transparent, consultative, and include substantial faculty participation. As a first step, the President and Provost are expected to discuss these issues with department or program faculty. If there is agreement on a path forward, the President, Provost, and faculty should consult with SCPC, which must have the opportunity to consult relevant department/program faculty as well as the broader faculty about such changes. SCPC will then provide a Committee recommendation to the Provost and President on these changes. The President and Provost have the final say on accepting or rejecting such a recommendation. The President and Provost then report their decision to the faculty at a faculty meeting.
- 3) Removal of departments or programs. The removal of departments or programs should not be considered a normal part of business—the expectation is that all departments and programs remain a part of the College. The procedures for such removals are given here only to describe the process that should be followed in extreme and rare situations when the removal of a department or program is considered. These decisions are the province of the Provost and President, however, it is expected that this process would be transparent, consultative, and include substantial faculty participation. As a first step, the President and Provost are expected to discuss these issues with department or program faculty. If there is agreement on a path forward, the President, Provost, and faculty should consult with SCPC, which must have the opportunity to consult relevant department/program faculty as well as the broader faculty about such changes. SCPC will then provide a Committee recommendation to the Provost and President on the proposed removal, and any consequential reallocation of faculty to other departments or programs, in order to maintain oversight of the curricular direction of the College. The President and Provost have the final say on accepting or rejecting such a recommendation. The President and Provost then report their decision to the faculty at a faculty meeting. Note that such decisions are also governed by Section III.D.3f of this Faculty Handbook.

c. *Majors, Minors, and Majors, minors, and concentrations: Additions and removals of majors, minors, and concentrations to the College are the responsibility of the Committee as detailed below; the Committee is also responsible for consulting with the ECC in the process of developing recommendations and decisions on these matters. ECC has responsibility for changes to existing majors, minors, and concentrations.*

- 1) New majors, minors, or concentrations. The Committee is responsible for the assessment of all proposals for new majors, minors, or concentrations, including assessing the appropriateness and contribution of the new program within a liberal arts context, the long-term viability of that program given existing associated faculty, and the alignment of the new program with the College's strategic goals and directions. If approved by the Committee, the recommendation and assessment should be brought to the full faculty for discussion and approval.
- 2) Removal or suspension of majors, minors, or concentrations. Although the decision to remove a program or department is the province of the President and Provost (see a.3, above), decisions about the corresponding curriculum (majors, minors, concentrations) must be considered and approved by the faculty as a whole. The Committee may also be asked by the President, Provost, or department or program to consider a temporary suspension of a major, minor, or concentration. In both of these cases, the Committee is required to discuss this removal or suspension with the relevant associated faculty and prepare a written assessment of the impact of this removal or suspension on the College. This assessment should include the potential impact on related departments or programs including related majors, minors or concentrations, retention of faculty, recruitment of students, and staffing and budgetary considerations. The resulting report should be distributed to the full faculty. Temporary suspensions must be accompanied by an anticipated end date when the curriculum will be reinstated or suspension reconsidered; these suspensions are meant to be genuinely temporary and should not be used for de facto removal of a major, minor, or concentration. The removal of majors, minors, or concentrations requires approval by the full faculty, while temporary suspensions only require the approval of the Committee.

d. *Academic spaces:*

- 1) It is often in the best academic interests of an academic department or program for related faculty offices, classrooms, and other teaching and research spaces to be co-located in a shared building or building wing. Thus, the Committee is responsible for making recommendations to the Provost and President about allocations of new academic spaces, large modifications to, or rearrangements of faculty, departments, or programs within existing academic spaces,

and removal of spaces from academic use. This Committee's assessment of these needs should include consultation with relevant faculty and the resulting report and recommendations should be distributed to the full faculty, along with responses and decisions from the Provost and President. The Committee will serve as a point of consultation for other committees dealing with academic space (e.g., Classroom Committee, CSPEC).

e. *General Education requirements and academic trends, or other new initiatives in higher education:*

- 1) Although the maintenance of the existing General Education requirements are the responsibility of the Existing Curriculum Committee, any large-scale revision of the General Education requirements will be led by this Committee in collaboration with the Existing Curriculum Committee. Other major changes to the curriculum that would involve new additions to programs or personnel will also be led by this committee, including revisions in response to new initiatives in higher education or academic trends. All such changes must be approved by the full faculty.

f. *Liaising with Departments and Programs*

- 1) The SCPC is responsible for regular discussions with departments and programs to better understand program needs and bring to the surface the concerns and challenges that departments and programs face. Departments and programs will be regularly invited by the SCPC to engage in these discussions. It is expected that SCPC will meet with each department and program at least once over every four year period.

3. *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. CSSP may set special requirements, including working with the student's Dean to develop a plan for additional support, e.g., lowering the number of courses to a minimum of 3 per semester, and potentially lengthening the student's overall time at Haverford. The Committee may at any time require that the student take an involuntary College leave. A College leave will be considered only as a last resort. No student will be placed on College leave before being invited to appear before the Committee with their Dean and, if desired, a faculty or staff support person of the student's choice. The Committee will seek all available information from the students' professors and academic advisor(s), including their chosen support person, to be held confidentially to provide context in this case. The Committee will ask students if they would want and would permit CAPS information to be released to their Dean or directly to CSSP if such information exists. The Committee's deliberations for leave are required to take into account any mitigating circumstances, including any physical and mental health issues, or other trauma the student may have experienced. When considering

College leave, the Committee, in consultation with the Dean's office, will take into account whether the student has a mentally and physically safe home situation to return to, including available health care. The Committee will take these circumstances into account when considering a College leave, and should weigh whether it is better or worse for the long term success of the student to remain on campus. Additional details regarding CSSP procedures may be found in the Academic Regulations.

The Committee has three student members, one Dean of the College or a designate, and three faculty members, including one faculty member who serves as the Chair. The faculty members are appointed by Academic Council. Academic Council should aim to appoint faculty with overlapping terms for long-term continuity. The Dean for Multicultural Affairs also serves on the committee if they are not the designated dean. When relevant, the Committee consults with the student's dean, members of the Athletic Department, the Faculty Athletic Representative (see section III.F), members of the counseling staff (to the extent consistent with confidentiality) and the Admissions Office in discussions on the standing of individual students.

The Committee also has authority to waive requirements for individual students and to approve alterations to individual programs in line with the College's Academic Flexibility Program as described in the current College Catalog. The Committee has the responsibility for acting on all student petitions for exceptions to requirements. A student must secure approval of their dean and academic advisor in writing before submitting the petition to the Committee for action (signatures on the petition will suffice).

4. Committee on College Honors, Fellowships and Prizes

The Committee makes recommendations to the faculty on the award of Honors (Magna, Summa, and Cum Laude) 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, two students, the Registrar, and the Campus Fellowship Advisor or other designate of the Dean of the College.

5. 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.

6. *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 normally meets every third year and 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. If on a year when the Committee is not in session an Admissions representative or a faculty member wishes to convene the committee, they may register that desire with a current Board Representative, who will take it to Academic Council for consideration and possible action.

7. Faculty Affairs and Planning Committee (FAPC) –

The Faculty Affairs & Planning Committee (FAPC) considers a broad range of issues of interest to faculty members (including those on visiting, tenure-line and continuing appointments). It also provides a venue for faculty strategic planning.

- a. 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 one of the first FAPC meetings. 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 elected 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 tenure-track junior faculty member (i.e., one who, at the time of election, is not yet tenured and whose tenure dossier has not yet been submitted to Academic Council) 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 (see Section II.D).
- 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. FAPC has particular responsibility to review any and all proposed changes to the Faculty Handbook (see section I.D) and to consult with the Clerk regarding

the agenda and conduct of Faculty meeting (see Appendix II). In consultation with the Provost, FAPC undertakes a periodic review of sections of the faculty handbook, to ensure that all wording is clear and consistent with actual and prudent practice.

- f. To facilitate communication between committees, Academic Council may appoint elected members of the FAPC to serve as faculty representatives on standing committees, working groups and ad hoc committees dealing with issues of broad interest to faculty members.
- g. FAPC is responsible for setting faculty meeting times. FAPC should work with the registrar and ECC, as necessary, to ensure no classes meet at the scheduled faculty meeting time, and should take the needs of the full faculty into consideration when setting the time.

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, ECC, and the Athletic Director the activities of the prior year and any outstanding issues for community discussion during the following year.

G. DISTINGUISHED VISITORS PROGRAM (DVP)

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 DVP webpage well in advance of the planned visit. The Provost's Office reviews 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 on the Provost's website.
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 Strategic Curriculum and Personnel 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 Appendix XI, Procedures for Ad Hoc Search Committees.

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, First-Year 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 in faculty elections as described in Section II.D.

The appointment procedure begins with a recommendation from the Provost to the Strategic Curriculum and Personnel Committee for the establishment of a Continuing position. If the SCPC 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 in faculty elections unless they hold at least a two-year appointment (see Section II.D).

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.

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 in faculty elections. 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.

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 III, 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 they believe 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, gender balance, students from underrepresented groups, 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 Bi-Co or Tri-Co departments, 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 SCPC.

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 in the event of questions or concerns that could lead to a negative recommendation to the President (see g above), they 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 IV.

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.

For positive recommendations to the Board of Managers, the Provost will send the summary to candidates no later than 4 weeks after the end of the semester. Once the summary has been sent, the Provost should notify Council.

I. 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.⁵ During its initial meeting, the Appeals Committee will review its charge with the President and Provost. The 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 rehearing the case, and Alternate Council will advise the

⁵ All elections will be conducted by the Faculty Representatives to the Board as per Section II.D.3.

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

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)
- e) Council members must recognize that the criteria for reappointment and promotion are the same regardless of the length of service before the time of review.

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 arts).

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 their 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 their 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 their 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.

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 need for the position is undertaken by the Strategic Curriculum and Personnel 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. The review of the current faculty member is undertaken by Academic Council.

If the Strategic Curriculum and Personnel 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 Council/SCPC 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 their 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.

- a. For tenure-line faculty hired before July 1, 2013, the deadlines apply only for promotion to full professor.
- b. For faculty on continuing appointment hired before July 1, 2013, deadlines will apply only after their contract is next up for review.
- c. For faculty hired on or after July 1, 2013, deadlines apply for *all* personnel cases.

This bracketed information will be redacted from the Faculty Handbook on June 30, 2021.]

Target date	What is due	Notes
April 15	Each candidate being reviewed in the upcoming academic year submits their CV and a preliminary 2-4 paragraph overview that describes the field of research. This overview is intended to help the Office of the Provost 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 (hereinafter referred to as "Guidelines").	These materials are submitted to the Provost. 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.

Target date	What is due	Notes
July 15	All candidates for tenure, promotion to Full Professor, and those continuing appointment cases requiring outside letters will submit materials for their dossiers to the Office of the Provost as specified in the relevant parts of the Guidelines. Specifically, these materials include: a statement on scholarship for external reviewers; a CV; and relevant examples of publications/scholarly work. The candidates must also submit their Professional Profile (which includes a description of research, teaching and service) at this time, to be viewed by department and community members. Candidates may not submit new materials for external review after this date.	Candidates may not submit new material after this date, except for the Personal Statement (see below), but updates may be communicated to Academic Council through the Provost after the date of submission
a few weeks before the presentation to Council	All candidates for tenure, promotion to Full Professor, and those continuing appointment cases requiring outside letters may submit their Personal Statements for Academic Council to the Office of the Provost.	The Personal Statement is optional, at the discretion of the Candidate.
	Target dates will be determined for Presenters to forward tenure and promotion, as well as Promotion to Full Professor, candidates' dossiers to the Provost's Office for final review. Review of tenure and promotion to full dossiers will begin in late fall semester.	

Target date	What is due	Notes
Wednesday after Fall Break	All candidates for reappointment in a tenure-track position or continuing appointment position that does not require outside letters will submit all materials to the Office of the Provost as specified in the relevant parts of the Guidelines. Specifically, these materials include: a statement on scholarship for external reviewers (where applicable); a CV; and relevant examples of publications/scholarly work. The candidates must also submit their Professional Profile (which includes a description of research, teaching and service) to be viewed by department and community members. Candidates may not submit new materials for external review after this date.	Candidates may not submit new material after this date, except for the Personal Statement (see below), but updates may be communicated to Academic Council through the Provost after the date of submission.
a few weeks before the presentation to Council	All candidates for tenure-track reappointment position or continuing appointment position that does not require outside letters may submit their Personal Statements for Academic Council to the Office of the Provost.	The Personal Statement is optional, at the discretion of the Candidate.
	Target dates will be determined for Presenters to forward reappointment candidates' dossiers to the Provost's Office for final review.	
Normally before the May faculty meeting, but no later than July 1	The President will notify candidates of the outcome of the review after approval by the Board of Manager. The Faculty will be informed about the outcome of cases deliberated in a given year by June 30 or when reviews have been completed.	

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 they 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 their 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.

Other causes are:

- d. Permanent or protracted revision of the College curriculum (see 3f below).
- e. Financial exigencies of the College (see 3g 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 they are 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, their contract may be terminated by the College even though they have 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, or interim faculty member, is typically also based on five courses or equivalent per year.

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 ½ 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 V) and a statement about special accommodations should be included (suggested language can be found on the website of the Office of Access and Disability Services). 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.

4. Course Evaluations

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. A copy of 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. 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 of a tenured faculty member as specified in Section III.B.4.

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 their advising personally, it is recommended practice to share the responsibility with departmental colleagues. The change to a major advisor occurs when the student selects their major in the spring of sophomore year; the major advisor approves online registrations 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.

Near the end of each academic year, the Office of the Provost asks faculty members to report on their professional activities and produce a self-assessment using the Professional Activities Form (PAF). The Provost uses the PAF to understand the work of the faculty, to help prioritize the work of the Office of the Provost, and as part of the

processes of considering committee assignments and faculty salaries for the subsequent academic year.

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

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 VI.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 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 they wish. 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 their 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 I.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 themselves or others is threatened by their continuance. Before suspending a faculty member, pending an ultimate determination of their 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 their 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, they 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 V 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 I.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 them with an opportunity to be heard before the proposed sanction is imposed.

5. Non-Discrimination/Non-Harassment Policy (revised March 2016)

[As of Aug. 14, 2020, given new federal Title IX regulations effective on that date, the College has a new [Sexual Misconduct Policy](#) that governs reports of sexual misconduct by any student or College employee (see p. 4 of the new policy). Accordingly, the new policy supersedes those portions of this Section 5 (pp. 48-55) that relate to sexual misconduct, as that term is defined in the Sexual Misconduct Policy. The opening paragraph of Section 5 (just below) remains in force. See comments on subsequent pages in each subsection of Section 5 for details on which points are superseded by the new policy and which remain in force.]

Haverford College is committed to providing an employment and educational environment free from all forms of unlawful discrimination based on race, color, gender, religion, age, national origin, citizenship, disability, genetic information, sexual orientation, veteran status or any other characteristic (each a "Protected Characteristic") protected by law. This Non-Discrimination/Non-Harassment 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.

a. *Policy*

[The paragraph below, introducing Section 5(a), remains in force, except for cases of sexual misconduct (as defined by the new Sexual Misconduct Policy), in which case it is superseded by the new policy.]

College Policy prohibits sexual harassment and harassment on account of any Protected Characteristic. 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. This Policy also applies in cases involving claims of sexual violence allegedly carried out on the Haverford College campus or in connection with any College activity. 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 activities and forms of communication, including the use of telecommunications and computer devices and systems.

1) Sexual Harassment

[This section, 5(a)(1), is superseded by the College's new Sexual Misconduct Policy, effective Aug. 14, 2020.]

Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964 obligate the College to investigate claims of sexual harassment (including sexual violence), to remedy any effects, and to take steps to prevent the reoccurrence of such conduct. Haverford College will not tolerate sexual misconduct in any form and has developed policies to address it. For more information, see the College's Policy on Sexual Misconduct (including Sexual Violence) at <https://www.haverford.edu/sexual-misconduct>

For purposes of this Policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct when:

- 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
- 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
- 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; or non-educational (i.e., undertaken without academic, artistic, or critical purpose) expression, including, but not limited to those of the following types: 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; use of telecommunications or computer systems to send, receive, or exhibit unwelcome discriminatory and/or sexual displays, etc.

2) Policy Not the Exclusive Avenue for Addressing Sexual Misconduct Claims

[This section, 5(a)(2), remains in force even in the presence of the College's new Sexual Misconduct Policy.]

This Policy is not meant to discourage victims of sexual harassment or assault from exploring all options available to them for remedying misconduct. In addition to the College's judicial processes, claimants are free to pursue any remedies they may deem appropriate, including making criminal charges. For more information about both outside and internal College resources that are available to victims of sexual misconduct, please see "How to Get Help" on the College's Sexual Misconduct webpage at: <https://www.haverford.edu/sexual-misconduct/how-get-help>

3) Other Harassment

[This section, 5(a)(3), remains in force, except for cases of sexual misconduct (as defined by the new Sexual Misconduct Policy), in which case it is superseded by the new policy.]

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 their race, color, gender, religion, age, national origin, citizenship, disability, genetic information, sexual orientation, veteran status or other characteristic protected by law, or that of their relatives, friends or associates, and that:

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

Some examples of such harassment include but are not limited to: using epithets, slurs, negative stereotypes without academic or artistic purpose, or critical framing; threatening, intimidating, or engaging in hostile acts that relate to a Protected Characteristic; perpetrating purported jokes or pranks; placing on walls, bulletin boards, or elsewhere on the College's premises, or circulating in the workplace without an educational purpose (i.e., undertaken

without academic, artistic, or critical purpose) verbal or written graphic material that denigrates or shows hostility or aversion toward a person or group because of a Protected Characteristic.

4) Academic Freedom Still Protected

[This section, 5(a)(4), remains in force even in the presence of the College's new Sexual Misconduct Policy.]

Academic freedom is essential to scholarly exploration and one of the cornerstones of a liberal arts education. By adopting this Policy, the College does not seek to limit or otherwise interfere with the legitimate exercise of academic freedom at the College by the faculty or by any other member of the Haverford community. The purpose of this Policy is to ensure that no Haverford employees or students are denied the ability either to do their jobs or to fully exercise their educational rights because of unlawful discrimination or harassment.

b. Reporting Discrimination or Harassment Claims

[This section, 5(b), remains in force, except for cases of sexual misconduct (as defined by the new Sexual Misconduct Policy), in which case it is superseded by the new policy.]

Members of the faculty, are responsible for conducting themselves in accordance with this Policy. College Policy requires prompt reporting of all incidents of alleged discrimination or harassment by faculty and staff. Faculty members may report discrimination or harassment claims to any of the following: the Provost, any Associate Provost, any EEO Officer, or the College's Director of Human Resources, who is also an EEO Officer. Information on who the current EEO officers are may be found at: <https://www.haverford.edu/president/contact-staff>

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 person matriculated and/or enrolled in a class at Haverford, or who lives in College student housing. Students should 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 by faculty members and to refer complaints that they receive about faculty members to one of the individuals listed above.

