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**Faculty Manual**Hanover College
Hanover, Indiana

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1. **MISSION AND EDUCATIONAL PHILOSOPHY**

**I-1 THE MISSION OF HANOVER COLLEGE**

Hanover College is a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning and meaningful service.

**I-2 EDUCATIONAL PHILOSOPHY**

In 1999, the Hanover College faculty adopted the following statement of educational philosophy:

"Hanover College is dedicated to the personal growth of its students. We believe that a liberal education is an excellent preparation for life in a global society.

"We seek to broaden and deepen our students' knowledge and understanding of themselves, of the historical and cultural movements which have shaped our society and other cultures, of the methods and discoveries of the natural sciences, and of the religious and moral dimensions of human experience.

"We seek to provide our students with training and experience that will enhance their skills in communication, in creative self-expression, in critical reflection, in research, and in leadership.

"The study of the liberal arts is an appropriate expression of our relationship with the Presbyterian Church (USA) and to the Christian tradition. Accordingly, we seek to encourage our students to develop values that allow them to become more mature and self-directed individuals who will be responsible participants in local and global communities and who will be able to appreciate and enjoy their own and other cultures."

The achievement of these purposes requires personal commitment, a willingness to accept responsibility, and discipline in exercising it. Academically, Hanover College emphasizes the importance of oral and written expression, logical and independent thinking, intellectual curiosity, and sound judgment.

Hanover College expects its students to be motivated by a strong sense of purpose as they join in the campus community. Certain policies, regulations and procedures are established which man concern all aspects of the relationship between the student and Hanover College, and a positive force in developing this relationship is the exercise of self-discipline.

**I-3 PRINCIPLE-BASED CAMPUS**

Hanover College is committed to supporting its mission by maintaining a set of principles for all members of the community. Rules and regulations for students are an extension of these principles. The Student Handbook contains specific information about these policies and sets forth procedures for dealing with violations through the judicial system.

The following Statement of Principles was established through conversations with faculty, students, Parents’ Board, administration and trustees during the 1999-2000 academic year.

**Statement of Principles**

"We, the students, faculty, staff, and trustees of Hanover College, seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. To this end, we each commit ourselves to the following.

**Pursuit of academic excellence**

* I will seek the breadth and depth of knowledge appropriate to a liberal arts education, will seek to foster intellectual vitality, and will practice academic integrity.
* I will participate in the open and free exchange of ideas necessary for a meaningful education and a successful democracy.

**Pursuit of personal excellence**

* I will pursue physical, moral, emotional, and spiritual well-being, with respect for the Christian and liberal arts traditions of the College.
* I will practice self-respect and self-discipline, and will seek to grow in maturity and independence.

**Respect for one another**

* I will work to create a safe campus community, free from unjust coercion, harassment, and other threats to persons or property.
* I will practice honesty toward, tolerance of, and compassion for others, working to support the well-being of other members of the College community.

**Community responsibility**

* I will participate in decision-making on rules and procedures, and will encourage others to do the same.
* I will be a good steward of the College, the environment, and the world community.

**Accountability**

* I will know and adhere to the rules of the College and to state and federal laws, accepting accountability for my own actions and encouraging others to be accountable for theirs.
* I will practice justice, fairness and respect in my responses to violations of these commitments and of College rules by community members.

As members of the Hanover College community, we will make decisions in conversation with those who will be most affected by them; we will seek the greatest amount of relevant input possible in our decision making; and, to the extent possible, we will encourage decision making on rules and procedures by those who will be most affected by them."

**II. RESPONSIBILITIES**

**II-1 TEACHING LOAD**

Approved by Academic Affairs

The normal teaching load for members of the faculty is seven courses per year; three each in the Fall and Winter Terms and one in the Spring Term. For the purposes of calculating faculty load, each laboratory in the natural sciences is usually counted as one third of a course. The normal teaching load may be reduced at the discretion of the President for individuals who are carrying part-time administrative responsibilities, who are engaged in special projects such as research programs, or who may have assumed temporary assignments by the College.

Under unusual circumstances, a faculty member may be asked to assume a temporary increase in the normal teaching load. The terms of any such arrangement are subject to mutual agreement.

**II-2 CURRICULUM**

Refer to the current *Hanover College Catalog*.

**II-3 REPORTS**

Approved by Academic Affairs

During the academic year faculty members are asked to make reports of various kinds. Some of the more widely used are listed below.

1. Schedule cards, listing class meetings and office hours submitted to the Dean of Academic Affairs.
2. Course syllabi submitted in triplicate to Duggan Library.
3. Report of use of certain funds allocated by the Faculty Development Committee submitted electronically to the Dean's Office for forwarding to the Committee. See section entitled "Professional Development, The Faculty Development Committee"
4. Sabbatical leave report submitted electronically to the Dean's Office for forwarding to the Committee.
5. Departmental budgets submitted to Dean's Office for forwarding to Business Office.
6. Annual department report submitted to the Division Coordinator.
7. Assessment reports submitted to the Committee on Learning and Teaching.

**II-4 THE CLASSR****OOM**

Approved by Academic Affairs

**A. TIME AND PLACE**

The assignment of classes to particular times of day and week and to particular classrooms is the responsibility of the Registrar. Every effort is made to accommodate the preferences of individual faculty members for particular hours and classrooms, but the Registrar retains the privilege of making assignments which will result in a balanced schedule making maximal utilization of facilities and offering students the fullest opportunities for arranging desirable course loads.

It is intended that in the successive years of a student's college career he or she will assume increasing responsibility for his or her education. Accordingly, classes which consist predominantly of freshmen and sophomores will generally meet four days per week, and courses which enroll juniors and seniors may meet three or even two days per week.

Schedule cards for each instructor are maintained in the Office of the Dean of Academic Affairs, the President's office and the faculty secretaries’ offices. In times of emergency, it is important to know exactly where a faculty member may be reached.

Having a regular and consistent place of meeting is most conducive to efficient learning. Classes will normally meet in the rooms designated; only rarely and with good reason should class sessions be held elsewhere.

**B. CLASS DAY**

Adopted by vote of the faculty February 1997

As mandated, the Curriculum Committee reviewed the modifications to the class day in Winter Term 1998 and recommended their continuation.

The Registrar will accept recommendations from departments to schedule classes between 3:00 p.m. and 5:00 p.m. on Monday, Wednesday, Friday or Monday, Tuesday, Wednesday, Friday, and between 6:00 p.m. and 9:00 p.m. on Tuesday, Wednesday, Thursday, with these stipulations:

1. Evening classes may be scheduled for one hour on three evenings or for longer times on fewer evenings.
2. Departments will make a good faith effort not to disenfranchise students from regularly scheduled extracurricular opportunities.
3. Courses meeting LADR or major requirements should have at least one alternative scheduled between 8:00 a.m. and 3:00 p.m.
4. Utilization of these new blocks of time will be at the discretion of the departments and the individual faculty members involved.
5. Faculty meetings will move to 3:10 p.m. on the second Thursday of the month, except in December and April, permitting classes to be scheduled on Wednesday at 2:00 p.m.
6. Convocation events will move to 3:30 p.m. on Thursday other than on faculty meeting days.

**C. FIELD TRIPS**

Approved by Academic Affairs

Occasionally it may be desirable for a class to leave the campus on a field trip. As a courtesy to other instructors, it is desirable to distribute to the faculty, not less than two weeks in advance, a list of the students expected to participate, together with the times of departure and return. If a student is caught in a conflict with competing activities in two courses, it is hoped that some compromise arrangement can be made which will not be to the student's disadvantage. If private vehicles are used, clearance of the rules and regulations concerning insurance, liability, etc. should be reviewed with the Business Office. The College will pay the cost of ground transportation for local field trips. See Section on [Faculty Support](http://intra.hanover.edu/facultymanual/7support.htm).

**D. CLASS ROLLS**

Approved by Academic Affairs

At or shortly after the beginning of a new term, the Registrar's Office will email each instructor to check My Hanover for a listing of the names of all students enrolled in his or her courses. Following the add/drop period at the beginning of each term, an updated class roster is available on My Hanover. Upon checking that student listing, the instructor should promptly report any discrepancies. Students who are not enrolled in the class should not attend subsequent class sessions until properly enrolled.

In addition to regularly enrolled students, others may be enrolled for a course in an "audit" status, or occasionally they may be present as "visitors" from inside and outside the College. Permission to audit or visit a course must be obtained in advance from the instructor and the faculty adviser. A student who enrolls for a course as an auditor does not receive academic credit for the experience, although his or her participation for audit (designation "AU") is noted on the Registrar's records. Recording of an audit credit implies complete and regular exposure to all course sessions and materials. Regular and full-time students may enroll for a course under audit status; for all students auditing a course, special fees will be charged. No one should participate in a class without permission of the instructor. A "class visitor" is a noncredit classification for which no fee is charged and which is open to regularly enrolled, full-time students and faculty members only. The Registrar keeps no record of persons attending class in a "visitor" status, but should be informed of persons who are using this option for more than a week.

