

## TRINITY COLLEGE 1998 FACULTY HANDBOOK

### INTRODUCTION

"In order to ensure excellence in the academic staff of the future, the President, Board of Trustees, faculty, and administration will work together to ensure a comprehensive plan for faculty compensation, hiring, promotion, professional development, and other dimensions of nurturing and sustaining an excellent faculty. Similarly, Trinity College will also develop a plan for the nurturing and growth of all personnel, recognizing that care of Trinity's human resources is the most important means by which the mission will be accomplished." (*Toward Trinity 2000*, Strategic Goal X)

In keeping with the vision of the Strategic Plan of Trinity College, this *1998 Faculty Handbook* promotes the development of Trinity's faculty for the early years of the new century. The faculty are the heart of the College, the stewards of Trinity's intellectual life and the force that drives the implementation of Trinity's mission in the lives of our students. For this reason, the cultivation of faculty excellence through fair and equitable personnel policies is a major goal of this *Handbook*.

This *Faculty Handbook* describes rights, responsibilities and expectations for faculty and academic personnel. This *Handbook* does not attempt to define all employment-related policies and benefits for all academic personnel. Rather, the provisions of this Handbook cover those specific areas in which commonly accepted professional policies and practices distinguish faculty from other employees of the College.

With regard to certain kinds of benefits and conduct, contemporary law and regulations do not distinguish faculty from other employees. In those instances, sections of the *Employee Handbook* also apply to faculty and other academic personnel (e.g., applicability of provisions for equitable participation in benefits like tuition remission, TIAA/CREF, health and life insurance, and broad applicability of ADA, Sexual Harassment Policy, Drug-Free Workplace Requirements), and the *Employee Handbook* should be read as a companion piece to the *Faculty Handbook* for those purposes.

The policies of the *Faculty Handbook* provide for the well being of the faculty of Trinity College and for the promotion of Trinity's mission and strategic goals. The College may revise these policies as necessary, upon recommendation of the faculty and president, subject to the approval of the Board of Trustees. This *1998 Faculty Handbook* replaces the 1985 *Faculty Handbook* as amended, except in those cases indicated *infra* where select provisions of the 1985 *Handbook* may continue to apply to certain faculty hired under that document.

## SECTION I. FACULTY RIGHTS AND RESPONSIBILITIES

The following statement is adapted from the Statement on Professional Ethics promulgated by the American Association of University Professors, and is incorporated into the *Faculty Handbook* as the Policy on Professional Ethics of Trinity College:

### I

Faculty members guided by a deep conviction of the worth and dignity of the advancement of knowledge recognize the special responsibilities placed upon them. Their primary responsibility is to seek and state the truth as they see it. They work to improve their own scholarly competence while exercising critical judgment in transmitting knowledge. They practice intellectual honesty. Subsidiary interests must never seriously hamper their freedom of inquiry.

### II

As teachers, faculty members encourage the free pursuit of learning, setting high scholarly standards. They demonstrate respect for students as individuals, serving them as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects the students' true merit. They respect the confidential nature of the relationship between teacher and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect the academic freedom of the students. They restrict their teaching to areas in which they have professional competence.

### III

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

### IV

As members of the Trinity College community, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of the

institution, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside Trinity College with regard to their paramount responsibilities. When considering the interruption or termination of their service, they recognize the effect of their decisions on the college program and give due notice of their intentions.

## V

As members of this community, faculty members have the rights and obligations of all citizens. They measure the urgency of these obligations in light of their responsibilities to their disciplines, their students, their professions, and their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for Trinity College. As citizens engaged in a profession that depends upon freedom of inquiry for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

## VI

As professionals in their disciplines, faculty members should adhere to the Code of Ethics that has been adopted by their professional organization or society. They recognize that special obligations may fall on faculty members in a particular field and they accept the judgment of their colleagues in the field as to what constitutes ethical behavior, as expressed in accepted Codes of Ethics.

## VII

As academic advisors, faculty members are interested in ensuring that their advisees receive responsible guidance in planning their academic programs. They regard their advisees as individuals and do their best to meet the advisees' special needs. They recognize that some advisees may have problems that extend beyond the faculty member's field of competence; in such cases, faculty members provide referral to other persons who have the expertise necessary to meet the advisee's needs.

## Academic Freedom

Trinity College has as its policy that all faculty members, whether tenured or not, are entitled to academic freedom. The following statement, adapted from the 1940 Statement on Academic Freedom of the American Association of University Professors and the Association of American Colleges, is the policy of Trinity College.

### I

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties.

### II

Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter unrelated to the subject. Limitations of academic freedom will not be imposed because of the College's identity as a Catholic institution.

### III

College teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for Trinity College. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As people of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for Trinity College.

## SECTION II. DEFINITIONS

The purpose of this section is to provide definitions and explanations of terminology used in the *Faculty Handbook* in order to clarify the applicability of *Handbook* provisions to faculty and academic personnel.

### A. Applicability of *Faculty Handbook* Provisions

This *Handbook* addresses rights, responsibilities, policies and practices for faculty personnel. Specific policies listed in this *Handbook* apply only to those categories of faculty designated in each section. Where a given section covers more than one category of faculty personnel, the section will so indicate by specific reference to the categories covered. If the section is silent on its applicability, then the section applies only to Category A faculty personnel.

### B. Faculty Classifications

This *Handbook* classifies faculty and academic personnel according to the categories listed below in order to clarify the applicability of various rights, responsibilities, benefits and processes stated throughout this document:

#### Category A: Tenure-Track Teaching Faculty

- i. assistant professors
- ii. associate professors
- iii. full professors

#### Category B: Non-Tenure-Track Teaching Faculty

- i. instructors
- ii. assistant professors
- iii. visiting professors

#### Category C: Adjunct Faculty

- i. adjunct instructors
- ii. adjunct professors

#### Category D: Executive Administrators

- i. president
- ii. academic vice president
- iii. deans and associate deans within the academic schools
- iv. the head librarian and associate librarians
- v. board appointments

**Category E: Academic Personnel, Non-Tenure Track**

**Category F: Retired Faculty**

**C. Definitions of the Categories**

1. Full-Time Tenure-Track Positions (Category A)

The tenure-track positions (Category A) refer to full-time teaching faculty who will seek to achieve tenure by the end of the probationary period. Because of the long-term implications of the award of tenure for the College and the faculty member, detailed standards govern appointment, annual evaluation, contract renewal, promotion and tenure in these positions. Full-time tenure-track faculty members must have the doctorate or professional equivalent, and they hold the ranks of assistant, associate or full professor according to the definitions and academic requirements specified below.

2. Full-Time Non-Tenure-Track Positions (Category B)

Full-time non-tenure-track teaching faculty (Category B) are those faculty personnel whose appointments exist for a finite period of time to meet particular professional needs in the academic programs. Such appointments do not replace tenure-track appointments, but, rather, they provide flexibility during periods of change, programmatic experimentation and personnel movement in academic programs.

In addition, full-time faculty with master's degrees who are completing their dissertations and who the College hires with the expectation that they will become members of the tenure-track faculty are classified as Category B instructors prior to their receipt of the doctorate.

Category B faculty members receive annual contracts, and in certain cases, they may receive multi-year contracts (see Section V. Contracts). There is no limit on the number of years that a faculty member may hold a Category B appointment.

Category B faculty personnel hold the ranks of instructor, assistant professor, or visiting professor, and they must meet the criteria for appointment to those ranks as specified in this *Handbook*.

To ensure the maintenance of an appropriate proportion of Category B personnel to the full faculty, on an annual basis the faculty will receive an analysis of the numbers of Category B personnel by

program and within the faculty as a whole. In general, the ratio of all Category B personnel to Category A should be no more than 15% of all faculty in Category A; however, special circumstances may warrant deviation from this norm for good cause. As with all faculty hiring, the program and division chairs, deans and academic vice president make decisions about the use of Category B in a collegial manner and with thorough consultation among all parties.

### 3. Part-Time Positions (Category C)

Category C personnel are part-time faculty whose appointments occur on a semester-by-semester basis to meet specific teaching needs of an academic program. Category C personnel hold the ranks of adjunct instructor or adjunct professor.

### 4. Executive Administrators (Category D)

Category D refers to executive administrators of the College who have faculty rank and voting rights in faculty meetings. These administrators include:

- a. The President of the College
- b. The Academic Vice President
- c. The Deans and Associate Deans of the Academic Schools
- d. The Head Librarian and Associate Librarians
- e. Board Appointments

Category D personnel carry the titles of assistant, associate or full professor in a non-tenure-track status, except in such cases where the executive has already achieved tenure as a member of the faculty.

For the deans and associate deans of the academic schools (College of Arts & Sciences, School of Professional Studies, and such other academic schools as Trinity may create), this section applies to such personnel only if their contracts of appointment specifically confer Category D faculty status.

Board appointments occur in circumstances such as the appointment of executive personnel in positions other than those listed above. Examples of such circumstances are the appointment of a Dean of Student Services with faculty status, or a director of a center or institute. The president recommends such appointments to the Board after appropriate consultation with the academic vice president and faculty in the discipline in which the appointee holds credentials.

If the executive administrator is already a Category A member of the faculty at the time of appointment to the executive position, then the faculty status, rights and tenure of the faculty member must be addressed in the contract of appointment to the administrative position. (See Part G. Effect of Contracts and Appointments, below.)

If the executive administrator holds no prior faculty appointment at Trinity College, then the contract of employment must include appointment to the rank of assistant, associate or full professor as the appointee's credentials and status require; such status is non-tenure-track. Appointment of executive administrators to these ranks does not confer faculty rights for employment contract purposes, and all terms and conditions of employment for executive administrators are governed by their contracts of employment and the *Employee Handbook*.

#### 5. Academic Personnel, Non-Tenure Track (Category E)

The non-tenure track academic personnel are the professional librarians below the rank of associate librarian; the academic program directors (e.g., director of the Writing Center; director of Intercultural Programs); the assistant deans; the associate deans who are not specifically designated as Category D; and such other executive administrators of Trinity College as the president may designate (e.g., the Dean of Student Services; the chief financial officer; the chief enrollment officer).

Non-tenure track academic personnel do not carry academic rank, and do not vote in faculty meetings. However, they may attend all general session faculty meetings, and they may participate in faculty committees and other work of the faculty as appropriate. Personnel policies affecting non-tenure track academic personnel are set forth in the *Employee Handbook* and letters of appointment.

#### 6. Retired Faculty (Category F)

Trinity College recognizes the value of sustaining relationships with members of the faculty who have retired. Full-time Category A faculty who have taught for ten or more years receive the rank of "professor emerita/us" upon retirement, and this status confers certain rights and privileges as described in Section XI on Faculty Retirement. For other retired faculty personnel, continuing opportunities to participate in the life of the College, access the library and other benefits are described in Section XI on Faculty Retirement.

### **D. Definition of the Academic Ranks**

Faculty personnel hold academic rank according to the following definitions:

#### Instructor

An instructor holds a non-tenure-track appointment to the full-time teaching faculty. This appointment is for one year, and is renewable annually according to the criteria for contract renewal set forth in Section V. Contracts. The minimum qualification for appointment as an instructor is a master's degree.



### Visiting Professor

A visiting professor holds a full-time, non-tenure track appointment to the teaching faculty. The term of appointment may be for one semester or one year, and the appointment may not be renewed beyond the second year.

### Assistant Professor

An assistant professor is a full-time member of the teaching faculty who holds the doctorate or professional equivalent.

Category A assistant professors are appointed to the tenure-track. This appointment carries all of the rights and privileges of the faculty, and must observe all of the requirements for the probationary period and progress toward tenure as set forth in the subsequent sections of this *Handbook*.

Category B assistant professors are appointed to the non-tenure-track, and are subject to the *Handbook* and contractual provisions governing Category B faculty members.

Category D and E assistant professors are governed by the provisions of this *Handbook* that specifically refer to them and by their contracts of employment.

### Associate Professor

The rank of associate professor requires the doctorate or professional equivalent, at least five years of teaching experience, and fulfillment of the criteria for tenure, including sustained excellence in teaching, significant scholarly and professional attainment, and significant contributions to the intellectual, collegial and community life of the College.

Category A faculty members whose original appointments are to the rank of assistant professor achieve the rank of associate professor at the time that tenure is granted. A faculty member who has served five consecutive years as a Category A assistant professor may apply for tenure in the sixth year of appointment.

Faculty may also be appointed as Category A untenured associate professors when they have achieved the rank of associate professor at other institutions. This provision is exercised at Trinity College's discretion, and in no case will tenure also be granted at appointment. A faculty member who is originally appointed as an associate professor must serve four full academic years before applying for tenure in the fifth year, unless the contract of employment states otherwise.

### Professor

A full professor is a full-time, tenure-track member of the teaching faculty who has achieved a recognized level of maturity in the teaching career. Full professors must have already achieved tenure. The rank of full professor requires the doctor's degree or its professional equivalent, a minimum of six years at the rank of associate professor, a record of outstanding teaching, distinguished service to the College, and evidence of substantial scholarly attainment in research and/or publication or of acclaimed accomplishments in the creative arts or in professional fields.

#### Professor Emerita/Emeritus: (Category F)

The rank of professor emerita or emeritus is held by all full-time faculty who retire from teaching after at least ten continuous years on the faculty of Trinity College.

#### Adjunct Instructor

An adjunct instructor is a Category C faculty member who holds a master's degree.

#### Adjunct Professor

An adjunct professor is a Category C faculty member who holds a doctorate or appropriate equivalent.

### **E Definition of Degrees Required**

All faculty personnel in all categories must hold a minimum of a master's degree, with an earned doctorate or professional equivalent preferred. All degrees must be from accredited institutions. The terms "master's degree" and "doctorate" as used in this *Handbook* include all degrees recognized by the Council of Graduate Schools. For the purpose of appointment, rank, promotion and tenure for Category A personnel, the following degrees are considered to be doctorates or doctorate-equivalents: Ph.D., Ed.D., D. Phil., J.D., D.M.A., D.B.A., D.P.A., M.B.A. (for a Business Administration appointment), or M.F.A. (for a Fine Arts appointment).

After appropriate consultation with the academic vice president and faculty in the programs affected, the president may make a determination about the acceptability of other degrees for purposes of appointment, rank, promotion and tenure, and this determination shall be incorporated into the appointment contract.

### **F. Definition of the Probationary Period for Category A Positions**

The probationary period for all Category A full-time tenure-track faculty originally appointed as assistant professors is seven years from the date of appointment to the tenure-track, unless the original contract specifies a shorter period. Assistant professors should apply for tenure in the sixth year after appointment. If the faculty member fails to achieve tenure within the specified period of

time of the probationary period, the faculty member's appointment terminates at the end of the seventh year.

Category A faculty who have already achieved the rank of associate professor at other institutions may be hired at Trinity at the associate professor level. In such cases, the probationary period will be six years, and the application for tenure may occur in the fourth or fifth year of appointment. If the application for tenure is denied, the appointment terminates at the end of the sixth year.

Time spent in positions classified in Categories B through E does not count toward the probationary period for Category A tenure-track positions.

### **G. Effect of Contracts and Appointments**

Faculty contracts incorporate by reference the terms and conditions of this *Handbook* for each category of the faculty. The terms of individual faculty contracts may include additional provisions beyond the general scope of this *Faculty Handbook*. Such provision, by mutual agreement between the faculty member and the College, may include adjustments in workload, extensions of the annual contract period to twelve months, requirements for appointment to a named academic chair, or other terms. Additional contractual provisions may not abridge the rights and privileges accorded to faculty under the terms of this *Handbook*, and all additions to workload or length of contract must include appropriate compensation.