1) Confidentiality and Reporting in Sexual Harassment Cases

Haverford is committed to protecting the privacy of all individuals involved in a report of sexual harassment or assault, consistent with the need to conduct investigations. For more information on the College's Confidentiality Policies as they relate to sexual harassment claims, please consult these webpages:

- <https://www.haverford.edu/sexual-misconduct/confidentiality-reporting>

- <https://www.haverford.edu/sexual-misconduct/confidentiality-reporting/options-for-reporting>
- <https://www.haverford.edu/sexual-misconduct/confidentiality-reporting/requesting-confidentiality>

For the purposes of this Policy, the Provost, Associate Provosts, EEO officers, and the Director of Human Relations are considered “Level Three” recipients of complaints. More information on levels and recipients of complaints may be found at: <https://www.haverford.edu/sexual-misconduct/confidentiality-reporting/options-for-reporting>. This means that whenever one of these officers receives a report of sexual harassment or of an assault, the College is obligated to investigate the incident and take appropriate steps to address this situation.

2) 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 applies the following procedures when investigating whether claims of discrimination, harassment or other misconduct, including sexual violence, has occurred. In this context, “the College” is defined as any combination of the Provost, the Dean of Students, and the Director of HR, as appropriate.

- i. The College will conduct an adequate, reliable, and impartial investigation. In most cases, this investigation should be completed within thirty (30) days. The College will select the investigator.
- ii. During the investigation, any aggrieved party and any party accused of discrimination or harassment will be interviewed and allowed to identify witnesses and other relevant evidence to support their accounts.
- iii. In determining whether the alleged discrimination, harassment or other misconduct took place, the College will apply a “preponderance of the evidence” standard – that is, the College will determine, based on a review of all the available evidence, whether it is more likely than not that the alleged instance of discrimination, harassment, or other misconduct in fact occurred.
- iv. During the course of an investigation, the College may determine that interim measures should be taken to protect the aggrieved party’s educational or employment rights as the investigation proceeds and until a final decision is reached. These may include measures designed to allow the aggrieved party to avoid contact with the faculty accused of violating the complainant’s rights, and may require changes to the parties’ academic, extracurricular living, dining, or on campus working situations. In cases where the Provost determines that it is necessary, the Provost may seek a suspension of the accused consistent with Section III.I.2 hereof.
- v. 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 officials as they deem necessary. The Provost's options for appropriate action may include: (a) imposing minor sanctions consistent with Section III.1.4(b) of the Faculty Guidelines; (b) in cases not involving allegations of sexual assault, 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.

- vi. Once they have determined what action is appropriate, the Provost will inform the claimant and accused in writing of the results of the investigation and advise them of the action(s) to be taken.
- vii. If the Provost should decide in a given case not to refer the matter to the President for a hearing, either party may appeal that determination to the President of the College within three (3) business days of being so advised by the Provost.
- viii. Whether it is the result of a determination by the Provost or the result of the hearing, if an incident of discrimination, harassment or other misconduct is found to have occurred, the College will take any and all steps necessary to end the misconduct identified and adjudicated, to prevent its recurrence, and to remedy any discriminatory effects the misconduct had on the aggrieved party and on others, when the circumstances so dictate. These measures may include, but are not limited to: directing the faculty member to avoid contact with the aggrieved party; directing the faculty member to undergo a period of counseling; or in appropriate cases following a hearing, suspension or termination from the College faculty.

3) Cooperation and Retaliation

All members of the College community are expected to cooperate fully 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 employee with the College found to have retaliated against a person in violation of this Policy will be subject to appropriate disciplinary action, up to and including termination.

4) Informal Resolution of Conflict Procedure

In appropriate cases not involving a charge of sexual assault or other sexual violence, 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 – they 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 this informal process at any time.

c. *Procedures for Formal Hearings*

[This section, 5(c), remains in force, except for cases of sexual misconduct (as defined by the new Sexual Misconduct Policy), in which case it is superseded by the new policy.]

1) Procedure

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 (as described in Section II.D hereof).

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 claimant and accused 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 represents the institution if a hearing is necessary.

2) Reporting of Results

The results of the hearing shall be reported to the complainant and accused in writing at the conclusion of this process, including any appeals.

d. Policy No Limitation on Other College Authority

[This section, 5(d), remains in force even in the presence of the College's new Sexual Misconduct Policy.]

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

[This section, 5(e), is superseded by the College's new Sexual Misconduct Policy, effective Aug. 14, 2020.]

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*

[Sections 6-8 remain in force even in the presence of the College's new Sexual Misconduct Policy.]

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”.

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, they are “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 their 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 Appendix X.C.3. For details on other types of leaves (Child Birth, FMLA, Parental), some with pay and some without pay, see Appendix X.

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 Provost's Office 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'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.

B. EXPENSES FOR FACULTY TRAVEL

The College recognizes the importance of professional travel to the development of productive scholarship. The Faculty Research and 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 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/grants-research-support/internal-funding-sources>. Details about the maximum amount of support and other funding terms and limitations can be found on this same webpage. Please also refer to the Controller's Office's Travel Policy, which governs many aspects of reimbursement of travel expenses.

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 Office of the Provost regarding the availability of other resources.

To obtain reimbursement, faculty members should submit an electronic request using Workday. 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 and Travel Fund, Faculty Research Grants, Book/Materials Fund, Student Research Assistant Fund, and several other grants and endowed funds provide modest research support for faculty members. Faculty members should consult the Provost's Office website (the "Grants & Research Support"/"Internal Funding Sources" section) for eligibility rules, what sorts of expenses each fund supports, and instructions on submitting applications and request for reimbursement. Note that eligibility and limits for full-time interim or term appointees will be specified in the faculty member's appointment letter.

Internal funds are administered by the Associate Provost, who invites applications on an annual cycle. Funds not spent during the award period will be returned to the faculty research pool. Review of proposals is done by the Associate Provost, other members of the Provost's Office, and (for Faculty Research Grants and the Student Research Assistant Fund) the faculty members of the Administrative Advisory Committee.

Those having research needs that exceed the annual limits of these funds should consult the Office of the Provost regarding the availability of other resources.

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 Organizational 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 Director of Sponsored Research, who can provide guidance and assistance to faculty members in identifying funding sources and negotiating bureaucratic regulations.

D. 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 in 2019, after faculty discussion in 2017-18, is as follows:

Faculty members employed at Haverford College warrant a high level of trust, respect, and good faith in the pursuit of knowledge. Nevertheless, because Haverford values social justice and ethical leadership, the College places the following constraints on the acceptance of funds for faculty research:

1. Haverford College expects faculty research to be available to the scholarly community. Therefore, as a general rule, the college will not accept funding whose terms prohibit the publication of research results.
2. Haverford College's core values are rooted, in part, in the Quaker Peace Testimony. Those values cannot be reconciled with militaristic ideals or policies. As a general rule, the College will not accept funding to support research that is designed to develop, manufacture, or deploy military weapons.

A formal review will be initiated if, in the judgment of the Provost, the funding proposal appears to conflict with these guidelines. In this formal review, the Provost should consult with Academic Council and the President about (1) the goals of the funding organization; (2) the stated objectives and terms of the funding program; and (3) the specific aims of the proposed research. After such consultations, the Provost will determine the permissibility of the research in accordance with these guidelines, with final approval from the Board of Managers.

E. 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.

F. 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 web site ("Committees & Reports"/"Special Faculty Assignments" section).

G. INTELLECTUAL PROPERTY RIGHTS

Purpose

Haverford College is committed to providing an environment that supports scholarly and curricular innovation, with the understanding that this may result in the creation and development by its faculty, staff and students (Members) of works of authorship, inventions and other intellectual property (collectively, IP), either through their own activities or through collaborative efforts involving individuals or entities both internal and external to the College. The College has developed this Policy in order to identify and protect the rights of its Members, and the College, in such IP. It is not the intent of the College that this Policy will be used to stifle the academic freedom or scholarly creativity of its Members in their pursuit of scholarly production and dissemination. This Policy specifies when the author, inventor or creator of IP (Creator) retains ownership of such IP and instances in which the College asserts ownership, which may then be shared appropriately with the Creator. It also specifies rights of ownership, cost-bearing structures for consulting work and the protection of confidentiality for efforts that arise out of collaborative arrangements with individuals or entities other than Members. This Policy is structured in three parts: (1) Intellectual Property Rights; (2) Consulting Arrangements; and (3) General Provisions.

I. Intellectual Property Rights

A. Using intellectual property (IP) from other sources. The College expects all Members to comply with copyright laws. As such, it is incumbent upon Members to be aware of the limits of fair use, and document such use as a defense against claims of copyright infringement. (It is worth noting that transformative uses of copyrighted materials for the purposes of creating new art forms or educational materials may mitigate limits of fair use.) The College commits to providing reasonable resources to assist Members to make informed decisions about the lawful and fair use of IP created by others; see, for example, the copyright guide maintained by the Library, which can be found on their [policies webpage](#).

If the College obtains information that material in the College's possession or residing in College records, systems or networks is infringing upon a copyright, the College will act expeditiously to remove or disable access to the infringing materials, and has the right to revoke access to those records, systems or networks. In addition, Members who willfully disregard or violate copyright law may be subject to disciplinary action by the College in accordance with the appropriate policies. Additional information about the College's policies on acceptable use of copyrighted materials is available in the [Policy and Planning section of the College's IITS website](#).

B. Rights of IP ownership belonging to the Creator.

1. *Generation of IP in which the College has no ownership interest.* If IP has been made by a Member without the use of significant resources (as defined below) from the College (whether it be through financial or infrastructure support) and the

College does not have an identity interest (defined below) or a functional interest (defined below) in such IP, all rights and title to the IP (Member IP) shall remain with its creator (Creator). The Creator is free, at their own expense to apply for a patent, copyright or other legal protections, whichever is appropriate, and to retain ownership of and all proceeds from exploitation of such Member IP.

2. *Scholarly works.* The College does not assert ownership interest in traditional scholarly works or research works. In keeping with the College's expectations of scholarly work or research work, and consistent with academic practices, any IP resulting from creation of such scholarly works and research work shall be owned by the Creator(s). "Traditional scholarly work" or "research work" is defined broadly to include pedagogical, literary, artistic and creative works created typically by faculty and professional staff, and sometimes in a collaborative mode involving other Members, which do not have or are not expected to have commercial application. This includes works related to teaching, such as lecture notes and other course notes, problem sets, syllabi, audio and video recordings, websites and other online resources for classes, student reports and essays, and works related to scholarship, such as journal articles, books, text books, artistic works in any medium, videos, and photos.
3. The College shall have co-ownership of IP created by Creators other than Member IP, traditional scholarly works, research work, and Student IP (defined below), and shall retain the right to royalties resulting from exploitation of such IP. Any proceeds from such IP shall be distributed as provided in Section I.F and I.G of this Policy. In the event the College provides the Creator(s) with a written notice that it does not retain an interest in such IP, as between the College and the Creator(s), the Creator(s) will have exclusive rights in such IP.
4. *Rights of students.* IP resulting from student work associated with curricular or extra-curricular matters (Student IP) shall be owned by its Creator(s). Any IP resulting from work performed by students as part of the traditional scholarly or research work of faculty, as defined in section I.B.2 above, shall be owned by the faculty, although the faculty member may choose, if they wish, to grant co-ownership to said students as appropriate. If a student is involved in work with faculty as an employee (student employee) of the College or situations in which the student is paid from grants that are awarded to the College, then faculty will need to notify the College regarding the status of the student's relation to any IP that may arise from such work for which the College has an interest.

C. Rights of IP ownership belonging to the College.

1. *College ownership of IP relating to identity interest.* *Identity interest* in IP is defined as an interest in IP that arises as integral to, and reflects more directly on, the identity of the College than on the identity of the Creators. As examples, the College has an *identity interest* in items disseminated beyond the College, such as the catalog, institutional webpages, the alumni bulletin, admissions brochures, and campaign materials. The College at all times maintains an identity interest in its good name. The name "Haverford College", or "Haverford" may not be used in the marketing of IP, or for any other purpose, without express written permission from the Communications Office. However, the use of the name "Haverford College" or "Haverford" is allowed as it pertains to noting the affiliation of the

Creator with the College. Therefore, ownership of any work resulting in IP in which the College does have a *functional interest* shall belong to the College, regardless of level of support provided by others.

2. *College ownership of IP relating to a functional interest.* The College has a *functional interest* in any IP resulting from works commissioned by the College, or works that are used to ensure the effective functioning, coordination and management of ongoing College operations. For example, the College has a functional interest in administrative and personnel procedures, including software, and internal handbooks and reports. Therefore ownership of any work resulting in which the College does have an *identity interest* or a *functional interest* shall belong to the College, regardless of level of support provided by others.
3. *Significant use of College resources to generate IP.* The college asserts co-ownership of IP developed when a substantial use of College resources has led to the development of IP other than traditional scholarly works or Student IP. Substantial use of College resources reflects a considered commitment by the College to the development and creation of IP that is more than nominal support, and is determined by the circumstances through deliberative agreement of the Creator(s) and the College. Examples that would be considered more than nominal support include: internally awarded research grants, intensive use of facilities, and use of staff and students (in their capacities as resources and not as Creators). Through the co-ownership of such IP, the College and the Creator(s) will have interests in any proceeds from the IP. Since such instances are likely to be highly individualized in their creation, the costs of patent preparation and filing, and the apportionment of the proceeds from such IP will require *deliberative determination* (see section I.F) through initial consultation with the President's Office. The President's Office may then determine whether action by other administrative bodies of the College are necessary, depending on whether the Creator is a member of the staff, or a student (for the latter case, consultation with the Dean's Office may be appropriate).
4. *The College's retained rights.* Irrespective of any rights that may be released, licensed or shared with any other party to IP generated with *substantial use of College resources* or when a *functional* or *identity interest* is involved, the College retains for itself a non-exclusive, perpetual, royalty-free license to use such IP in any manner it chooses in pursuit of its academic mission.

D. Generation of IP with support from sponsored funding (government or private entity grants). Except as otherwise provided by law, if IP is created based on research carried out under a contract, grant, or other agreement for sponsored research, made between the College and an external funding source, such as a governmental agency or a private entity, the College will be prepared to assign full rights to the Creator(s) so long as this is consistent with the policies described herein. In cases where the rights to IP are shared, allocation between the College and the Creator(s) of the proceeds from such IP shall be as provided in such agreement, or if such contract, grant, or other agreement makes no provision for an allocation between the College and the Creator(s), (i) such allocation shall be determined by the President's Office, or other appropriate bodies of the College, and (ii) the proceeds shall be distributed as provided in Section I.G.

In the specific case of federally-sponsored research, the Bayh-Dole Act of 1980 gives

the College (Grantee) the right to take title to inventions made under most government-sponsored research provided that the Grantee shares royalties collected with the Creator, and may be subject to restrictions on the use of such royalties. If both the Creator and the College decline IP ownership, the title normally passes automatically to the U.S. government.

E. Generation of IP done collaboratively with non-Members. In cases in which Members establish formal collaborative arrangements with scholars or professionals at other institutions, the College will normally not assert ownership interest as it relates to traditional scholarly work or research work, as described in section I.B.3. However, the College will assert its rights to protecting the interests of its Members, and as appropriate, its own interests, when signing agreements that involve protection of IP rights generated in such collaborations. In such collaborations, ownership and the distribution of any proceeds from the IP will be negotiated in good faith (through the *deliberative determination* process as described in Section I.F). This will be reflected in written agreements to which the College will be a party. To protect the IP interests that might directly, or indirectly arise from such collaborative work, any agreement must have statements that: (1) protect rules of confidentiality of all institutions involved; (2) disclose potential conflicts of interest with other work, specifically as it might relate to externally sponsored research, and particularly, sponsored research that is funded by the government; and (3) adhere to all principles, guidelines and standards for ethical research, as stipulated by College committees constituted and governed to oversee federal, state and local regulations, and as further defined by College governing documents (such as the Faculty Handbook). Information relating to these principles, rules, standards, guidelines, and procedures may be found in the President's Office, or posted on the Provost's website. No agreement shall bind the College unless executed by an officer of the College.

F. Deliberative Determination Process. In cases where deliberative determination of IP ownership of, and interests in proceeds from, IP may be needed, IP development shall be best reported to the President's Office as soon as the scope of potential rights is understood, and before work creating the IP is well underway, so that an agreement on ownership, responsibilities, rights and benefits can be reached. The President's Office may choose to engage experts and consultants as appropriate to help adjudicate this process. The guidelines and procedures for these processes are provided here in brief to help determine when IP must be reported, and how agreements will be reached. In instances where the College is a co-owner of IP, then resources of the College may be used to help support IP protection.

Creators should report to the President's Office, typically in the early stages of IP development, on the production or planned production of any IP that meets one or more of the following conditions:

1. Creating the IP would involve a substantial use of College resources (see section I.C.3 above for examples);
2. Its creation would involve unusual or novel circumstances (example: a class working together to create a scholarly web resource), or substantial collaboration among members of two or more different parts of the community (e.g., faculty, students and staff creating a chemical database for use by scholarly work by colleagues outside of our community), or institutional collaboration (e.g., the

TriCo Library Consortium);

3. The Creator intends to seek a patent or other legal right for which the process of seeking such right involves substantial costs and effort, and the creator wishes the College to consider providing some or all of that support, particularly in instances when the College expects to have rights of co-ownership;
4. The IP would be created under a government or private sponsor grant that specifies IP rights.

On occasion, the President's Office may request the reporting of additional types of IP situations, not yet envisioned by this Policy, in the case that such situations appear to be appropriate, as determined by the President's Office, for *deliberative determination*.

In the case of IP that is to be created by more than one Member, all such Members shall be named in the report to the President's Office, and if the report contains an initial proposal for the disposition of IP ownership and proceeds, all such Members shall sign the report. The President's Office shall work to ensure that the contributions of all such Members are fairly represented in the agreement between the College and the Members.

The President's Office will consult promptly with the Creators of reported works to reach agreement on all relevant issues, such as a) ownership, b) who will seek patent or copyright registration, if any, c) ideas for dissemination, ranging from open use to licensing or ownership transfer, d) division of support and development costs, and e) the distribution of potential proceeds (which, in usual circumstances are anticipated to be 25% to the College and 75% to the Creator(s)). In making these determinations, the College will attempt to treat cases promptly and consistently. In order to do this, the College shall keep a record of all IP decisions and any trends in these decisions. This Policy will be posted so that these guidelines may be readily available, with the understanding that the Policy may evolve, as precedents are set based on anticipated continuing IP negotiations.

G. Distribution of Proceeds. If a Member has a financial interest in the proceeds from IP co-owned by the College, such proceeds will be distributed (i) first to the College and or the Creator(s) in an amount equal to the expenses incurred by the College and/or the Creator(s) in connection with the creation of the IP, and (ii) then to the College and the Creators(s), each as determined by the deliberative process described in Section I.F of this Policy.

II. Consulting Agreements

A. Use of College resources. Significant use of College facilities may not be exploited by Members of the College community in connection with outside consulting done on a fee-for-service-basis, unless it is for government or other consulting work that is essentially *pro bono*, and involves only a modest honorarium. Otherwise, the College is to be reimbursed for any significant real costs incurred. In both cases, the College will share appropriately in royalties/earnings from IP created as a result of the consulting arrangement. These costs shall include depreciation of instruments and/or equipment used for the duration of the consulting work, and any significant use of ancillary human resource support (e.g. secretarial, administrative, or technical assistance, and any other

significant use of faculty, staff, or student time). The person entering into a consulting agreement should also keep track of the time that they spend on consulting work. In the appropriate circumstances, a clear understanding with supervisors should be developed and memorialized as to what is an acceptable amount of time involved for such consulting work.