Faculty members are welcome to invite friends to attend their classes on the occasion of a visit to the campus, or when some special class activity is planned. Also, when the Office of Admission is entertaining prospective students, it is expected that instructors will welcome these visitors as space permits. Except for these occasional visitors, faculty members will be expected to limit the class membership to those persons authorized to attend by the Registrar.

**E. INSTRUCTOR’S ABSENCE FROM CLASSES**

Approved by Academic Affairs

Occasionally it may be necessary for an instructor to be absent from a scheduled class meeting. The scheduled program of class activities should continue, unless the need for absence arises so suddenly as to prevent rescheduling or alternate planning. When absences can be anticipated, it may be possible to reschedule the class for another time. A qualified colleague may be available who is willing to conduct the class during the instructor's absence, or an examination may be prepared which a colleague can administer.

When an instructor is unable to meet classes because of illness or other conditions beyond his or her control, he or she should call the Office of the Dean of Academic Affairs as early as possible. The Registrar or the Faculty Secretaries will be happy to offer assistance in relaying messages to students or other instructors, in soliciting proctors for examinations, and the like.

**F. ATTENDANCE AND CLASSROOM DISCIPLINE**

Adopted by vote of the faculty, March 1993

Students are expected to be regular and punctual in their attendance at class and in the fulfillment of their other academic obligations, including those which are conducted on days immediately preceding or following a College recess. They are likewise expected to conduct themselves in a manner that is conducive to their own learning experience and that of their classmates.

Instructors have the authority to establish their own standards for attendance and other classroom behaviors, and to enforce these standards with appropriate disciplinary action, up to and including the removal of a student from the course, provided such standards and actions are consistent with existing faculty regulations. In exercising this authority, instructors should recognize and make due allowance for instances in which a student's failure to fulfill academic obligations is a consequence of circumstances beyond the student's control.

In instances when an instructor acts to remove a student from a course, the instructor should inform the student in writing of the intended action and notify the Registrar of the appropriate grade to be entered on the student's academic record. In this, as in all matters of academic discipline, students have the right to appeal the instructor's action to the Division Coordinator.

While instructors should attempt to honor the requests of their colleagues for students to be released from classroom obligations in order to participate in authorized course activities and other College programs, the instructor is the final determiner of whether such absences shall be excused.

When any student's class attendance becomes irregular or is interrupted for no apparent reason, contact the Registrar or any member of the Early Alert Team. Failure to attend class is often the first indication that a student is having academic or emotional difficulty. Faculty members are encouraged to give individual students whatever counseling and assistance they can or to refer them to the College Counselor. The Dean of Academic Affairs should be informed of cases where difficulties become more serious and complex than can be handled by others.

**II-5 COURSE ORGANIZATION AND SYLL****ABI**

Approved by Academic Affairs

The primary responsibility of a faculty member at Hanover College is instruction. To work most effectively, it is necessary that the faculty member not only be well trained in his or her discipline but that he or she also follows generally accepted principles of course planning and classroom procedures.

A well-planned course has specific and well-defined objectives which the instructor and students together will attempt to reach. Preferably, those objectives will be set forth at the opening session, and each day's class activities will relate clearly to these objectives. The sense of a common purpose and a projection of the class activities for the term is an important factor in class morale and is best achieved by means of a carefully prepared syllabus, distributed to members of the class at the initial session.

Classroom examination should be prepared to measure the degree to which objectives have been reached. Unit examinations or any other means of evaluation that will have an important bearing on the final grade should be scheduled well in advance, preferably at the beginning of the course.

The faculty has required that syllabi be prepared for all classes at Hanover and that three copies of these syllabi be forwarded to the library for use by students and administrative offices. If faculty members wish to have syllabi duplicated in the mailroom and available for distribution to students in their classes by the first day of the term, they should bring them to the mailroom a few days before the beginning of the term.

The faculty has mandated that no examinations in courses can be given during the last week of classes in order to allow students to complete other work and prepare for final quizzes, lab tests in science courses, or examinations in any course for which a final examination period has not been scheduled (such as activities courses in physical education or music lessons). In courses enrolling seniors, it is common for faculty to avoid scheduling examinations and major assignments immediately prior to or following senior comprehensive evaluations.

1. Final examinations must be given at the time and place identified on the final examination schedule published by the Registrar, unless a change has been approved in advance by the Dean of Academic Affairs.
2. In cases of family emergency or similar exceptional circumstances, an instructor may allow a student to take the final examination in advance of the time at which it is scheduled to be given.

The faculty has also mandated that faculty members must hold regular classes on the days prior to and just after scheduled breaks and holidays.

Evaluation of student achievement should be continuous throughout the term. The term grade should not primarily be determined by a final examination. In April, 1978, the faculty ruled that a final examination grade should be worth no more than 35% of the term grade.

Because the syllabus is often pivotal in grade appeals, faculty should clearly articulate all policies and procedures relating to the calculation of grades in case there is a dispute. Students will expect a faculty member to adhere to the information printed in the syllabus unless circumstances warrant change and care is given to informing students about any variation.

**II-6 ADVISING AND COUN****SELING**

Approved by Academic Affairs

Beginning with his or her second year at Hanover, each member of the faculty may serve as an underclass and/or major adviser. The responsibility of the adviser is to assist the student in planning an academic program, to maintain a written plan and a folder of documents relevant to that program, to follow the student's academic progress, to assist him or her in recognizing and dealing with conditions which may lead to difficulty, and to refer to the proper office students having problems or conditions with which the adviser is not qualified to deal.

The assignment of a faculty member as underclass adviser is made when the student enrolls for the first time, and generally continues until the student has decided on a major field, when a member of that department becomes his or her major adviser. Where either the student or the faculty member believes that a change in adviser would be to the advantage of the student, this change is made by a request to the Registrar.

The major adviser has the responsibility for:

1. helping the student to ensure that all college requirements for a degree will be met,
2. helping the student to become acquainted with vocational opportunities related to his or her academic interests,
3. helping the student to plan a sequence of courses in his or her major field,
4. and writing letters of reference and providing any other legitimate assistance as the student seeks to enter graduate school or to obtain employment.

A member of the faculty may be sought out for advice and assistance on matters other than academic, either by advisees or by students who find him or her more approachable and sympathetic than those who have been designated to render help. This counseling responsibility is a most important one, and each faculty member should endeavor to become acquainted with current philosophy and practice in counseling so that the students' problems may be better understood, so that symptoms of deep-lying difficulties may be recognized and so that, recognizing his or her own limitations, the adviser will know when a student should be referred for more professional attention. If a referral is necessary, it should generally be made to the College Counselor.

The counseling and advising responsibility of the faculty is continuous, but there are some occasions and situations which require special attention.

1. Registration of students will demand much of an instructor's time during Fall and Winter academic advising periods. In the fall, most students will have their schedules completed through registration the previous spring (for continuing students) or on LEAP days (for new students). As needed, advisers should review the wisdom and appropriateness of the schedules selected and help with changes. Sophomores normally designate a major field the Friday before Winter Break and will plan their programs with a major adviser.
2. It is desirable that the adviser makes an effort to contact those advisees who have been reported at midterm for low grades to discover whether there are any special circumstances which are interfering with study. In some instances, an adviser may wish to talk with the student's instructor to obtain additional information on class attendance, punctuality in submitting assignments, and the like. At any given time, the adviser should be the best single source of information concerning a student's progress, adjustment to college, and plans for the future. The assistance of well-informed advisers is invaluable to the academic and personnel officers in responding to parental inquiries, in understanding social maladjustment or disciplinary problems, and to the Student Academic Assistance Committee when a decision must be made whether or not to continue a student in college. The adviser should be in the best position to know whether low achievement results from limited ability, lack of application, or, possibly, from home difficulties or other conditions beyond the student's control. Advisers are encouraged to report these concerns to the Early Alert Team.
3. In advising students in the development of a meaningful course of study during their college careers, the faculty member has at least three responsibilities that must be kept in mind. First, the students' programs must be planned in keeping with College requirements. Where a specific course is designated for the freshman or sophomore year, programs should be built around these requirements. Exceptions are permitted only with the approval of the Student Academic Assistance Committee. Second, students should be encouraged to plan their programs so as to permit maximal flexibility in later planning. Students who become committed too early to a major field may later find it difficult to change without extending their stay in college. Likewise, those who commit too late may experience problems. Third, where options are possible, the faculty member should always respect the inherent right of students to make their own choices. The role of the adviser is to use his or her knowledge and experience to point out the probable implications and consequences that may follow from choosing each possible course of action. Students register for classes twice a year using the online system, and advisers are expected to approve schedules online after consulting with their advisees.
4. The adviser has the responsibility and opportunity to create an awareness in students of their potential and the means by which they can continue their intellectual development and their career training. Students who have the necessary potential should be encouraged to apply to graduate school and for fellowships and assistantships.