Appointment of a member of the faculty as a division chair or to another compensated position of academic responsibility does not alter the classification or tenured status of the faculty member.

Appointment of a Category A member of the faculty to a full-time administrative position may require suspension of the work and benefits terms of this *Handbook* in favor of contractual terms for administrative appointments. However, such appointment may not change the tenured status of a tenured member of the faculty except by mutual agreement between the College and the faculty member. In such cases, the contract of appointment should also address the effect of the appointment on the timing and assessment of a tenured associate professor's future application for promotion to full professor.

Appointment of a Category A faculty member who has not yet achieved tenure to a full-time administrative position requires that the administrative contract of employment specify terms with regard to the effect of the appointment on the faculty classification and probationary period for promotion and tenure.

Appointment of faculty personnel in other categories to full-time administrative positions automatically changes the classification and status of the employee according to the terms of the new appointment. Only Category A appointments have the potential to carry residual effects (e.g., tenure rights, promotion opportunities) into other appointments at Trinity College.

#### **H. Voting Privileges in Faculty Meetings**

Faculty personnel in Categories A, B, and D may vote in faculty meetings. Other faculty personnel may attend meetings of the full faculty, except when the faculty meets in executive session. (See Faculty Handbook Part II, FACULTY GOVERNANCE).

### SECTION III. FACULTY ROLES AND PROFESSIONAL NORMS

"The most important obligation now confronting the nation's colleges and universities is to break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar. It's time to recognize the full range of faculty talent and the great diversity of functions higher education must perform. For American higher education to remain vital we urgently need a more creative view of the work of the professoriate. We need a climate in which colleges and universities are less imitative, taking pride in their uniqueness..." (Ernest Boyer, *Scholarship Reconsidered*)

Fulfillment of the mission of Trinity College requires a definition of the faculty role that is expansive, that fosters creativity and excellence, and that links the act of teaching with the idea of scholarship in ways that ensure fulfillment of the College's goals for students. In both the undergraduate and graduate programs, Trinity's mission centers on teaching, as opposed to the research functions that are central to the mission of doctoral institutions. As a college devoted to the education of women at the undergraduate level, and men and women in the graduate programs, and built upon the intellectual and faith tradition of Catholicism, the mission of Trinity College is distinctively different from that of the vast majority of institutions of higher education. For that reason, the development of faculty roles and professional norms for Trinity is necessarily distinctively different as well.

Teaching is central to the mission of Trinity and to the professional life of its faculty. In centering Trinity College's mission on teaching, the College honors the idea of the "scholarship of integration," in which creative course development and innovative pedagogy receive recognition as the kind of scholarship that supports excellence in teaching. The faculty of Trinity College are true teaching scholars, engaged in the work of discovery, integration and application that are essential for excellence in teaching.

Institutional delineations of faculty roles, work and professional norms strive for balance among expectations for flexibility, fairness, internal equity, individual and institutional goals, and the needs and rightful expectations of the students of Trinity. Mindful of the desire to achieve such balance, this section attempts to work within broad concepts to provide descriptions, guidelines and processes for the continuing development of faculty roles and professional norms at Trinity College.

#### A. Faculty Roles

##### 1. The Faculty Role: The Teaching Scholar

The primary faculty role at Trinity College is that of the "teaching scholar," an identity which acknowledges both the centrality of teaching and the significance of scholarship in ensuring excellence in teaching. The teaching scholar seeks to achieve goals that include:

- a. the continuous development of curricula, courses and pedagogies that are appropriate and effective to empower the diverse array of students participating in Trinity's range of programs;
- b. the maintenance of high expectations for intellectual rigor in the development of students as members of the academic community;
- c. promotion of interdisciplinary research and teaching in order to ensure the full effect of liberal learning in the development of students;
- d. the enlargement of knowledge within the faculty member's discipline through original research and continuous engagement with scholarly and professional development activities both in the discipline and across disciplines to promote the integration of knowledge;
- e. continuous contributions to the life of the community both on campus and in the external civic and social communities.

In order to achieve these goals, faculty members at Trinity College are engaged in a range of teaching and professional development activities. Such activities are essential to the fulfillment of the faculty role at Trinity College, and as such, they are accepted as requirements for all faculty, with workload adjustments according to the specific faculty category.

*Norms Specific to Category A*

The essential teaching and professional development activities for all Category A full-time faculty include:

- a. teaching three courses in each in the fall and spring semesters;
- b. engaging in appropriate professional activities related to teaching including student advising, student assessment, new course development, curriculum and program development, supervision of student research projects, senior assessment, supervision of tutorials and independent studies, supervision of student field work and internships, and related activities;
- c. participation in those research, scholarly and professional development opportunities that have a direct impact upon the faculty member's teaching, including the production of scholarly papers, articles, new course syllabi, curriculum materials, and related work;
- d. participation in continuous professional assessment.

### Norms Specific to Category B

Category B faculty members are also expected to honor the idea of the "teaching scholar" in their preparation and teaching. The workload for faculty in this category may include up to four courses per semester, depending upon the needs of the academic program, but no committee or other service work and limited involvement with program and curriculum development. Category B faculty are expected to engage in professional development activities and assessment.

For those Category B instructors who are working on their dissertations ("ABD" Instructor) and who are likely to join the tenure-track upon the receipt of their doctorates, a three-course courseload is most appropriate, with no committee or other service work expected, so long as the instructor demonstrates progress toward completion of the dissertation. The contract of appointment of the Category B "ABD Instructor" should specify expectations for progress toward completion of the doctorate and workload adjustments to ensure completion of the doctorate. Progress toward completion of the doctorate is part of the annual faculty assessment and contract review process described elsewhere in this *Handbook*.

While their particular workload differs from Category A and B personnel, faculty personnel in all other categories also incorporate the idea of the teaching scholar into their professional identity and daily approach to their work.

The section on "Professional Norms" below and subsequent sections of this *Handbook* provide further descriptions and definitions of these faculty roles and expectations.

## 2. The Faculty Role: Governance and Service

Building the academic and collegiate community is a vital part of the faculty role at Trinity College. Category A faculty members contribute to the life of the community through active participation in governance and through other forms of service to the College community. Within these general concepts, faculty members enjoy a range of options for the kind of work they will engage in on behalf of the community. Some of these options include:

- a. service on a faculty or college committee, including from time to time accepting election or appointment as a committee chair;
- b. service as a program chair;
- c. service as a division chair;

d. acceptance of a special appointment to a project of significance for Trinity College, e.g., accreditation work, a curriculum development project, implementation of a new program, representation of the College externally, etc.

e. active service as an advisor to student classes and organizations, or active involvement in co-curricular programs of significance to the College community, e.g., development of programs on the Honor System, diversity, student governance, and related community-wide programs.

While other categories of faculty personnel do not have the same kind of specific workload requirement for governance and service as Category A personnel, they are welcome and encouraged to participate in activities that nurture the vitality of the academic community.

## **B. Professional Norms**

Trinity College recognizes the faculty as leaders of the academic and intellectual community who must have the freedom to exercise broad professional judgment in the management of their responsibilities in teaching and scholarship. Trinity College also strives to ensure a faculty work environment that fosters creativity, intellectual excellence and equity among a faculty of diverse talents engaged in a wide range of scholarship and teaching activities.

Success in creating such an environment depends in large part on a broadly shared understanding of the professional norms that guide faculty life and work in the academic community. These professional norms recognize and respect the expectations and needs of members of the faculty, students, administrators and trustees in their common quest for institutional accountability and excellence.

This statement of professional norms reflects the aspirations of the academic community of Trinity College for the care of faculty resources as the College's most important asset. These norms are intended as guides rather than as prescriptions. Their interpretation may change over time or with individual circumstances, and flexibility in their application is essential to ensure the appropriate nurturing of each teaching scholar according to his or her discipline, talents and future interests.

### 1. Workload and Contracts

"Workload" is a traditional term that identifies requirements for time and effort in teaching, research and service. While the general expectation for Category A and B faculty work is premised on fulfilling the majority of the substantive work obligations in the fall and spring semesters (teaching courses, advising, committees or other service), certain related tasks occur at other times, e.g., course development, scholarly and professional work, responses to students with advising needs (limited to emergency consultation in the summer months), consultation with colleagues and deans on various issues. The section on faculty compensation addresses payment for tasks that exceed normal



workload expectations or that fall outside of the fall and spring semesters.

## 2. Courses and Preparations

The normative expectation for the teaching load is three courses per semester in the fall and spring semesters (four courses for Category B unless otherwise specified in the contract, e.g., “ABD Instructor”). Courses in the summer semester, short-terms in January, May and at other times are separately compensated and do not count toward fulfillment of the 3-course teaching requirement.

A "course" is a discrete semester-long teaching and learning activity during an academic session that meets all requirements for academic credit, contact hours and enrollments, and that has a substantive syllabus that clearly states anticipated outcomes and assessment methods for student learning.

This edition of the *Faculty Handbook* recognizes the fact that changes in populations and pedagogies have permanently altered the concept of the "course" and "preparation." Accordingly, "preparation" is no longer used as a concept to measure faculty workload.

The professional norm expects a faculty member to teach three courses each semester in a way that requires continuous scholarly preparation and pedagogical creativity for each course depending upon the needs and capabilities of each group of students. Depending upon the discipline and curricular needs of Trinity, three such courses might also cover widely different subject matter, or the courses might appear to be similar in content but their delivery varies depending upon the program and population taught.

## 3. Course Formats

Trinity College recognizes the fact that many teaching activities fall outside of the traditional model of a 14-week lecture classroom course. This edition of the *Faculty Handbook* expects faculty members to work with their program and division chairs, deans and the academic vice president to create a range of courses and course formats that satisfy standards for academic rigor while also promoting greater flexibility and innovations in pedagogy to meet the diverse needs of new generations of learners. Examples of activities that fall outside of traditional classroom pedagogies that may constitute a “course” for workload purposes include:

- a. Laboratory work and field research;
- b. Supervision of graduate teacher interns;
- c. Supervision of undergraduate internships in a range of disciplines where the supervision includes substantive seminar and student assessment components;
- d. Supervision of service-learning programs with substantive seminar and student assessment

components;

- e. direction of senior colloquium and senior assessment projects;
- f. direction of master's theses and similar graduate-level projects;
- g. domestic and international field study programs with appropriate substantive seminar and student assessment components;
- h. online and other distance education courses that meet academic expectations for substance, faculty accessibility and communication with students, and student assessment.

To qualify as a 'course' for workload purposes, these teaching activities must meet expectations for academic preparation and student assessment, contact hours and enrollments as described below.

The academic vice president, in consultation with the deans, division and program chairs, issues annual guidelines for course proposals, review and approval processes.

#### 4. Team Teaching

Trinity College recognizes the value of team teaching in promoting the interdisciplinary goals of the curriculum and mission of the College. As such, team teaching can be an effective part of a faculty member's course load. Team teaching responsibilities should be sufficiently rigorous that each faculty member on the team is fully engaged in each class, prepares with the same rigor as if the class were taught alone, and participates fully in the assessment of each student. Faculty members who team teach are expected to be present in the classroom for each class session and to be full participants in each session's teaching activities. Models that split days of teaching and grading of students do not meet expectations for team teaching.

#### 5. Norms for Student Load

Faculty workload is also influenced by the number of students a faculty member teaches and advises. While rigid numerical equivalents are not appropriate measures for faculty work in a small college, some general norms guide decisions about faculty contracts, overloads and alternative assignments:

- a. each classroom course is expected to enroll a range of ten to 25 students, but variations may occur depending upon the course level, discipline, program development plans, and needs of the students;
- b. for supervision of teacher interns at the graduate level to constitute a 'course' for workload purposes, the norm ranges from four to six students depending upon the circumstances of the teaching placements;

c. for supervision of internships, service learning experiences, senior colloquia and senior assessment projects at the undergraduate level, the norm is eight students;

d. for direction of masters' theses, the norm is five students;

e. advising case loads are expected to range from 10 to 25 students, with variations and exemptions possible according to the talents of the faculty member, needs of the students and needs of the College.

Exceptions to these norms for enrollment in determining faculty workload may be made for good cause, including such reasons as requirements of major programs and the realities of major enrollments; experimental courses and programs; and the need to ensure student progress toward degree completion. The program chairs, division chairs, deans and academic vice president should consult on the need for exceptions as part of the review of course enrollments after each semester's registration period.

Additional guidelines for the application of this norm for purposes of course scheduling and course cancellation will issue annually from the Office of the Academic Vice President, in consultation with the program and division chairs, and these guidelines will include provisions for annual review of total enrollments by faculty member and by program in order to adjust the application of the norms in a manner that is responsive to the particular needs of each program.

## 6. Governance and Community Service

Category A faculty members participate in academic governance and service to the Trinity College community, including the active participation of all faculty members in regular meetings of the full faculty and academic divisions, including planning days, workshops and other activities of the full faculty. Beyond these large group meetings, the specific engagement may vary depending upon the talents and interests of the individual faculty member. Whatever service is undertaken, the professional norms for faculty include the expectation that the faculty member will make an active contribution to the work at hand, not only attending all scheduled meetings, but also preparing reports and presentations as necessary, promoting the activity with colleagues, and generally working to ensure the successful completion of the assignment.

## 7. Substitute Service

Faculty members may request substitute service in any circumstance in which fulfillment of the normative expectation is unlikely. For example, in rare cases, a faculty member may not have sufficient course enrollments to teach three courses in a given semester, and so substitute service is appropriate. Similarly, while academic advising is a normative expectation of all faculty, some

faculty may seek substitute service for the advising expectation.

Regarding governance and community service, while past practice required all faculty members to accept at least one committee assignment, this edition of the *Faculty Handbook* recognizes the availability of many different activities to fulfill the community service expectation. For that reason, a faculty member may not receive an exemption from community service, but may choose from a range of options for the fulfillment of that expectation.

#### 8. Collegial Notices

Because the work of the faculty is highly interdependent, faculty members make a good faith effort to keep colleagues informed should events arise that prevent a faculty member from meeting a class, attending a meeting, or meeting deadlines for collegial work such as course scheduling or committee reports. While occasional absences are understandable and unavoidable, repeated absence from professional duties is cause for concern and may give rise to a personnel action.

While faculty members may cover classes for each other in those occasional instances of absence from class, in no case may a member of the faculty subcontract teaching duties without prior approval of the College.

#### 9. Obligations to Students

In order to ensure adequate time for advising and responding to student inquiries and needs for guidance, all full-time faculty members are present on campus for at least some part of four days per week at times when students in the faculty member's classes and primary program can readily access the faculty member. The posting of a minimum of six office hours per week can facilitate student-faculty communication and reduce the volume of student calls at other times.

Responsiveness to student needs and concerns is a longstanding characteristic of faculty at Trinity College. Such responsiveness encompasses a range of activities from ensuring timely feedback on papers and assignments to accuracy in advising and availability for consultation at the times posted for office hours. Whether returning student phone calls or managing highly diverse classrooms, the high professional standards for faculty responsiveness to students at Trinity distinguish Trinity's academic community from many others.

#### 10. Outside Employment

All full-time members of the faculty devote substantially all of their professional time and attention to the fulfillment of their professional obligations to Trinity College. Within this expectation, Trinity also understands that members of the faculty may have outside employment for personal and professional reasons. Such work should not interfere in any way with the faculty member's professional obligations to Trinity College. Conventional norms among colleges and universities

commonly permit outside employment to occur up to the equivalent of one full work day per week. As a corollary, professional norms on outside employment also prohibit the faculty member from holding another full-time faculty position at another college.