B. Consulting agreements. When use of College resources or infrastructure are involved in a consulting agreement, the College must approve and act as a signatory on any and all such consulting agreements (Consulting Agreements). All IP rights pertaining to the College, or a Member, as described herein, must be protected as described herein and all policies contained herein must be adhered to accordingly. In addition, a confidentiality agreement must be established (see section II.E), any conflict of interest must be declared (see section II.F), College standards for ethical conduct of research must be adhered to, and payment plans to the College to cover institutional expenses from consulting proceeds must be precisely defined, in the written Agreement. The Provost's Office, in collaboration with the Controller's Office of the College will assist in preparing the written Agreement.

C. Payments. Payments made for consulting work involving College resources must be submitted to the College's Controller's Office, which will then disburse the monies accordingly to the appropriate recipients named in the Agreement. Such monies may be directed to Departmental accounts to cover the cost of equipment depreciated (as governed by the appropriate amortization schedules), for example. If allowed by the external contractor's organization, indirect recovery to support administrative overhead shall be calculated and charged at the appropriate rate on all personnel fees. The current rate can be obtained from the College's Controller's Office.

D. Students. While students may engage in consulting work carried out by a member of the faculty or staff, they may not get paid for this work if it relates to course work or work related to their senior thesis. Should any IP be developed as a result of such consulting work by students, then students involved in such work will receive appropriate recognition and benefits, as determined by the President's office. Under conditions when the student is an employee of the College, then the student will be considered a Creator in in any and all instances of IP development. The College will assist the Creators in determining an equitable distribution of any proceeds from such IP.

E. Confidentiality. Any and all consulting work performed in connection with a Consulting Agreement must respect and abide by the rules of confidentiality imposed by the external contractor, so long as those rules do not conflict with the College's policies and guidelines, or mission to facilitate scholarly discourse. Likewise, the external contractor must be informed of all confidentiality policies of the College, and must agree to abide by these policies and sign a statement to this effect in the Consulting Agreement, again so long as the College's rules are not in conflict with the external contractor's home institution or organization. Information on the College's policies on confidentiality may be found on the following website:

<https://www.haverford.edu/human-resources/handbooks-policies>

If there is clear conflict in the rules of confidentiality, an equitable solution may be sought through negotiation and be appropriately memorialized in a document signed by all relevant parties. Any use of systems or networks to provide access to the College's

resources must be so protected by the rules of confidentiality. No external contractor may have access to College resources without the approval of the President's Office, and access to the College's network and servers must follow the [policies set forth by the College's Instructional & Information Technology Services](#).

F. Conflict of Interest. Given that there is a fiduciary interest in a fee-for-service consulting arrangement, all parties are required to declare any conflicts of interest, most critically if the Member is also receiving funding from a government for scholarly work. The College's policy on Conflict of Interest is set forth in the following website: <https://www.haverford.edu/provost/grants-research-support/policies>

III. General Provisions

A. Resolution of disputes. When a dispute occurs with respect to ownership of IP, the exploitation of IP and the distribution of any proceeds from IP subject to the terms of this Policy reflecting (i) an *identity interest* of the College (ii) a *functional interest* of the College; or (iii) *substantial use of College resources*, either amongst Members, between a Member and the College, or a Member and any other entity, the President's Office, in consultation with legal counsel, reserves the right to facilitate, and in some cases, adjudicate, such disputes.

B. Severance and Choice of Law. 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 this Policy. Where the terms of this Policy are inconsistent with applicable law, and where applicable law controls, this Policy shall be deemed to be amended to comply with applicable law. This Policy shall be construed and interpreted according to the laws of the United States with respect to laws regarding inventorship and authorship, and otherwise, according to the laws of the Commonwealth of Pennsylvania.

C. Reservation of rights. The College, in consultation with the faculty and other appropriate administrative bodies of the College, reserves the right to modify and/or make changes to this Policy, as it deems advisable.

V. ACADEMIC PROCEDURES

This section of the Faculty Handbook highlights academic procedures integral to faculty teaching and advising. The College Catalog contains a comprehensive description of the academic regulations and is available at <https://catalog.haverford.edu/academic-regulations>. Faculty members should be aware that students are governed by the academic regulations published in the version of the College Catalog that is available upon matriculation.

A. CONDUCTING COURSES

1. *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 1:30. One and one-half hour classes are held Tuesday and Thursday, or Monday and Wednesday. Two and one-half hour classes may also be held on Friday mornings, any weekday afternoon, 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. Please see the Registrar's webpage ("Faculty Resources" section) for specific timeslots.

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 at the designated ending time.

Occasionally there may be special circumstances that will warrant listing a course as TBA (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.

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.

2. *Frequency of Class Meetings*

Members of the faculty are normally expected to meet their classes at the scheduled times (See also Section III.E.2).

3. *Registration Procedures*

There are two pre-registration periods each year, one in November for Spring semester, and another in April for Fall semester of the following academic year. Faculty members should be available during pre-registration periods to advise students in their selection of courses and to carefully review their advisees' program of study.

During the first week of a semester, students may attend courses without registering for them, but they must finalize their schedule by Wednesday of the second week. Faculty

members should also be available to their advisees during this period of finalizing registration.

4. Student Attendance

As a general rule, students are expected to attend classes unless excused.

Faculty members need to bear in mind a number of key responsibilities regarding attendance. At the beginning of each course, the instructor should indicate precisely their policy toward unexcused absences, and make explicit whatever penalties will be applied in case a student takes more than the permissible number. If a student's attendance in any course is considered unsatisfactory, the instructor is expected to send them a written notice, a copy of which goes to the Dean. Faculty members must send written notice to the student and the student's dean if a sufficient number of unexcused absences that may result in the student being dropped from the class, resulting in a failing grade, have occurred. No student may be involuntarily dropped from and failed in a course for failure to attend unless the instructor has previously sent prior notice to the student and a copy to the student's dean. If a student misses two classes consecutively (and without the permission of the instructor), this fact should also be reported to the Dean. Such reports may be the College's only means of learning that a student is missing from the College.

5. Conduct of Examinations

All examinations, tests and quizzes are conducted under the Honor Code (see Subsection E below). Instructors may not do any proctoring. Except for final examinations at the end of the semester, the instructor administers their 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. The instructor should see to it that the pledge is signed; if the pledge is not signed on the examination, 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 their 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 collecting their examinations, that any examination materials have not been returned, or an honor pledge has not been signed, they 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.

6. Auditors

A student who wishes to audit a course for which they are not formally enrolled is free to do so, without additional charge, if they first obtain 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, staff, and alumni). 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.

B. STRUCTURING COURSES

1. Prerequisites

Prerequisites for many courses are stated in the Catalog. If no prerequisite is stated, none is assumed. Faculty who wish to implement or change a prerequisite for a given course should contact ECC. Prerequisites may be waived at the discretion of the instructor.

2. Independent Study Courses

Some 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 faculty member is under no obligation to take on 480 (independent study) courses, nor do independent study courses count toward the faculty member's teaching load. Each faculty member 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 they have 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 or faculty

members in the Quaker Consortium, with permission of the appropriate Haverford department chair.

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.

3. Course Intensification and Double Credit

Course intensification, or “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.

4. New Courses

A faculty member contemplating offering a new course should submit (through their 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.)

5. Course Enrollment Limitations

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, first-year students and sophomores only, etc.).

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.

No enrollment limits will be approved after registration materials have been made available to students. In certain unusual circumstances, temporary limits may be implemented. 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.

6. 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.

- a. *Student assistants are divided into two categories:*
- 1) 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.
 - 2) 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.
- b. *The following guidelines govern the use of both categories of student assistants, aides and TAs.*
- 1) No department may require majors to serve as TAs. Student aides are employed voluntarily, and they are compensated for their service. They do not receive academic credit.
 - 2) 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.
 - 3) 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.
 - 4) Teaching assistants are not to be assigned significant clerical or administrative duties. (Major clerical or administrative duties can be provided by hired aides.)
 - 5) 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.
 - 6) Course proposals to ECC must include a detailed description of the use of student assistants. ECC will provide these descriptions to the faculty when approving new courses.

C. EVALUATION OF STUDENT PERFORMANCE

1. Grading Procedures

All grades are to be filed electronically through the Registrar's website, by the deadline established each semester.

The minimum passing grade is 1.0. No course credit is given for a course in which the grade is below 1.0.

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 Registrar 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.

2. Informing Students of Grades

If a faculty member wishes to give each student their grade before they are posted on the Registrar's website, the faculty member is at liberty to do so. Because the grade that a student receives should not be a matter of public knowledge, the practice of posting grades for the whole class is a violation of the Family Educational Rights and Privacy Act (FERPA) and is thus not permitted.

3. Reports of Academic Concern

Once each semester, the Committee on Student Standing and Programs (CSSP) requests information about students whose work in courses is causing their instructors concern. Faculty observations of student classroom performance can assist the student, the student's advisors, and the Dean's Office in identifying problems and designing a strategy for academic success. Faculty members should strongly consider assigning graded work early in the semester to provide a barometer of student performance. Faculty members who have concerns about a student's performance should submit a report as soon as possible. These reports do not form part of the student's permanent record.

4. 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 awarding of departmental honors in the major subject is done by the individual departments. Requirements vary from one department to another, and descriptions of them will be found in the Catalog under the separate department headings.

D. ADVISING AND STUDENT SUPPORT

1. Academic Advising

Faculty members are the primary advising contact for students and should be available for consultation during preregistration and registration periods in each semester. Advisors are responsible for reviewing and approving student registrations through BIONIC and their written consent may be required to add or drop a course. Additional details may be found in the Academic Regulations: <https://catalog.haverford.edu/academic-regulations>

2. *Counseling and Resources*

Faculty are encouraged to refer students to their Deans and support services when they need them. For a complete list of resources available to students and for faculty assistance of students, see the Dean's Office web site: <https://www.haverford.edu/deans-office>

3. *Title IX*

In compliance with the Office of Civil Rights of the US Department of Education and Title IX, faculty, as employees, are required to report possible incidents of sexual harassment and sexual assault that are brought to their attention. See <https://www.haverford.edu/deans-office-student-life/title-ix>.

E. 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 academic Honor Code. A faculty member who observes a violation must follow the steps required by the code; handling the matter in their 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 their 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 their 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 their 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 they regard 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, they 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 themselves. 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 COLLEGE⁶

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, they shall state clearly what appears to be the sense of the meeting. If the members then give approval to their statement, a minute shall be written by the faculty secretary incorporating that agreement. A member may request that their 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 propose an item to the agenda of a meeting by notifying FAPC and the assistant to the Provost at least a week 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 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

⁶ 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.

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 II. FACULTY MEETING PROCEDURES

Provisionally adopted at April 2012 faculty meeting, renewed at April 2014, and permanently adopted in spring 2016.

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, and further discussion and amendment in Spring 2016, these procedures have been adopted as regular operating procedure

- A.** The faculty use non-binding straw votes in the following way: 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 will 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 vote(s) are 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 put at the Clerk's disposal an additional means whereby to determine how and whether consensus might be reached. The intention is to make Faculty Meeting more efficient, with the additional effect of rendering more faculty more satisfied with the outcome(s) of the consensus process.

Straw votes are executed in the following way:

A straw vote is normally not taken before (at a minimum) ten minutes of discussion. 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) needs 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.

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. The agenda of Faculty Meeting is determined and ordered as follows below, with the general goal of addressing two central realities: the number of issues requiring faculty discussion, and the lack of time and opportunities for discussing them.

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 at least 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 content of the agenda will be established by FAPC in consultation with the Clerk and the Provost, with FAPC having the final say. Any members of the faculty may propose an item to the agenda of a meeting by notifying FAPC and the assistant to the Provost no later than a week before the meeting date. FAPC may remove or postpone items from the faculty meeting agenda if they are not suitable for discussion and/or action at that time; FAPC is required to discuss this removal/postponement with the faculty member(s) who proposed the agenda item as well as reporting out this removal/postponement via a document sent to the faculty. 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.)
5. **On rare occasions, presentations of important material for faculty discussion will be made at faculty meeting. The duration, agenda priority, and need for preliminary supporting information associated with such presentations will be determined by the Clerk and FAPC, and sufficient time must be provided within the meeting framework for adequate digestion and discussion by the faculty of presentation**

material as well as other agenda items.

C. Guidance for FAPC on setting the faculty meeting agenda:

1. Items should only appear on the agenda for discussion or action once relevant stakeholders have been consulted; however, FAPC will bear in mind that new stakeholders may emerge when items are presented to the faculty. FAPC is encouraged to identify and suggest stakeholders to faculty who have proposed an agenda item. Proposed items that still require such consultation may be postponed until the next faculty meeting, though exceptions may be made for time-sensitive items. Items that are inappropriate for full faculty discussion may be removed from the agenda. All proposed items should either appear on the agenda or be formally postponed or removed. FAPC will strive to maintain the openness of the Open Period, which means that proposed agenda items should not be moved into this period.
2. Typically, announcements and other short reports should not appear on the agenda, but should be distributed in the written documents before the faculty meeting. In unusual circumstances, FAPC may include brief announcements or items for discussion on the agenda; in these cases, the limited time allotted to the item should be clearly indicated to the faculty member proposing the agenda item as well as in the written distributed agenda. For example, the item might include a note such as, "(Brief announcement, about 3 mins)".
3. FAPC should help ensure that agenda items, as appropriate, have accompanying documents distributed to faculty in advance of the faculty meeting. These documents should include clear goals for discussion or action and should also list what work has been done in advance and who has been consulted.
4. FAPC should produce a short document, to be distributed with the faculty meeting agenda in advance of the faculty meeting, including all items that were proposed for the agenda along with a short explanation for why that item appears or was removed/postponed. Postponed items should be followed by a note indicating the approximate duration of postponement ("one meeting", "next semester"). Faculty members may choose to have their names included or omitted from items that are removed/postponed. The purpose of this document is to make FAPC's decision-making process transparent and to hold FAPC accountable for these decisions.
5. FAPC should include, on the agenda a note stating that faculty with concerns or suggestions about the order or content of the agenda should contact the Clerk and FAPC. Faculty members who have questions about items that are removed/postponed are also welcome to inquire during the Open Question Period.
6. FAPC should consider the following criteria to determine whether proposed items are appropriate for the faculty meeting agenda: Does this item deal with the faculty, faculty governance, or the faculty's responsibilities at the institution?
 - Have the appropriate persons and/or committees been consulted?
 - Would this item benefit from discussion among the entire faculty?

FAPC must bear in mind that there are always exceptions to these rules; it is incumbent upon FAPC to exercise its best judgment on the use of faculty meeting time on behalf of the entire faculty and to be accountable for those decisions.

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

A. GETTING STARTED

It is recommended that the Presenter and faculty member under review (the “candidate”) meet early in the process to discuss the review process, the materials that the candidate will provide for the dossier, and the guidelines for preparation of the dossier. An initial meeting with the Presenter, candidate, Associate Provost (or designee if recused), and the Coordinator for Faculty Hiring and Review (hereinafter “Review Coordinator”) will also be scheduled in the early part of the process.

B. CANDIDATE SUBMISSION OF MATERIALS FOR REVIEW

By the deadline specified in Section H below, the candidate will upload to Interfolio several items to be shared with reviewers and included in the dossier reviewed by Academic Council:

- **the candidate's CV;**
- **examples of the candidate's scholarly writing or artistic or performance- based work;**
- **a "Research Statement": the candidate's description of their research or artistic program and plans for future work, to be shared with external reviewers**
- **a "Professional Profile": the candidate's description of their research or artistic program, teaching, and service, to be shared with departmental reviewers, the relevant Bryn Mawr chair(s), and community members (see below for discussions of all three categories).**

In exceptional circumstances, and with approval from the Provost, additional documents may be provided.

The candidate is encouraged to consult with colleagues on decisions about the CV (such as how to show the status of research products that are not yet published), the number of documents to upload, and how to write the Research Statement and Professional Profile. These questions can also be raised at the orientation meeting with the presenter, Associate Provost, and Review Coordinator.

The candidate should inform the Review Coordinator and presenter if there are hard-copy materials (such as a book) that they would like to include as part of their research materials. Typically, we purchase sufficient copies of such materials to mail them to external reviewers at their request and have a few copies available for Bi-Co faculty reviewers and Academic Council.

At a later date (typically a few weeks before the dossier is presented to Academic Council), the candidate may provide to the Review Coordinator a "Personal Statement", which will be shared with Academic Council but not with external reviewers, departmental reviewers, the BMC chair, or community members. Providing a Personal Statement is entirely optional; it is available to a candidate should they want to provide a statement to Academic Council that they do not want to share with reviewers, e.g., to share information about circumstances in their department or of a personal or confidential nature.

C. EXTERNAL REVIEWERS (Invitations made by the Presenter)

The most important and often intense work for the Presenter is selecting scholars outside the Bi-College community who are experts in the research field of the

candidate. These scholars will be referred to as external reviewers. *Because of the importance of this selection process, please review this section closely.*

For reappointment and promotion to Full Professor cases, a minimum of FOUR letters from external reviewers is required. **One** of these may be named by the candidate and this reviewer must be invited, if so named. For tenure and tenure and promotion cases, a minimum of SIX letters from external reviewers is required. **Two** of these may be named by the candidate, and these reviewers must be invited, if so named. The candidate is encouraged to contact the reviewer(s) they wish to name, in order to ascertain that they are willing to serve in that role. The candidate's named reviewer(s) should be provided to the Associate Provost and Review Coordinator by email at the time of the candidate document upload. The Associate Provost will share these names with the Presenter after the Presenter has independently developed their list of potential external reviewers.

The Presenter should strive for diversity in the group of external reviewers, where possible. At least one external reviewer should be a faculty member at a liberal arts college. The set of external reviewers should seek to achieve gender balance, if known. When the candidate's work covers more than one subfield within their discipline, or the work is interdisciplinary, the set of external reviewers should cover all relevant areas. A subset of the external reviewers should extend beyond the candidate's narrow field or specific sub-area of expertise.

The reviewers identified by the Presenter must be independent (i.e., not substantial collaborators, graduate advisors, post-doc advisors, students, or close personal friends of the candidate), maintaining as many "degrees of separation" from the candidate as possible. The Presenter is welcome to consult with the Associate Provost on judgment calls, such as how to consider cases where a candidate's publication has many co-authors.

The identification of external reviewers typically unfolds in two stages: an information-gathering/exploratory phase followed by a list-development phase. In the information-gathering stage, potential external reviewers may be identified in part through consultation with members of the department or counterpart departments at Bryn Mawr or Swarthmore College, but **the Presenter must also consult with persons outside the Tri-Co.** Journal editors, persons footnoted or referenced 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). It is typically useful to ask most people contacted for additional recommendations of potential reviewers. These information-gathering contacts may be made by phone or email (see sample text below). The Presenter should keep detailed notes on the process used to identify potential external reviewers, since this will be a crucial part of the Presenter's statement in the dossier.