When fellowships and assistantships are to be awarded to a limited number among many applications, those who are selected are likely to be the students for whom there is evidence of initiative and creative work. Students with this potential should probably be advised to pursue an Independent Study project, even if it is not a departmental requirement, because it provides a unique opportunity for the development of critical capabilities.

1. Advisors of first-year students are encouraged to meet at five "strategic points" in the first semester. Reminders of the timing for these sessions are sent out by the Dean's Office.
2. The adviser has the responsibility to advise and counsel the graduating student about employment opportunities. The advisor should also refer students to the Career Center for additional assistance.

**II-7 EVALUATION OF STUDENT ACHIEVEMENT: GRADES**

Approved by Academic Affairs

Approved by the Faculty

Inherent in the task of teaching is the responsibility for evaluating the learning which takes place in response to that teaching. Evaluating learning and the assigning of grades are perhaps the least pleasurable yet among the more important duties imposed upon the teacher.

Accurate evaluation is important because future educational and vocational plans are made in terms of grades received. Because grades count in the admission decisions made by graduate and professional schools, and because an instructor's evaluations may be an important consideration in a student's vocational decisions, faculty members should base the final grade on as many observations and as much evidence of student achievement as may be available.

**CRITERIA FOR EVALUATION**

Grades are a measure of achievement, not of industry. A student who fails to carry out assigned tasks is not entitled to credit; on the other hand, a student who expends twice as much time or energy in completing a task as another is not thereby entitled to a higher grade. The grade is a measure of the degree to which the goals of the course have been achieved and should not be distorted by other considerations. Evaluation of student achievement should be continuous throughout the term. The grade for the term should not primarily be determined by a final examination; in April, 1978, the faculty ruled that a final examination grade should be worth no more than 35% of the final grade. (For conditions governing final examinations, see section entitled "Course Organization and Syllabi").

**THE GRADING SYSTEM**

The awarding of grades is exclusively the prerogative of the faculty member, and he or she should permit no pressure from students or others to influence this judgment. The faculty member should always be willing to discuss the basis on which the judgment was made, however, and the more tangible and explicit the factors considered, the less likely it is that there will be a dispute over the grade awarded. Once the grade has been reported to the Registrar's Office, it is not subject to change unless it can be shown that through error or oversight an incorrect grade was recorded, or if a student appeal, following the procedures described in the section entitled "Student Appeal of Faculty Evaluation," is approved. To change a grade, including the conversion of a previously arranged "I" for incomplete work (see below), permission must be obtained from the Registrar.

Mid-term grades for all first term freshmen, all students on probation, and all upperclassmen earning grades of C- or below in any course are due in the Registrar's Office on the Monday of Fall Break. Instructors should plan to have completed sufficient evaluation of student performance by that time to allow them to estimate a grade for all of their students.

The discretionary withdrawal deadline, the last date for students to withdraw without penalty from courses, is the end of the eighth week of the term. Some students will seek from their instructors a prediction of their final grade prior to that time if they are considering withdrawal from a course.

Beginning with the Fall Term, 1990, the following grades carry the following weights in the computation of grade-point averages:

A 4.0 Exceptional, excellent in all respects

A- 3.67

B+ 3.33

B 3.0 Good

B 2.67

C+ 2.33

C 2.0 Satisfactory

C- 1.67

D+ 1.33

D 1.0 Passing but unsatisfactory in some important respects

D- 0.67

F 0 Failure

FN 0 Flagrant neglect, failure to meet the most basic obligations

For unusual circumstances, other letter designations are used. The complete set of symbols and their meanings are described in the *Hanover College Catalog*.

**REPORTING OF GRADES**

Instructors are required to file final grade reports online at the end of each term. The Registrar establishes and announces a deadline for the submission of these grades each term. In the case of graduating seniors, it is sometimes necessary to ask for grades prior to the deadline established for the submission of other grades.

Students' grades are posted online (My Hanover) at the end of each term by the Registrar's Office.

Faculty members are expected to submit mid-term grades in the following categories. In April, 1982, the faculty mandated that grades be submitted to the Registrar's Office on the Monday of Fall Break for all first-term students in all courses. Faculty also report midterm grades for all students on probation and for any students earning grades of C- or below. These grades are available online to the students and the students' faculty advisers.

**INCOMPLETE WORK**

A student who has been unable to complete the work in a given course because of illness or other circumstances beyond his or her control, may petition to receive a temporary grade of "I" or Incomplete. The petition, the filing of which is the responsibility of the student, must be approved by the Registrar. Faculty members who believe an "Incomplete" is justified should indicate their support, along with a date for completion of the work, on the student's petition. The complete regulations governing the granting of "Incompletes" can be found in the college catalog.

**PASS-FAIL COURSES**

The faculty has authorized the offering of courses on a pass-fail basis, subject to the following stipulations:

1. The pass-fail option is available to juniors and seniors during the Fall and Winter terms;
2. Only elective courses and physical education courses are available for enrollment under the pass-fail option; specifically excluded are: (a) courses required for graduation, (b) courses in the major, (c) courses listed in the department of the major, and (d) courses in the minor.
3. A student taking courses under the pass-fail option must concurrently be enrolled in at least three full courses in a regular grading status.
4. The student must declare the pass-fail option no later than the fifth day of a term. This request will be made to the Registrar, on a form available for that purpose.
5. The instructor's grade report to the Registrar must list a letter grade for each student, regardless of pass-fail option status.
6. For purposes of pass-fail status only, letter grades A, B, and C are equivalent to S (pass, credit); grades D and F equal to U (fail, no credit).
7. Any student may enroll in physical education activities courses on a pass/fail basis.

**II-8 COMPREHENSIVE** **EVALUATIONS**

Adopted by vote of the Faculty, October 1994

All students shall be comprehensively evaluated in the subject of their major(s) before graduating from Hanover College. Performance on the comprehensive evaluation on a level previously prescribed by the major department or committee is a requirement for graduation. The evaluation shall be separate from the regular courses. Comprehensive evaluations should be designed (a) to help each student achieve an overview of his or her curriculum, (b) to provide information to the department about strengths and weaknesses in its curriculum, and (c) to serve as a final check on competency of graduating seniors. Since the comprehensive evaluations are to provide an overview, they should not test material from one or two courses.

In keeping with the purposes of the undergraduate major at Hanover, each department should determine how to assist students to (a) achieve integration within their major curriculum, and (b) understand the relationship of their own discipline to other disciplines within the liberal arts. If these goals are not being addressed elsewhere in the curriculum, the department may need to establish a process leading to the comprehensive evaluation which helps students achieve integrative perspectives at this point.

Comprehensive evaluations shall assess the student's

1. mastery of vocabulary, concepts, methods, and skills in the discipline;
2. ability to pose significant questions within the field, to explain the importance of those questions, and to present and marshal evidence in support of possible answers those questions.;
3. ability to relate various aspects of the major discipline (concepts, methods, facts, and viewpoints) to one another;
4. and ability to identify unique contributions of the field of study and to relate the perspectives and findings of the field to one or more other disciplines in the liberal arts (if this goal is not accomplished elsewhere in the curriculum).

**Grading and Weight of the Comprehensive Evaluation**

The comprehensive evaluation shall be graded on the usual scale of A through F. Although the comprehensive evaluation does not carry course credit, it is included in the calculation of the student's overall GPA and the GPA in the major, wherein it carries the weight of one course unit. A separate line on the student's transcript will report the grade of the evaluation.

**COMMON PROCEDURES**

All departments shall implement the following procedures for the comprehensive evaluation:

1. At least two faculty members of the department shall be involved in the evaluation of each student. (Departments with only one member should involve at least one faculty member from another department.).
2. Departments shall offer students assistance in preparing for the evaluation. This process shall be made known to the students no later than November 1 of their senior year. Departments should also publish policies regarding what constitutes a passing grade on the comprehensive evaluations and may want to include other relevant College policies (e.g., the grade that is necessary for departmental honors and rules governing a retake of the comprehensive).
3. Each department shall provide the student with timely notice of the results of his or her performance on the evaluation.
4. A department must arrange its evaluation schedule so that any students who fail the evaluation can be reevaluated once before their scheduled time for graduation. A student who has failed two evaluations may appeal to the Student Academic Assistance Committee for permission to be evaluated a third time. If permission is granted, a period of at least twelve weeks must intervene between the administration of the second and third evaluations. In no case will the third evaluation, which will be the student's final opportunity to improve the grade, be administered before the graduation date originally indicated on the Registrar's records. Departmental policies that go beyond these minimum requirements shall be included in their implementation plan.
5. Students may not retake the evaluation solely in order to qualify for honors in the major.
6. Results of the evaluation shall be reported to the Registrar in the same manner as the other course grades for the term. (Students who fail and are reevaluated once before the submission of grades will have one grade reported on the transcript. Those who fail again and are reevaluated a second time by permission of the Student Academic Assistance Committee will have two grades appear on the transcript, in the same manner as presently done for a repeated course.)