Disclosure of outside employment is a good professional practice that protects both the faculty member and Trinity College should any conflicts arise between the faculty member's obligations to Trinity and the outside employment. Such disclosure occurs as part of the annual contract review process.

“Disclosure” in this section does not mean that Trinity must grant prior approval to the outside employment. However, Trinity reserves the right to inquire into the employment and to take appropriate action if the outside employment interferes with the faculty member’s obligations to Trinity. Such “appropriate action” may include a range of actions from individual counseling through to formal written notice of problems related to outside employment and possible remedies.

### 11. Conflicts of Interest

In addition to disclosure of outside employment, faculty members in all categories also make an annual disclosure of any situation that may present a real or potential conflict of interest for the faculty member's relationship with Trinity College. A conflict of interest is not necessarily a prohibited activity, but rather, any situation in which the faculty member, or a member of his or her family, may realize personal economic gain from a business transaction with Trinity College separate and apart from the faculty contract; or may engage in an activity injurious to the financial or other interests of Trinity College. Examples of conflict-of-interest situations include:

[NOTE: these are not necessarily prohibited activities, but should be disclosed as conflicts-of-interest]

- a. any situation that puts a relative into a professional relationship with the faculty member, e.g., hiring a relative as a faculty member, having a relative in class, etc.;
- b. solicitation of charitable gifts from Trinity's prospects and benefactors for another charity;
- c. competition for governmental or private grants or contracts by an outside company owned or operated by the faculty member engaged in work that is substantially similar to work conducted by Trinity;
- d. sale or subcontracting sale of course materials to students by an entity owned wholly or in part by the faculty member;
- e. requiring Trinity students enrolled in the faculty member's courses to engage in work

related to outside business interests of the faculty member;

f. using Trinity students, faculty or staff as research subjects for outside employment contracts;

g. recruiting students for other colleges or universities;

h. selling course materials, curricular models, or other kinds of academic materials generated as part of the faculty member's work at Trinity College to outside entities, including other colleges and universities.

i. encouraging students to enroll in courses that the faculty member teaches at other universities as a substitute for their enrollment in similar courses at Trinity;

j. any relationships with students that could impede a faculty member's professional judgment regarding student academic performance.

Once a conflict of interest is disclosed, Trinity College may require the faculty member to follow a course of action designed to protect the parties involved. The actual process for the remedy depends upon the facts of the individual situation. Failure to disclose a conflict of interest is a serious breach of professional ethics. Trinity College may take appropriate action in any case in which a faculty member fails to provide the appropriate disclosure, or refuses to cooperate with the process to develop an appropriate remedy for the conflict.

### **C. Administration of Faculty Personnel Matters**

The administration of the faculty roles and professional norms described in this section should seek to support and develop faculty resources to the greatest extent possible. Such administration requires striving for continuous balance among the desires of the individual faculty member, the principle of equity among all faculty, the needs and expectations of the students being served, and the needs of the College for effective program administration.

The president and trustees delegate the routine administration of faculty personnel matters to the academic vice president, deans, division and program chairs. The president exercises general oversight of the administration of the faculty personnel program, and from time to time the president may intervene to resolve issues concerning professional norms. The president reviews cases in dispute and makes final decisions when cases cannot reach resolution at other levels.

The academic vice president is responsible for the routine implementation of the faculty personnel system through the deans, associate deans, division and program chairs. This responsibility includes oversight of the range of personnel tasks from faculty searches through hiring, contract preparation and review, teaching assignments, courseload supervision, advising, governance and service assignments, faculty assessment, mentoring, dispute resolution, exemptions and substitute service, and all related duties.

Under the supervision of the academic vice president, the deans and associate deans, division and program chairs implement the specific tasks associated with this section and this *Handbook*. The deans, associate deans and division chairs, for example, are responsible to work with individual members of the faculty in the development of their annual professional portfolios, for mentoring new faculty and for overseeing the faculty assessment process. In consultation with the program chairs, the division chairs may recommend the specific components of workload and faculty contracts to the deans and academic vice president. For example, with appropriate consultation, the division chair will review and make recommendations regarding the teaching schedule and acceptance of specific teaching activities as "courses" for construction of the workload agenda; substitute service, exemption from advising, and acceptance of the governance and community service activities that fulfill professional norms.

As necessary for clarity in changing circumstances, the academic vice president, deans and division chairs may develop and disseminate annual implementation guidelines for this section and other sections of the *Faculty Handbook*.



## SECTION IV. FACULTY SEARCH AND APPOINTMENT

Trinity College seeks to implement its mission and strategic goals through the appointment of a faculty capable of supporting all of Trinity's educational goals for students. The hiring and appointment process for members of the faculty seeks to assess the candidate's potential to advance these goals and objectives. Faculty members are hired by Trinity College, not by individual programs, and all faculty members are considered to be important partners in the implementation of Trinity's mission.

For these reasons, the academic vice president conducts all faculty searches in cooperation with the individual academic programs and divisions. The president of the College makes all faculty appointments.

Trinity College's affirmative action plan extends to faculty hiring, and all searches include good faith efforts to identify and hire candidates from a range of backgrounds. In addition, in light of the historic sponsorship of the College by the Sisters of Notre Dame de Namur, Trinity is committed to hiring qualified Sisters of Notre Dame to the faculty.

### A. Programmatic Assessment of Faculty Hiring Needs

#### 1. Full-time Appointments

Faculty hiring processes begin with the programmatic assessment of future personnel needs. In order to conduct thorough searches for full-time faculty in both Category A and B, the personnel needs of the programs must be identified at the earliest possible moment. The academic vice president announces the annual process for assessment of personnel needs in the programs, and this process should include a timeline that begins one year in advance of the appointment.

For Category A appointments, the identification of the available positions should take place no later than October 1, and earlier if possible, for faculty who will begin in the subsequent academic year. This timeline permits a thorough search according to the procedures described below. Given the long-term implications of a Category A appointment for both the College and the faculty member, a Category A search should not begin later than January 1 of the academic year preceding the appointment; exceptions for good cause may be made at the discretion of the academic vice president.

Category B positions may be used in cases in which the need for a full-time position arises unexpectedly late in the hiring cycle. Such cases occur as a result of resignation, termination, leaves of absence or unusual enrollment patterns that cannot be forecast prior to student registration.

All full-time positions require approval of the president before the start of the search. Given the College's budget cycle, searches may be undertaken even while funding is pending, and search

committees and candidates may be notified that positions are open pending funding. The College reserves the right to cancel any position before a contract issues, as well as to suspend searches as circumstances warrant.

## 2. Part-Time Appointments (Category C)

The assessment of part-time teaching needs should occur at the time of the preparation of the course schedule. However, given the fluctuation in enrollment patterns and the possibility of changes in personnel, part-time appointments may become necessary at any time in the academic schedule.

While the College recognizes the need for flexibility in part-time appointments, the assessment of routine programmatic needs should occur as early as possible prior to the start of the semester in which the appointments are sought.

### **B. Search and Appointment Process for Category A Faculty**

The search process for a Category A faculty member should begin by October 1 at best, and no later than January 1. The process begins after the assessment of program personnel needs and the formal approval of the position by the academic vice president and president, although in certain cases, the formal approval will also be contingent upon funding.

The search process includes these steps:

1. The program chair and division chair meet to assess personnel needs, and the division chair reports the results of this assessment to the academic dean and the academic vice president. Formal requests for hiring should be made in writing in order to ensure a good record of the process.
2. The academic vice president must review all hiring requests with the president before approval is given to commence the hiring process. Division and program chairs should receive formal written approval from the academic vice president before the hiring process begins.
3. Once the academic vice president gives formal approval for the hiring process to commence, the division chair meets with the program chair to discuss the description of the position sought, candidate qualifications, and the composition of the search committee. The director of Human Resources may be part of this or any related meeting to facilitate the administration of the search.
4. An interdisciplinary search committee is appointed by the program chair with the approval of the academic dean as a result of the earlier consultation.
5. The academic dean, division chair and program chair meet with the search committee to discuss the parameters of the search, including agreements regarding the scope of search and

advertising, likely professional journals and associations to facilitate the search, affirmative action sources, other professional contacts and assignment of members of the search committee to these tasks. The academic vice president also provides formal written instructions for how the search is to be conducted.

6. The chair of the search committee drafts ad copy with the assistance of the Office of Human Resources. The Office of Human Resources places all advertisements and receives all documents associated with all faculty searches. Advertisements and notices should include requirements for submission of curricula vitae, evidence of prior teaching effectiveness, scholarly works and references. The Office of Human Resources is also responsible to ensure compliance with expectations for advertising that will assist the college in meeting affirmative action goals.

7. Members of the search committee also participate in the search by soliciting nominees and applications through professional contacts at area colleges and universities and in professional associations. The search committee is particularly responsible to ensure that recruiting through professional conferences takes place.

8. The Office of Human Resources is responsible to: receive and log-in all applications; respond to inquiries about the position; send a receipt of application notice to all candidates; provide applications to the search committee on the agreed-upon schedule; facilitate the scheduling of appointments; provide information to candidates about fringe benefits at the request of the committee; provide such other support as the committee requires to complete the search.

9. The search committee screens the applications to develop a small pool of candidates for telephone interviews. Those that are rejected in the first screening return to the Office of Human Resources for appropriate notification and disposition.

10. The search committee conducts telephone interviews with an initial pool of candidates according to guidelines developed in cooperation with the academic vice president and the Office of Human Resources. Such interviews should include requests for submission of scholarly materials and evidence of teaching effectiveness, and discussion of relevant information items about Trinity.

11. After screening, the committee selects a small group of candidates for on-campus interviews and presentations. The size of this pool may be smaller or larger depending upon the type of search, qualifications of candidates, and local availability. This pool should also reflect the guidelines of Trinity's Affirmative Action Plan. While Trinity will pay reasonable travel expenses of faculty candidates for interviews, search committees are cautioned to be prudent in incurring expenses on first interviews. For this reason, the academic vice president works with the committee to ensure that the expenses incurred are reasonable and appropriate for the needs of the College.

12. The search committee agrees upon the schedule for interviews, and members of the committee contact the candidates to arrange the appointments. At that time, candidates should also

be briefed on the nature of the interview, the presentation expected, and any other information that should accompany the candidate's preparation. The Director of Human Resources should also send the candidate a standard "Trinity information" packet.

13. The chair of the search committee meets with the academic vice president to review the interview schedule. The schedule should include individual and small group interviews with the appropriate deans, division chairs and faculty, students, and the academic vice president. A teaching presentation must also be included in the schedule, and members of the search committee should also determine the process for review of written materials submitted by the candidates.

14. On the day of the interviews, a member of the search committee greets the candidate, provides a copy of the schedule, and otherwise assists the candidate in moving about the campus. Each person participating in an interview should have evaluation sheets for the candidate, and these should be returned to the chair of the search committee immediately after the interview.

15. At the conclusion of all first interviews, the committee meets to determine candidates for a second round of interviews, usually one or two. Second interviews enable the committee and academic vice president to probe the candidate's qualifications more thoroughly and to cover substantive areas that may have remained open after the first interview. The committee chair reviews the list with the academic vice president, and if there is no disagreement, the second round of interviews is established, candidates notified and the process proceeds. Candidates may or may not be asked to provide a second teaching presentation.

16. The president must interview the final candidate for each appointment. Normally, this would occur on a second round of interviews. In certain circumstances, where the best candidate is at a distance, a second round of on-campus interviews may not be practical. In such cases, the academic vice president will confer with the president and chair of the search committee about the president's participation in the first interview round.

17. At the conclusion of the second round of interviews, the search committee determines a final candidate and makes its recommendation to the academic dean, who reviews this recommendation with the academic vice president and determines whether to endorse it and send it to the president, or to return the recommendation to the committee with a request for more information or more interviews.

18. If the academic vice president concurs with the committee's recommendation, she discusses it with the president. If the president agrees, the committee then conducts reference interviews according to guidelines provided by the academic vice president and Office of Human Resources.

19. After reference checks, the academic vice president presents the final candidate to the president for approval and establishment of the salary offer. The president must give final approval

to any faculty appointment. If the president approves the appointment, the academic vice president then calls the candidate to make the offer and proceeds with the final negotiations.

20. Upon acceptance of the offer by the candidate, the president issues an appointment letter and a Contract of Appointment (see Section V. Faculty Contracts).

### **C. Search Process for Category B Faculty**

The process described above for appointment of Category A faculty should also apply to Category B faculty as timing permits. However, since Category B searches are likely to occur within an accelerated timeline, the steps may be condensed. For example, the pool of candidates may be more local, and the interview process may include fewer individuals; the president might be part of the first round of interviews, and the steps leading up to appointment might be foreshortened. In no case, however, should steps designed to ensure quality in the appointment of the candidate be compromised; a teaching presentation should always be required. Affirmative action requirements also apply to Category B searches.

### **D. Search Process for Category C Faculty**

The process for hiring part-time faculty must model the intention of the full-time process to ensure quality, while also recognizing the different circumstances for part-time hiring. Because of the critical role that adjunct instructors and professors play in the lives of Trinity students, the hiring process needs to provide sufficient opportunity to evaluate the candidate's abilities in relation to Trinity's expectations for performance. Affirmative action requirements also apply to Category C searches.

For new part-time faculty, this process should include:

1. After approval of the position opening, appropriate posting of the position availability in newspapers and other sources for part-time faculty candidates;
2. Applications should include curricula vitae, publications and evidence of prior effective teaching, or, for new adjuncts, evidence of related experience;
3. An interview process is required to ensure the candidate's appropriateness for the appointment; if possible, the interview should occur in-person, but in an emergency situation, a telephone interview may be conducted by the program chair. If time permits, a teaching presentation is preferable;
4. If the candidate has taught at Trinity in the past, a review of prior teaching evaluations;

5. A recommendation from the program chair to the division chair that the candidate is appropriate and the appointment should proceed; the division chair notifies the academic vice president of the recommendation and requests a letter of appointment to be issued;

6. The academic vice president issues the letter of intent indicating the conditions precedent to the issuance of the Category C contract, including the need for full course enrollment;

7. The final contract is issued after all conditions are fulfilled; the president must sign the final contract.

For appointment of part-time faculty who have taught at Trinity in the immediately preceding two academic years, a search process is not necessary. However, the past performance of the faculty member must be reviewed prior to the recommendation for a new appointment.

#### **E. Appointments from Category B or C to Category A**

Faculty in Category B or C may apply for open Category A positions, and they will proceed through the usual search process. In such cases, the record of their teaching performance at Trinity will be taken into consideration during the search. Those Category B instructors who are hired before the completion of their dissertations may apply for promotion to Category A assistant professor status upon the receipt of their doctorates. This application process is described in Section IX. Promotion.

#### **F. Appointments from Category A to Category B or C**

Faculty members who have held Category A appointments may apply for appointment to Category B or C positions depending upon the circumstances of the termination of their Category A appointment. Category A faculty members in good standing who find it necessary to resign their positions voluntarily may reapply for any open faculty position at any time. In no case may a Category A faculty member be reappointed to Category B or C if the separation was a result of involuntary termination, including failure to achieve tenure.

#### **G. Special Appointments**

From time to time, special circumstances may require appointments to the faculty outside of the guidelines presented in this section. Special appointments may be made by the president after appropriate consultation with the academic vice president and academic deans, and the faculty in appropriate programs. Special appointments may not confer tenure or abridge the subsequent processes for faculty evaluation and contract review.