Once the information-gathering stage has produced a substantial list of plausible reviewers (at least 15) and, ideally, some names that were suggested more than once, the Presenter identifies their preferred potential reviewers and asks them if they would write a letter if so asked (making sure to convey that we do not provide remuneration to external reviewers and that their letter may be viewed by the candidate's tenured departmental colleagues). This process should continue until the Presenter identifies at least 6 reviewers (or 8 for a tenure case) who agree to

write if asked; these numbers will help to ensure that the minimum number of letters described above is received for the dossier. As in the previous stage, these inquiries may be made by phone or email.

Once the Presenter has a list of at least 15 plausible reviewers, of whom at least 6 (or 8 for tenure) have agreed to write if asked, this list of 15 or more potential external reviewers must be shared with the Associate Provost (prior to the final selection of those referees who will be invited to write and before any official invitation to write a review is made). The Presenter should provide the Associate Provost the list of names and affiliations, a summary of how the names were obtained, and an indication of which individuals have agreed to write if asked. This list of 15 or more potential external reviewers may include those who have declined to write and those whom the Presenter has consulted but whose willingness to write has not been sought.

After the list of 15 or more potential evaluators has been reviewed by the Associate Provost, the candidate will receive this **full** list (as an alphabetized list of names and affiliations and no further information, e.g., the candidate should not know which 6-8 reviewers have agreed to write if asked) in the form of an official letter from the Presenter (see sample text below). The candidate is then required to explain in writing their relationship with each potential reviewer, especially addressing the provision that “the final list of independent outside referees should maintain as many ‘degrees of separation’ from the candidate as possible” (i.e., not collaborators, graduate advisors, post-doc advisors, students, or close personal friends of the candidate). The candidate does not have veto power, but may express concerns or reservations, including conflicts of interest or other concerns relating to the ability of the potential external reviewer to be objective. The candidate’s written response to the list of potential external reviewers is included in the dossier provided to Academic Council.

After receiving this written response from the candidate to the list of potential external reviewers, the Presenter and Associate Provost will work together to select the final list of reviewers, striving for balance in attributes deemed important for the case as described above. To facilitate this process, the Presenter should provide to the Associate Provost their suggested list of external reviewers, including each reviewer’s qualifications (a CV is best), the URL of the reviewer’s website (if available), and the procedure that was used to identify the individual as a reviewer.

Once the Associate Provost and Presenter have selected the final list of external reviewers, the Presenter should share a draft of the formal invitation letter (see sample text below) to be sent to external reviewers with the candidate and then get approval of that letter from the Associate Provost. 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 external reviewers, or the identities of the final list of reviewers, to be provided to the candidate.

Finally, the Presenter should meet with the Review Coordinator to learn how to issue invitations through Interfolio and then formally invite each chosen external reviewer through Interfolio to provide a review and their own CV, with the invitation

configured to give the reviewer access to the following materials on Interfolio :

- the candidate's C.V.;
- the examples of scholarly writing or artistic or performance-based work
- the Research Statement

When providing a deadline to the external reviewers, the Presenter should build in a grace period so that a short delay in receiving a letter will not hold up the preparation of the dossier. As the deadline for the receipt of external letters approaches, the Presenter should check on Interfolio for letters received and follow up with external reviewers for those letters not yet received.

D. OTHER PERSONS ASKED TO WRITE LETTERS

1. Department Members (invitations made by the Presenter)

All current tenure-line or Continuing Appointment members of the department(s) or program(s) to which the candidate was appointed (as defined in the letter of appointment) will be invited to write individual letters. This remains true even when a department/program is Bi-Co or Tri-Co. Adjustments to this list of department/program members must be approved by the Provost.

Emeritus or former tenure-line or Continuing Appointment department/program members can be added to this category upon request by the Candidate. Past or present visiting faculty in the department(s)/program(s) can be added upon request by the Candidate.

Invitations to department members are made by the Presenter through Interfolio, with the invitations set up to give reviewers access to the following materials on Interfolio:

- the candidate's CV;
- the examples of scholarly writing or artistic or performance-based work
- the Professional Profile (see description above).

These invitations should convey that, by state law, candidates have the right to inspect letters submitted by other Haverford College employees. Sample text for these invitations can be found below; any desired changes to this text should be agreed to by both the Presenter and Candidate and then approved by the Associate Provost.

Tenured members of the department will be given access by the Review Coordinator to the letters from external referees before they are required to turn in their own letters; be advised that the external letters often arrive about a week before the deadline for department letters. **Tenured department members must make clear in their letter whether or not they read the letters from external reviewers;** please be sure to review the letters from tenured faculty to assure that this is appropriately noted.

2. *Bryn Mawr Chair (invitation made by the Presenter)*

If the candidate is appointed to a department/program that is not Bi-College, and if there is a counterpart department/program at Bryn Mawr, the chair of that department/program is invited to submit a letter. The chair should consult their colleagues when preparing the evaluation. The Bryn Mawr chair may provide one letter, or may ask their colleagues to provide their own written responses.

The invitation to the Bryn Mawr chair is made by the Presenter through Interfolio, with the invitation set up to give the Bryn Mawr chair access to the following materials on Interfolio:

- the candidate's CV;
- the examples of scholarly writing or artistic or performance- based work
- the Professional Profile

Sample text for this invitation can be found below; any desired changes to this text should be agreed to by both the Presenter and Candidate and then approved by the Associate Provost.

3. *Other Community Members (invitations made by the Review Coordinator)*

In addition to the above letters, the dossier will contain letters from faculty members/administrators/staff outside the department who can comment on the faculty member's community service. To start this process, the Review Coordinator will provide, and the candidate will confirm, the list of all those who served on a committee (as listed in the annual service assignment letter) with the candidate during the previous three years; these community members will automatically be invited to write. In addition, the candidate may provide up to 15 names of other past or present faculty or staff in the Tri-Co to invite, along with the context in which the candidate worked with those colleagues. This list of 15 can include current or former students if the Candidate's interaction with the student was more as a community member (e.g., on a committee) than as an instructor or mentor.

Invitations to community members are made by the Review Coordinator through Interfolio, with the invitation set up to give the reviewer access to the following materials on Interfolio:

- the candidate's CV;
- the examples of scholarly writing or artistic or performance- based work
- the Professional Profile

These invitations should convey that, by state law, candidates have the right to inspect letters submitted by other Haverford College employees. Sample text for these invitations can be found below; any desired changes to this text should be agreed to by both the Presenter and Candidate and then approved by the Associate Provost. The Review Coordinator will use the sample text unless otherwise advised by the Presenter.

4. *Students (invitations made by the Review Coordinator)*

The dossier includes survey responses from students who worked with the Candidate in a class or senior thesis/capstone project (see below for text of invitation letters and survey). The list of students to invite is constructed in three steps:

- a) The Review Coordinator will obtain through Bionic a list of all currently matriculated students who have worked with the Candidate in class or in senior thesis/capstone projects. The Candidate will review this list for accuracy. In addition, as per the temporary guidelines in Sec. G below, the Candidate can decide to invoke option (a) or (b) to remove the names of certain students who took a course taught by the Candidate in Spring 2020 or Fall 2020. After this Candidate review (and possible invocation of the temporary guidelines), invitations will be issued to all names remaining on this list.
- b) The Review Coordinator will build an initial list of alumni who have worked with the faculty member in class or in senior thesis/capstone projects. For third-year reappointment or tenure cases, the Review Coordinator will include in this initial list of all such alumni since the candidate's time of hire for whom the Review Coordinator has email addresses. For other cases, the initial list will typically only go back to the previous review or, at most, eight years. If this initial list is prohibitively large, the Review Coordinator and Presenter will coordinate to select a subset that aims for a representative sample in terms of grades (high, average and low), majors versus non-majors, and potentially other categories that they determine to be pertinent to the case. The Candidate will review the initial list for accuracy. In addition, as per the temporary guidelines in Sec. G below, the Candidate can decide to invoke option (a) or (b) to remove the names of certain students who took a course taught by the Candidate in Spring 2020 or Fall 2020. After this Candidate review (and possible invocation of the temporary guidelines), invitations will be issued to all names remaining on this list.
- c) The candidate may provide up to 20 student names, which can be any mix of currently matriculated students or former students (as far back in time as the candidate wishes), who will definitely be invited if the candidate also provides their email addresses. If the candidate does not provide email addresses, the Review Coordinator will endeavor to acquire a current email address but cannot guarantee that this effort will be successful.

The candidate may provide to the Review Coordinator any student names (currently matriculated or alumni) who were involved in an Honor Council case with the candidate. Being on this list will not impact a student's inclusion in the list of invited letter-writers, but if a letter is provided from such a student, that letter will be marked in the dossier as involving an Honor Council case.

The Review Coordinator will mark on each response to the student survey that student's grade(s) in the candidate's course(s).

The names of students providing evaluations (like the names of external reviewers) are confidential and must not be shared with the candidate.

5. *Pre-major advisees (invitations made by the Review Coordinator)*

The dossier will include survey responses from students who were pre-major advisees of the Candidate. The Review Coordinator will provide to the candidate a list of all currently-matriculated students who are pre-major advisees of the Candidate; the Candidate then reviews of this list for accuracy. In addition, as per the temporary guidelines in Sec. G below, the Candidate can decide to invoke option (a) or (b) to remove the names of certain students who took a course taught by the Candidate in Spring 2020 or Fall 2020. After this Candidate review (and possible invocation of the temporary guidelines), invitations will be issued to all names remaining on this list (see below for text of invitation letters and survey).

E. 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 the external reviewers, 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. does have access to the candidate's Research Statement;
4. provides comments that are generally separate from their own assessment as a colleague of the candidate; and
5. has limited time available to prepare their statement, since the Presenter will need the glossator's letter when preparing their statement.

The Review Coordinator should contact the glossator and presenter once the glossator is identified, to put them in touch with each other and remind them of the glossator's responsibilities. Typically, the glossator's role is to offer advice to Academic Council when there are differences in opinion on the candidate's scholarly work. The glossator need not provide a summary of the external reviewers' views, but, to the extent possible, should comment on the expertise of the reviewers and their experience and standing in the scholarly field. The Presenter should provide the Glossator a code (a letter for each reviewer) and the Glossator should use that code (e.g. "Reviewer A") throughout their letter.

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.

F. PREPARATION AND SUBMISSION OF THE DOSSIER

The Presenter should consult with the Review Coordinator at least two weeks before the date by which the dossier is due to Academic Council, read the dossier in full, and prepare a statement for inclusion in the dossier.

The Presenter's Statement should include a detailed description of the methodology used to identify each reviewer and their qualifications for having been selected to review the dossier. The Presenter's statement should protect the anonymity of external reviewers and minimize the extent to which the report would have to be redacted if made available to the candidate, by referring to reviewers using the Code Key provided to the Glossator (e.g., "Reviewer A"). **The Code Key should be provided on a separate sheet at the end of the Presenter's report.**

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 they believe will be helpful to Academic Council in its deliberations. A sample Presenter's Statement is included below.

1. The dossier, which is compiled by the Review Coordinator, should be organized as follows:
 - a. The Presenter's statement, the CVs of the external reviewers (provided by the external reviewers through Interfolio), the candidate's comments on the potential external reviewers, and the Code Key (with annotations);
 - b. Candidate's CV, Research Statement, Professional Profile, and Personal Statement;
 - c. Glossator's statement;
 - d. Letters from external reviewer(s) selected by the candidate, and appropriately flagged as such;
 - e. Letters from external reviewers selected by the Presenter;
 - f. Letters from departmental/program members;
 - g. Letter from Bryn Mawr Chair;
 - h. Letters from community members;
 - i. Summary statistics of alumni and student letters;
 - j. Letter relating to Fall 2020 strike (see approved text below)
 - k. Letters from alumni, organized by course/year and then alphabetically;
 - l. Letters from current students, organized by course/year and then alphabetically. For students/alumni who have taken several courses with the candidate, the letter should be placed appropriately by order of the first course taken with the candidate and then alphabetically;
 - m. Letters from pre-major advisees, organized alphabetically.

Academic Council has ruled that it will not recognize anonymous letters; therefore, unidentified letters may not be included in the dossier.

2. 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 shown below.
3. The Review Coordinator will upload the dossier to Interfolio by noon on the Wednesday in the week preceding the Monday Council meeting (i.e., 5 days prior to the scheduled meeting), if possible.

G. Additional temporary guidelines in effect until July 2028 (at which point this section should be automatically removed from the Handbook)

1. *In the first meeting with the faculty member, the Review Coordinator should also ask whether they would like to include letters from students in their Spring 2020 and Fall 2020 courses. Letters from these students are opt-in due to the COVID-19 pandemic. Faculty being evaluated may choose to exclude letters from either or both of Spring 2020 and Fall 2020, and may also choose any of the following specific implementations of the students included:*
 - a. *Exclude letters from any student who was in a course in the excluded semester(s), even if they took other courses with the faculty member in other semesters. The faculty member may optionally choose to invite up to 10 of these students to write, in addition to the usual list of faculty-included students.*
 - b. *Exclude letters from any student who was in a course in the excluded semester(s), but include those students who took other courses with the faculty member in other semesters.*
2. *All candidates, whether they opt in to the above student exclusions or not, will have a standardized letter placed in their file reminding Council of the context of the Fall 2020 strike and indicating that, per the President and Provost's letters, no retaliation for strike opinions or actions on the part of the faculty is appropriate. Council members will be encouraged to take any described strike-related activity into account only as a positive. The standardized letter is included below.*

H. CALENDAR FOR PREPARATION AND PRESENTATION OF CASES

The following calendar, as formally contained in the Faculty Handbook, applies to all tenure-line faculty and faculty on continuing appointment unless stated otherwise in the letter of appointment.

- [a. For tenure-line faculty hired before July 1, 2013, the deadlines apply only for promotion to full professor.
- b. For faculty on continuing appointment hired before July 1, 2013, deadlines will apply only after their contract is next up for review.
- c. For faculty hired on or after July 1, 2013, deadlines apply for *all* personnel cases.

This bracketed information will be redacted from the Faculty Handbook on June 30, 2021.]

Target Date	What is Due	Notes
April 15	Each candidate being reviewed in the upcoming academic year submits their CV and a preliminary 2-4 paragraph overview that describes the field of research. This overview is intended to help the Office of the Provost 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 (hereinafter referred to as "Guidelines").	These materials are submitted to the Provost. 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.
July 15	All candidates for tenure, promotion to Full Professor, and those continuing appointment cases requiring outside letters will submit materials for their dossiers to the Office of the Provost as specified in the relevant parts of the Guidelines. Specifically, these materials include: a statement on scholarship for external reviewers; a CV; and relevant examples of publications/scholarly work. The candidates must also submit their Professional Profile (which includes a description of research, teaching and service) at this time, to be viewed by department and community members. Candidates may not submit new materials for external review after this date.	Candidates may not submit new material after this date, except for the Personal Statement (see below), but updates may be communicated to Academic Council through the Provost after the date of submission
a few weeks before the presentation to Council	All candidates for tenure, promotion to Full Professor, and those continuing appointment cases requiring outside letters may submit their Personal Statements for Academic Council to the Office of the Provost.	The Personal Statement is optional, at the discretion of the Candidate.
	Target dates will be determined for Presenters to forward tenure and promotion, as well as Promotion to Full Professor, candidates' dossiers to the Provost's Office for final review. Review of tenure and promotion to full dossiers will begin in late fall semester.	
Wednesday after fall break	All candidates for reappointment in a tenure-track position or continuing appointment position that does not require outside letters will submit all materials to the Office of the Provost as specified in the relevant parts of the Guidelines. Specifically, these materials include: a statement on scholarship for external reviewers (where applicable); a CV; and relevant examples of publications/scholarly work. The candidates must also submit their Professional Profile (which includes a description of research, teaching and	Candidates may not submit new material after this date, except for the Personal Statement (see below) but updates may be communicated to Academic Council through the Provost after the date of submission.

	service) to be viewed by department and community members. Candidates may not submit new materials for external review after this date.	
a few weeks before the presentation to Council	All candidates for tenure-track reappointment position or continuing appointment position that does not require outside letters may submit their Personal Statements for Academic Council to the Office of the Provost.	The Personal Statement is optional, at the discretion of the Candidate.
	Target dates will be determined for Presenters to forward reappointment candidates' dossiers to the Provost's Office for final review.	
Normally before the May faculty meeting, but no later than July 1	The President will notify candidates of the outcome of the review after approval by the Board of Managers. The Faculty will be informed about the outcome of cases deliberated in a given year by June 30 or when reviews have been completed.	

I. 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.

In exceptional circumstances, Academic Council may request that either the Presenter or the Provost solicit additional letters. If further letters are sought from persons outside Haverford, the procedure used should follow as closely as possible the external reviewer process described in Section B above.

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.

J. CHECKLIST OF ACTIONS TAKEN

Note: Steps are in approximate order of occurrence within each “Procedure”, but Procedures overlap, as shown in the rough summary below (each column is approximately a month long, though schedules vary case by case).

Month 1 (approx)	Month 2 (approx)	Month 3 (approx)	Month 4 (approx)	Month 5 (approx)	Month 6 (approx)
Preparation					
	Candidate Materials				
External Invitations					
			Internal Invitations		
			Student Invitations		
				Dossier Preparation	

In the grids below, each row represents a task, and the last four columns represent people involved in the preparation of the case: the Candidate, the Presenter, the “Review Coordinator” (Coordinator for Faculty Hiring and Review), and the Associate Provost. A grayed-out box means that person is not typically involved in that step.

Action	When	Candidate	Presenter	Review Coord	Assoc Prov
PREPARATION PROCEDURE (usually 4-6 months before case goes to Council)					
Candidate and Presenter receive welcome-document which includes key deadlines for the case and a summary of documents that Candidate will need to provide.	Usually a few weeks before orientation meeting				
Background reading: "Guidelines for Preparation of Cases" and "Advice to Candidates"	As early as possible				
Orientation meeting	Date to be arranged by Review Coord				
Candidate advises Review Coordinator if a book written by the candidate will need to be purchased in order to be provided to external reviewers.	By the time of the orientation meeting				
If a memo of understanding (MOU) exists for candidate's position, the candidate provides it to the presenter, Review Coordinator, and Assoc Provost. (An MOU can be crucial for several aspects of a case, such as defining "the department".)	By the time of the orientation meeting				
Presenter and Candidate debrief after orientation meeting: familiarize Presenter with all aspects of expected dossier, identify lingering questions/concerns	Within two weeks of orientation meeting				

Action	When	Candi date	Present er	Review Coord	Assoc Prov
CANDIDATE MATERIALS PROCEDURE (usually 4-6 months before case goes to Council)					
Candidate prepares materials for reviewers (see Sec. B above); welcome to share drafts for advice (could be w/Presenter but need not be)	In the months before the upload deadline				
Candidate uploads materials to Interfolio: CV, Research Statement, Professional Profile, scholarly products for review.	Deadline provided by Review Coord				
Candidate emails name(s) of chosen external reviewers to Associate Provost and Review Coordinator	Same deadline as upload deadline				
Presenter and Candidate are advised by Review Coordinator of due-diligence check of uploaded materials (that they are present and legible); at this point materials are visible to Presenter and Assoc Provost as well	Within a few days of upload deadline				
(Optional) Candidate may provide a Personal Statement, to be seen only by Academic Council, the Presenter, and Review Coordinator.	Deadline provided by Review Coord (usually well after other deadlines for candidate materials)				

Action	When	Candi date	Present er	Review Coord	Assoc Prov
EXTERNAL REVIEWER INVITATIONS PROCEDURE (usually 3-6 months before case goes to Council)					
Candidate orients Presenter to field of research (could involve in-person conversation and/or sharing of materials like draft CV or research/teaching statement prepared for pre-case meeting with Provost). Candidate may suggest TriCo names for consultation, but should not provide non-TriCo names.	As early as possible				
Presenter identifies potential external reviewers ⁷ , Exploratory Stage: TriCo consultations, then beyond, e.g., using citations from candidate publications, survey of editorial boards or professional assocs. Get to at least 15 potential reviewers, ideally with some overlapping recommendations. Start taking notes documenting your process, since you will include these details in your Presenter’s statement.	4-6 weeks before invitation deadline				

⁷ Strive for diversity in the overall group of external referees, where possible. At least one letter should be from an individual who works in a liberal arts setting. Strive for gender balance, if possible. When the candidate's work covers more than one subfield within their discipline, Academic Council will want expert independent assessments that cover all relevant areas. Academic 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 reviewers should allow for these selection contingencies.