Plans for implementing these procedures shall be filed with the chair of the Curriculum Committee by October 1 of each year.

**Alternatives for the Comprehensive Evaluation**

Adopted by vote of the faculty, April, 1995

The comprehensive evaluation shall normally be either a written examination or an oral examination, or both. Departments that wish to employ an alternative method of evaluation may submit this alternative to the Curriculum Committee and through it to the faculty for approval. Any alternative submitted shall adhere to the Guidelines of 1, 2, and 3 above.

**Dates for Administering the Written Comprehensive Evaluation**

The written component of the comprehensive evaluation will be either the second Saturday in February or the second Saturday in March. Unless a waiver is approved by the Vice President of Academic Affairs prior to November 1 (when students receive materials about their comprehensives), departments are expected to adhere to one of these two dates.

**II-9 STUDENT APPEAL OF FACULTY EVALUATION**

A student who believes that the evaluation of his or her work by a faculty member is unfair or inaccurate shall be entitled to make an appeal. The procedure for making a grade appeal is outlined in the *Hanover College Catalog* under “Grading Policies, Appeal of Grades.”

**II-10 ACADEMIC DISHONESTY: EFFECT ON GRADES**

The faculty has adopted policies governing the identification of academically dishonest procedures on the part of students and the disciplinary actions appropriate to and/or prescribed for them. Please refer to the section on Academic Dishonesty in the *Hanover College Catalog*.

See also the document entitled "The Use of Source Materials," Appendix E.

**II-11 INTRODUCTION OF NEW** **COURSES AND COURSE CHANGES**

Approved by Academic Affairs

Approved by the Faculty

All curricular changes, including changes in graduation requirements, introductions of new courses, deletions of existing courses, changes in course title and the basic emphasis of a course, are subject to the approval of the entire faculty, in conjunction with the Vice President and Dean of Academic Affairs, following recommendations by the Curriculum Committee.

Departments desiring to make changes in the course structure appearing in the most recent catalog should proceed in the following manner:

A. A proposal for change, accompanied by a statement explaining reasons for the change, shall be submitted to the Division Coordinator. Guidelines outlining the information that should be included with the proposal are available on the Curriculum Committee's website. It should always be assumed that course changes, particularly additions, can be accommodated with the current teaching staff. Such changes should not be predicated on additions to the teaching staff. Forms should be submitted before the last day of Fall Term classes for any prospective change to take effect before the following September.

B. The Division Coordinator shall then submit this proposal and supporting statement to the Curriculum Committee. A departmental representative may discuss the change with the Committee.

C. If the Curriculum Committee approves the change, it shall be submitted to the faculty in written form for action at the next monthly meeting, or, at the discretion of the Committee, a change may be submitted to the faculty with the understanding that if no objections are raised within one week, the proposed action has faculty approval. In the latter procedure, objections may be met by a conference between the faculty member raising the objection and the Committee, or, if the matter is not resolved, by bringing the proposal to a faculty meeting for action.

D. If a proposed curricular change does not meet with the approval of either the Curriculum Committee or the faculty, it shall be returned to the originating department through the Division Coordinator, with full explanation for the disapproval.

E. Any department may offer during any term a "Special Topics" course (360) without applying to the Curriculum Committee and securing the approval of the faculty. Any particular special topics course may be offered twice without faculty approval. With the approval of the Curriculum Committee, the course may fulfill a LADR or major course requirement.

**II-12 OFF-CAMPUS** **COURSES**

Approved by Academic Affairs

Approved by the Faculty

The educational philosophy of Hanover states that the College seeks to prepare students for life in a global society and to deepen their knowledge and understanding of themselves and other cultures. It is not surprising, therefore, that Hanover strongly encourages students to include off-campus study as part of their overall educational plan. Off-campus study is an excellent way in which students can expand their formal academic experiences as well as to encourage them to think globally. Studying off-campus forces students to appreciate and understand other peoples and cultures, and in the process to more fully understand their own. It also encourages self-reliance, self-confidence, and openness. Finally, off-campus study is exciting, stimulating, and fosters personal development in ways no class or single activity can.

Off-campus study requires a good deal of planning in order to be successful. It must be designed as an integral part of a four-year educational plan that a student develops to accomplish his or her goals. To that end, off-campus study should complement the student’s major program of study as well as being a part of the summarization and reflection that is part of the College’s senior residency requirement. Off-campus study must also be designed to allow a student to meet all graduation requirements within the expected four-year undergraduate college career.

Hanover offers its students three different programs in which they might pursue off-campus study. One of these is to enroll in courses taught by Hanover faculty off-campus during Spring Term. A second alternative is to enroll in off-campus courses taught at one of Hanover’s Approved Off-Campus Program sites. The third alternative is to enroll in off-campus courses offered through another college or organization.

Spring Term Off-Campus Courses: The four-week term in the spring of the year offers an opportunity to faculty and students to leave the campus and to pursue a course in surroundings that enhance the learning process. The experience of more than two decades in conducting off-campus courses has amply confirmed the expectations of heightened student motivation and increased learning.

Members of the faculty are encouraged to explore the off-campus possibilities for courses which are, or may be, scheduled during the Spring Term. Preliminary plans should be developed well in advance, ideally eighteen months or more but at least prior to the beginning of Fall Term before the course is to be offered. Preliminary Course Plans (copies of which are available from the Study Abroad Office) and budgets are required and should be submitted to the Director of Study Abroad. The Dean of Academic Affairs grants final approval. If the course is a new offering (including 260 and 360 special topics courses), it should be presented to the Curriculum Committee for approval. Upon receiving preliminary approval, the course may be publicized and written into the preregistration schedule distributed by the Registrar. Student registration for participation in Spring Term Off-Campus Courses is determined by the instructor's approval. Enrollments will vary, but generally there should be a minimum of 5-7 participating students per instructor in order to warrant the conduct of a course away from the campus.

The Director of Study Abroad and the Business Office will assist faculty members in every possible way to make the detailed arrangements necessary for an off-campus course. Off-campus courses must be conducted as group activities, employing commercial carriers for travel to and from the site, and suitable arrangements for meals and lodging must be made before courses begin. Where it is proposed that a class go to a locality which is unfamiliar to the instructor, it is desirable that the instructor arrange a preliminary visit for the purpose of becoming acquainted with the area and the available facilities in order to make such arrangements as may be necessary for the transportation and care of the group.

The faculty member planning the course should prepare, by the first of August, a complete listing of all anticipated expenses plus a one page summation to the Director of Study Abroad. Financial aid applications for off-campus Spring Term courses are due to the Director of Study Abroad at least four weeks before registration for Winter-Spring Terms. The Student Academic Assistance Committee evaluates and ranks scholarship essays, and the Director of Study Abroad will announce awards before registration for Winter-Spring Terms.

In order to ensure a firm commitment from those students who intend to participate, during Winter-Spring registration students will be required to pay to the Business Office a sum of $200 or an amount equal to twenty percent of the proposed cost, whichever is less. Registration in the Spring Term off-campus program is not official until this deposit is paid. This payment is nonrefundable, unless it is later found necessary to cancel the program, or for personal reasons beyond the student's control (in which case the Dean of Academic Affairs may approve return of the deposit).

Faculty will provide a final budget to the Director of Study Abroad before Fall Break. Statements for the balance of the projected cost will then be sent by the Business Office to the students involved; final payment on this balance must be made by the due date for Winter-Spring Term bills.

Acceptance of the student for membership in an off-campus study course is contingent upon permission from the instructor. Students who seek late admission to off-campus courses are subject to a late registration fee after the due date for Winter-Spring bills. Students may also be assessed additional costs if special arrangements must be made to include them in a course.

Those students who are receiving their meals at the Campus Center will receive an adjustment in board charges. Students living in fraternity and sorority houses must make their own arrangements concerning possible refunds with chapter officers.

Faculty should prepare the students for their off-campus experience with assigned readings, orientation meetings, and other relevant information. It is the responsibility of the faculty member to orient students prior to the trip to any cultural, physical, or other special conditions they will encounter. Students should be informed ahead of time about details regarding travel arrangements, the instructor’s expectations, and any ground rules that will be established. While students should be encouraged to take more responsibility over the period of time they are traveling, the faculty member is also responsible for helping students make necessary adjustments at the beginning of the trip and helping them acquire the skills necessary to become more independent as time goes on.

A faculty member who conducts an off-campus Spring Term course carries responsibility beyond providing a rewarding academic experience. Faculty are also responsible for supervising the conduct of the group, and for meeting any emergency situations with may arise.