## SECTION V. FACULTY CONTRACTS

The faculty contract confirms the working relationship between Trinity College and the faculty member. The document incorporates by reference the general terms and conditions of this *Faculty Handbook* and other college policies as relevant. In addition, the contract sets forth the specific applications of the general policies for each faculty member with regard to workload and compensation and the range of variable decisions permitted in this *Handbook*. Contractual provisions may specify individual adjustments to general *Handbook* norms (e.g., a teaching workload of two rather than three courses in a given semester because of a specified substitute service agreed upon by the faculty member and the College); in no case, however, may the terms of the contract abridge the fundamental rights of the faculty member to academic freedom and, if appropriate, tenure.

### A. General Provisions for Faculty Contracts

All faculty contracts include these general provisions:

1. A statement of the general rights, privileges and expectations for the relationship between the faculty member and Trinity College, including incorporation of the *Faculty Handbook*, *Employee Handbook* and any other appropriate college policies by reference.
2. A definition of the period of time covered by the contract, and the timeline for contract review.
3. A statement of the general and specific workload expected of the faculty member during the contract period.
4. A statement describing any variations from general norms concerning workload, or additions to workload, or additional appointments.
5. A statement of the rank and compensation step that the faculty member will receive for the workload performed, and a statement of the payment schedule for the compensation.
6. A statement of the additional compensation above the salary scale that Category A and B faculty members may receive for additions to workload.
7. For Category B and C faculty members, or Category A overload contracts, a statement of the conditions that might require the contract to be canceled before the workload proceeds (e.g., under-enrolled courses).
8. For Category A untenured faculty members, a statement of the timing of the faculty member's progress toward a tenure decision.

For Category B instructors who are working to complete their dissertations and who are hired with the intent of moving to Category A upon the completion of their doctorate, a clear statement of expectations about progress toward the doctorate, workload adjustments to permit dissertation completion (e.g., a three-course workload), and specification of the commitment to move the position to Category A if the doctorate is completed within a specified period of time.

Statements indicating adjustments made for sabbatical leave for Category A faculty, or other forms of leave as appropriate for other faculty categories.

11. Any statements that may be necessary regarding outside employment and conflicts of interest.

### **B. New Full-Time Faculty: Contract of Appointment**

All new full-time faculty receive a standard form "Contract of Appointment" for their first full-time contract. In addition to the general provisions listed above, the Contract of Appointment addresses these issues:

- a. A statement of the initial rank and compensation step;
- b. A statement of the process for annual contract review and faculty evaluation, including clear notice of the provision stated in Part B.2.a. above;
- c. For Category A, a statement of the anticipated date to apply for tenure, and the final date for the expiration of the probationary period;
- d. A statement of any additional agreements made upon hiring, including provisions regarding specialized equipment and support; moving expenses; conditions of a named chair; accelerated timeline toward tenure; and other special circumstances peculiar to the hiring process not covered in the general provisions.

### **C. Category B Contracts**

Category B faculty receive annual or semesterly contracts according to the needs of Trinity College, with the exceptions specified below. These contracts carry no guarantee of renewal unless the contract itself specifies otherwise. Category B personnel should receive notice of a decision not to renew the appointment no later than April 1.

After five continuous years of appointment, Category B faculty may be eligible for extended



contracts of two or three years' duration, according to the needs of the academic programs, and upon determination of satisfactory performance according to the criteria set forth in Section VIII. Faculty Assessment for Category B personnel. Extended contracts are issued solely at the discretion of Trinity College.

#### **D. Category C Contracts**

Category C faculty receive contracts on a semester-by-semester basis upon the verification of full course enrollments. Prior to this verification, Category C faculty may receive a letter of intent providing the terms and conditions of the teaching engagement. Category C contracts carry no right of renewal.

#### **E. Full-Time Contract Length**

The standard full-time faculty contract begins one week before classes start in the fall semester and ends on the Friday after Commencement in the spring semester. This contract recognizes that the substantial part of the faculty workload occurs during the fall and spring semesters. The full-time faculty salary is based on a standard academic year of ten months.

Certain academic tasks related to the responsibilities of the full-time faculty position occur in the summer months, e.g., professional development, course preparation, and the occasional need to attend to faculty administrative matters (consultation on student advising problems, hiring adjuncts, completing committee reports). As appropriate, certain of these duties, e.g., extended engagement with curricular reform or administrative matters, may merit additional compensation if they consume significant amounts of faculty time during the summer months. As indicated in Section VI. Compensation, the academic vice president will publish an annual schedule of additional compensation rates and tasks that earn additional compensation for full-time faculty.

Faculty who have a full-time teaching load during the summer semester, or whose workload includes special assignments that will require full-time work during the summer months, may receive twelve-month contracts. This means that the standard full-time faculty salary, which is based on a ten-month earning year, is augmented by two additional months calculated at the standard salary level. Twelve-month contracts must specify a vacation period of sufficient length to permit the faculty member adequate time for intellectual and personal rest and reflection in preparation for teaching duties.

#### **F. Review of Untenured Faculty: Category A Contracts**

Untenured faculty in Category A receive annual contracts according to the deadlines specified below. Although, by its very nature, an annual contract does not carry with it a guarantee of renewal, the nature of the tenure track creates a high presumption of continuity. The annual contract review

process is designed to assess the faculty member's performance and progress toward tenure. Any decision not to reappoint a Category A untenured faculty member is a serious matter that requires clear reasons as outlined in Section XII. Separation.

### 1. The Annual Review Process

Under the supervision of the academic vice president, and in cooperation with program and division chairs, the deans conduct the annual contract review process for all untenured faculty according to the timetable set forth below. The components of the review process include:

- a. results of the assessment of the faculty member's performance (See Section VIII. Faculty Assessment, both in terms of substantive criteria and the process for assessment);
- b. review of the personnel needs of the academic program with the division and program chairs and the fit between these needs and the talents of the faculty member under review; and review of relevant budget considerations;
- c. discussion with the faculty member of the results of the review process, the general level of satisfaction of the faculty member with her or his experience at Trinity, identification of issues to be addressed during the next annual cycle.

If the result of this review process is a decision to end the faculty member's employment with Trinity, then the provisions for Section XII. Separation apply to the subsequent notices and processes. A separation action must also take place within the timeline described below.

### 2. The Contract Review Timeline

The annual contract review process for untenured faculty occurs according to this schedule:

- a. Faculty who are within the first two years of their appointment receive continuous assessment by program and division chairs, and formal reviews in February and March. A first or second year faculty member whose deficiencies are sufficiently strong to raise the possibility of termination should receive notice of the problem as early as possible, along with an opportunity to take corrective action. Early documentation of the warning is essential. Normally, the final deadline for notice of non-reappointment for first or second year faculty is April 1; in rare cases for good cause, the deadline may be extended to the end of classes.

b. Faculty who are in their third, fourth or fifth year of appointment receive reviews between September and December according to the timing of their prior review and need to prepare tenure applications. Third year faculty whose contracts will not be renewed for the following year must receive such notice no later than December 1. Fourth year faculty whose contracts will not be renewed for the following year must receive such notice no later than December 1. Fifth year faculty whose contracts will not be renewed for the following year must receive such notice no later than October 15. Sixth year faculty are expected to apply for tenure, and a negative tenure decision terminates the appointment at the end of the seventh year (subject to other provisions of this *Handbook*, e.g., the probationary period for faculty hired as associates, etc.).

### **G. Tenured Faculty: Continuous Contracts and Review Cycle**

Tenured faculty receive continuous contracts that reflect their ongoing relationship to the institution. The president issues continuous contracts in the form of annual letters that include the standard language required in this section, as well as particular adjustments for individual cases as permitted by the terms of this *Handbook*, e.g., compensation adjustments, workload adjustments, etc.

By April 1 of each year, the president, through the deans, invites each tenured member of the faculty to submit written requests for contract adjustments, and to make the disclosures required in Section III. Professional Norms. As necessary, the deans will meet with individual tenured members of the faculty to discuss the adjustments and other issues related to the individual contract.

Final contract letters for tenured faculty issue no later than June 30.

## SECTION VI. FACULTY COMPENSATION AND BENEFITS

The faculty compensation package includes all monetary and non-monetary benefits of employment, including salary, stipends, pension plan, health and life insurance, disability insurance, tuition remission, and leave provisions. This section includes policies for those components of faculty compensation that differ in either their substance or their application from compensation provisions for other employees of the College. These policies include:

### A. Faculty Salaries and Stipend

1. Full-Time Faculty Salary Policy (Category A and B)
2. Category A Incentive Increase Plan
3. Category C Salary Policy

### B. Faculty Leave

1. Sabbatical Leave
2. Family and Medical Leave
3. Annual and Other Forms of Leave

The *Employee Handbook* covers all other components of compensation that are the same for faculty and other employees, including TIAA-CREF participation, all insurance coverage, and tuition remission.

The Board of Trustees directs all aspects of faculty compensation planning and administration through the actions of the president. The Faculty Finance Committee consults with the president on compensation matters. Annual faculty salary and compensation adjustments are part of the College's budget process.

### A. Faculty Salaries and Stipends

#### 1. Full-Time Faculty Salary Policy (Category A and B)

##### a. Base Salary Scale

Trinity College maintains a faculty salary scale designed to ensure that the average faculty salary in each rank meets or exceeds the minimum cohort-comparison goal established by the Board of Trustees on an annual basis. Since 1994, Trinity has met or exceeded the minimum cohort-comparison goal of 80% of the AAUP Category IIB Mid-Atlantic average in each rank.

For purposes of calculating and stating salaries, Trinity uses the “standard academic year” basis of ten months. Variances from the standard academic year (e.g., twelve-month contracts, or

half-year contracts) are derived by calculating the monthly salary based on the standard ten-month salary, and then multiplying the number of months of the contract by the monthly salary. (Example: A faculty member has a base “standard” salary of \$40,000, or \$4,000 per month for ten months. If the faculty member accepts a twelve-month contract that includes full-time work during the summer semester, the faculty member’s annual salary would be \$48,000.)

The faculty salary scale is revised annually to reflect changes in cohort averages, increases in the cost of living, changes in the faculty, and changes in Trinity's goals for faculty compensation. New hires, promotions and retirements all affect the balance of the scale, thus requiring continuous adjustment to meet the Board-mandated goals for external parity. The Faculty Finance Committee and the president review the salary plan and scale on an annual basis.

The faculty salary scale (sample included in the Appendix) has ranks and steps. Ranks are determined according to the faculty member's credentials and progress through promotion and tenure.

The initial assignment of a faculty member to a step-in-rank on the faculty salary scale is determined by a combination of the faculty member's years at Trinity, years in rank, prior teaching experience (for new faculty), and prior salary (for continuing faculty who are promoted from one rank to another).

#### b. General Increases to Base Salary Scale

The Board of Trustees authorizes annual faculty salary increases as part of the budget approval process, and faculty salary increases run according to the fiscal year (July 1-June 30). Unless the Board directs otherwise, base faculty salaries are increased each year by the effect of three calculations: (1) a one-step increase for each faculty member in-rank; (2) the adjustment of the scale for cost-of-living increases; and (3) the adjustment of the scale to ensure parity with the established ratio for the AAUP cohort. This is known below as the Step-COLA-Cohort (SCC) formula. The Board of Trustees reserves the right to direct a different formula for general faculty salary increases, including, as financial circumstances may warrant, to defer or decline a general salary increase in any given fiscal year.

Beyond these base salary increases, faculty salaries may also increase as a result of one or several of the following actions: (1) a Board-mandated across-the-boards increase beyond the level of the SCC described above; (2) adjustments to maintain internal equity, described below; or (3) incentive adjustments, described below.

#### c. Equity Adjustments

The president may make step adjustments to individual faculty salaries to maintain internal equity in the application of the faculty salary scale. An example of the need for equity adjustments

arises when "salary compression" occurs as a result of retirements, promotions and new hires.

d. Course Overload Stipends

Full-time faculty who teach additional courses beyond the workload requirements (See Section III) receive course overload compensation at a rate established annually. Past practice has established the adjunct compensation rate as also the rate for full-time faculty overload compensation. This *1998 Faculty Handbook* mandates the creation of a salary scale for part-time faculty, thus requiring a change in the approach to overload compensation for full-time faculty. Hence, beginning in the 1998-1999 academic year, the overload rate, including summer rates, for full-time faculty will be published annually as part of the annual publication of both the full-time and part-time salary scales. The president and the Faculty Finance Committee will discuss the annual scales and rates, and the Board of Trustees will give final approval to the annual plan.

e. Additional Workload Stipends

Full-time faculty whose total workload exceeds the norms established in Section III may receive additional stipends. The types of work eligible for stipends, and the amount of the stipends, varies according to the needs of the academic programs. In order to ensure equity and consistent application of stipend awards, the academic vice president will publish an annual list of activities that carry stipends along with the annual publication of the salary scales.

f. Travel and Professional Development

Monies that a faculty member receives for travel and professional development are not taxable compensation. Section VII. Faculty Development includes policies on travel funds.

**2. Faculty Salary Incentive Plan: Category A Faculty**

In order to provide options for faculty who wish to increase their base salary beyond the annual step-cohort (SCC) increase, Trinity College provides a Faculty Salary Incentive Plan (FSIP) to provide periodic permanent adjustments to the base salary. The plan uses the steps already established on the faculty salary scale, and provides a means for individual faculty to increase their number of steps in rank. Beyond the normal one-step increase, a faculty member may apply for an additional one or two steps (untended) or up to three steps (tenured) on a periodic basis. Participation in the plan is wholly voluntary. All faculty members in Category A are eligible to participate in this plan. (Example: An associate professor currently at Step 7 on the faculty salary scale would normally move to Step 8 in the succeeding year. Through the incentive plan, the faculty member might actually move to Step 9, 10 or 11. The actual number of incentive steps is based on the faculty member's request supported by the application letter described below.)

### a. The Process

The president will send an annual letter to all faculty announcing the details of the application process, including deadlines and timelines. The general process will include these considerations:

1) Untenured faculty may apply for one or two additional step increases, according to the schedule indicated below.

2) Tenured faculty may apply for one, two or three additional step increases, according to the schedule indicated below.

The application should be in the form of a letter to the president of the College stating the faculty member's case for the step increase, including the number of steps sought. The letter should describe the quality and quantity of the faculty member's fulfillment of the criteria stated below, or such other criteria as the faculty member believes may warrant consideration. The application letter should generally be three to five pages, with no attachments. The president may request additional information after reviewing the application letter.

As part of the annual salary review process, the president then reviews the applications for step increases with the appropriate dean and academic vice president. If, after this consultation, the president decides to award the step increases requested, no further review is necessary and the faculty member will be notified of the increase in the annual salary letter.

### b. Appeals

If the president decides to award fewer step increases than requested, the president will inform the faculty member of this decision immediately and the faculty member may request further review of the case, including review of support materials, letters of support, and other relevant evidence. The president then sends the case to the program chair and division chair for additional review and recommendation. The president will then make a final salary decision.

If the president denies any incentive increase, the faculty member may file a formal complaint through the dispute resolution process described in Section XIII. Dispute Resolution.

### c. The Schedule

#### 1) Untenured Faculty

During their third year in Category A, untenured faculty may apply for incentive increases effective in the fourth year. (Note: The effect of tenure and promotion at the end of the sixth year constitutes another major salary advancement. Hence, the effect for untenured faculty is similar to the effect for tenured faculty described below.)

## 2) Tenured Faculty

Tenured faculty may apply every three years for incentive increases of one-to-three steps. In consultation with the faculty, the president will issue additional guidelines for the initial implementation of this section in the spring of 1999 for increases during the 1999-2000 academic year.

### d. The Criteria

The criteria for incentive increases are both qualitative and quantitative, in order to achieve Trinity's goals to promote faculty excellence and to sustain a just and equitable system of compensation. The statements of the criteria are disjunctive; fulfillment of even one criterion may result in some incentive increase, while fulfillment of several may determine the number of steps awarded. Following are general statements of criteria for incentive increases:

1) Pedagogical Innovation: The faculty member has contributed significant new pedagogy to the discipline and to the repertoire of the Trinity College faculty.