<p>Presenter identifies potential external reviewers, List-Development Stage: ask top candidates if they are willing to write if asked. Need 6 (or 8 for tenure case) who are willing.</p>	<p>3-5 weeks before invitation deadline</p>				
<p>Presenter asks Associate Provost for candidate-named external reviewers and adds them to their own list of 15+ <i>potential</i> external reviewers; shares combined list with Assoc Prov for approval. Presenter receives from Assoc Prov the name(s) of external reviewers chosen by candidate.</p>	<p>2 weeks before invitation deadline</p>				
<p>Presenter shares this same list of potential external reviewers, plus those named by candidate (but alphabetized names and affiliations only) with Candidate for comment as to connections and/or concerns (sample text available). (The list of potential external reviewers includes many people who will not be invited to write. This larger list is shared to provide anonymity to those who eventually provide a letter. Candidate should <i>not</i> gain insight into which people from this list are likely to write for their case.)</p>	<p>1.5 weeks before invitation deadline</p>				
<p>Candidate comments in writing (email OK) on each potential external reviewer. Make a separate comment about each name, even if just to say you have no connection to that person. Send to Presenter, Review Coord, and Assoc Prov.⁸</p>	<p>1 week before invitation deadline</p>				

⁸ The Candidate does not have veto power over potential external reviewers, but the Candidate's

Presenter reviews template letters for all invitations (external, dept, BMC chair, community), makes revisions that seem warranted; shares with Candidate for feedback	1 week before invitation deadline (could be sooner)				
Presenter and Assoc Prov discuss final list of external reviewers to invite and any proposed changes to all invitation letters, Assoc Prov approves. Presenter shares any changes to community member invitations with Review Coord.	by 3 days before invitation deadline				
Presenter training session with Review Coord on issuing invitations in Interfolio	By day before invitation deadline				
Presenter invites external reviewers through Interfolio	Deadline provided by Review Coord				
Begin to draft Presenter's statement, especially the detailed description of procedure followed to identify external reviewers	Not due until just before dossier finalized, but best to start while memory of this process is fresh.				

comments and concerns will be considered by the Presenter and Associate Provost in finalizing the list of invited external reviewers. The Candidate's comments on each potential external reviewer will also appear in the dossier provided to Academic Council.

Action	When	Candi date	Present er	Review Coord	Assoc Prov
INTERNAL REVIEWER INVITATION PROCEDURE (usually 2-3 months before case goes to Council)					
Candidate receives tentative list of “Department Members” and BMC Chair from Review Coord. Candidate confirms and shares with Presenter	At orientation meeting				
Candidate receives from Review Coord list of those who served with the candidate on a committee during the past three years. Candidate confirms.	At orientation meeting				
Candidate provides Review Coordinator a list of at most 15 additional “community members” (in TriCo), with indication of how they worked with candidate	By 2 weeks before internal invitation deadline				
Presenter issues invitations through Interfolio to department members and BMC chair. Remind all internal reviewers who are Haverford employees that per state law their letter may be shared with the Candidate.	Deadline provided by Review Coord				
Review Coordinator issues invitations through Interfolio to community members. Remind all internal reviewers who are Haverford employees that per state law their letter may be shared with the Candidate.					

Action	When	Candidate	Presenter	Review Coord	Assoc Prov
STUDENT INVITATION PROCEDURE (usually 2-3 months before case goes to Council)					
Candidate reviews student Web survey; can change how candidate is referred to; confirm that list of classes is correct	At orientation meeting				
Candidate receives from Review Coord list of past students (may come in two parts, pre- and post-2013); Candidate reviews for accuracy and advises Review Coord of any necessary changes	By 2 wks before invitation deadline				
Candidate receives from Review Coord list of pre-major advisees who are still students; Candidate reviews for accuracy and advises Review Coord of any necessary changes	By 2 wks before invitation deadline				
Presenter and Review Coord confer on whether the number of alumni is sufficiently large as to indicate a sample should be taken. If a sample is to be taken, the Presenter and Review Coord agree on the details.	By 2 wks before invitation deadline				
Candidate provides student names to Review Coord (up to 20 names, any mix of current and former students, with email addresses if possible)	By a week before internal invitation deadline				
Review Coord issues student invitations (currently matriculated, alumni, pre-major advisees)	Deadline provided by Review Coord				

Action	When	Candi date	Present er	Review Coord	Assoc Prov
DOSSIER PREPARATION PROCEDURE (usually 2-4 weeks before case goes to Council)					
Presenter tracks arrival of external reviewer letters and issues reminders as necessary. Once a letter has arrived, thank the reviewer in whatever way you prefer.	In the 2 weeks before the external reviewer deadline				
External evaluations due	Deadline provided by Review Coord				
Review Coordinator makes external letters available on Interfolio to Glossator and tenured department members. Review Coord confers with Glossator about Glossator's responsibilities and reminds them that per state law their letter may be shared with Candidate.	1-2 days after external reviewer deadline				
Presenter creates the code key (A = name, B = name, etc.) for external reviewers and provides it to Review Coord and Glossator	1-2 days after external reviewer deadline				
Presenter tracks arrival of department letters and issues reminders (department members who choose not to write must decline in writing)	During the week before department letters are due				

Department-member, Community member, and Glossator letters due (first two uploaded to Interfolio; Glossator letter emailed to Presenter and Review Coord)	Usually about a week after external reviewer deadline				
Review Coord produces summary statistics of student letters	Soon after student letter deadline				
Presenter reads entire dossier, writes Presenter statement (with Code Key at end), and sends it to Review Coord	Deadline provided by Review Coord				
Review Coord assembles dossier and provides access to the finished digital product.					

K. SAMPLE LETTERS AND DOSSIER MATERIALS

1. *Sample - Table of Contents for Dossier*

CONSIDERATION OF <Candidate's Name> FOR <reappt, tenure/promotion, etc.>

Date:

- A. Presenter's Section
 - 1. Presenter's Statement
 - 2. Code Key
 - 3. Comments by the Candidate regarding potential reviewers
 - 4. CVs of external evaluators
- B. Candidate Materials
 - 1. Curriculum Vitae
 - 2. Research Statement
 - 3. Professional Profile,
 - 4. Personal Statement for Council (optional)
- C. Glossator's Statement
- D. Letters from Referees; alphabetical, after the Candidate's choice(s)
- E. Letters from Department faculty
 - 1. Haverford College
 - 2. Bryn Mawr College
 - 3. Swarthmore College
- F. Letters from other Faculty and Staff
 - 1. Haverford College
 - 2. Bryn Mawr College
 - 3. Swarthmore College
- G. Letters from Students
 - 1. Statistics and Classes Taught
 - 2. Alumni
 - a. List
 - b. Evaluations (lowest-numbered classes first and alphabetical within those classes)
 - 3. Current students
 - a. List
 - b. Evaluations (lowest-numbered classes first and alphabetical within those classes)
 - 4. Pre-Major Advisees
 - a. List
 - b. Evaluations
 - 5. Appendix
(These student letters were received after the initial deadline; in numerical order, according to the time and date received)

2. Sample - Letter to Departmental Colleagues

(to be sent through Interfolio or other online site currently in use)

Dear <Colleague's Name>,

I am writing to you as a colleague of <Candidate's Name>, to ask for your assistance in evaluating their 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 their likely contributions to its success in the future?

[For department members who will have access to external letters: We expect to have the letters from external referees available by <date>. When writing your letter, please **explicitly state whether or not you have already read those outside letters.**]

<Candidate's Name>'s curriculum vitae, Professional Profile, and selected works are available online on Interfolio using the link provided in this letter.

Your response will be needed by <Date>, so that my statement to Academic Council may be prepared on time. Please accept my thanks in advance for your help on this important matter.

Sincerely,

<Presenter's Name>

Presenter for <Candidate's Name>

Please be reminded that, according to Haverford College's personnel policy, the candidate may have access to internal letters at their request.

3. *Sample - Letter to Bryn Mawr Chair*

(to be sent through Interfolio or other online site currently in use)

Dear <Colleague's Name>,

On behalf of Haverford's Academic Council, I am writing to you in your capacity as Chair of the Bryn Mawr <Department> to ask 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 that provide perspective on <Candidate's> role in the Bi-College <Department> community will be particularly welcome.

<Candidate's Name>'s curriculum vitae, Professional Profile, and selected works are available online on Interfolio using the link provided in this letter.

Your response will be needed by <Date>, so that my statement to Academic Council may be prepared on time. Please accept my thanks in advance for your help on this important matter.

Sincerely,

<Presenter's Name>
Presenter for <Candidate's Name>

4. *Sample - Letter to Non-Departmental Colleagues*
(to be sent through Interfolio or other online site currently in use)

Dear <Colleague's Name>,

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

As our records indicate that 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 their contributions to the Haverford College community. [You may want to tailor this paragraph to reflect a particular connection with the candidate, about which you especially invite feedback, or if the invitee is from outside Haverford.]

To assist you in writing a letter, <Candidate's Name>'s curriculum vitae, Professional Profile, and selected works are available online on Interfolio using the link provided in this letter. Depending on the nature of your interactions with <Candidate Name>, you may not need to consult these resources, but feel free to consult them if they will be helpful to you in writing your letter.

Your response will be needed by <Date>, so that my statement to Academic Council can be prepared on time. Please accept my thanks in advance for your help on this important matter.

Sincerely,

<Presenter's Name>
Presenter for <Candidate's Name>

Please be reminded that, according to Haverford College's personnel policy, the candidate may have access to internal letters at their request.

5. Sample - Letter to Candidate regarding External Reviewers

Dear <Candidate's Name>,

I am writing to let you know the names of the persons being considered as external reviewers. For each name, please explain in writing your relationship to that potential reviewer. Please provide a separate comment about each name. You do not have a veto, but you may express concerns or reservations, including conflicts of interest or other concerns relating to the ability of the potential external reviewer to be objective in review of your scholarship. Your written responses about each of the potential external reviewers will be included in the dossier presented to Academic Council. I will need your response by <Date>.

Potential External Reviewers (full list under consideration):

Provide names in alphabetical order, with affiliations (including those who have agreed to write and those who have declined or have yet to respond. Do not disclose this information to the candidate; only provide the list of names and affiliations)

Sincerely,

<Presenter's Name>

6. Sample - Initial Letter to External Reviewers

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,

Please allow this correspondence to introduce me, XX, a faculty member in the XX Department at Haverford College. I am in charge of preparing the <third-year reappointment to Assistant Professor/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].****

[IF NOT LOOKING TO CONDITIONALLY INVITE THIS PERSON TO WRITE, ASK FOR POSSIBLE REVIEWER NAMES HERE, THEN STOP. OTHERWISE...]

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 reviewers are made available to tenured members of the candidate's department but are otherwise kept confidential.

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 our Associate Provost, at which point we 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, and I would need your letter 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 *(INCLUDE FOR LIBERAL ARTS CONTACT: particularly others at similar institutions to ours)*, I'd be most appreciative.

7. Sample - Formal Letter to External Reviewers

Dear XX,

Thank you for agreeing to serve as an outside reviewer for [Candidate's name], who is currently a candidate for [Third-year Reappointment to Assistant Professor; Tenure; Tenure and Promotion to Associate Professor; or Promotion to 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. You should note that, in addition to Academic Council and myself, tenured members of the candidate's Department also will have access to your letter, but otherwise your letter will be kept confidential. A Glossator from the [Candidate's department] department will also review your letter in order to explain any particular disciplinary perspectives that otherwise might not be clear to members of Academic Council. 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] as you can give. Please help us by addressing the following:

- The nature of your previous knowledge of and contact with their work.
- 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 [reappointment, t and p, 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 their field(s)?
- Does the research display the breadth of knowledge and critical capacities you would expect at this stage?
- Please provide the best possible advice to the candidate for the next phase of their work.

Our review will also address the areas of teaching and professional collegueship. Should your acquaintance with the candidate provide experience with these aspects of their academic profile, please reflect on these other areas in your evaluation.

As you can see from this letter, we are using Interfolio to collect your letter (as well as your CV). Clicking on the "I Accept" button will take you to a webpage with [Candidate]'s CV, research statement and a selection of their published and forthcoming

work. Once you are ready to upload and submit your letter, please do so by clicking on “Select File for Upload” and then “Submit Evaluation” at the bottom of that Interfolio webpage. (If you already have an Interfolio account, you can upload your letter from the Letter Writer section of your dashboard.)

To ensure a timely preparation of [Candidate]’s dossier, we would need your response by [one week before external evaluator deadline]. If, for any reason, you are unable to provide an evaluation, please let me know at your earliest convenience ([Presenter’s email address](#)).

If you encounter any problems with the Interfolio system, please feel free to seek assistance directly from Interfolio at help@interfolio.com or (877) 997-8807. You may also contact XXX, the Coordinator for Faculty Hiring and Review, at XXX@haverford.edu or 610-896-1238. If you have other questions I can help with, please email me ([Presenter’s email address](#)).

Please accept our thanks for your important service.

Sincerely,

[Presenter’s name]
Presenter for the case of [Candidate’s name]

8. Sample Email to Alumni and Current Students

Dear <Student Name>

<Candidate's Name> is being considered for <Reappointment to a second three-year term in a tenure-track position; Tenure; Tenure and Promotion to Associate Professor; or Promotion to the Rank of Associate or Full Professor> at Haverford, and I am reaching out to you as someone who has had <Candidate's Name> as a teacher or thesis advisor to ask for your feedback on that experience. Student feedback, both positive and negative, plays a critical role in decisions at Haverford about retaining and promoting faculty. As a result, we would especially appreciate your feedback on <Candidate's Name> to help us understand their teaching and mentoring contributions to the Haverford community.

We are collecting student feedback for this case using an online survey that can be found at

<provide link>

Your survey responses will be seen only by those charged with preparing the case (myself and members of our Provost's Office), the College President, and the five faculty members on our Academic Council who advise the College President on personnel cases. Your comments will be otherwise held in strict confidence. In particular, no member of the <Candidate's Department> will have access to your comments; if any of its members were on Academic Council, they would be recused from participating in a review of this case.

In order for your feedback to be considered, we will need to receive your evaluation by <due date>. If you have any questions, please feel free to contact me, or XXX, Coordinator for Faculty Hiring and Review, at XXX@haverford.edu or 610-896-1238. Further information, including where to send a hard copy letter if this is your preference, can be found on the online evaluation page (link above).

Please accept my thanks in advance for your help on this important matter.
Sincerely,

<Presenter>
Presenter for [Candidate's name]

9. Sample Online Evaluation Form for Alumni and Current Students

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>

We appreciate an evaluation of your experience with <candidate name>. We have divided our request for feedback into six different categories- course design, teaching ability, impact on you, advising/mentoring, community involvement, and suggestions for improvement.

If you prefer to submit a written letter, it can be sent to XXX via campus mail or regular mail to Office of the Provost, 370 Lancaster Ave, Haverford PA 19041. You may also submit your letter via email to XXX@haverford.edu. 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. Thanks!

If a question is not applicable, please feel free to refrain from entering a response.

Name First Last (as known when at HC/BMC/Swat if different from current)

Email

School Haverford Bryn Mawr

Class of

1. Knowing your academic situation will enable us to place your comments into the correct context. What was, is or will likely be your major/minor? If you are an alumnus/a, what is your current position?
2. 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:

3. What, if any, 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:

4. What is your overall evaluation of the course(s) you took from <Candidate name>? For example: how well did you learn the subject matter? How interesting did you find the course(s)? In what ways were you challenged or

exposed to new ways of thinking? Do you have comments or specific details of how <Candidate name> designed the course(s)?

5. What is your evaluation of <Candidate's name>'s teaching ability? For example, can you describe one moment or anecdote that epitomizes the strengths of <Candidate's name>'s teaching? Can you comment on consultations with <Candidate name> outside of class time? Did you get useful and timely feedback on your work?
6. What was the impact of <Candidate name> and/or these courses on you? For example: Did you develop skills or perspectives that proved useful later on? Did it further increase your interest in the subject?
7. In what ways did you experience the class(es) as inclusive, supportive, and accessible for you?
8. If <Candidate name> has served as an advisor or mentor for you, please evaluate that experience and its impact on you.
9. Faculty members often contribute beyond the classroom to the broader intellectual and/or cultural experiences at the College. If you are familiar with unique contribution(s) that <Candidate name> has made to the community which have not been discussed above, please describe here.
10. In your opinion, how might <Candidate name> enhance their teaching, advising or other involvement at Haverford?

Thank you for taking the time to complete this evaluation form! If you have any questions please contact XXX at 610.896.1238 or XXX@haverford.edu.

10. Sample Email to Advisees

Dear <Student Name>,

[Candidate's Name] is being considered for [Reappointment to a second three-year term in a tenure-track position; Tenure; Tenure and Promotion to Associate Professor; or Promotion to the Rank of Associate or Full Professor] at Haverford, and I am reaching out to you as someone who has had <Candidate's Name> as an advisor to ask for your feedback on that experience. Student feedback, both positive and negative, plays a critical role in decisions at Haverford about retaining and promoting faculty. As a result, we would especially appreciate your feedback on <Candidate's Name> to help us understand their mentoring contributions to the Haverford community.

We are collecting student feedback for this case using an online survey that can be found at

<provide link>

Your survey responses will be seen only by those charged with preparing the case (myself and members of our Provost's Office), the College President, and the five faculty members on our Academic Council who advise the College President on personnel cases. Your comments will otherwise be held in strict confidence.

In order for your feedback to be considered, we will need to receive your evaluation by <due date>. If you have any questions, please feel free to contact me, or XXX, Coordinator for Faculty Hiring and Review, at XXX@haverford.edu or 610-896-1238. Further information, including where to send a hard copy letter, if this is your preference, can be found on the online evaluation page (link above).

Please accept my thanks in advance for your help on this important matter.
Sincerely,

<Presenter's Name>

Presenter for [Candidate's name]

11. 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).

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? Were they 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? Were they 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 them 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 Coordinator for Faculty Hiring and Review.

12. Sample Presenter's Statement (for the Dossier presented to Academic Council)

Prepared by

[Date]

On [date], the Provost's Office informed me that Academic Council had requested that I serve as presenter for [candidate] in [candidate]'s case for [reappointment, tenure and promotion, or promotion to full] case.

I agreed to do so. On [date], [candidate] and I exchanged emails confirming my role as presenter.