By the end of the first week in April the Director of Study Abroad should be provided with a class roster and a detailed itinerary listing where the faculty member and students can be reached at any time. This information is of special value when there are emergency messages that must be relayed. In the event that any emergency arises in the group, the faculty member should take whatever immediate steps are necessary for life and safety, and then follow the chain of command outlined in the Hanover College Off-Campus Emergency Plan, which is available in the Study Abroad Office.

Should any students fail to meet the expectations of proper conduct and seriousness of purposes, the faculty member in charge is authorized to make arrangements for the students' return to the campus. Generally, the standards and regulations applicable on campus will prevail while off-campus; faculty members will use their discretion as situations arise.

In planning an off-campus experience, it is desirable to arrange the departure and return during Spring Term, although if arrangements can be made to depart during Spring Break, the value of the course may be enhanced. Consequently, courses should be scheduled to begin their travel as soon as practical at the beginning of the term. If the course does not spend the entire Spring Term off-campus, students are expected to be either involved with class work or off-campus during the remainder of the term to minimize the disruption of other classes. When travel arrangements require that students return earlier than the end of the term, they should be informed that they are permitted a twenty-four hour period after arrival in which to pack their possessions and to depart the campus.

Students participating in Spring Term courses that are conducted in a foreign country may be subjected to unusual health hazards, for which both instructor and students should be prepared.

All students traveling out of the country should have up-to-date immunity against typhoid, tetanus and polio. In addition, students going to Asia and Middle East countries should have smallpox vaccinations and cholera inoculations, and consider inoculations to ward off Hepatitis A, B, and C.

The College Health Service will be pleased to assist any instructor conducting an overseas course by advising him or her concerning health hazards which may be encountered and in providing minimum supplies for digestive or other minor health problems.

**Hanover’s Approved Off-Campus Study Programs**

Hanover has entered into a formal agreement with a number of different universities and organizations in the United States and abroad to create a distinctive off-campus study opportunity. Hanover students enroll in courses taught by faculty at an Approved Off-Campus Program site for a semester, preferably during their junior year. Each university and organization site was selected because it offered unique study opportunities for Hanover students that would strengthen their liberal arts and major courses of study. In addition, each site was chosen because its cost would be comparable to that of Hanover, exclusive of transportation expenses. Hanover Faculty must approve each program before it can be offered to students. Credit and grade transfers follow rules outlined in the *Hanover College Catalog* and approved international grade conversion scales.

Hanover requires that a student’s off-campus study at an Approved Off-Campus Program sitebe approved prior to the term in which it will occur. This is done to be certain that the off-campus study program will complement a student’s academic plan and to minimize the risk that the student will fail to graduate on time by not fulfilling either LADR or major requirements. The approval of an off-campus study program takes the concrete form of the student’s acceptance at an off-campus study site and an approved program of study, which includes a number of supporting documents. The process of being approved for off-campus study can be time consuming, but the ultimate goal is to benefit the student. The development of a program of study at an Approved Off-Campus site is coordinated through either the Study Abroad Office or through the Coordinator of Internships, who helps students develop programs for the Washington Center and Philadelphia Center.

**Self-Designed Off-Campus Study Programs**

Hanover students may also study off-campus in programs sponsored and administered by numerous other colleges and organizations. The College requires, however, that each student's study program be approved prior to the term in which it will occur, for the same reasons as for the Approved Programs. The development of this study program is coordinated through the Study Abroad Office.

**II-13 SENIOR THESES**

Revised by the Faculty, March 2011

Students may receive credit for senior theses under arrangements approved by the faculty in May 1978. Senior theses are available only in those departments that have received approval from the faculty to offer those courses.

The supervising instructor has a prime responsibility to guide students to projects that are feasible in terms of time and personnel, as well as library and laboratory resources.

All senior thesis projects are formal courses that require the permission of the supervising instructor prior to registration. The instructor's availability and willingness to supervise a project are affirmed when his or her signature is placed on the application form.

To formalize the above principles, the following regulations have been adopted

1. A Senior Thesis Application card must be filed with the Registrar at the end of Drop/Add week of the term in which the Senior Thesis is done. A specific topic and outline must be filed with the supervising instructor by May 15, December 1, or March 15 for enrollment in the Fall, Winter, or Spring Terms respectively.
2. The student must file a copy of the completed Senior Thesis with the Duggan Library before he/she can receive a diploma.

**II-14 DIRECTED** **STUDIES**

Approved by the faculty April, 1988

The directed study course option makes available to selected students individualized, more specialized courses or areas of study that are not a regular part of the curriculum. This option is designed for a mature individual who has had considerable experience in the academic area involved, who knows what he or she wants or needs in the discipline, and who is well enough organized and independent enough with the initiative to successfully plan and carry out a significant study or project largely by himself or herself. Not all students are capable of undertaking a directed studies course. It is an option that is a privilege for more able, proven students.

The student must have considerable initiative and independence because the faculty member supervising the directed study must supervise that study in addition to his or her normal academic course load and thus cannot be expected to spend the same time on the course that is devoted to regular courses. The faculty member involved helps in the initial planning, gives suggestions in developing a sound course proposal, gives help and monitors progress during the term, and gives a final evaluation of the accomplishment. The course is predominantly student initiated and student executed.

Faculty members and departments are not obligated to accept directed study students. If a faculty member does not have sufficient time or expertise to properly supervise the course, or if the faculty member is simply not willing to do so for any other reason, the student request can be turned down.

In order to more nearly achieve these objectives, the following regulations are suggested to the faculty for implementing the directed study course option:

1. **Regulations for the Student**

1. The student must identify an appropriate project or area of study and a faculty member with a suitable background who is willing to help plan, supervise, and evaluate the work. The directed study course should be different from courses that are a part of the regular curriculum.

1. A detailed course proposal is to be prepared by the student with the help of the supervising faculty member; a copy of the final proposal is to be submitted to each member of the department.

3. A copy of the proposal together with the signed approval of the supervising faculty member and department head or other designated member of the department is to be on file with the Registrar no later than the first day of classes of the term the directed study is to be taken.

4. The directed study is to be carried out at Hanover College during the regular academic year.

5. The workload expected of the student in this course is comparable to that in other similar courses in the department.

6. Students cannot take more than one directed study course per term or a total of more than three directed study courses while at Hanover College.

1. **Regulations for the Department and Supervising Faculty Member**
2. The department head or other designated member of the department serving as the directed study coordinator for the department together with the supervising faculty member must approve all final directed study proposals.

2. Acceptance of directed study students by any faculty member is optional and is the decision of the faculty member. In order to avoid an overload for any one faculty member, the maximum number of directed study students he or she can accept is three per term (one during Spring Term).

1. The supervising faculty member, together with the department head or other designated department member, must carefully decide if the student requesting the directed study
2. has sufficient background in the discipline to justify taking this more advanced course
3. has the maturity, capability, initiative, and independence to complete the necessary work
4. has thoroughly planned the directed study, has developed a sound, challenging program, and has written a complete, lucid description of the program for approval by the supervising faculty member and the department.

**II-15 ACADEMIC** **INTERNSHIP PROGRAM**

Adopted by the Faculty, August 1996

The internship program is designed to augment the educational purposes of Hanover College by offering students an opportunity to extend their liberal arts education into areas beyond the traditional classroom. Students are placed in a supervised position in a field of their choice. Here they have the chance to apply the knowledge received in their formal education to actual work situations and to enhance that knowledge with the practical experience that they gain in the process. In this way students are afforded a means of exploring specific career options and of broadening their vision of the world and its needs. The programs thus aim at making students more mature, experienced, and responsible participants in the various communities into which they will enter upon graduation from Hanover.

**Minimum Requirements**

1. **Eligibility**
2. **Class Standing**

The student must have achieved at least junior class standing. In certain cases, and with special approval by the faculty supervisor and the Internship Coordinator, a student with a second term sophomore standing may qualify.

1. **G.P.A.**

 The student must have a cumulative G.P.A. of 2.0 or better.

1. **Limitations**

Students may engage in only one internship experience of any kind during a given term and may take no more than two academic internships during the course of their college career. Of these, only one can be in the student’s major, and the second must be in a discipline other than the first.

1. **Hours Required**

The internship must have a minimum of 160 contact hours within one academic term or during the summer months.

1. **Reading Requirement**

The internship experience must include a substantial reading requirement. A reading list will be developed by the student in consultation with, and must be approved by, the faculty supervisor and the on-site supervisor.

1. **Presentation**

The student will be required to present the results of the internship experience before a public forum with the performance being evaluated by the faculty supervisor and the Internship Coordinator.

1. **Analytical Essay**

 The student will be required to submit an extended essay, whose particular format and length will be determined by the faculty supervisor, in which the student analyzes and evaluates the internship experience, seeking to correlate it with relevant academic work and especially with the readings which have been assigned for the internship. Copies of the essay are to be submitted to the faculty supervisor and the Internship Coordinator.