2) Curriculum Development: The faculty member has demonstrated leadership and creativity in the development of new courses, reformation of major programs, development of the FLC, delivery of courses to the weekend or graduate populations, and similar leadership with a broad positive impact on the Trinity College curriculum.

3) Program Development: The faculty member has created and implemented a new program that makes a significant contribution to enrollment development, gift and grant capacity, and the teaching reputation of Trinity College.

4) Scholarship and Professional Leadership: The faculty member consistently provides intellectual leadership in the discipline as evidenced by continuous scholarly productivity, participation in leadership positions in professional disciplinary organizations, or significant public commentary.

5) Collegial Leadership: The faculty member consistently agrees to take on special assignments, provide technical assistance to colleagues, accept additional faculty responsibilities, and otherwise demonstrates sustained leadership on behalf of the faculty.

6) Community Leadership: The faculty member consistently provides leadership and assistance to Trinity College beyond the faculty workload norms through participation in the life of the College as a participant in admissions and development work, class and club advising, and special assignments by the president or academic vice president.



7) Cumulative Uncompensated Service: As a continuous practice, a faculty member may have rendered significantly greater service to the College than expected by the norms described in Section III. In many cases, the faculty member may accept such service without additional stipends. Such additional service might include accepting two committee assignments, chairing both a committee and the Faculty Executive Committee, or participating in a special project of importance to the College such as organizing a major conference.

### 3. Category C Salary Policy

Beginning in the Fall of 1998, an annual salary scale will serve as the basis for compensation of all Category C part-time faculty. This scale will recognize years of teaching as a factor in compensation for part-time faculty. In addition, the Category C salary plan will include opportunities for special adjustments for part-time faculty in recognition of outstanding service to the College. This plan will be published separately.

## **B. Faculty Leave**

### 1. Sabbatical Leave

This section applies to Category A faculty members only.

Trinity College provides the opportunity for sabbatical leave in order to encourage the professional growth and development of members of the faculty. Sabbatical leave is available, according to the policies described below, for the purposes of academic research and publication, development of professional knowledge and expertise that will enhance the faculty member's teaching ability, development of new curriculum materials and methods, collaboration with colleagues at other institutions, and participation in new learning experiences to enrich and refresh the faculty member's perspective on his or her work at Trinity.

Sabbatical leave may be for one semester or one full academic year, depending upon the research and study design proposed. Salary implications are presented below.

Sabbatical leave is a privilege accorded to a faculty member based upon the quality of the faculty member's application for sabbatical leave, including the evidence presented of the ways in which the sabbatical will enrich the academic and intellectual life of Trinity College. Trinity College may postpone or deny a sabbatical request if the application for a sabbatical is inadequate; or if financial or programmatic circumstances require the presence of the faculty member on campus. In any case of a postponement or denial of a sabbatical request, the faculty member may re-activate the request in a subsequent year.

### a. Eligibility Requirements

Category A faculty members are eligible to apply for sabbatical leave upon the achievement of tenure and completion of the seventh year of continuous full-time employment in Category A.

After the first sabbatical, faculty members are eligible for sabbatical leave after every six years of full-time continuous service. If a faculty member's six-year waiting period is interrupted because of family and medical leave, a leave of absence for service to the College, or other good cause, the president may waive the "continuous service" requirement on a case-by-case basis. A faculty member may take no more than two sabbaticals within a fourteen year period.

While a sabbatical is not a requirement, faculty members are urged to take advantage of the sabbatical opportunities according to the schedule presented.

## 2. Family and Medical Leave

Trinity College complies with the Family and Medical Leave Act, which permits an employee to take a total of 16 weeks of medical leave every two years; whether such leave is paid or unpaid depends upon the employer's policies. Faculty personnel at Trinity are covered by the leave provisions below.

Faculty members who need to take extended leave from their teaching obligations for personal or family medical situations should meet with the academic vice president to make arrangements for coverage of classes and the management of other professional obligations during the leave period.

Untenured full-time faculty in Category A and B who need to take medical leave may receive up to one month of paid medical leave during their first two academic years at Trinity; any additional medical leave during this period is unpaid, up to the maximum allowed by FMLA.

Following the second year, untenured faculty members may receive up to one full semester of paid medical leave during a three year period. After one semester of paid medical leave, untenured full-time faculty may take unpaid leave for one additional semester.

All paid medical leave is subject to review and approval of the academic vice president, who may request additional information pertinent to making decisions in individual cases.

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

### 3. Leaves of Absence

A leave of absence is an unpaid period of interruption in the faculty member's service to Trinity. Trinity will grant leaves of absence, according to the guidelines below, as the financial and academic needs of the College permit. In granting a leave of absence, Trinity must assess the impact of the faculty member's absence on the academic program, on faculty colleagues, on students, and on any projects that the faculty member has undertaken on behalf of the College. Trinity reserves the right to deny a leave of absence if the College determines that the leave would cause undue hardship to the program, faculty, students or project.

For untenured Category A faculty, the grant of a leave of absence means that the faculty member's position is guaranteed upon the faculty member's return from the approved leave period. Untenured Category A faculty may receive approval for a leave of absence of up to one full year during their probationary period. Untenured faculty who seek leaves of absence should state their request in writing to the appropriate dean, who will render a decision on the request after appropriate consultation with the program and division chair, and the academic vice president.

Tenured faculty may receive approval for leaves of absence for good cause at any time. Tenured faculty who seek leaves of absence should state their request in writing to the president.

### 4. Holidays, Annual and Other Forms of Leave

Members of the faculty are entitled to the holidays announced on the annual College calendar for days off from class as well as employee holidays. In addition, members of the faculty are entitled to take leave during the academic breaks between and during semesters, e.g., Christmas/winter break, spring break, and such other holiday periods as may occur during the academic year. From time to time, faculty planning meetings may take place during break periods; faculty are entitled to receive adequate advance notice of such meetings.

From time to time, faculty members may require other forms of leave from teaching duties. Such occasions may include, but are not limited to, bereavement leave, military leave, jury duty and similar occasions. Faculty members who need to take leave for these reasons during the semester should consult with their division chair, who will work with the faculty member to ensure coverage of teaching and other professional obligations.

## SECTION VII: FACULTY DEVELOPMENT

In order to sustain satisfying and successful professional lives as teaching scholars at Trinity College, members of the faculty engage in ongoing professional development designed to enlarge the faculty member's intellectual range in the discipline and across disciplines, refresh the capacity for innovation, kindle new approaches to teaching, introduce new subject matter and facilitate major shifts in the faculty member's professional interests, e.g., undertaking an entirely new area of research or instruction.

All faculty members engage in developmental activities throughout their careers. Different kinds of professional development are appropriate depending upon the faculty member's career stage, e.g., first appointment, pre-tenure, post-tenure, approaching retirement from teaching. Professional development plans guide the continuous development at each stage of the faculty member's career. Trinity College is committed to providing the resources necessary to ensure the fulfillment of each faculty member's professional development plan.

In addition to the self-directed developmental work that each faculty member undertakes, Trinity also provides periodic opportunities for professional development for all faculty or teams of faculty according to interests and needs.

Faculty development is separate and distinct from faculty assessment, a topic covered in a subsequent section of this *Handbook*. However, faculty assessment activities do include consideration of the range and quality of professional development activities, and the outcome of faculty assessment may include recommendations for increased or different professional development activities.

### A. Professional Development Plan

All faculty members maintain a continuous plan for professional development. Program and division chairs facilitate the annual review of these plans with each faculty member, and as appropriate, the academic deans also review the plans with individual faculty members.

The professional development plan is a written statement that serves both as a guide for the faculty member's developmental work as well as the basis for resource requests to support the plan, e.g., released time, travel funds, and research assistants.

The content of the professional development plan varies according to the faculty member's career stage, see below. However, in general, all professional development plans should include:

a) a general statement of the faculty member's goals for his or her professional development as a teacher, scholar, and active member of the intellectual community;

b) specific objectives to achieve the goals stated; such objectives are not generic activities, but rather, outcome-oriented statements designed to produce measurable accomplishments;

c) particular action strategies to fulfill the objectives (e.g., a specific workshop, conference, field activity, or need for released time to achieve the objectives);

d) assessment of the success of the plan.

## **B. First Year Faculty Program**

All first year faculty participate in a year-long program designed to introduce them to Trinity and to help them to develop their syllabi, teaching styles, pedagogy and intellectual growth in keeping with Trinity's students and mission. The First Year Faculty Program may provide variations for new faculty who are experienced teachers and new faculty for whom Trinity is their first teaching experience.

The academic deans, in consultation with program and division chairs, design the annual First Year Faculty Program according to the profile of each new group of entering faculty. In general, each First Year Faculty Program design should include:

a) an orientation program for new faculty in mid-August;

b) periodic workshops on course syllabus development, pedagogical issues for weekday/weekend/graduate courses, issues in academic advising, time and stress management, and special topics as they emerge from the first year experience;

c) a Faculty Mentor;

d) classroom visitation with pre-and-post-visit conferences (not as a part of faculty evaluation, but for peer assistance purposes only);

e) a first year self-evaluation report.

## **C. Pre-Tenure Faculty Development Program**

In the years between the first year of appointment and the tenure decision, faculty members experience significant professional growth and development, and the professional development plans of this period help to guide and shape the future permanent faculty of the College. These plans emphasize maturation in the teaching ability of the faculty member; growth in scholarship and course innovation; the expansion of the faculty member's range of activities to include expertise in curriculum development, pedagogical experimentation, student advising and peer mentoring; enlargement of the faculty member's leadership skills to include substantive contributions to

governance, program management, and institutional service.

The Pre-Tenure Faculty Development Program depends heavily on the individual professional development plans of each faculty member. In keeping with the general outline of professional development plans above, such plans for pre-tenure faculty should include:

a) specific activities designed to promote improved teaching effectiveness, including peer classroom visitations (both to invite faculty members to observe and give feedback, as well as to observe those faculty who are examples of effective teaching);

b) periodic meetings with the appropriate dean, program and division chair to discuss progress toward meeting the planned objectives and specific issues in teaching and scholarly development;

c) creation of the Professional Portfolio, the compendium of syllabi, pedagogies, scholarly publications and conference papers, and other materials that also serve as the backbone of the annual faculty assessment and future tenure review processes;

d) an annual written self-assessment for review with the dean.

#### **D. Post-Tenure Professional Development Program**

Post-tenure professional development is vital to the continuing growth and vitality of the faculty member as well as the College. The years following tenure should reflect the full maturation of the faculty member as teacher, scholar and leader within the institution, the discipline and the profession of higher education generally. Post-tenure professional development plans reflect an emphasis on continuous innovation and discovery of new opportunities for learning for both the faculty member and the students she teaches.

Post-tenure professional development plans are highly individualized according to the interests of each faculty member. These plans include provisions for annual meetings with the academic deans to review professional growth; a written periodic self-assessment according to the plan is also a useful tool to sustain professional growth.

#### **E. Institutional Professional Development Programs**

From time to time, Trinity College will provide opportunities for professional development to the full faculty or select teams of faculty depending upon needs and interests. The academic vice president and deans develop these programs in consultation with the Faculty Welfare Committee. These programs may take place on campus or entail travel to a meeting site. Examples of such programs include workshops on student assessment; pedagogy for diverse classrooms; developing

skill in instructional computing and use of the Internet; curriculum reform; managing divisions and programs effectively; and similar topics.

#### **F. Resources to Support Faculty Development**

Trinity College will provide resources to support the implementation of faculty development plans. These resources generally include travel funds, released time, research assistants, conference and workshop fees, and consultation.

Faculty members requesting resources for professional development submit a written request to the Division Chair along with a copy of the annual professional development plan. The written request should specify the resources required and the specific activity the resources will support. If the Division Chair approves the request, the Division Chair then sends the request (with a cover memo indicating her or his approval) to the academic dean who takes final action.

Guidelines for faculty travel and requests for funds are published in the annual statement of the Faculty Travel Policy from the Office of the Academic Vice President.

## SECTION VIII. FACULTY ASSESSMENT

Faculty assessment is a comprehensive review program designed to provide information about progress toward the achievement of professional and institutional goals. The process is “comprehensive” in that it relies upon a number of measures of progress toward goals: self-assessment, peer observation and review, student course evaluations, course syllabi, models of pedagogical innovation, contributions to curriculum and program development, professional presentations and publications, and fulfillment of activities described in the professional development plan.

As stated in Section VII. Faculty Development, faculty assessment is separate and distinct from faculty development, although assessment may consider the range and quality of professional development activities. Put another way, faculty development focuses on *activities* designed to improve the range and quality of faculty work in relation to specific objectives for teaching and scholarship. Faculty assessment, as the term is used in this section, focuses on the *measurement* of the range and quality of faculty work both in relation to the achievement of specific individual objectives as well as in relation to broader institutional expectations for excellence in the academic programs of Trinity.

Hence, the term “faculty assessment” includes both *formative* assessment, which measures individual progress toward achievement of objectives in the professional development plan, and *summative* assessment, which measures the total quality of the faculty member’s performance in relation to institutional goals and expectations for the quality of faculty work.

This section refers to “deans” and “dean’s designee” as the administrative persons responsible for the immediate implementation of this section. Such deans and designees include the academic deans, e.g., Dean of Graduate and Professional Studies, Dean of the College of Arts and Sciences, and the associate deans of those schools. At such time as Trinity College appoints a Dean of the Faculty to oversee faculty personnel matters, then the provisions of this section will fall within the general responsibilities of that dean, and that dean may then delegate appropriate parts of the process to the other deans and associate deans.

### A. Formative Assessment

Faculty members design their own formative assessment programs as part of the creation of the Professional Portfolio described in Section VII. Professional Development. The formative assessment methodologies may include such activities as:

1. written self-assessment that analyzes progress on select topics in teaching and scholarship with demonstrable outcomes;



2. peer review that includes analysis of growth and development through progressive observation and feedback;

3. an analysis of student course evaluations that includes strategies to address issues that emerge in the evaluations and a plan to review progress on the issues identified over time;

4. external consultation and review on select topics in teaching and scholarly work.

Formative assessment is a continuous process throughout the lifetime of a faculty member. The deans are chiefly responsible to work with each faculty member to ensure that the assessment plans are appropriate, thorough and implemented regularly.