On [date], [candidate] sent me via email attachment several papers and other materials. [Candidate] later sent me an updated cv on [date] and an initial draft of [candidate]'s research statement on [date].

On [date] [candidate] and I spoke by telephone for about 45 minutes to discuss my role as presenter (this could be a face to face or Skype/Zoom meeting as well). I tried to answer any questions that [candidate] had about the process of assembling [candidate]'s dossier for presentation to Academic Council. Later that day, [candidate] sent me a copy of the Memorandum of Understanding that [candidate] signed outlining [candidate]'s responsibilities regarding the X Department and Y Department.

On [date], [candidate] sent me a revised version of [candidate]'s research statement, at least partly in response to my earlier recommendation that [candidate] try to provide more details about the nature of [candidate]'s contribution to co-authored works and collaborative scholarly projects, where relevant. On [date], I emailed [candidate] to pose a number of questions regarding the revised research statement (e.g. which documents would you like to include in the packet that will be made available to the external reviewers? Which of your publications were peer-reviewed? Is it possible to provide any information on the perceived quality of the journals that have published your work? Are you planning on submitting a chapter from your book manuscript? Would it be possible to provide even more information about the nature of your contributions to various papers?)

On [date], [candidate] and I met to discuss the questions that I had posed in my email note of [date]. [Candidate] indicated that [candidate] would try to respond to my questions in another revised research statement.

On [date], the Coordinator for Faculty Hiring and Review sent me several documents, including an intro letter, student lists for classes, various template letters, "Guidelines for Presenters," and "Advice to Candidates from Academic Council".

Between [date] and [date], I carefully reread candidate's research statement and then all of [candidate]'s materials with an eye toward identifying scholars who have influenced [candidate]'s work. I prepared a list of scholars who are cited frequently in [candidate]'s work or who are discussed prominently in key places in [candidate]'s articles and whose work has been published in prominent journals (See Appendix I, Document #1).

On [date], I emailed [name], chair, Department of X, to ask if [chair] would be willing to recommend external reviewers who might be capable of providing me informed and independent assessment of [candidate]'s scholarship in X. I also emailed [name] ([institution]) and [name] ([institution]), both of whom are prominent scholars in the field and to the Chair of the counterpart department at Bryn Mawr College to make the same request.

On [date], I met with [candidate], the Associate Provost, and the Review Coordinator to discuss issues, concerns, and questions specific to [candidate]'s case.

On [date], I sent [candidate] a 1.5-page memo summarizing various suggestions that I had made regarding the preparation of [candidate]'s research statement, which needed to be submitted by [date].

On [date], I emailed [name] and [name], faculty members of the Y Department, to inquire whether they would be willing to suggest external reviewers capable of assessing candidate's research on Y.

On [date], I emailed the senior editors of several journals in which [candidate] has published articles during the past four years requesting their thoughts and suggestions regarding appropriate external reviewers. I sent inquiries to the following individuals: [names and affiliations]. I decided not to contact the editor of [name of publication], [name of author], because [candidate] happened to be one of the co-authors of the article that [candidate] published in that journal.

On [date], I met with the Associate Provost to review the long list of possible external reviewers that I had prepared and had sent to him by email three days earlier (See Appendix I, Document #2). The Associate Provost indicated that they were satisfied with the variety of scholars and approved of the list.

On [date], I sent [candidate] a copy of the draft letter that I planned to send to the potential external reviewers inquiring about their willingness to serve as external reviewers in [candidate]'s reappointment case. I asked [candidate] to review the draft letter and make any revisions that [candidate] thought would be appropriate. I also asked [candidate] to send me, if [candidate] thought it was necessary, an

updated cv, which I would attach to the inquiry emails that I would send to the potential external reviewers. Finally, I asked [candidate] to send me their choice for external reviewer(s) by the deadline of [date] or sooner, if possible.

On [date], [candidate] sent me a slightly revised version of the draft letter to be sent to potential external reviewers and an updated cv. [Candidate] also requested [name], [position], [institution], as [candidate]'s choice(s) for external reviewer(s).

On [date], I began to send emails to all of the scholars on my list of potential external reviewers to inquire if they would be willing to serve as an external reviewer. If they could not serve, they were asked to recommend others and several did so. (See below for a list of potential external reviewers contacted by me).

On [date], I sent follow-up emails to four potential external reviewers I had not yet heard back from (names).

As of [date], I had received the following responses from potential external reviewers:

Name	Affiliation	Response	Names of Other Scholar recommended
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*Requested by [candidate]

On [date], I met with the Associate Provost to review the list of potential external reviewers in order to settle on the final list. In making our choices, we considered the credentials and rank of scholars, the quality of institutions, knowledge of [candidate]'s areas of research, diversity of institutions, and diversity of scholars. After deliberating, the Associate Provost and I settled on the following final list of seven external reviewers, including the one requested by [candidate]
Can provide rationale for the external reviewers selected in this paragraph

Name	Affiliation
------	-------------

The Associate Provost also approved of my sending the long list of all potential external reviewers (see Appendix I, Document #2) to [candidate] for [candidate]'s review. Soon after my meeting with the Associate Provost concluded, I sent that list to [candidate], requesting that [candidate] notify me of any reservations or possible

conflicts of interest within a week.

On [date], [candidate] replied to my [date] note. [Candidate] expressed no reservations about any of the potential external reviewers. [Candidate] indicated that [candidate] was a collaborator with [name] and a friend of [name], neither of whom is on the final list.

Letters formally requesting each scholar on the final list to participate as an external reviewer were sent out on [date]. The deadline for return of external reports was set for [date].

I sent emails on [date] to the external reviewers reminding them of the [date] deadline. Two of the external reviewers, [names], submitted their letters before the deadline. All other letters were returned to me by [deadline date]. See Appendix I, Document #3 for codes identifying the external reviewers in the Presenter's and Glossator's report.

13. Standardized letter describing the Fall 2020 strike. To be included in all files regarding a faculty member on the faculty as of Fall 2020 until July 2028. This section should be automatically removed from the Handbook as of July 2028.

Dear Academic Council Members,

This letter serves to remind you that in Fall 2020 there was a student-declared strike focused on increasing college support for BIPOC students. The College President and Provost at the time, Wendy Raymond and Linda Strong-Leek, declared that there would be no retaliation for faculty opinions or actions related to the strike. This includes the practices in the classroom during the strike. The College Faculty thus approved this letter to you to serve as a reminder that no faculty should suffer in your reading of their file due to their support for or opposition to the Fall 2020 strike; you are encouraged only to take related actions into account if they have a positive impact on the faculty member's file.

--The Haverford College Faculty, Fall 2020

APPENDIX IV. SUGGESTED SCPC YEARLY PROCESS FOR TENURE-TRACK POSITIONS

Each year, as the SCPC considers how best to allocate college resources—especially tenure-track faculty lines—many rounds of consultation and solicitation of faculty input will be needed. Therefore, it is recommended that this committee begin its work as soon as possible. Regularly scheduled meetings with the President (e.g., twice a year, as appropriate) in advance of recommendations are encouraged. A suggested schedule for the iterative process of allocating tenure-track positions follows.

- Early September: SCPC reviews previous end-of-year report and any approved College Strategic Plan; SCPC determines priorities for the coming year.
- Mid-Late September: announcement of priorities; solicitation of short statements of interest from faculty and programs.
- Mid-October: short statements of interest due; SCPC shares requests with the full faculty to facilitate linking of requests that may have similar goals.
- Late October: SCPC begins meeting with interested programs.
- November: additional or follow-up meetings with interested programs.
- Mid-December: full proposals due to SCPC.
- January: proposal review and feedback.
- February/March: recommendations to President and Provost made; recommendations discussed at next available faculty meeting. Note that these presented recommendations should include tenure-track line allocations as well as any other recommendations made by the committee during the year if not previously presented, such as recommendations on the creation of new departments.
- April/May: President and Provost respond to all recommendations at faculty meeting, if they have not done so already.
- April/May: SCPC may hold discussions with programs whose proposals were not recommended, or other programs who are considering submitting a statement of interest in the next academic year. Programs which are considering significant changes in the following academic year (e.g., creating a new major, minor, or concentration) should begin discussions with SCPC at this time, if they have not already.
- April/May: SCPC writes an end-of-year report which is shared with the faculty at the last faculty meeting of the year. If the final version of the report is not yet written, SCPC presents its work orally.

APPENDIX V. 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 their file. An individual may see only their 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 Controller's Office is available for inspection upon request for an appointment.

APPENDIX VI. POLICY ON MISCONDUCT IN SCHOLARSHIP BY FACULTY

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 VII. 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 Strategic Curriculum and Personnel Committee (SCPC), should meet annually to discuss proposed tenure-line appointments.

When a Department proposes an appointment to CAP or SCPC, 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 SCPC 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 SCPC 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 solicit 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 solicit 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 VIII. 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.

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 their 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 seriousness³. 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 their 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.

¹ D. A. Miller, *Narrative and Its Discontents* (Princeton: Princeton

University Press, 1981) ix.

² Wayne Booth, *The Rhetoric of Fiction* (Chicago: University of Chicago Press, 1961) 71-76.

³ Maurer, Margaret, "Writing the College Research Paper, with Hints on Avoiding the 'Plagiarism Question'." Copyright Margaret Maurer, 1976.

⁴ George Orwell, "Politics and the English Language," in "Shooting an Elephant" and Other Essays (New York: Harcourt, 1954).

APPENDIX IX. 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 X. SERVICES AND OFFICES OF THE COLLEGE

A. ATHLETIC FACILITIES

phone: 610.896.1117 | web: haverfordathletics.com

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/instructional-information-technology-services/audio-visual-services

AV support for all events (including classroom activities, public lectures, or special events) should be requested through the EMS room reservation system..

C. BOOKSTORE

phone: 610.896.1177 | web: haverfordbookstore.com

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

D. CONTROLLER'S OFFICE

phone: 610.896.1248 | web: haverford.edu/controllers-office

The Controller's 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 | web: haverford.edu/central-services

A full range of duplicating services is available from Central Services in the lobby of the Whitehead Campus Center as well as in many of the administrative assistant offices located in the various academic buildings where faculty members have their offices.

G. DEANS' OFFICE

phone: 610.896.1232 | web: haverford.edu/deans-office

The Dean of the College in Stokes 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 offices of Counseling and Psychological Services (CAPS), the Center for Career and Professional Advising (CCPA), and the Office of Multicultural Affairs (OMA).

H. DISTINGUISHED VISITORS OFFICE

phone: 610.896.1016 | web: haverford.edu/distinguished-visitors

This office makes arrangements for distinguished visitors and Early Career Scholars sponsored by the College.

I. FACILITIES MANAGEMENT

phone: 610.896.1100 | web : 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: haverford.edu/human-resources

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:

haverford.edu/instructional-information-technology-services

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. Instructional Technology Services collaborates with faculty to help integrate technology into teaching and learning and periodically offers workshops on technology issues of interest to faculty.

L. LIBRARIES

phone: 610.896.1175 | email: library@haverford.edu | web: 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: haverford.edu/institutional-advancement

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 Sponsored Research works 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: 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: 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: 610.896.1233 | web: haverford.edu/registrar

The Registrar, located in Stokes 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. CAMPUS SAFETY

phone: 610.896.1111 | web: haverford.edu/campus-safety

The Office of Campus Safety 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

phone: 610.896.1223 | web: haverford.edu/finance-and-administration

The Vice President for Finance is the College's Chief Administrative Officer and has primary administrative responsibility for financial affairs of the College and for many non-academic departments such as Safety and Security, the Controller's Office, the Dining Center, the Conference Office, the Bookstore, etc.

APPENDIX XI. FINANCIAL MATTERS AND BENEFITS

A. SALARY POLICY

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. 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 December

 Spring semester - last business day from January through June

Arrangement may be made in Workday to have salary payments deposited directly to any bank participating in the Automated Clearing House.

C. ELIGIBILITY FOR BENEFITS

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

1. *Tenure-line faculty or those on Continuing Appointment*

Eligible for the benefits listed below, though see descriptions here and on Human Resources [website](#) for eligibility restrictions (such as a waiting period) for some benefits. Many benefits apply to all employees (not just faculty), and for those see the Human Resources [website](#) for the most complete and up-to-date descriptions, though some of these all-employee benefits have faculty-specific implementations described below. Some benefits (like the mortgage program) apply only to faculty and their description may not appear on the HR website.

2. *Temporary appointments (full-time or part-time)*

Eligibility for benefits is governed by the terms of the appointment letter and policies administered by Human Resources.

3. *Benefits (for tenure-line and those on Continuing Appointments) during leaves*

a. *Sabbatical leaves:*

Tenure-line or Continuing-appointment faculty on sabbatical leave retain their eligibility for benefits. If a sabbatical is supported by outside funding, the faculty

member should coordinate well in advance with the Office of the Provost about how the outside funding is deployed in support of the cost of benefits.

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 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. 403(b) RETIREMENT PLAN

The College contributes an amount equal to 10% of actual salary to the 403(b) retirement program. There is no contribution during a leave without pay, and 403(b) payments are made for supplemental salary payments from grants only if provided by the sponsor as direct costs.

In addition to the College 403(b) contributions, employees can also make voluntary, tax-deferred contributions.

Further details about this program are available from the Human Resources Office or on their [website](#).

E. MEDICAL BENEFITS

Definition of Dependents

Generally, "dependents" eligible for College medical 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

The College offers a choice of different types of medical coverage and contributes a portion of the premium for eligible employees, with the cost-sharing formula varying depending on the employee's salary level and dependents covered. Details about this program are available from the Human Resources Office or on their [website](#).

2. Retirement 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 from the Human Resources Office or on their [website](#).

3. Dental Plan

The Dental Plan is a voluntary program that gives employees access to a panel of local participating dental practices. Eligible employees who opt into this program have a monthly cost-share payment deducted from their paychecks and then receive dental care (for covered procedures, from participating providers) without charge. Eligibility for this program begins after one year of employment. Details about this program are available from the Office of Human Resources or on their [website](#).

F. PARENTAL AND CHILDBIRTH MEDICAL LEAVE

The College has policies providing childbirth leaves (to all faculty members who give birth) and parental leaves (to tenure-line, Continuing Appointment, and benefits-eligible Visiting faculty members, who, in all three categories, have completed one year of continuous eligible employment prior to the beginning of the leave, to care for and bond with the faculty member's new baby or minor being placed through adoption). See the HR website for details on these policies.

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 their 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 them unable to perform their 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 their 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 they do 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 they have 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 their 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 they 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 of their 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 their own serious health condition, the employee will be required to submit a fitness for duty certification. Their 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, they will be reinstated to the position they 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 they are 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 their absence.

H. FLEXIBLE SPENDING ACCOUNTS

These voluntary programs allow pre-tax dollars to be set aside in "spending accounts" to pay for certain medical or dependent-care expenses. Details about this program can be found at the Human Resources Office or on their [website](#).

I. INSURANCE PLANS (Life, Disability, Accidental Death, Long-term care, Travel, Liability)

The College provides basic life, and long-term disability, insurance to eligible employees at no cost to the employee. There are also optional insurance programs (supplemental life, accidental death, and long-term care) that eligible employees can decide to purchase through the College. Details about these insurance programs can be found on the [HR webpage](#).

The College also holds travel insurance that applies when an employee is traveling on

behalf of the College. Finally, the College holds general liability insurance that may provide protections against liabilities related to College business. Details about these programs can be found on the [Travel Resources webpage](#).

J. COLLEGE TUITION GRANT PROGRAM

This program provides college tuition grants for children of eligible employees of the College. There are two College Plans: "Plan A", available only to faculty hired prior to December 31, 1996 and "Plan B", available to all employees (subject to eligibility restrictions). Both are described below. (Faculty hired prior to December 31, 1996 automatically become participants in whichever of Plan A or Plan B provides the most advantageous tax situation for the employee as determined by the College.)

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 their 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, their 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 Controller's 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 their 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, their 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 their 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, their 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 Controller's 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.

K. HAVERFORD COLLEGE HOUSING POLICY

The Haverford Faculty Housing Policy has two complementary aspects: rental of College-owned units and a purchase-assistance loan program 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. Home Purchase Assistance Loan Program

Eligible, tenure-track and continuing appointment faculty interested in purchasing a primary residence home within 20 miles of the campus in Pennsylvania may be eligible for a loan through this program. The College provides certain unsecured loans for either the first-time purchase of a home or the purchase of a new home. For full details, see the [HR benefits page](#); contact homeassist@haverford.edu with any questions.

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:

Faculty members are permitted to rent College-owned housing up to one year past full retirement. This term limit (one year past full retirement) applies to faculty members who elect to retire after June 30, 2035. Faculty members electing to retire on or before June 30, 2035 can remain in faculty housing but may be asked to move to apartments if residing in College-owned houses; those residing in large apartments may 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.

If a faculty member resigns and/or accepts employment from another business, organization, or institution, and is no longer a Haverford College employee, the lease on their faculty residence will be terminated. The residence will be placed back in the housing pool.

L. MOVING EXPENSES ON APPOINTMENT

The College will pay up to \$5000 of the necessary and reasonable moving expenses of newly appointed full-time faculty and exempt employees who must move in order to accept a position with the College. For newly appointed tenure-track faculty, this amount may include one house-hunting trip with the purpose of seeking a residence near the College. All such expenses must be adequately documented with a list of expenses supported by invoices, receipts, etc. The request for reimbursement must be submitted within 60 days after expenses are incurred or paid.

Only with prior approval of the President, Senior Vice President, or Provost, an amount up to \$10000 may be permitted in certain special or exceptional circumstances.

Subject to, and as a result of the Tax Cuts and Jobs Act, the reimbursement for moving expenses is taxable and not able to be reimbursed on a non-taxed basis. Moving expense reimbursements will be reported on Form W-2 and will be taxable.

M. 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.

N. FACULTY OFFICES

The assignment of faculty offices is the responsibility of the Provost who will 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 their office from year to year unless their assignment to that office was designated as temporary. However, a faculty member who is retiring as chair of a department may have to release their 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*

O. RETIREMENT

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.

P. WORKERS' COMPENSATION

As required by state law, the College has a workers' compensation program. 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 XII. 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 (hereinafter AAO) if you have any questions. Those participating in their first search should review these procedures thoroughly to gain familiarity with process.

Terminal degrees: Normally the College expects to hire faculty members who have completed the requirements for the appropriate terminal degree (typically 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 position to a person who has not met the requirements for that degree before they begin 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 mainly for affirmative action purposes or unless otherwise specifically stated in the charge approved by SCPC.

B. THE AFFIRMATIVE ACTION SEARCH: ACTIVE RECRUITING OF DIVERSITY CANDIDATES

Haverford College is committed to increasing the diversity of 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 a diverse audience, to make candidates 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 Search Committees, through their faculty 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. Lists of such associations are provided in Appendix XI-B, but these should be supplemented by each Ad Hoc Committee. Most of the organizations have an internet presence, and can serve as a valuable resource as you look to develop a candidate pool of excellence and diversity;
2. It is recommended that Ad Hoc Search Committee Department Members:
 - a. reach out (emails, phone calls, etc.) to appropriate graduate programs and key contacts announcing the position. Include contact information and the link to the Haverford job posting, where more information may be obtained.
 - b. Consult with department colleagues and draw up a representative list of

the top graduate programs in the field.