1. **On-Site Supervisor’s Report**

A written report, describing the student’s internship experience, and evaluating his or her performance in it, will be submitted by the on-site supervisor to the Internship Coordinator, who will forward copies to the faculty supervisor and to the student.

1. **Evaluation and Credit.**

Final responsibility lies with the faculty supervisor for the evaluation of the student’s achievement in the internship experience and determination of the final grade to be assigned for the course. The evaluation will be made on the basis of the public presentation, the analytical essay, the written report of the on-site supervisor, the Internship Coordinator’s assessment, and such other work as the faculty supervisor may require (e.g., conferences during the term, journals, reports.) The internship experience will be subject to all appropriate faculty regulations governing courses and will receive one unit of credit; the grade received will be included in the calculation of the student’s G.P.A.

1. **Termination**

If an internship is terminated by the host agency prior to its completion and due to circumstances beyond the student’s control, a grade of "W" will be recorded; if, however, the termination is confirmed to be the result of the student’s failure to perform responsibly in the position, a grade of "F" will be recorded. A student-initiated withdrawal from an internship experience will be subject to the faculty regulations governing course withdrawals.

1. **Application and Approvals**

The student’s application for an internship experience must be approved by the faculty supervisor, the on-site supervisor and the Internship Coordinator. The completed application, with all appropriate signatures, must be filed with the Registrar no later than two weeks prior to the beginning of the term in which the internship will occur.

**II-16 REPRINTING COPYRIGHTED** **MATERIAL FOR CLASSROOM USE**

Approved by Academic Affairs

Readers for classroom use often include photocopies of copyrighted material. The designated Faculty Secretary is the College's agent in obtaining permission for the use of such material. Any faculty member who is assembling a reader must use this service. If permission (or clear indication that permission is not needed) has not been obtained for any selection by the time the reader must go to press, that selection cannot be included in the reader.

It is the College’s intention to protect the intellectual property of writers; therefore, if a faculty member personally photocopies material for classroom use for which permission should have been obtained, that person is personally liable for any copyright infringement that may have occurred.

The following information is needed for each request submitted:

1. Book or journal title
2. Publisher
3. ISBN/ISSN (if available)
4. Author, editor, and/or translator
5. Chapter/article name
6. Copyright year
7. Volume/edition
8. Page numbers to be copied, including total number of pages
9. Original source if reprinted in another publication
10. Name and number of course for which the material is being copied
11. Number of copies needed

12. A **clear** copy of the material to be reproduced

Item #12 means that the complete selection to be copied must be submitted, so that the proper copyright information can be typed on the material.

Requests for readers to be used in Fall Term must be received in the Faculty Secretary’s Office by June 15. Requests for Winter Term must be received by October 15, for Spring Term by February 15. If **all** the information requested above is not received by the pertinent deadline, it may not be possible to obtain copying permission in time for inclusion in a reader or for other classroom uses.

When all permissions are received and properly noted, the material will be taken to the College mailroom to be copied and collated. It will then be forwarded to the bookstore for sale to students. Department budgets will be back-charged for unsold readers so it is important to be accurate in the number needed. Departments will also be charged for fees incurred in a search for material which is not used and for permission fees which were not

included in the bookstore’s pricing of the reader.

**II-17 COURSE RESE****RVES: COPYRIGHT PERMISSION**

Approved by Academic Affairs

Course reserve materials to be placed in Duggan Library must be in compliance with the Copyright Law of the United States. (A brief description of copyright law as it applies to course reserves is available in the Library or on the Library’s web site.)

Copyright permission will be obtained through the designated Faculty Secretary. Requests for Fall Term course reserves must be received in the Faculty Secretary’s office by June 15. Requests for Winter Term must be received by October 15, for Spring Term by February 15.

Information needed to obtain copyright permission for course reserves is the same as for readers. If all the information requested is not received by the pertinent deadline date, it may not be possible to obtain copying permission in time to place the course reserve in the Library.

**II-18** **ETHICAL & LEGAL USE OF SOFTWARE**

Approved by Academic Affairs

Adopted by the Faculty March, 1991

Software enables us to accomplish many different tasks with computers. Unfortunately, in order to get their work done quickly and conveniently, some people justify making and using unauthorized copies of software. They may not understand the implications of their actions or the restrictions of the U.S. copyright law.

Here are some relevant facts:

UNAUTHORIZED copying of software is illegal. Copyright law protects software authors and publishers, just as patent law protects inventors.

UNAUTHORIZED copying of software by individuals can harm the entire academic community. If unauthorized copying proliferates on a campus, the institution may incur a legal liability. Also, the institution may find it more difficult to negotiate agreements that would make software more widely and less expensively available to members of the academic community.

UNAUTHORIZED copying of software can deprive developers of a fair return for their work, increase prices, reduce the level of future support and enhancement, and inhibit the development of new software products.

RESPECT for the intellectual work and property of others has traditionally been essential to the mission of colleges and universities. As members of the academic community, we value the free exchange of ideas. Just as we do not tolerate plagiarism, we do not condone the unauthorized copying of software, including programs, applications, data bases and code.

THEREFORE, we offer the following statement of principle about intellectual property and the legal and ethical use of software. This "code"—intended for adaptation and use by individual colleges and universities—was developed by the EDUCOM Software Initiative.

**I. Software and Intellectual Rights**

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments.

Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

**II. Questions You May Have About Using Software**

*A. What do I need to know about software and the U.S. Copyright Act?*

Unless it has been placed in the public domain, software is protected by copyright law. The owner of a copyright holds exclusive right to the reproduction and distribution of his or her work. Therefore, it is illegal to duplicate or distribute software or its documentation without the permission of the copyright owner. If you have purchased your copy, however, you may make a backup for your own use in case the original is destroyed or fails to work.

*B. Can I lend software I have purchased myself?*

If your software came with a clearly visible license agreement, or if you signed a registration card, READ THE LICENSE CAREFULLY before you use the software. Some licenses may restrict use to a specific computer. Copyright law does not permit you to run your software on two or more computers simultaneously unless the license agreement specifically allows it. It may, however, be legal to lend your software to a friend temporarily as long as you do not keep a copy.

*C. If software is not copy‑protected, do I have the right to copy it?*

Lack of copy‑protection does NOT constitute permission to copy software in order to share or sell it. "Non‑copy‑protected" software enables you to protect your investment by making a backup copy. In offering non‑copy‑protected software to you, the developer or publisher has demonstrated significant trust in your integrity.

*D. May I copy software that is available through facilities on my campus, so that I can use it more conveniently in my own room?*

Software acquired by colleges and universities is usually licensed. The licenses restrict how and where the software may be legally used by members of the community. This applies to software installed on hard disks in microcomputer clusters, software distributed on disks by a campus mainframe or network. Some institutional licenses permit copying for certain purposes. Consult your campus authorities if you are unsure about the use of a particular software product.

*E. Isn't it legally "fair use" to copy software if the purpose in sharing it is purely educational?*

No. It is illegal for a faculty member or student to copy software for distribution among the members of a class, without permission of the author or publisher.

**III. Alternatives To Explore**

Software can be expensive. You may think that you cannot afford to purchase certain programs that you need. But there are legal alternatives to unauthorized copying.

A. Site Licensed and Bulk‑Purchased Software

The College may have negotiated agreements that make software available either to use or to purchase at special prices. Consult your campus computing office for information. Software available through institutional site licenses or bulk purchases is subject to copyright and license restrictions, and you may not make or distribute copies without authorization.

B. Shareware

Shareware, or "user supported" software, is copyrighted software that the developer encourages you to copy and distribute to others. This permission is explicitly stated in the documentation or displayed on the computer screen. The developer of shareware generally asks for a small donation or registration fee if you like the software and plan to use it. By registering, you may receive further documentation, updates and enhancements. You are also supporting future software development.

C. Public Domain Software

Sometimes authors dedicate their software to the public domain, which means that the software is not subject to any copyright restrictions. It can be copied and shared freely.

Software without copyright notice is often, but not necessarily, in the public domain. Before you copy or distribute software that is not explicitly in the public domain, check with your campus computing office.

Restrictions on the use of software are far from uniform. You should check carefully each piece of software and the accompanying documentation yourself. In general, you do not have the right to:

1. receive and use unauthorized copies of software,
2. or make unauthorized copies of software for others.

If you have any questions about the proper use and distribution of a software product, seek help from your computing office, from the software developer, or publisher.

**II-19 POLITIC****AL ACTIVITY**

Approved by Academic Affairs

Faculty and administrative staff are free to follow personal conscience in exercising their prerogatives as citizens and legal resident aliens. The College properly remains neutral on political questions.