## **B. Summative Assessment**

### 1. Criteria for Assessment

The summative assessment process evaluates faculty performance according to these criteria:

a. Teaching Quality: the faculty member demonstrates progressive improvements in the quality and effectiveness of teaching and teaching-related activities as measured through:

- 1) appropriateness of course design and thoroughness of course syllabi
- 2) peer observations and analysis of classroom teaching
- 3) student course evaluations
- 4) student advisement
- 5) pedagogical innovation
- 6) new course development
- 7) self-assessment

b. Scholarship: the faculty member demonstrates progressive growth in the range and depth of knowledge of the discipline, related interdisciplinary work, and new fields of learning, as measured through:

- 1) continuous course preparation and syllabi development
- 2) new course development and pedagogical innovation
- 3) active participation in professional conferences
- 4) presentations, panels, papers and publications  
external peer review
- 6) self-assessment

c. Contributions to the Academic and Institutional Community: the faculty member actively contributes to the development of Trinity as an academic community as well as to the vitality of the entire College, as measured through:

- 1) effective participation in service activities described in Section III.
- 2) active engagement with faculty colleagues in the broad range of tasks that contribute to developing the sense of academic community, e.g., brown bag lunches, collegial assistance on projects, coaching and consultation on pedagogical issues, collaborative teaching and collaborative program development;
- 3) assistance to the College on matters of institution-wide importance, e.g., consultation on new program development, assistance with admissions and fund raising efforts, facilitation of student affairs events, grant proposal preparation, leadership in accreditation reviews and other external institutional assessment activities;

## 2. Process for Summative Assessment: Category A untenured faculty

Category A untenured faculty engage in summative assessment annually according to the schedule for contract review. The academic vice president, through the academic deans, oversees the assessment process, and the deans consult as appropriate with program and division chairs. While the deans may publish specific guidelines annually for this process, in general, the summative assessment process is as follows:

a. the faculty member and dean, or the dean's designee who may be an associate dean or division chair, meet to discuss the faculty member's progress in relation to the summative assessment criteria;

b. evidence that may be included in the summative review includes the professional development portfolio, course evaluations, and any self-assessment or peer assessment documents that the faculty member may choose to include in the summative review;

c. if the first conversation identifies performance problems for further discussion, the dean will ask the faculty member to provide specific evidence of progress or a plan to address deficiencies in that area, and this response should be in writing;

d. as necessary, a second meeting occurs with the dean or dean's designee and faculty member to review the faculty member's response to problems identified;

e. the dean writes a memo to the faculty member, with a copy to the academic vice president, summarizing the results of the summative assessment including an indication of any specific actions that should be taken to address deficiencies;

f. if, as a result of this summative assessment, the dean recommends non-reappointment of the faculty member, then the process for non-reappointment described in Section XII. Separation begins.

### 3. Process for Summative Assessment: Category B Faculty

Category B untenured faculty engage in summative assessment according to the schedule for contract review. If, prior to the summative assessment, the College determines that it does not intend to renew the contract, then this process will not occur. Otherwise, the process is as follows:

- a. the faculty member and dean or dean's designee meet to discuss the faculty member's progress in relation to the summative assessment criteria;
- b. evidence may include all evidence stated above for Category A faculty;
- c. if the initial review identifies deficiencies that are serious enough to warrant further discussion, then the division chair joins the second discussion;
- d. the dean writes a memo to the faculty member, with a copy to the academic vice president, summarizing the results of the assessment;
- e. if, as a result of the assessment, the dean concludes that the faculty member should not be reappointed, the dean will make this recommendation to the academic vice president, and the procedures for non-reappointment of a Category B faculty member become effective.

### 4. Process for Summative Assessment: Tenured Faculty

Tenured members of the faculty engage in summative assessment at least every three years. The purpose of such periodic assessment is to encourage continuous growth in teaching quality, pedagogical innovation and scholarly productivity. Tenured faculty may design the process for their periodic summative assessment as part of their professional development portfolio. Such a process should be responsive to the "Criteria for Summative Assessment" listed above.

## SECTION IX. PROMOTION

Faculty members may apply for promotion according to the criteria and procedures specified below. Section II. Definitions includes definitions of the faculty ranks.

### **A. Promotion From Instructor to Assistant Professor**

An instructor is a non-tenure track position (Category B) for a full-time faculty member who has not yet achieved the doctorate or professional equivalent as defined in Section II.

Once the faculty member receives the doctorate, he or she is eligible for appointment as an assistant professor, Category B or Category A, depending upon (a) fulfillment of the conditions of the initial contract of appointment for the “ABD Instructor,” or (b) the needs of the program as determined in consultation by the dean, program chair and division chair. The academic vice President may recommend such appointment to the President after the contract review process described in Section V. Contracts.

### **B. Promotion From Assistant Professor to Associate Professor**

Category A assistant professors receive promotion to associate professor at the time of the achievement of tenure.

### **C. Promotion From Associate Professor to Full Professor**

Category A tenured faculty is eligible for promotion from associate professor to full professor according to the following criteria, as amplified in Section III. Professional Norms:

- a. completion of at least six full years at the rank of associate professor with tenure;
- b. demonstration of a sustained record of excellence in teaching;
- c. evidence of significant scholarly or professional accomplishment in the academic or professional fields in which the faculty member is teaching;
- d. superior contributions to the intellectual, collegial and community life of the College.

#### 1. Procedures for Promotion from Associate to Full Professor

The Committee on Rank and Tenure publishes annual deadlines and guidelines for the application for promotion. These procedures include:

a. the faculty member seeking promotion submits an application to the Committee on Rank and Tenure that includes a self-assessment, a statement of the case for promotion, and supporting evidence including course evaluations and peer assessments, papers and presentations, syllabi and documentation of new pedagogies, and evidence related to service on committees and to the College;

b. the promotion application should include at least three letters of recommendation from faculty members at Trinity who hold tenure; preferably, the application should also include a substantive letter of assessment from at least one professional colleague outside of Trinity who can attest to the faculty member's professional contributions to the discipline and to the broad development of pedagogy and scholarship;

c. the Committee on Rank and Tenure will invite the appropriate dean and academic vice president to submit written statements concerning the application for promotion;

d. the Committee on Rank and Tenure will deliberate upon the case and take one of the following actions:

- 1) a recommendation to the President in favor of the promotion;
- 2) a recommendation to the President to deny promotion;
- 3) deferment for specific reasons, which sends the case back to the candidate for additional evidence or responses to particular issues.

e. the President reviews the case and makes one of the following decisions:

- 1) recommendation to the Board of Trustees to grant promotion;
- 2) recommendation to the Board of Trustees to deny promotion;
- 3) return of the case to the Committee on Rank and Tenure for specific reasons and with a response requested by a date certain.

f. the President submits the case to the Board of Trustees Committee on Faculty and Educational Policy; the Board Committee reviews the case and meets with the President and academic vice president to discuss the case; the Board Committee makes a final recommendation to the full Board of Trustees; the Board Trustees reviews the case and makes a final decision.

The academic vice president is responsible to notify the candidate immediately of the promotion decision, and the president is responsible to send written confirmation of the decision within twenty days of the Board decision.

In the event of a denial of promotion by the Board of Trustees, the president will write to the faculty member stating the reasons for the denial. The faculty member is also eligible to reapply for promotion in the subsequent academic year.

A faculty member who is denied promotion under this section may also initiate a review of the procedures leading up to Board consideration of the case under Section XIII. Dispute Resolution.

## SECTION X. TENURE

Tenure is essential to maintaining the intellectual freedom, vitality and excellence of the academic community. Tenure embodies the institutional belief in the essential role that faculty fulfill in the achievement of the mission of Trinity College. While all faculty have a role to play in the fulfillment of Trinity's mission, the tenured faculty ensure the continuity of academic stewardship for the mission and goals of the College.

The act of tenure expresses confidence in the faculty member's total service as teacher, scholar, mentor and colleague, as well as the ability of the candidate to make continuous contributions to the advancement of Trinity's academic program and mission. Tenure decisions reflect the full institutional role of the faculty member, ensure the diversity of scholarly abilities of the faculty, and provide for the future needs of the College.

### A. Criteria for Tenure

The decision to grant tenure has a long-term impact on the nature and quality of Trinity College. Therefore, the faculty member who receives tenure must be able to meet high standards of excellence in fulfilling both the current and future needs of Trinity.

Section III. Professional Norms and subsequent sections of this *Handbook* address the totality of the faculty role in teaching, scholarship and service. Tenure requires more than the minimal fulfillment of this role. In order to achieve tenure, the faculty member must be able to demonstrate:

- a. genuine and sustained excellence in teaching;
- b. significant scholarly or professional attainment;
- c. significant contributions to the intellectual, the collegial, and the community life of Trinity;
- d. consistent commitment to Trinity College, its mission and its students.

### B. Evidence in Evaluating the Application for Tenure

In evaluating the candidate for tenure, the Committee on Rank and Tenure, the President and the Board of Trustees seek to assess not only the applicant's current success in fulfilling the criteria for tenure but also the faculty member's long-term potential for professional growth and development.

For this reason, applicants for tenure are encouraged to present as full and complete a portfolio as

possible, including analytical detail that reveals mature understanding of the faculty member's talents, strengths, weaknesses and opportunities for professional growth and development. A strong self-assessment recognizes not only achievements, but also experiments that may not have turned out well, but that provide opportunities for learning. Candid analysis of both successes and challenges helps the decision-makers to understand the ability of the faculty member to innovate, to grow with new discoveries and theories in the discipline, to address problems posed by new student populations effectively, and to mentor younger faculty who may face similar problems in the future. All of these characteristics are essential to providing a lifetime contract of employment through tenure.

The tenure application and portfolio includes:

- a. the faculty member's written application for tenure, presenting a comprehensive and critical analysis of the evidence and reasons why the faculty member should receive tenure;
- b. a complete curriculum vitae;
- c. a list of all courses taught at Trinity, syllabi and course evaluations for each course;
- d. a description of new courses created, innovative pedagogies, contributions to curriculum and new program development, teaching challenges and other discoveries/inventions about teaching that the faculty member experienced during the probationary period;
- e. a description of the academic advising experience, including not only numbers of students advised, but a qualitative statement about how the faculty member related advising to teaching goals and how the advising process contributed to student growth and development;
- f. a description of the ways in which the faculty member has fulfilled the community service expectations to date, and a statement that describes the ways in which the faculty member anticipates continuing to contribute to the growth and development of Trinity;
- g. a summary of the professional development plan and outcomes of that plan to date, including papers, presentations and publications of the faculty member;
- h. at least three letters of recommendations from members of the Trinity faculty, at least one of which should be in the faculty member's program or division, and at least two of which should be from tenured faculty;
- i. as appropriate, a letter of recommendation from a professional colleague outside of Trinity who can give a substantive assessment of the faculty member's professional accomplishments and potential;



j. such other materials as the faculty member may wish to submit in support of the case.

In addition to the evidence provided by the faculty member, the Committee on Rank and Tenure solicits letters evaluating the case for tenure from the dean and Academic Vice President, and the Committee may receive oral testimony from those individuals as well.

### **C. The Tenure Review Process: Leading to a Grant of Tenure**

The Committee on Rank and Tenure announces the dates and procedures for tenure applications.

Upon receipt of the candidate's application and portfolio, each member of the Committee reviews all of the material according to the processes established by the Committee. During the review, the Committee may seek additional material from the candidate. In addition, the Committee must invite the professional opinions the dean and academic vice president. The Committee may consult with the president as necessary. The Committee will consult with college counsel, and counsel must meet with the Committee each year at the beginning of the tenure consideration process to review procedures.

After review and deliberation, the Committee votes on the case and develops its recommendation to the President of the College. Counsel for the College reviews the Committee letters before they are sent to the president.

After receiving the Committee recommendation, the President reviews the entire documentation in the case along with the Academic Vice President, and the President formulates a final recommendation to the Board of Trustees. The President submits a formal recommendation and rationale to the Board Committee on Faculty and Educational Policy. Along with the President's recommendation and analysis, the President submits the Faculty Committee letter of recommendation, the applicant's personal statement, curriculum vitae, and letters of recommendation.

The Board Committee reviews the President's recommendation and meets with the President and Academic Vice President to discuss the case. The Board Committee sends its recommendation to the full Board of Trustees, whose decision is final.

The Academic Vice President is responsible to notify the candidate immediately of the tenure decision, and the President is responsible to send written confirmation of the decision.

#### **D. The Tenure Review Process: Denial of Tenure**

If, after following the process described above, the Committee on Rank and Tenure votes to recommend a denial of tenure, the president has these options for action:

- a. to support the recommendation and send the case to the Board;
- b. to overrule the Committee and make a favorable recommendation to the Board.

c. in rare cases of unusual circumstances, to defer a decision, asking the Board to grant a one-year extension on the probationary period for the faculty member while the Faculty Rank and Tenure Committee undertakes a new review of the case. Deferral of a tenure decision in a case in which the Faculty Committee has made a negative recommendation is a non-appealable action. The president's recommendation to defer a final tenure decision in such circumstances must be based on evidence that the Faculty Committee (a) failed to consider relevant evidence in support of the tenure application, (b) gave inadequate consideration to the case, or (c) acted in a biased, arbitrary or capricious manner.

The Board of Trustees Committee on Faculty and Educational Policy reviews the case and makes a recommendation to the Board to grant tenure, to deny tenure, or to defer a decision and grant a one year extension on the probationary period.

In all cases in which a faculty member is denied tenure, the faculty member has the right to file a grievance requesting review of the underlying procedures leading to the Board consideration of the case as described below in Section XIII. Dispute Resolution.

## SECTION XII. SEPARATION

The separation policies and procedures described below govern those occasions when faculty members and Trinity College choose to end their relationship. Voluntary separation occurs in cases in which the faculty member chooses to resign or to retire. Involuntary separation occurs in cases in which Trinity College chooses to end the employment relationship.

In all cases, Trinity College has a high interest in (a) assisting the faculty member through the transition period, (b) ensuring continuation of the instructional program with minimal disruption for students and faculty alike, and (c) mitigating the potential for conflict with costly consequences for the College and the faculty member alike. These policies seek to achieve these goals.

Category A faculty members are covered in full by the provisions described below.

Category B faculty members are covered by the specific section below that pertains to that category.

Category C faculty receive specific contracts on a semester-by-semester basis, and those contracts carry no guarantee of renewal and no right to a claim under this section.

Separation procedures for Category D personnel are governed by their individual contracts.

Separation procedures for Category E personnel are governed by the relevant sections of the *Employee Handbook* pertaining to non-tenure-track academic personnel.

### A. Resignation

The resignation of a full-time faculty member, Category A and B, affects students, faculty and administrative colleagues. Because of the broad implications of a resignation on these relationships, on the curriculum, on committees and academic projects in which the faculty member is involved, adequate notice of the impending resignation is essential.

In the best case, for Category A faculty in particular, a notice given one year in advance of the resignation provides the maximum amount of time to conduct a full search and to transition the duties of the faculty member to others. Especially for full professors and tenured associate professors, the earliest possible notice minimizes disruption in academic relationships and projects.

While a full year's notice may be impossible in many cases, a faculty member contemplating resignation should discuss this possibility with the program chair as soon as the faculty member is aware of this possibility, and the program chair should then notify the division chair so that planning

can begin for replacement of the faculty member. In all cases, the College should receive notice of a

likely resignation no later than March 1, even if the actual resignation is delayed until a later date.

The College realizes that, in some cases, a faculty member may be reluctant to indicate an intent to resign pending appointment to another position. An intent to resign may not result in an actual resignation, and the faculty member may not wish to create an ambiguous situation. However, because of the College's responsibility for the integrity of instruction, the College needs early notice of the faculty member's intent in order to make contingency plans, even if such plans are never activated. The professional responsibility of the faculty member in such a case is to provide adequate notice to Trinity, and no adverse action may ensue simply because the faculty member indicates an intent to resign.

## **B. Retirement**

Retirement is a wholly voluntary option for faculty who choose to bring their teaching careers to a close. Trinity complies fully with the Age Discrimination in Employment Act which prohibits mandatory retirement at any age. Members of Trinity's faculty who choose to retire are eligible for certain benefits and privileges as specified in Section XI. Faculty Retirement.

## **C. Non-Reappointment of an Untenured Category A Faculty Member**

*(Note: **Dismissal for cause** is a different action described in Part E. below.)*

While an untenured Category A faculty member receives an annual contract each year during the seven year probationary period leading to the tenure decision, the effect of appointment to the tenure track carries a presumption of a continuous relationship that may be severed only for specific reasons before tenure, and in extremely rare circumstances after tenure.