- c. Send communications to key contacts at the appropriate departments at these schools as well as to those at departments who have a long-standing record of supporting diversity candidates in their doctoral programs (e.g., Temple, Howard, Tuskegee, UC-Berkeley, UCLA, University of Maryland Baltimore County, 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.
 - d. Send communications, as well, to key contacts or appropriate department chairs at top liberal arts colleges and the top historically black colleges and universities, asking them to identify top-notch recent graduates or post-doctoral fellows;
3. Personal contact is also critical in building a richly diverse applicant pool. Therefore, it is recommended that Ad Hoc Search Committee members:
- a. Write to colleagues, enclosing the position description.
 - b. 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 diversity candidates so that you can initiate an invitation to apply;
4. Where timely and appropriate, it is recommended that Ad Hoc Search Committee members attend meetings and conferences that are likely to yield top prospects and plan to interview them there. In addition to professional meetings, give serious consideration to attending the annual Black Doctoral Network (BDN) conference, usually held in the fall, and the Consortium for Faculty Diversity, also held in the fall.

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 full committee should approve the advertisement, followed by approval of the Provost, before the ad is published. Under certain circumstances, it may be appropriate for the ad to be drafted in consultation with Department representatives on the Committee, followed by approval of the Provost, and published, prior to approval by the full committee. In creating the advertisement for the position, certain obvious information should be included: the curricular and research area(s), deadline for the receipt of completed applications, a brief statement about Haverford College (samples are on file in the Office of the Provost), EEO/AA statement, as well as teaching and degree requirements. The advertisement must be drafted based on the SCPC charge regarding the position. Often, a draft advertisement is included as part of the SCPC charge, and this text can be a good starting point for the official ad.

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, interim) of the appointment;
- b) the departmental location of the position, including any formal cooperation with other departments, concentrations, minors, or other academic programs;
- c) the link to the Departmental page on the College's website;
- d) the list of materials necessary for a complete application: CV, research proposals, writing samples, teaching statement, course outlines, etc.;
- e) confidential letters of recommendation: how many are needed, will they be requested later in the process or with the initial materials;
- f) addressee for all correspondence: this could be the Assistant to the Provost for Faculty Hiring and Review (APFHR), the Search Chair, or one of the department members; also be sure to include that person's title, phone number(s), and email address.
- g) the Affirmative Action Statement must appear in all advertisements:

[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, the following paragraph is to be inserted:

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 mission.

The above diversity language may be adjusted according to specific circumstances related to searches. Modifications must take place in consultation with the Provost's Office and AAO. The Provost approves the 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*, and/or *Diverse Issues in Higher Education*, *Hispanic Outlook*, *The Journal of Blacks in Higher Education*, and *Women in Academia Report*.

Either the Search Chair or one of the department members, with the assistance of the Assistant to the Provost for Faculty Hiring and Review (hereinafter "APFHR"), is responsible for making sure that a copy of the advertisement is also placed in the subject-related journals (see Appendix XI-B: Contact Lists). Once the advertisement

is placed, copies of the ad and a record of its placement (including cost and date(s) it appeared), will be retained by the APFHR as part of the search's permanent record and the list of sites will be incorporated in the Search Chair's Letter to Academic Council.

2. The First Committee Meeting

The Provost, the AAO and the APFHR (who currently serves as the AAO) must attend the first committee meeting and should be invited to do so. Prior to the first meeting, the Search Chair should contact the APFHR to review the role of the APFHR in the search process.

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 to be used in the assessment of applicants' files;
- 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 and grading system 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) aggressive plans for soliciting names of qualified diversity candidates.

Please note that the Search Chair is responsible for providing a full record of all recruiting efforts to the Provost and AAO before the formal review of applicants begins and this record will 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.

Note: It is anticipated that all members of the search committee (other than the Bryn

Mawr representative) will be on campus for all of the candidate visits. It is further anticipated that all search committee members will attend all talks. If they are unable to be present at the talks themselves, they are expected to watch the recordings of those talks.

1. *The Chair of the Committee*

- a. (As noted in section C.1), the full committee or, in some circumstances, the Search Chair in consultation with the AAO and the faculty Department Member(s), decides on the final wording of the advertisement, and ensures, with the APFHR, that the ad is approved by the Provost and is placed in relevant publications/websites;
- b. acquires, records, and updates (with the Department Members) a list of contacts for the search, and ensures that the position is advertised as widely as possible;
- c. in collaboration with the AAO, ensures that the Affirmative Action guidelines are adhered to and that the advertisement has been placed in the relevant journals and publications/sites that reach a wide and diverse audience. Contacts are made to maximize exposure to candidates in protected classes (e.g. African American, Hispanic/Latino, Native American, veteran status) and women;
- d. coordinates all Committee activities and meetings with the Provost and AAO, ensuring that they are invited to **all decision making meetings in which candidates are removed from the pool**; NOTE: The AAO must be a part of all such meetings; the Provost's presence is not required.
- e. with the APFHR, sets up meetings and leads the meetings;
- f. ensures that all members of the committee understand their respective roles;
- g. reads all files of diversity candidates, and with the department members, understands and approves the reasons for the disqualification of any of them;
- h. ensures that all mailings to nominators and candidates are standardized.
- i. 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 30-40 most qualified candidates; however, the Chair should read any files on which there is disagreement among committee members and where an independent judgment is necessary;
- j. records, in general terms, all reasons for a negative decision;
- k. with the Department Member(s), makes travel arrangements for off-campus interviews, when appropriate;
- l. emphasizes the confidentiality of the search process to all committee members and members of the community. Applicants' files and committee

meeting discussions should maintain the highest level of confidentiality.

- m. with the Department Member(s), communicates consistently with all candidates about the nature and schedule of the visit, particularly the talk;
 - n. with the APFHR, ensures that all candidates receive the same reading materials prior to the campus visit: a letter describing the nature and purpose of the talk, and any other materials deemed pertinent by either the Chair or the Department Members;
 - o. with the Committee, as well as with the assistance of the APFHR, collaborates on the schedule for on-campus visits, ensuring that all essential arrangements are made: individual meeting(s) with each Search Committee Member (other than the student representatives, who will schedule student meetings that include majors and possibly others, such as concentrators and minors, with the candidates), the Provost, the President (see section on Interviews, below), students (majors and possibly other students, such as concentrators, minors), a tour of the campus and, where applicable, a tour of the office/lab space designated for the successful candidate, a tour of the room for the scheduled talk;
 - p. with the APFHR, arranges for adequate publicity of the candidates' talks, including notifying the Office of the Provost so the talks may be announced appropriately;
 - q. meets independently with the candidates when they come to campus;
 - r. ensures that all individuals meeting with the candidates and/or attending the talks provide prompt and specific feedback for all candidates (please remind colleagues that their opinions will be treated confidentially and that all written material will be destroyed at the search's completion, other than as included in the search Dossier and kept for archival purposes);
 - s. writes the final report for inclusion in the Search Dossier for presentation to Academic Council (submitted through the Office of the Provost), including but not limited to Chair's evaluation of the candidates who visited campus; and
 - t. presents in person the search committee's recommendation to Academic Council.
2. *First Faculty Department Member or 'Weighty Member' (this is a suggested division of tasks between two Department Members):*
- a. with the Chair and Second Department Member, designs and sends out to graduate programs, relevant associations within the discipline, and all other outreach programs, both the mailings and the advertisement;
 - b. with the Second Department Member, reads all dossiers; adequately consults with other department members; solicits other department members' opinions about candidates and provides those views to the search committee; selects the strongest dossiers (approximately 30-40) to be read by the Committee as a whole (in some cases, all committee

members may wish and are welcome to read all the files);

- c. meets independently with the candidates when they come to campus;
- 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 encourages all department members and students to attend and participate in the visit;
- f. helps collect written evaluations from department members and students; and
- g. writes a letter for inclusion in the Search Dossier to be presented to Academic Council.

3. *Second Faculty Department Member*

- a. with the Chair and First Department Member, designs and sends out to graduate programs, relevant associations within the discipline, and all other outreach programs, both the mailings and the advertisement;
- b. with the First Department Member, reads all dossiers; adequately consults with other department members; solicits other department members' opinions about candidates and provides those views to the search committee; selects the strongest dossiers (approximately 30-40) to be read by the Committee as a whole (in some cases, all committee members may wish and are welcome to read all the files);
- c. meets independently with the candidates when they come to campus;
- d. takes particular responsibility for soliciting letters from other department members prior to the decision meeting;
- e. 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, such a Faculty Member may be selected to represent an affiliated concentration, minor, or other academic program critical to this position;
- b. the Non-Departmental Faculty Member reads the 30-40 dossiers selected by the Chair and the Department Members and reads all diversity candidate files (or preferably all dossiers) and advises on candidates' potential contribution to other academic areas of support and if appropriate, the community as a whole;
- c. attends the talks to evaluate the candidates' effectiveness in communicating with a broad audience;
- d. meets independently with the candidates when they come to campus; and

- e. 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 and their selection should aim to appropriately represent the diversity of the student population in the major/minor/program). The Chair of the search committee should provide the students' names to the Office of the Provost as soon as possible.

Generally, Student Representatives will:

- a. read at least the 30-40 dossiers selected by the Chair and Department Members and read all diversity candidate files (Student Representatives should consult with the Department Members 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 by which other students will communicate their opinions to the student representatives; (perhaps using a form created by the students in consultation with the Department Member(s); previously used forms are available from the APFHR);
- c. identify a group of interested students who express willingness to attend all talks and participate in scheduled student activities with candidates and, with the help of the APFHR, 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 student peers (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. This synopsis will be included in the search Dossier; and,
- f. once the task of collecting and analyzing student opinion is complete, provide their own individual written evaluations about candidates which will be included in the search Dossier to be presented to Council.

6. *Bryn Mawr Representative*

- a. reads at least the 30-40 dossiers and reads all candidate files of diversity candidates (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 offer their views;

- c. meets independently with the candidates when they come to campus; and
- d. writes a letter for inclusion in the Search Dossier to be presented to Academic Council.

7. Affirmative Action Officer

- a. The AAO 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 Committee in its efforts to realize this goal.
- b. The AAO must attend the initial committee meeting and all meetings where decisions to eliminate candidates are involved. If the AAO determines that there are concerns during the search process, the AAO will consult with the Provost, who then will meet with the committee to address the concerns.
- c. The AAO reviews the committee's final recommendation prior to the committee's meeting with Academic Council and writes a letter for inclusion in the Search Dossier to be presented to Academic Council regarding adherence to the procedures and policies.

8. Assistant to the Provost for Faculty Hiring and Review

This person is critical to the success of a search. Below is a general overview of responsibilities:

- a. may act as AAO to the search committee;
- b. provides guidance on College procedures and policies for searches;
- c. maintains applicants' files on Interfolio, grants access to files for committee members, and requests additional information when necessary;
- d. with the Chair and Department Members, organizes the entire campus visit, including help with travel arrangements, making individual appointments, drafting and distributing schedules of the visit and candidates' CVs, scheduling appointments with the Provost and President, working with the Dining Center for catered events and meals, providing student meal tickets when needed, ordering AV assistance and equipment if necessary, reserving rooms, and assuring that any other details are attended to, for a successful and smooth visit; For some tasks, the department administrative assistant will provide support, such as organizing department dinners or lunches with candidates, advertising candidates' talks, and reimbursing candidates' expenses.
- e. assists in the general "clean-up" of the search: destroys sensitive materials not to be saved, packs and prepares all search materials for storage;

- f. organizes all materials for the search dossier and distributes copies of the dossier to the Search 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. Applications will be submitted electronically to a website designated by the Provost's Office (currently, this site is Interfolio). Application materials will be stored on this secure-access site and made available only to members of the search committee and the members in the department conducting the search, as well as to members of Academic Council and the APFHR.
2. In addition to Ad Hoc Search Committee Members, members of the Haverford department in which the appointment will be made (other than visiting faculty) may read all applicant dossiers.
3. After consultation with the Provost and with consensus from 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 (other than visiting faculty), and such selected Haverford faculty readers is not permitted.
4. 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.
5. Non-committee readers (both departmental and non-departmental) of dossiers may provide their comments on the dossier to the committee in writing to the Search Chair, by either email or letter, but they may not join the committee during its deliberations.
6. Additional information about the applicant can be found on the internet only if the applicant provides a URL for a professional website or URL for professional writings, papers, and articles. *Internet stalking of candidates to find personal information or seek to determine if they belong to an underrepresented group is prohibited.*

Confidentiality during and after the search process is essential. All application documents and committee discussions must remain confidential. Any downloaded and/or printed search materials in the possession of persons other than the APFHR must be deleted, shredded, or otherwise destroyed.

F. REVIEW OF APPLICANTS AND SELECTION OF INTERVIEW

1. All application materials are to be submitted via Interfolio.
2. Reference letters are often requested as part of the original application process; in those instances, the ad hoc committee should consider whether to allow a grace period after the application deadline to allow reference letters to come in. Note that there are some disciplines that traditionally request letters of reference

only for candidates in the short list (of 30-40 applicants) for the position. In these searches, it is permissible to omit requests for letters from obviously unsuitable candidates.

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 Search Chair.
4. All members of the search committee are encouraged to participate in the first round interviews (e.g., telephone, Skype, Zoom). If this is not possible, then a consistent subset of committee members should conduct the first round of interviews. The only persons who may participate in the first round interviews are members of the search committee.
5. The Provost and AAO must be invited to attend the meeting at which invitations for a campus visit are determined. This date and time will be arranged well in advance. While the Provost may be unable to attend, the meeting must include the AAO. It must not occur during winter vacation when the student members are away or, if this cannot be avoided, the student Representatives must be available by either phone or Skype.

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.

G. RECORD KEEPING

Centralized records are essential for conducting an accurate, fair and efficient search. The following are recommendations based on that assumption:

- A. The Chair must ensure that contacts (phone, email, etc.) with nominators of candidates and candidates themselves are carefully documented and so noted for the Chair's report in the Search Dossier to Academic Council. When any member of the Committee contacts a candidate, that interaction should be recorded.
- B. Communications with nominators and candidates should be standardized. In order to provide both groups with sufficient information, it is suggested that they receive: a letter or email from the Search Chair announcing the position, a copy of the advertisement, some descriptive material about the department (include the URL for the department website), and a brief description of the College. (Copies of these documents, or a brief description of same, should be included in the Chair's report in the search dossier.)
- C. Mail, email, and phone contacts with frequently consulted individuals (particularly those who might recommend diversity applicants) should be coordinated by the Search Chair, who will draft a template letter (to be used by all doing outreach)

requesting suggestions for qualified candidates for all searches.

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. If at all possible, student representatives should be encouraged to participate in off-campus interviews.

I. INTERVIEWS

The committee usually invites three to four (max.) candidates to campus for a visit and a talk. The following points should be kept in mind when making arrangements:

1. When scheduling visits, the Search Chair will work with the APFHR to ensure that the Provost and, if possible, the President will be available to interview each candidate (if both, this must be consistent for all candidates of the search). If one of them cannot be present despite best efforts, a Skype or phone call with the candidate should be arranged.
2. The information sheet about the visit and the talk (Appendix XI-A or a comparable letter drafted by the Search Chair, in consultation with the other interested members of the Search Committee) 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 by email to the faculty list serve. However, Department members should make a strong outreach effort to encourage students (in particular majors, minors, concentrators) 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) or Maryanne McKenzie at Your Travel Connection (610-355-0700)].
5. Ask candidates when possible to take advantage of supersaver fares and other special rates whether taking plane or train,
6. The APFHR will secure a guest room on campus for overnight stays. If on-campus lodging is unavailable, arrangements will be made at either the Wyndham at Bryn Mawr or the Radnor Hotel. If that lodging is not available, alternate venues will be found.
7. All expenses made in connection with the search, including but not limited to mail, travel and accommodations, should be charged to the Ad Hoc Committees budget.
8. 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.
9. Typically on the first night of the candidate's arrival, a Department member

and/or search chair will join the candidate for a casual dinner or coffee, unless arrival is at a very late hour.

10. Usually, all or most members of the department will dine with the candidate on the second evening, after the candidate's talk. Efforts should be made to curtail expenses during the dinner with department colleagues.

J. DECISION

1. After interviews have been completed, the Committee meets to decide:
 - a) which candidate(s) to recommend to Academic Council, and the ranking of the candidates, preferably; or
 - 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 meeting well in advance.**

K. 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 Search Committee. The committee is charged with the responsibility of conducting the search for candidates and for making recommendations to Academic Council. Academic Council must approve the recommendation for appointment, which is then passed on to the President and the Board for final review and approval. Academic Council consists of five elected representatives from the various divisions of the Faculty, the President and the Provost.

Each ad hoc committee is usually composed as follows: members (generally two) of the department/program in which the appointment is to be made; a member from outside the department who typically chairs the committee; a second faculty member from outside the department (in some cases); a faculty representative from the counterpart Bryn Mawr College department; two student members, who are majors in the department; and the Provost and AAO as *ex officio* members. It is Haverford's custom that the Chair of the ad hoc search 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 during the on-campus visit. The talk should be no longer than 45 minutes in length, allowing ample time for questions and discussion. The full committee will typically be

present, as will additional members of the Department and related departments. Junior and senior students majoring in the Department, as well as other interested students, will comprise a significant fraction of the audience. Therefore, it is important that the talk demonstrate the candidate's ability to communicate at various levels, from advanced undergraduates to faculty who are experts in the field. Also, 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 a first-year undergraduate lecture. It must address a general audience and transition to the upper level undergraduate students and finally to the faculty scholars with expertise in the field. 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 the applicable IRS rate per mile and tolls if the candidate comes by car. The college will cover the cost of air travel in coach class, but we request that candidates work with our travel agents or with competitive online travel sites to secure the lowest possible fare.

Our travel agents are: Maryanne McKenzie at Your Travel Connection (610-355-0700) or Fred Bomze at Gil's Travels (215-568-6655, ext. 244).

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 submit receipts to account for expenses related to the on-campus interview.

L. CONTACT LISTS (as of May 30, 2018)

1. All Fields

The National Association for Equal Opportunity in Higher Education
209 Third Street, SE
Washington, DC 20003
202.552.3300 www.nafeonation.org

The Ford Foundation Fellowship Program
1440 Broadway
New York, New York 10018
212.573.5000 www.fordfoundation.org

Big Ten Academic Alliance

1819 South Neil Street, Suite D
Champaign, IL 61820
217.333.8475 www.btaa.org

National Research Council
500 Fifth Street. NW
Washington, DC 20001
202.334.2000 www.nationalacademies.org/nrc/

2. Field-Specific

AMERICAN CHEMICAL SOCIETY
1155 16th Street, N.W.
Washington, DC 20036
800.227.5558 www.acs.org
cf. Women Chemists Committee, womenchemists.sites.acs.org

AMERICAN ECONOMIC ASSOCIATION
2014 Broadway, Suite 305
Nashville, TN 37212
615.322.2595 aeaweb.org
NB: 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
NB: Committee on Women Historians

ASSOCIATION FOR WOMEN IN SCIENCE (AWIS)
1667 K St. NW, Suite 800
Washington, DC 20006
202.588.8175 www.awis.org

AMERICAN PHYSICAL SOCIETY
One Physics Ellipse
College Park, MD 20740-3844
301.209.3200 www.aps.org
NB: Committee on the Status of Women in Physics

ASSOCIATION FOR ASIAN STUDIES

825 Victors Way, Ste. 310
Ann Arbor, MI 48108
734.665.2490 www.asian-studies.org
NB: Committee on the Role of Women in Asian Studies

ASSOCIATION FOR WOMEN IN MATHEMATICS
P.O. Box 40876
Providence, RI 02940
401.455.4042
sites.google.com/site/awmmath/home

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
NB: Commission on the Status of Women in the Profession

DIVERSITY CONTACT LIST

Diversity Groups (All Fields)*

*= please note that all costs associated with the advertising are as of Summer 2016.