For information and guidance on the relationship between the individual exercise of political prerogatives and the College's neutrality on political questions, the following procedures and practices are appropriate:

1. As a citizen or legal resident alien, a faculty member enjoys the same prerogatives as other citizens. In this connection, a faculty member is the same as all other employees of the College.
2. The same policies apply to the devotion of a faculty member's time to political activity as apply to all other activities. The College regards the teaching and professional obligations of a faculty member to be primary. No outside activities should interfere with the faculty member's full performance of teaching and other professional responsibilities within and outside the classroom.
3. It is important for every employee of the College speaking on any political matter to make it abundantly clear that the views expressed are his or her own and do not represent those of the institution.
4. College facilities should not be used for partisan politics. If politicians appear on campus to speak for partisan causes, every effort should be made, as on other issues, to ensure that an array of positions be represented.

**II-20 OUTSIDE** **EMPLOYMENT**

Approved by Academic Affairs

Members of the faculty or administrative officers may not accept outside employment or other outside obligations which interfere with their responsibilities to the College and which could impair their professional effectiveness.

Any faculty member who contemplates accepting outside employment or other outside obligations which could interfere in any way with his or her College duties and professional effectiveness should discuss the arrangement with the Dean of Academic Affairs prior to making any final commitments. All outside employment which involves a commitment for continuing service over a period of time during the academic year must be reported by members of the faculty to the Dean of Academic Affairs. Administrative officers are expected to utilize the same procedures, reporting to the President.

The Dean of Academic Affairs or the President has the right to discuss with any faculty member or administrative officer any outside obligation which has been undertaken. If necessary, the Dean of Academic Affairs or the President may request the faculty member or administrative officer not to undertake the obligation, or to modify the terms of the obligation, to insure that it will not interfere with institutional duties.

**II-21 STATEMENT OF PROFESSI****ONAL ETHICS**

Approved by the Faculty as Revised, effective May 1, 1989

**Preamble**

As members of the community of scholars at Hanover College we believe that our students and their parents, our trustees and college benefactors, our friends of church and town and state are entitled to a statement of the ethical standards by which we seek to practice our profession. The words that follow, passed by the faculty of Hanover College in regular meeting assembled, relate primarily to the professional responsibilities which we share. This statement does not attempt to speak to every aspect of the operation of the College.

We say, then, to each other and to others whom it may concern, that:

We recognize our obligations as teachers to students.

We recognize our obligations as scholars of the liberal arts.

We recognize our obligations as colleagues to each other.

We recognize our obligations as members of the institution.

We recognize our obligations as citizens of a community.

**I. Obligations to Students**

The primary obligation of instructors to their students is to serve as intellectual guides and stimuli within the disciplines in which they are competent. They fulfill this responsibility to the extent that they are successful in offering to students the best possible educational experience. To that end instructors will strive to create within their classrooms and among their students an open community of learning; to plan carefully and prepare adequately for their courses; to search diligently for more effective ways to teach their disciplines; and to be receptive to student criticism and evaluation.

Education in the liberal arts tradition, however, extends beyond the boundaries of individual disciplines and the purely academic, and aims finally at enhancing the ability of men and women to live freely and humanly in the contemporary world. On occasion, therefore, it is both natural and proper that instructors may find themselves impelled by conscience or called upon by students to discuss issues that are not directly or immediately related to the subject matter of courses. Whether this responsibility to this large dimension of the liberal arts is best fulfilled within or apart from the classroom must be left to the discretion of individual instructors; but must not lead to neglect of the content of their courses. In arriving at and executing decisions, however, instructors should approach controversial issues in an evenhanded manner, and must guard against any undue weight which students may attach to their views by virtue of their role as teacher. Instructors should refuse to allow themselves or their students to engage in mere tirades or vitriolic attacks on individuals, and strive to provide all of their students with a genuinely educational experience.

Instructors are called upon both to evaluate student achievement and to uphold academic integrity. Evaluation of student achievement should employ such instruments and criteria as are appropriate to the nature, structure and content of the course in question and should reflect only the academic performance and intellectual progress of the student. Instructors should make available the results of evaluations as soon as possible with sufficient explanation to make the evaluations themselves learning experiences. All evaluations should protect and encourage the right of students to take reasoned exception to the views of their instructors and to otherwise exercise their academic freedom. The maintenance of academic integrity obligates instructors to insure that their own conduct upholds and promotes the accepted standards of behavior necessary to the effective functioning of the academic community. It also requires them to enforce such standards with appropriate and judicious disciplinary action when they find them to have been violated by the conduct of their students.

The potential impact of instructors' judgments upon the lives of their students makes their obligation to them all the more pressing. In fulfilling these responsibilities, therefore, instructors must be sensitive to the intrusion into their judgments of personal bias for or against students for the ideas they hold, and seek to compensate for this when it occurs. Their very commitment to the academic enterprise also forces upon them the recognition that they are not infallible in such matters. Accordingly, they must be willing to review with students the evaluative or disciplinary conclusions reached in their cases and to be guided by the counsel of their colleagues, obtained in an orderly and equitable fashion, when their judgments are challenged by students.

The counseling of students is an integral part of the responsibilities of every member of the faculty, and each must seek to be readily available to students for this purpose. While academic and vocational counseling will constitute the largest part of instructors' responsibilities in this area, it is also proper for them to honor requests for personal counseling, since these too arise out of their professional contact with students. Adequate fulfillment of these responsibilities requires that faculty members be thoroughly informed about the matters on which they advise students and that they be attentive to students' individual needs, interests, and aptitudes. It also demands, however, that instructors recognize their own limitations, identify problems with which they are not competent to deal, and refer students to those who can best help them.

In counseling and in all other relationships with students, both formal and informal, faculty members must not violate the trust conferred on them by virtue of such relationships. While the sharing among faculty and staff of certain kinds of confidential information about students is at times necessary to the effective functioning of the institution and in the best interests of students, instructors must respect the privacy of students and avoid the careless or needless disclosure to colleagues or others of information about students' academic, financial, medical, or other personal affairs. Only in extreme situations, and with primary regard for the welfare of the student or the safety of others, will they refer to another, without the consent of the student, a confidentially entrusted matter.

Faculty members should always be sensitive to and guard against the danger of exploiting students in any way for the sake of institutional, departmental, or personal advantage. In their relationships with students, they should always exercise great caution, be aware of the disparity of status that is involved in such relationships, and never use any form of coercion or harassment—sexual or otherwise. They should strive to uphold the dignity, worth, and well-being of students at all times and in all circumstances.

**II. Obligations as Scholar**

As scholars, faculty members of Hanover College should be devoted to the pursuit of truth, the advancement of knowledge, and the promotion of free inquiry. To attain these ends, their scholarship should be objective, honest, and unbiased. If in the course of their study they make new discoveries, they should modify their opinions accordingly and should make a reasonable effort to communicate their discoveries to others through the appropriate media. They should be scrupulously honest in their use of source materials and should impose even higher standards on themselves than they expect of their students.

In order to keep abreast of the latest developments in their various disciplines, they should devote a reasonable proportion of their time to reading significant articles and books relating to their fields and to participating, when possible, in professional meetings and other appropriate scholarly activities. Those members of the faculty not having a terminal degree appropriate to their discipline should make every effort to attain such a level of professional competence.

Since the primary professional obligation of faculty members of Hanover College is student development, there should be a relationship between their scholarship and their work with students. If there is a conflict, because of the pressures of time or other considerations, between their effectiveness in dealing with students and their scholarly interests, their responsibilities to students should take priority.

**III. Obligations to Colleagues**

All members of the faculty of Hanover College recognize that they have obligations deriving from their membership in the community of scholars. They should acknowledge that academic freedom is essential to the role and welfare of their colleagues. They should give due credit to their colleagues' findings and research. They should strive to be objective and unprejudiced in evaluating them.

Faculty members should not discriminate against any member of the college community on the basis of politics, race, religion, sex or any arbitrary or personal consideration. In the normal exchange of criticism and conflict of ideas they are free to disagree with their colleagues, but they should respect the opinions of others and not use classes or counseling sessions to denigrate their colleagues. In personnel procedures, they should apply the principles of confidentiality and recognize the right of colleagues to be confronted with adverse information concerning them.

Out of respect for their colleagues they should honor their contractual commitment to the institution. They assume their fair share of departmental and institutional responsibility and therefore do not unnecessarily burden their colleagues. When considering the interruption or termination of their service, they carefully weigh the effects of their decisions upon the program of their departments and the institution (see IV below).

**IV. Obligations as Members of the Institution**

The faculty of Hanover College support the stated goals as well as the policies and regulations of the institution, assuming that these do not violate either the rights of citizens of the United States or the principles of academic freedom. Faculty members' loyalty to the college requires that they assume the duty to criticize the institution, and, when necessary, to seek revision of its goals, policies and regulations through appropriate procedures.