The president extends the contract each year upon the recommendation of the Academic Vice President after completion of the contract review process described in Section V. Contracts. In certain cases, for reasons specified below, Trinity College may decide not to reappoint an untenured faculty member in Category A. The timeline for notice of non-reappointment is set forth in Section V. Contracts. The following criteria and processes govern this decision:

### 1. Criteria for Non-Reappointment

The criteria listed below typically govern non-reappointment decisions; on rare occasions, other circumstances may also arise that warrant non-reappointment, and these must be adequate to withstand scrutiny for fairness and appropriateness through the review process.

a. *Teaching Quality*: The faculty member demonstrates consistent problems with teaching over a period of time, and fails to correct the problems after appropriate counseling by the program

or division chair. Examples of teaching problems that could activate an action under this section if the faculty member does not remedy them over time include (but are not limited to): a lack of adequate preparation for class, insufficient knowledge of the subject matter, inadequate syllabi, inability to communicate effectively in the classroom, inappropriate pedagogy, superficial or defective plans for assessment of student learning, unwillingness to participate in opportunities to improve teaching, consistent lateness or absence from class, consistent inability to return student papers in a timely fashion or to provide appropriate student feedback; failure to meet expectations of quality, accuracy and accessibility in student advising.

b. *Fulfillment of Service Responsibilities*: Examples of deficiencies in service that could lead to an action under this section include: the faculty member fails to attend faculty meetings, or meetings of the division, program or committees; or the faculty member fails to fulfill the assignments received as part of the service expectation, or the assignments lack professional quality in their fulfillment; or the faculty member consistently refuses to share in the fulfillment of collegial projects.

c. *Incongruence Between the Faculty Member's Interests and the Educational Goals of the College*: An action could occur under this section in a case in which the faculty member repeatedly indicates an unwillingness to cooperate with the expectations of the mission, goals and academic practices of Trinity College. Some examples of such a conflict could include: a preference for research over teaching; a lack of interest in teaching across a range of students; a desire to reduce or avoid personal student contact; a rejection of the goals of the curriculum; consistent refusal to cooperate with colleagues on the faculty; refusal to comply with academic policies and the professional norms stated in this *Handbook* and related documents; a rejection of the mission of Trinity in any one of its parts.

d. *Medical or Personal Impediments to Performance of the Contract*: If the faculty member becomes unable to discharge the duties and responsibilities of the faculty contract for medical reasons, including family members, leave time is accorded as provided in Section VI. Faculty Compensation. After the leave period expires, the faculty member is entitled to take any remaining time available under FMLA. Once the faculty member has exhausted the faculty leave and FMLA leave availability, and if the impediment to contract performance continues, Trinity College may choose not to reappoint the faculty member.

e. *Cancellation of or Change in Program*: From time to time, the College may find it necessary to cancel an academic program or to change the academic direction of a program. In such cases, the College may find it necessary to end the appointment of an untenured faculty member. While changes in enrollment and budget patterns may be the primary reason for such actions, other reasons could include actions recommended through program and curriculum assessment activities, accreditation reviews, and similar circumstances.

f. *Budget Considerations*: From time to time, the College may find it necessary to deny reappointment to untenured faculty for budget reasons, including overstaffing in a program, reduction in program enrollments, or other budget reasons.

## 2. Process for Non-Reappointment

A decision not to reappoint a Category A untenured faculty member may occur upon completion of the annual contract review process. This process involves the program chair, division chair and Academic Vice President as the principal parties to the review. In cases where the initial contract review indicates that a decision not to reappoint might occur, at least one additional member of the faculty, preferably senior to the person affected and preferably in the same division, must be consulted in the final decision-making process. Normally, the program or division chair should obtain such third-party opinion, and the opinion should be in writing. If such additional consultation has not occurred at the program or division level by the time the recommendation reaches the Academic Vice President, then the Academic Vice President will request the additional faculty consultation, and the faculty member so consulted must make a written recommendation on the case.

## 3. Appeal of a Non-Reappointment Decision

A faculty member whose contract is not renewed has the right to appeal the decision according to the procedures specified in Section XIII. Dispute Resolution.

### **D. Non-Reappointment of a Category B Faculty Member**

Because Category B positions are not on the tenure track, they are year-to-year appointments with no expectation of renewal, except for those A.B.D. positions where the contract of appointment indicates an expectation of dissertation completion within a stated period of time. No explanation is required for non-reappointment to a Category B position. However, as stated in Section V. Contracts, Category B faculty are entitled to adequate notice of non-reappointment decisions according to the stated deadlines.

### **E. Termination of a Tenured Faculty Member**

Trinity College may terminate the appointment of a tenured faculty member in only three cases: (a) financial exigency; (b) termination of an academic program; (c) medical reasons. *Dismissal for cause is a different action addressed in Part E. below.* In all termination of tenured faculty cases under this part, Trinity College must provide notice at least one full year before the termination date, or pay out the equivalent value of salary and benefits for one additional contract year.

## 1. Criteria for Termination of Tenured Faculty

The following criteria govern decisions for termination of tenured faculty:

### a. Financial Exigency

Financial exigency is an imminent financial crisis which threatens the survival of the College as a whole and which cannot be alleviated by less dramatic means. The Board of Trustees must officially declare the condition of financial exigency.

### b. Termination of an Academic Program

A termination of an academic program occurs in circumstances in which the College determines that an academic program should not continue for reasons of declining enrollment; increased costs due to changing external requirements for the program; quality issues arising from periodic program assessment that cannot be redressed without substantial expense to the College; or accreditation findings that warrant program discontinuance.

### c. Medical Condition

When a tenured faculty member has a medical condition that makes it impossible for the faculty member to continue fulfilling the terms of the faculty contract, the faculty member may take full advantage of all provisions for medical leave as indicated in Section VI. Faculty Compensation. Trinity College may also request that the faculty member take medical leave when a medical condition affects the faculty member's ability to teach and to meet faculty responsibilities. Section VI. also permits the faculty member and the College to negotiate a period of unpaid leave beyond the requirements of the Family and Medical Leave Act (FMLA); because such cases are indefinite, the policy is indeterminate about the length of unpaid leave that may be granted in each individual case. When, after a reasonable extension of a leave of absence it appears that the tenured faculty member is permanently unable to resume full-time duties, the College may terminate the faculty member's contractual relationship with Trinity.

## 2. Process for Termination of Tenured Faculty

The termination of a tenured faculty member is a grave situation that requires the highest level of review and scrutiny by all decision-makers, and great sensitivity to the rights and needs of the faculty members affected. Accordingly, appropriate faculty committees, specified below, must be

part of the decision-making process when a tenure termination is possible, and the Board of Trustees must make the final decision in each case.

In the case of financial exigency, the equitable treatment of all tenured faculty is essential. For that reason, after the declaration of financial exigency, the president of the College must submit to the faculty as well as to the Board of Trustees a plan for reorganization that indicates all positions subject to elimination as a result of financial reorganization. The Curriculum Committee, Faculty Finance Committee, and Faculty Welfare Committee must respond to the President's plan in writing. After receiving the responses of the faculty committees, the President makes a final report and recommendation to the Board of Trustees, who may direct further review or who may act on the recommendations as given.

In the case of termination of an academic program, the Academic Vice President must first submit a written proposal to the Curriculum Committee that explains the reasons for the termination of the program. The faculty members affected must also receive copies of this proposal, and they are entitled to submit their written response to the Curriculum Committee. Within one month after receiving the proposal, the Curriculum Committee must issue a formal written reply to the Academic Vice President.

If the Curriculum Committee disagrees with the proposal to terminate the program, the President may direct a second review of the proposal by the Faculty Finance Committee and the Faculty Welfare Committee. Alternatively, the President may submit a report and recommendation directly to the Board of Trustees for their further review and action. In either case, the faculty affected are entitled to receive copies of all reports and to make separate written responses to the various committees and to the Board.

If the Curriculum Committee agrees with the proposal to terminate the program, the President makes a report and recommendation to the Board of Trustees.

If the Board acts to terminate an academic program, the Academic Vice President then meets individually with the faculty members affected to discuss alternatives for their work with Trinity. In every case, if suitable alternative work can be found at Trinity for the faculty member and if the faculty member wishes to accept such work, then the faculty member will continue employment with Trinity.

If no suitable alternative work is possible at Trinity, then the faculty member's employment with Trinity is terminated.

### 3. Severance Compensation

In the event of a termination of a tenured faculty member for reasons other than cause, the faculty member may receive severance compensation according to terms and schedules that the President determines at the time of the separation action. When financial exigency or termination of an academic program affects more than one faculty member, then all faculty members affected must



have access to the same severance terms, except that the payment schedule may take years of service into account. When the termination involves a single faculty member, e.g., for medical reasons, then the President may negotiate severance compensation with the individual faculty member. The availability of severance compensation depends upon the financial capacity of the College at the time of the action, and is not guaranteed.

#### 4. Appeals from a Tenure Termination Decision

A member of the faculty whose tenure is terminated under this section has the right of appeal according to the procedures specified in Section XIII. Dispute Resolution.

### **F. Dismissal for Cause**

Any faculty member in any category, tenured or untenured, who has directly and substantially demonstrated a lack of fitness to fulfill the professional obligations inherent in the faculty relationship with Trinity College may incur the action of dismissal for cause.

#### 1. Criteria for Dismissal for Cause

Dismissal for cause proceedings arise for the following reasons:

- a. Professional incompetence;
- b. Continued neglect of academic duties in spite of written warnings;
- c. Grave professional or personal misconduct, including sexual harassment of any person at Trinity;
- d. Deliberate and grave violations of the rights and freedoms of other faculty members, administrators or students;
- e. Continued violations of the professional norms stated in this *Handbook* after adequate notice and opportunities to remedy the violation;
- f. Conviction of a felony directly related to the faculty member's fitness to fulfill professional obligations;
- g. Dishonesty in the discharge of professional obligations.

2. Process: Dismissal for Cause

A Dismissal for Cause action may originate with the President, Academic Vice President, division chair or program chair. The following steps are required:

a. When a question arises about a faculty member's liability for dismissal under this section, the first step must be a meeting between the faculty member and the Academic Vice President to discuss the issues that have arisen. This meeting should take place at the earliest possible moment, and should seek illumination of the issues prior to formal documentation of the issues. After this discussion, the parties may agree to settle the matter in a variety of ways without further proceedings: the College may withdraw the matter; the faculty member may choose to resign; or both parties may consent to revisit the issues after a period of evaluation.

b. After the first consultation with the faculty member, if the College chooses to proceed, the Academic Vice President writes a formal statement to the President outlining the reasons for requesting the dismissal and citing evidence, including written statements from the program chair, the division chair, and other members of the faculty.

c. Upon receiving the formal request from the Academic Vice President, the President must notify the faculty member in writing of the dismissal proceedings, and the faculty member has a right to receive all of the documentation provided by the Academic Vice President.

d. If circumstances warrant, such as a potential for harm to students or other faculty members, the President may suspend the faculty member from teaching duties and from presence on campus until the dismissal proceedings have concluded.

e. The President must establish a Dismissal Board to review the case and to make a recommendation regarding dismissal. This Dismissal Board includes:

- 1) the chair of the Grievance Committee, who shall chair the Dismissal Board;
- 2) the chair of the Committee on Rank and Tenure;
- 3) the chair of the Committee on Faculty Welfare.

If any of these individuals has been party to prior proceedings against the faculty member, then alternate members must be appointed from those committees.

f. At any time during the proceedings, the faculty member may request an end to the Dismissal Board and to the proceedings; such a request must be accompanied by the faculty member's resignation from the faculty.

g. Within ten days of the formation of the Dismissal Board, the Board must create a calendar and procedures for review of the case, and these items must be conveyed to the faculty member, the President and Academic Vice President.

h. The faculty member has a right to a hearing before the Dismissal Board, to present evidence and to review the evidence presented against him or her, and to be represented by legal counsel in any hearing.

i. If the faculty member requests a hearing, Counsel for the College will advise the Dismissal Board on the appropriate process for the hearing, including receiving oral testimony and the examination of witnesses, handling documentary evidence, the rights of witnesses (especially other faculty members and students), transcripts of the proceedings, and related matters.

j. At the conclusion of the review process, the Dismissal Board makes a formal written recommendation to the President, including a summary of evidence reviewed. The faculty member has a right to receive this document and to provide a separate response to the President within five days of the date of the document.

k. Within fifteen days after receiving the Dismissal Board's recommendation, the President makes a final decision and communicates that decision in writing to the faculty member.

l. If the faculty member is tenured, then the President must communicate the dismissal decision immediately to the Board of Trustees Committee on Faculty and Educational Policy, who may request additional review of the case before the decision becomes effective. The faculty member may also request an opportunity to present his or her case to the Board Committee, but such an appeal is not a matter of right and the Committee is not required to hear the case. The format and process for any additional review may be determined at the time of the Committee's consideration of the case.

The dismissal for cause proceeding is a final process, and carries no internal right of appeal beyond the process specified above.

### SECTION XIII. DISPUTE RESOLUTION AND GRIEVANCE PROCEDURE

Even as the Trinity academic community strives to achieve its goals in an environment of collegial harmony and trust, from time to time disputes arise that require a clear and dispassionate process to achieve resolution. Some disputes are relatively simple and can be resolved through informal discussion and negotiation, perhaps facilitated by a third party. At other times, a severe conflict exists that has grave consequences for the individuals involved as well as for the College, and a highly formal process is necessary to try to resolve the matter. In all such cases, the interest of Trinity College is to attempt to resolve the matter internally, to manage the time and effort devoted to the dispute within reasonable bounds, to protect the rights of all individuals involved, and to preserve the harmony and integrity of the academic community.

All categories of faculty personnel may seek dispute resolution under this section for disputes that involve faculty-administrative disagreements, or conflicts among faculty members. With the consent of the Dean of Student Services, faculty members may also invoke Levels I through III of the dispute resolution process under this section in matters involving students. (Students may invoke dispute resolution procedures under the provisions of the *Student Handbook*.) Similarly, with the consent of the Academic Vice President, faculty members may invoke Levels I through III of the dispute resolution process under this section in matters involving staff of the College. (Staff may invoke dispute resolution procedures under the provisions of the *Employee Handbook*.)

The dispute resolution process described below is the necessary first step for all grievances except those arising out of actions leading to termination, denial of promotion or tenure, or claims of unlawful discrimination, all of which require special grievance processes described below.

The Faculty Welfare Committee has general jurisdiction for the dispute resolution and grievance processes described in this section, in cooperation with the Academic Vice President. The Welfare Chair and Academic Vice President appoint the Grievance Chair and Vice Chair at the beginning of each academic year. The Grievance Chair and Vice Chair are Category A faculty members with tenure. The purpose of appointing two individuals is to provide relief in case management either because of the caseload, or if one individual has a conflict-of-interest in a given case.

The Grievance Chair and Vice Chair must participate in professional training for dispute resolution. In addition, Trinity will provide professional training for faculty and staff personnel who wish to serve as facilitators and mediators under this section, and only those persons who have received professional training may serve as mediators for Level III dispute resolution. Trinity will pay the costs of all training required under this section.

The Academic Vice President, in cooperation with the Faculty Welfare Committee and Grievance Chair, may publish additional guidelines for the conduct of dispute resolution and grievance processes to ensure the effective implementation of this section.

*Note: In all sections below which include recommended timelines, the Grievance Chair may issue alternative deadlines, may grant extensions of time, and may take such other calendar actions as may be necessary and appropriate to ensure due process for all parties to the case. When reasonable circumstances prevent compliance with a specific deadline, the Grievance Chair is empowered to determine an appropriate remedy that continues to ensure the fair and equitable disposition of the case.*

### **A. Dispute Resolution: Level I (Discussion)**

Early efforts at dispute resolution can prevent a minor disagreement from becoming a major conflict. When a disagreement arises between or among individuals covered by this section, the first step toward resolution should be a face-to-face meeting of the parties involved to try to resolve the matter amicably.