The following groups included in Appendix XI-B do not have job posting availability/job marketplaces:

The National Association for Equal Opportunity in Higher Education

(However, the administrator at NAFEO was kind enough, for one search, to offer to forward our ad to their member institutions, which number 117.

The Rockefeller Foundation

The Ford Foundation National Fellowship Fund

The Committee on Institutional Cooperation

(However, this website offers a search of their database for candidates.)

M. 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 the Biology Department. Although the exact courses that any member of the faculty teaches vary from year to year, we expect this person will teach part of Bio200a, Bio303 (Structure and function of macromolecules), and part of the Bio300 (Superlab) pertaining to protein purification and analysis, as well as supervising senior research. 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 serving on the search committee, but it is also very interesting and rewarding work. You will help shape the future of the department and the future of the College with this hire. In addition, candidates have frequently said that their interaction with the students was one of the most important factors in their decision to accept the Haverford job offer.

The advertisement 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 submit a one- page letter stating why you are interested in serving and what strengths you can bring to the search process to. <names of the two departmental committee members> who are the Biology faculty members on the search. If more than two students volunteer for the committee (as we certainly hope), the department will review the one-page statements and 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>

N. SAMPLE ADS

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/](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, Assistant to the Provost for Faculty Hiring and Review, Religion Ad Hoc Search, Haverford College (gdavidis@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.

Assistant Professor in Sociocultural Anthropology

Haverford College solicits applications for a sociocultural anthropologist to fill a tenure-track position for an Assistant Professor in the Department of Anthropology. All theoretical specializations will be considered as we seek innovative scholars who integrate theory with rigorous ethnographic research. Preference will be given for a geographic regional specialty in Asia, Latin America, the Caribbean, or Middle East/Islamic World.

The successful applicant should have completed a Ph.D. by May 2016, and have an outstanding record of research, publishing, and teaching commensurate with their level, or show signs of developing a record of excellence in these areas. The candidate will be expected to take a leadership role in the Anthropology Department, educating students in the use of ethnographic methods and theory, and maintaining an active research profile.

Applicants should submit a cover letter, CV, writing sample, and evidence of excellence in teaching, and arrange to have sent three confidential letters of recommendation, submitted via Interfolio (<http://apply.interfolio.com/31066>). Questions about the application process should be directed to the Assistant to the Provost for Faculty Hiring and Review, Georgia Davidis, at gdaavidis@haverford.edu. For technical questions, please contact Interfolio directly at 877-997-8807 or help@interfolio.com. Applications received before October 15, 2015 will be given full consideration.

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.

O. QUICK GUIDE FOR SEARCH CHAIRS

This guide should be used to supplement, not replace, the full documentation on search procedures. Remember that you have four crucial roles:

- To ensure the integrity of the search process (by working with the Assistant to the Provost for Faculty Hiring and Review (APFHR) and the Provost by widely and correctly advertising the position, and giving each applicant due consideration in a fair and timely way)
- To keep the Search Committee working productively (making sure all voices are heard *within* the Committee; but also making sure that *nothing said within the Committee* is known elsewhere about the evaluation, selection, or elimination of candidates at any stage of the process. **Confidentiality is one of your highest priorities.**)

- To communicate promptly and efficiently with candidates (noting that your professionalism and interest in their work will help to persuade them that Haverford is the place to be)
- To produce timely documentation of the entire undertaking for review by Academic Council (so that the Provost can make a competitive offer in good time).

First Steps

1. All application materials will be stored on Interfolio and can be accessed electronically, including confidential letters of recommendation. It is a simple software program to use and also convenient because dossiers can be reviewed on your device wherever internet service is available.
2. As early as possible, and ideally in late summer, obtain from the Department Chair the names of the student representatives to the search committee.
3. Obtain from the Provost's Office the names of colleagues serving on the committee and communicate with each member, requesting their schedules during the search, particularly when they know they will be absent from campus.
4. Obtain a copy of the charge for the search directly from SCPC.
5. With the full committee at the first meeting, or in some circumstances with the two department members on the search committee prior to the first meeting, draft the advertisement for the position using the information from the SCPC charge as the initial basis for the ad; note that on occasion the SCPC charge may contain a draft ad;
 - a. Consult with the Assistant to the Provost for Faculty Hiring and Review (assigned as AAO to this search) in the drafting of the ad;
 - b. Determine the deadline for applications, as well as the date after which Interfolio will no longer accept applications;

N.B. It is possible to close the search on Interfolio and application materials will no longer be accepted past a deadline. An alternative is to place the following text in the ad: "For full consideration, applications must be complete by [month, day, and year]." A later deadline can then be set on Interfolio, and Interfolio will accept late applications; the committee is not obliged to read them, but late materials will not be blocked.
 - c. Determine whether or not additional documents, other than those required, will be allowed to be uploaded;
 - d. Letters of reference are required to be confidential; as such, the ad must clearly state this expectation;
 - e. Prior to publication, the proposed ad, and associated AA information, must be approved by the Provost.

6. Determine the online sites on which the committee would like the ad posted, i.e. department specific sites. (The APFHR will also post the ad on the various sites, i.e. *The Chronicle of Higher Education*, *Journal of Blacks in Higher Education*, *Women in Academia Report*, etc., which are mandated by the Provost's Office.)
7. Please review the ad as posted online and advise the APFHR of any edits that need to be made.

Committee Meetings

With the assistance of and in concert with the APFHR:

- a. schedule the first committee meeting (approximately 1-2 hours)
 1. while an "unofficial" meeting without the student representatives or the Provost may occur prior to the beginning of the semester (to draft the search ad), the first "official" meeting must include all members of the committee, as well as the Provost, AAO and APFHR. The APFHR will be serving as the AAO.
 2. In anticipation of this first official meeting, a copy of the following should be provided to all members of the Committee:
 - A. the Procedures of Ad Hoc Search Committees;
 - B. the SCPC charge regarding the search;
 - C. a copy of the ad if already posted or a draft of the ad;
 - D. acceptable/unacceptable reasons for eliminating candidates
 - E. Interfolio Quick Start Guide for evaluators.
- b. set the agenda for the meeting. The topics for discussion must include, but are not limited to, the following:
 1. introductory remarks from the Provost;
 2. Confidentiality of the entire search process and Affirmative Action procedures from the APFHR;
 3. a review of the charge from SCPC;
 4. the criteria and grading system that will be used to assess applicants, if this can be determined at the time of this first meeting;
 5. the procedures for the search, such as how, when, where, and by whom all or some of the files are to be reviewed and evaluated;
 6. the technology by which the applications will be accessed and reviewed (Interfolio), as well as a short tutorial by the APFHR on how to use that technology;
 7. the role of each committee member, paying particular attention to students and departmental members (please refer to Section D of the Procedures on discussion of the various roles of committee members);

- A. Non-committee department members are invited to read all applications;
 - B. All communications from department colleagues (not on the search) to the Search Committee must go through the Committee department members.
8. the projected TIMELINE for the search, including but not limited to:
- A. dates/times for future meetings, if possible;
 - B. the deadlines for reading applications and providing recommendations for a subset of the applications that will be reviewed by all members of the committee (first short list); determine the date and time of the second meeting;
 - C. Provide to the APFHR the projected dates for on-campus visits, in order for the APFHR to be able to reserve rooms as early as possible for the campus visits;
 - D. It is strongly suggested that the committee avoid candidates' campus visits during the Board of Managers weekend in October and February, which dates will be provided to you by the APFHR;
 - E. advise all members that each will need to provide their own letter for the dossier that will be reviewed by Academic Council at the end of the search.
9. the Quaker method of doing business, including but not limited to:
- A. "consensus":
 - "a voteless decision-making process that emphasizes inclusiveness, openness to new insights, and broad ownership in decisions." (<https://www.haverford.edu/sites/default/files/Office/President/Haverford-Quaker-Elements.pdf>);
 - "a decision model that seeks agreement and unity, regardless of unanimity" (<http://iits.haverford.edu/wp-content/blogs.dir/1/downloads/2011/01/2010-11-29-policy-glossary.pdf>);
 - B. "weighty member": a member who is informally recognized as having special experience and wisdom. (<http://www.nyym.org/faith-and-practice-practice-glossary>).
10. plans for individual outreach, including but not limited to contacting educational institutions, individuals, journals and other publications, to solicit names of qualified individuals, providing a copy of the advertisement and the links to the various websites on which it is posted;
11. active plans for soliciting names of diversity candidates; **[NOTE: a full record of all outreach/recruiting efforts must be:**
- a. **Made available to the Provost and FDC before the review of applicants begins; and**

b. Included in the committee's final recommendation to Academic Council.]

Subsequent Meetings: Narrowing the Pool of Candidates

1. Criteria

- a. Prior to the reading of the applications, and if not already determined, decide the criteria that are to be used in assessing the applicants. In no particular order of importance, such criteria include, but are not limited to:
 1. outstanding scholarly work, quality of intellectual inquiry, relevance to the field of research;
 2. quality and quantity of publications;
 3. interest in a career as a teacher and scholar at a liberal arts college
 4. strong letters of recommendation;
 5. postdoctoral experience or equivalent where relevant;
 6. sustainable research program;
 7. meeting the criteria of the position as advertised;
 8. Interest in working with a diverse student body.
- b. Whether in a meeting or through email, communicate the criteria to all members of the Committee.
- c. In setting these criteria, the committee should refer to "Acceptable/Unacceptable reasons to cut candidates", as well as the Guide to Acceptable Interview Questions, which may provide guidance.
- d. Committee members may also wish to assess their own biases, by taking the online tests at <https://implicit.harvard.edu/implicit/selectatest.html> or other website of the member's choice. (These tests are offered as one option, although there are many other sources of unconscious bias tests and training.)

2. Along with the other assigned members of the committee:

- a. read all the applications submitted;
- b. individually determine a subset of approximately 30-40 of applications to be read by the entire committee;
- c. using number labels provided by the APFHR to identify the applications, email the members' lists to each member of the committee;
- d. Coordinate with department members on the committee to obtain a list of 30-40 candidates as decided by the department or from individual department

members not on the search committee.

First Cut Meeting

1. Each member is free to read all of the applications and to provide to the other members any application they feel should be included in the preliminary list that was not originally included.
2. Discuss as a group the short lists from department members on the search, from other department members, and from you, the Chair. Discuss differences and similarities of the lists. Ask committee members to weigh in particularly with diversity candidates.
3. Determine a collective list of approximately 30-40 applications (first short list), as well as the diversity list provided by the AAO, which should be read by all committee members. (This number may vary depending on the field and applicant pool);
4. Provide reasons to the AAO for the exclusion of all applications not in the subset of 30-40 applications;

Second Cut Meeting

1. determine a list of approximately 10-15 applications to be interviewed by phone, Skype, Zoom, or at a conference (**second short list**);
2. communicate this list to the APFHR, who will proceed to schedule the phone/in- person interviews. Also provide to the APFHR:
 - a. the duration of each interview;
 - b. the duration between each interview;
 - c. the block of time (2-3 hours) per day sought for interviews;
 - d. the committee members who will be conducting the interviews;
 - e. the location of the interviews (i.e. on campus or at a conference);
 - f. any documentation which should be provided to the phone/in-person interview candidates, including questions which the committee will ask at the time of the interview, an overview of the department's curricular program and research areas, or other information the committee would like the candidates to know prior to the interview.
3. Draw up a set of phone/video interview questions.
4. Conduct phone/video interviews or in-person interviews.

Towards the Campus Visits

1. At the **third cut meeting**, which takes place after the phone/in-person interviews:

- a. discuss the candidates interviewed by phone/video or in-person at a conference;
 - b. provide reasons for those chosen not to proceed in the process (this will be documented by the AAO);
 - c. choose 3-4 candidates to be invited to campus for further interviews (third short list);
 - d. any letter which you and the department chair would like to send to the candidates in anticipation of their visits, outlining the department, the major, the talk(s), and other details of their visits, etc. (See Appendix XI-A for a sample letter.)
 - e. provide to the APFHR the names of those chosen for on-campus interviews, as the APFHR will schedule the on-campus visits and all details associated therewith.
2. In order to assist the APFHR in arranging the details of the on-campus visits, please provide:
- a. the names of all faculty/staff (other than committee members) with whom each candidate should meet;
 - b. the time that the Chair would like to meet each candidate, e.g. breakfast on the full day of the visit, lunch on the last day of the visit, etc.;
 - c. any particular time the committee as a whole would like to meet the candidate, e.g. lunch on the full day of the visit;
 - d. the location of the department dinner and whether this will immediately follow the candidate's talk;
 - e. the location, times and dates of the candidate's tea and talk(s) and any AV or other equipment that may be needed;
 - f. whether the candidate will be giving more than one talk, e.g. a student or department talk, in addition to the formal research talk and if so, the particulars for the additional talk(s);
 - g. the student activity (e.g. breakfast, coffee hour) with each candidate and the expected number of students for that activity;
 - h. work with the student representatives to assist in drafting a survey form that will be distributed to all students attending the candidate's talk and participating in any meals with the candidate;
 - i. any particulars for the candidate's "free" time, such as being provided with a specific room (other than the candidate's hotel room) where the candidate may relax or work quietly;

- j. whether you want the candidates to have your cell phone number and, if so, provide same to the APFHR.

The Final Meeting: Selecting the Finalist(s) and Presentation of Recommendation to Council

1. will likely need a block of time of 2-3 hours, as this meeting will determine the recommendation to Academic Council;
2. must include the Provost, AAO and APFHR.
3. seek faculty (and in some cases other community members, like academic staff) opinions of the candidates, whether those opinions come from those who had individual meetings with the candidates or from those who attended the research seminar. Inform colleagues that their statements will be read by the full search committee and should be sent at least two days prior to the final meeting. Share feedback with members of the committee prior to the final meeting.

This material must be kept in the strictest confidence.

4. advise members that individual letters for the dossier will be needed by the APFHR, most likely within a day after the final meeting;
5. Discuss each of the candidates who visited campus, highlighting their strengths and weaknesses. From the discussion, begin to work toward a consensus and ranking.
6. reach consensus, and rank the viable candidates (the latter is strongly recommended because ranking the candidates can be very important for Council's review and for the progress of the search. If the top ranked candidate does not accept the offer, for example, the Provost then can contact the second ranked candidate immediately.)

Dossier Preparation

1. The Chair will work in conjunction with the APFHR to compile the search dossier;
2. The APFHR will need several days to assemble the dossier, which time period must be taken into consideration when determining the date of presentation to Academic Council;
3. Each member of the Committee must supply an individual letter to the APFHR for inclusion in the dossier;
4. The reports of the student representatives may incorporate their analysis of the student feedback; alternatively, the analysis may comprise a separate document;
5. If department members or other community members would like to include additional information (after a department discussion or upon further reflection,

- for example), they may provide addenda to their original letters and forward to the APFHR, for inclusion in the dossier;
6. The dossier will include the following sections:
 - a. application materials for each the candidates who visited campus (in alphabetical order);
 - b. The report of the Chair which includes the recommendation to Academic Council;
 - c. AAO letter;
 - d. individual letters from each committee member;
 - e. analysis of student feedback (Summary of the student questionnaires/surveys);
 - f. letters from department members not on the committee;
 - g. letters from community members (staff and non-departmental faculty);
 - h. student letters (optional; this section would include only actual letters submitted, not the survey forms);
 - i. Appendices
 1. Search Charge;
 2. Advertisement;
 3. Sample schedule; and
 4. student questionnaire.
 7. The Search Chair's report must include, but is not limited to:
 - a. recommendation of the committee, with rankings (if possible);
 - b. a description of all outreach conducted;
 - c. an itemization of all sites on which the advertisement was posted;
 - d. a chronology of the search, including synopses of all meetings held and decisions made during the process.

Presentation to Academic Council-the date will be determined, with the Chair and APFHR working in concert, by the on-campus visit timeline, the date of the last scheduled meeting, and the date on which the dossier is anticipated to be completed.

APPENDIX XIII. PROCEDURES FOR EXTRAORDINARY OPPORTUNITY HIRES FOR TENURE-TRACK FACULTY POSITIONS

Haverford College, like many of its peer institutions, may encounter an extraordinary opportunity to hire a scholar teacher into a tenure-track position that does not follow the traditional search process of the College. These opportunities have helped to diversify Haverford's faculty in the past and when future opportunities present themselves that bring diversity and unique talent to the College, tenure-track positions may be made available for this purpose.

Although the process of hiring in these situations is often idiosyncratic due to the particular circumstances of the department and candidate, this document aims to make transparent the possible approaches to an extraordinary hire so that departments and programs understand the process if the possibility of such a hire arises.

Process and Guidelines for Extraordinary Opportunity Hires

1. The candidate is known to members of the Haverford community or is identified outside of the process of an already-approved tenure-track search (e.g. visiting faculty, distinguished visitor, etc.)
2. Typically a candidate for an extraordinary hire will be brought forth and discussed with the Provost by a department that enthusiastically supports the opportunity to diversify. The candidate should bring diversity to the faculty or curriculum and have scholarship, research, and teaching accomplishments that would position them as a competitive candidate in a traditional search.
 - a) In rare circumstances a candidate may be brought forth by the Provost or President (e.g. distinguished visitor, hire related to the strategic plan or supported by a donor gift)
3. Preliminary conversations with SCPC and Academic Council are conducted before proceeding, to determine if the strengths of the request merit moving forward with assembling a dossier.
4. A full dossier is submitted by the department to the Provost. The dossier consists of the following:
 - a) Summary of extraordinary circumstances (prepared by department chair)
 - b) Letters of support (all tenure-line and continuing members of the department, community members, and students)
 - c) Course evaluations (if the candidate has taught at Haverford)
 - d) CV
 - e) Research statement
 - f) DEI statement
 - g) Student feedback from on campus interviews (if the candidate necessitates)

additional student evaluation)

5. After review of the dossier by Academic Council, a recommended approval or lack thereof will be made to the President.
6. The President makes a final decision to move forward with the offer to hire.

Extraordinary hiring opportunities have been previously secured in several ways, including:

- A pre-retirement hire to replace a senior faculty member who has indicated that they plan to retire in the next 3-5 years.
- Shifting an open faculty line from one department to another, in consultation with both departments, SCPC, and Academic Council.
- A newly established endowed professorship that allows for the creation of a new position.
- The creation of an expansion position because the opportunity aligns with the strategic priorities of the College.

A search committee and/or department chair, with support from the department, may initiate an extraordinary hiring opportunity as they may identify a candidate early in the typical search process who meets (and often exceeds) the requirements for the position. They may recommend that the Provost and President consider moving the candidate through this alternate process. In other cases, the department may recommend a tenure-track hire, as indicated above (and as has been done in the past), of a visiting faculty member who has shown extraordinary promise.