The faculty member who wishes to pursue a Level I dispute resolution should first consult with the appropriate Division Chair. If the Division Chair is the person with whom the faculty member has a conflict, or, if the Division Chair is involved in the case, then the Program Chair should be consulted. The purpose of this consultation is to discuss the issues in the dispute, to consider strategies for resolution, and to prepare for the subsequent discussion in ways that can lead to success. The consultation also provides a record of the effort to reach a resolution should subsequent steps be necessary to resolve the matter.

The faculty member should then make an appointment with the other party to the dispute; collegiality normally expects the other party to agree to the conversation and to engage in a good faith effort to resolve the matter amicably. Level I discussions do not involve any other parties other than the parties to the dispute.

Some of the basic guidelines for Level I dispute resolution include these suggestions: at this first stage, written communications can be a hindrance to resolution. Parties are urged to communicate orally, focusing on facts while avoiding characterizations, accusations and defensiveness. The conversation should be by appointment at a mutually convenient time, in a quiet place and with a clear time frame. The parties should also agree that the purpose of the conversation is to attempt a resolution of the problem, rather than trying to establish fault or win a case. The process may involve a series of discussions over time; the parties may continue for as long as they find the process productive.

If the parties reach a resolution through this process, no further action is necessary. If the matter cannot be resolved, then the parties should move to Level II.

**B. Dispute Resolution: Level II (Facilitation)**

When the parties to the dispute are unable or unwilling to meet alone or to reach a resolution of the issue, the parties should so inform the Division Chair, who then works with the parties to select a facilitator. Facilitators must be from among the faculty and administrative staff of the College; while professional training is not required for a Level II facilitator, persons with such training are preferred, and Trinity will publish an annual list of the faculty and administrators who are so trained.

If both parties can agree upon the third party facilitator from the faculty or staff, then they may proceed to seek that person's assistance.

If the parties cannot agree upon a facilitator, then either party may request that the Chair of the Faculty Welfare Committee appoint a facilitator to work with them. The requesting party should make this request in writing, but at this stage it is not necessary to state the reasons for the request; however, the requesting party should identify other parties involved. The Welfare Chair may consult with the Grievance Chair and the Academic Vice President on the selection of a facilitator.

Because the process is still informal at Level II, the facilitator does not need to rely upon extensive written documentation or investigation. The job of the facilitator is to help the parties reach a resolution of the problem, not to decide who is right or wrong. The facilitator should stress listening, avoidance of accusatory or judgmental language, and clarity of goals for the parties. The facilitator can suggest solutions, but may not impose a solution.

If the parties reach agreement through facilitation, no further process is required. The facilitator should write a brief memo to the Welfare Chair, with a copy to the Division Chair and the parties, simply stating that the two parties have resolved their matter and the matter is closed.

If, after a reasonable effort, the parties are still unable to reach an agreement, the facilitator is free to leave the case, and may so inform the parties. The facilitator is bound by professional expectations for the privacy and confidentiality of the parties. However, the facilitator should inform the Welfare Chair in writing if the facilitation effort fails, and copies of this memo should also go to the Division Chair and the two parties.

**C. Dispute Resolution: Level III (Mediation)**

A Level III dispute resolution process is a formal mediation process that involves fact-finding and judgment by a mediator. The mediator must be selected from among a pool of professionally trained faculty and staff. The process should be invoked for relatively serious matters that cannot be resolved through less formal means, although the cases are not so serious as to require full-blown grievance procedures.

The steps in the mediation process include:

1. The party seeking mediation makes a formal written request to the Grievance Chair. This request must include a statement of the problem, the parties involved, and the remedy desired.
2. The Grievance Chair informs the other parties that a case involving them has been filed, and the Chair provides a copy of the complainant's request for mediation.
3. The Grievance Chair may consult with the Welfare Chair and the Academic Vice President to select the mediator from among the professionally trained pool of faculty and staff.
3. The Grievance Chair invites the mediator to serve, as well as an alternate. No person is compelled to serve as a mediator; persons who have formed judgments about the case should decline the invitation.
4. The Grievance Chair informs the parties to the case of the mediator and alternate; any party may object to the appointment for serious reasons, i.e., demonstrable bias against one of the parties, previously undisclosed involvement with the case; etc. In such circumstances, if the Grievance Chair considers the objections to be sufficiently serious as to remove the mediator, the Grievance Chair then repeats the selection process. After the second selection process, if the parties continue to disagree on the person selected, then the Grievance Chair will serve as the mediator.
5. The mediator meets individually with each party to the case to explain the mediation process and to hear each person's oral statement.
6. The mediator receives written documentation about the issues in the case. The mediator may request third parties to submit information as well.
7. The mediator brings the parties together for a formal negotiation session, during which the mediator allows the parties to state their claims, and then the mediator provides feedback on the merits of the claims. The mediator may determine the number of meetings necessary to achieve a resolution of the matter. The mediator may also establish a timetable, request additional information, solicit information or professional opinions from third parties, and take reasonable steps to ascertain the facts of the case and to make recommendations to the parties.
8. The process may conclude if the parties are able to reach a negotiated settlement. The mediator should prepare written terms of the settlement with the assistance of College counsel, and both parties must sign the agreement, with copies to the Grievance Chair and the Academic Vice President.
9. Absent agreement of the parties, the mediator must issue a written opinion stating facts and findings, citing the merits and weaknesses of each case, and recommending a course of action. This opinion is not binding. The Grievance Chair and Academic Vice President also receive copies of



This opinion.

10. Either party to the mediation may request Presidential review of the mediator's opinion and the President may or may not choose to review the matter. If the President reviews the case, she may call the parties to a meeting, request full review of the case file, solicit additional professional opinions, meet with the mediator, and conduct such other reasonable inquiry as may facilitate a resolution of the matter. After appropriate review and consultation, the President may issue a final binding opinion on the disposition of the case.

#### **D. Grievance Procedures: General Process**

Grievance procedures are normally reserved for serious matters involving infringements on the rights of faculty stated in this *Faculty Handbook* and in all other policies of the College. Faculty personnel have a right to invoke the full grievance procedures described below in cases involving involuntary separation, denial of promotion or tenure, compensation claims or claims of unlawful discrimination.

For all other claims, the grievance process is not a matter of right, and the Grievance Chair may exercise discretion in taking cases through the full grievance process, sending cases back for dispute resolution processes, or closing cases.

Grievance procedures require fact-finding and judgment for or against the parties involved. Grievance procedures are the final step in pursuing remedies internally at the College. Participation in a grievance procedures does not waive any right the faculty member may have to external legal action.

The general steps in the grievance process are set forth below. Special grievance procedures are described in Parts E. , F., G., H. and I. below for complaints arising under compensation, promotion and tenure, separation, and discrimination claims.

The general steps in the grievance process include:

1. The faculty member files a formal written complaint with the Grievance Chair. This complaint must state the nature of the grievance and facts; the parties to the case; and the evidence that the faculty member has to prove the claim. The faculty member must also state what steps have been taken to resolve the claim (except in cases involving separation, denial of promotion or tenure, compensation, or unlawful discrimination which require grievance processes). The facts giving rise to the claim should have occurred within one month of the date of the formal complaint.
2. The Grievance Chair may determine whether appropriate evidence exists to proceed with the case; to send the case back for further dispute resolution efforts; or to dismiss the matter for lack of substance. This action should occur within ten days of the receipt of the complaint.

3. The parties to the case receive the formal complaint and instructions from the Chair, including instructions about providing written documentation in response to the claims presented. The notice to parties should occur within five days of the receipt of the complaint, and the request for documentation should specify a deadline.
4. The Grievance Chair constitutes a Grievance Committee consisting of five persons, including the Chair. Committee members must be drawn from the pool of faculty personnel covered by this *Handbook*. To organize the Committee, the Chair will ask both the claimant and the Academic Vice President to name two parties each; no person may serve on the committee who has been a party to the dispute or who has a known bias toward the parties. The parties may object to the appointment of committee members for reasons of bias or conflicts-of-interest. The Grievance Chair may determine whether such reasons are sufficient to exclude a member of the committee. The Chair continues the selection process until a committee is constituted. The committee should be constituted within one month of the date of the complaint.
5. The Chair is empowered to make all decisions about the conduct of the investigation and hearing, including setting additional deadlines or adjusting the deadlines given in this section for good reason in light of the circumstances of the case. Counsel to the College advises the Chair on appropriate procedural matters.
6. The Chair and committee members may request additional documentation; may conduct interviews; and may seek all appropriate information concerning the case.
7. Upon reviewing the initial evidence, the Committee may decide to proceed with a hearing; to send the case back for further dispute resolution efforts; or to dismiss the matter for lack of substance. This decision should occur within six weeks of the original complaint.
8. If the Committee proceeds with a hearing, the parties must receive at least ten days' notice of the date of the hearing. If a party cannot be present for legitimate reasons, then the hearing must be rescheduled.
9. Although the hearing is not a formal legal proceeding, and the federal rules of evidence do not apply, Counsel to the College will advise the Chair as appropriate on evidentiary matters, collateral claims and the documentation of the proceedings.
10. The claimant may have a representative from among the faculty acting as counsel; outside legal counsel may not be present at internal grievance proceedings.
11. At the hearing, the claimant will have the opportunity to present the case, to call witnesses, and to present evidence. The other parties to the case will also have the opportunity to present their case, to call witnesses, and to present evidence.

12. The proceedings are not adversarial; questioning of witnesses should refrain from cross-examination. The Grievance Committee also has the right to question witnesses and to call witnesses.

13. Once the hearing concludes, the Grievance Committee deliberates and reaches a conclusion on the case.

14. The Committee prepares a written report presenting the claim, the findings, and the conclusion including the Committee's recommendation for the resolution of the claim. This report should go to the President within 20 working days of the conclusion of the hearing.

15. Within 30 days of the receipt of the Grievance Committee report, the President issues a decision to the claimant. The President is not bound by the Grievance report, but must review all documentation and evidence in arriving at a decision. The decision of the President is final.

#### **E. Grievance Process: Compensation Claim**

In the event of a compensation claim arising under Section VI. Compensation, the grievance process is condensed. Upon receiving a written complaint, the Grievance Chair shall notify the Chair of Faculty Finance, the Welfare Chair and the Division Chair of the complainant, and they shall constitute the Grievance Committee. The Committee will receive a written statement from the President concerning the compensation decision, and the President may request a meeting with the Committee if necessary. Within 20 days of the date of the complaint, the Committee will make a formal written recommendation about the resolution of the claim to the President.

#### **F. Grievance Process: Denial of Promotion**

A decision to deny a promotion is made by the Board of Trustees upon review of recommendations from the President and the Committee on Rank and Tenure. If promotion is denied, the faculty member has a right to a review of the processes leading up to Board consideration of the case. If the review finds that those processes were flawed due to improper procedures, inadequate consideration of the evidence, or bias among the participants in the process, then the faculty member has a right to request that the Board of Trustees reconsider the promotion case on its merits.

1. Within ten days of the Board meeting at which the promotion denial occurs, the President must provide a written statement of the Board's decision and rationale to the faculty member.

2. The faculty member requests that the Grievance Chair review the processes leading up to the Board decision; this request must be in writing no later than twenty days after the faculty member's receipt of the President's letter.

3. Within ten days, the Grievance Chair appoints three tenured faculty members to serve as a Promotion Review Committee. The purpose of this committee is limited to review of the procedures used by the Committee on Rank and Tenure, and the President of the College, in formulating their recommendations to the Board of Trustees. The Grievance Chair also sends copies of the complaint to the President and to the Chair of the Committee on Rank and Tenure, with a request to prepare responses.
4. The Promotion Review Committee meets with the Chair of the Committee on Rank and Tenure, and separately with the President, to review their responses to the complaint. The Review Committee may also meet with any other parties that it deems necessary for the purpose of conducting its procedural review.
5. The Promotion Review Committee makes a written statement of findings to the President of the College, with copies to the claimant and the Grievance Chair. The President submits this report to the Board of Trustees Committee on Faculty and Educational Policy along with an action recommendation.
6. The Board Committee reviews the opinion and recommendation, and formulates a recommendation for the full Board of Trustees, whose decision in the case is final.
7. The President conveys the final decision of the Board of Trustees in writing to the faculty member within ten days of the conclusion of the Board meeting.

#### **G. Grievance Process: Denial of Tenure**

The decision to deny tenure is made by the Board of Trustees upon review of recommendations from the President and the Committee on Rank and Tenure.

If the Board of Trustees denies tenure, the faculty member has a right to a review of the processes leading up to the Board consideration of the case. The review is limited to the underlying procedures used by the Committee on Rank and Tenure, and the President; the review does not lead to a decision on the merits of the tenure case itself, nor may the review overturn a decision of the Board of Trustees. If the review finds that the underlying processes were flawed due to improper procedures, inadequate consideration of the evidence, or bias among the participants in the process, then the faculty member has a right to request that the Board of Trustees reconsider the tenure case on its merits; the Board is not compelled to reconsider the case, but may do so if the findings of fact indicate deficiencies in the underlying procedures.

The process for appeal of a tenure denial is as follows:

1. The President must provide a written statement of the Board's decision to the faculty member within ten days of the Board meeting at which the action to deny tenure took place.
2. The faculty member requests that the Grievance Chair review the processes leading up to the Board decision; this request must be in writing within ten days of the President's letter. Within five days, the Grievance Chair sends a copy of this complaint to the Chair of the Committee on Rank and Tenure, and the President.
3. Within 20 days of the claimant's letter, the Grievance Chair constitutes a Tenure Process Review Committee using the same process as described above under the general grievance procedures, except that the members of the committee must be tenured.
4. The Tenure Process Review Committee uses the same procedures as the general grievance procedures, but the review is limited to review of the procedures used by the Committee on Rank and Tenure and the President of the College. The Grievance Committee is not empowered to review the actions of the Board of Trustees itself.
5. The Tenure Process Review Committee submits a report with findings and recommendations to the President of the College, who submits the report with the President's recommendation to the Board Committee on Faculty and Educational Policy.
6. The Board Committee deliberates on the case and decides whether to reconsider the tenure case on its merits.
7. The Board Committee, through the President, conveys its decision in writing to the faculty member; a negative decision is a final decision.
8. If the Board Committee chooses to reconsider the case, the faculty member may not submit new portfolio materials. However, the faculty member may request an opportunity to meet with the

Board Committee to present the case; the Board Committee has discretion in choosing to exercise the request. The Board Committee may also exercise its discretion in requesting additional information, calling appropriate parties for discussion, and otherwise undertaking appropriate process for its reconsideration of the case.

9. The Board Committee deliberates and sends its recommendation to the full Board of Trustees, whose decision in this case is final.

10. The President conveys the final decision to the faculty member in writing within five working days of the decision.

#### **H. Grievance Process: Separation**

Faculty members whose service to Trinity is involuntarily terminated under the provisions of Section XII. Separation may invoke the general grievance procedures of this section.

Tenured members of the faculty who are engaged in separation proceedings have a right to request that only tenured members of the faculty will sit on the Grievance Committee.

Decisions of the Board of Trustees are final and may not be subject to review by a Grievance Committee. However, a faculty member separated by action of the Board may request procedural review of the underlying process leading up to the submission of the case to the Board.

#### **I. Grievance Process: Unlawful Discrimination**

Faculty members who raise claims of unlawful discrimination may seek internal redress at Trinity prior to seeking external remedies. Once an external claim is filed, the internal dispute resolution process is closed.