The faculty recognizes that freedom from illegitimate force and coercion as well as freedom to perform assigned duties and to engage in scholarly pursuits are essential not only to the welfare but to the existence of the college. While it is understood that freedoms impose responsibilities, the faculty regards interference with these freedoms as intolerable.

Recognizing that the purposes of the college can best be realized through diverse contributions of many individuals, faculty members should assume committee and other assignments supportive of the cultural and intellectual life of the college.

Faculty members acknowledge that they have a primary professional obligation to the college which employs them and to the students which it serves. Accordingly, they arrange their outside activities and obligations in such a way that they do not significantly interfere with the execution of their instructional and administrative duties, and as a matter of professional courtesy they inform the appropriate administrative officer when they undertake outside employment of a prolonged or continuing nature.

Faculty members must be careful not to use their position to exploit the institution for personal gain. They should not turn to personal profit any services or products that come to them by virtue of their position.

Since their departure could have a substantial effect on the program of Hanover College, faculty members acknowledge their obligation to give due notice of the interruption or termination of their service. After having signed and returned a contract for the succeeding academic year, faculty members should submit a resignation only in exceptional circumstances, and after having sought to reach an agreement to do so with the President of the college.

**V. Obligations as Citizens of the Community**

While Hanover College faculty members should be conscious that their conduct will reflect the college to the larger community, they have the rights and obligations of any citizen. For example, they are free to join political organizations and to speak out on controversial issues. However, they should make it clear that they speak for themselves and not for the college.

Faculty members have an obligation to support activities which are directed toward community betterment, and often to assume leadership roles in causes leading to community improvement. In view of the limitations of time and energy, however, they should balance community demands against professional and institutional responsibilities.

Since freedom of inquiry is essential to education in the liberal arts tradition and to the functioning of a democratic society, faculty members have a particular obligation to promote free inquiry and to help the public understand and exercise that freedom.

**II-22 CONSENSUAL** **RELATIONS POLICY**

Adopted by the Board of Trustees, March, 1993

Hanover College considers it inappropriate, unethical, and unprofessional for any member of the faculty or staff to have a romantic and/or sexual relationship with any student of traditional age or with a student of any age under his or her direct supervision.

**II-23 HARASSMENT** **POLICY FOR HANOVER COLLEGE**

Approved by the Board of Trustees

See Appendix B.

**II-24 STAFF PROBLEMS** **AND ISSUES OF CONFIDENTIALITY**

The faculty voted that the following conversations between the 1996-97 and 1997-98 Committees of the Faculty and the Dean be added to the *Faculty Manual*, May 1998.

1. **Guidelines for the Dean’s Handling of Problems with Faculty and Staff**

From time to time, the Dean is called upon to address a variety of concerns pertaining to the quality and functioning of the academic program and its faculty and staff. Whenever a concern about faculty or academic affairs staff is reported to the Dean, both the nature and severity of the issue are evaluated. These issues vary from the insignificant to situations that could result in a more formal investigation, and even the dismissal of the faculty or academic affairs staff member. While the Dean has need of a range of responses appropriate to the nature of the concerns, most of these situations can be settled by a simple phone call. The following principles serve as guidelines for action.

Hearsay or gossip is either fully discounted and discouraged, or traced to the source. In the case of firsthand allegations, the faculty or academic affairs staff member in question will be contacted as soon as possible after the issue arises. In most cases, the Dean will discuss the issue with the faculty or academic affairs staff member as a preliminary step in reviewing the matter.

The Dean has oversight of any review of a situation involving a faculty or academic affairs staff member. At all times, the rights of all parties concerned will be respected. Levels of invasiveness into faculty or academic affairs staff members’ lives or into the lives of people serving as sources of information will be kept to a minimum.

The faculty or academic affairs staff member has the right to request a written statement summarizing any concerns and explaining their origin, the evidence, and the possible institutional decision and action. Furthermore, all faculty and academic affairs staff members have access to the information in their Personnel File (a file distinct from their evaluation file and controlled by the Dean’s Office). Current College policy allows faculty to make an appointment to read and to make notes from their Personnel File, but not to remove or photocopy documents from this file.

Any such review of a faculty or academic affairs staff member will proceed as discreetly as possible, and involve the minimum number of persons sufficient to complete the task.

1. **Clarification of Alcohol Policy**

Faculty or administrators may arrange through Sodexho Food Services to serve beer and wine at College functions. If students are present at these functions, then College policy with respect to consumption of alcohol by students must be followed (See Student Handbook).

Other than the above, the consumption of alcoholic beverages by students in academic buildings is strictly prohibited at any time. It is generally inappropriate for faculty or administrators, individually or in groups, to consume alcoholic beverages in academic buildings; these areas are places of work and consumption of alcohol is not normally tolerated in the workplace.

Faculty members and administrators may have bottles or cans (full or empty) of alcoholic beverages in academic buildings for a variety of legitimate reasons (for teaching purposes, in transit, received as a gift, etc.). This is not a problem unless that alcohol is used for reasons contrary to law or College policy.

A faculty member or administrator must conform to state law in Indiana regarding alcohol use. It is illegal to provide alcohol in any context (on or off-campus) to a student who is a minor. Such actions could be grounds for dismissal of that faculty member or administrator.

On-Campus: Faculty members and administrators are sometimes in social situations where alcohol is consumed. Consumption at non-sanctioned events violates campus policy and may violate state law. The faculty member or administrator must use his or her own best judgment in such circumstances, realizing that if an alcohol-related problem does develop, he or she may be at risk.

Off-Campus and/or Residences: Faculty members and administrators may serve alcohol to students or accept alcohol from students if they are of legal drinking age. If social events are planned that involve the consumption of alcohol, the Dean suggests that, as a courtesy, faculty members and academic affairs staff inform the Dean's office that such events are taking place. Such notification would allow the Dean to respond appropriately if the event were brought to the attention of the administration. Notification to the Dean’s office would not demand a memo for every event but could be handled generically.

Off-Campus College Trips: Before an excursion takes place, the guidelines concerning alcohol consumption must be make rigorously clear, preferably in writing. However, faculty cannot be expected to police the behavior of their students at all hours of the day and night. While in this country, all state laws must, of course, be observed. In other countries, where drinking laws are different, the instructor should take a practical and common sense approach to alcohol consumption, recognizing that he or she is acting as an official representative of the College.

1. **Policy Concerning the Privacy of Offices**

Because of the frequently confidential nature of the professional work of the professors and administrators at Hanover College, their offices are viewed as private. There are, however, certain members of the campus community who have keys that allow them access to these offices. Such people, however, may use these keys for entry into faculty and administrative offices only in those specified situations that are necessary in order to carry out their jobs. Among those having such keys are custodial and maintenance staff members, members of the campus security force, and the President and the Vice President for Academic Affairs. With the consent of administrators and faculty members, periodic entry by custodial personnel to empty garbage containers and for other cleaning purposes is permitted. Maintenance personnel are allowed to enter offices in order to complete both general maintenance and building improvements.

Whenever feasible, particularly when maintenance workers plan to be in an office for a protracted period, the maintenance department will seek permission prior to beginning work.

Since Campus Security is responsible for maintaining each building’s safety (as, for example, in the case of fire) and security (as, for example, in the case of entry by unauthorized persons), it is understood that it may occasionally be necessary for Campus Security to enter faculty offices. Because of the variety of situations that occur, frequently it may be inconvenient or inappropriate for campus security personnel to notify faculty or administrators prior to such entry (e.g. when a security officer feels it is important to enter an office to investigate a light being left on in the middle of the night). In such situations, however, campus security will do nothing more in faculty offices than is necessary to maintain the security and safety of the building.

Neither the President nor the Vice President of Academic Affairs will endorse or instigate any other entry into any faculty or administrator’s locked office apart from extraordinary circumstances. In such instances where official personnel do enter a faculty member’s office, they and/or the authorizing office of the College will, at the earliest opportunity, inform the faculty member of the reasons for and the results of the entry. Apart from situations such as those described above, no one may enter a locked faculty or administrative office without the permission of the faculty member or administrator whose office is being entered. It must be understood, however, that when faculty members or administrators leave their offices unlocked, the College can neither control who enters these offices nor be responsible for the results of such entry.

**4. Policy Concerning the Privacy of Voice and Electronic Mail**

Hanover College strongly endorses the right to privacy of communication within and between offices of faculty and administrators. This right of privacy extends to any and all forms or purposes of communication, specifically including verbal and electronic communications from, to, or within offices.

Administrative practice and policy regarding the privacy of telephone communications, voice mail, and electronic mail and other computer communications are in complete accord with the Electronic Communications Privacy Act, which makes it illegal-unless an employee so consents-for an employer to monitor telephone calls or to obtain, to listen to, to disclose, or to prevent access to voice mail messages. Because legal requirements for the privacy of computer communications are less stringent than those regarding telephone communications and voice mail, this means that Hanover College’s policy is based on a higher standard than that of existing case law. It must be understood, however, that Hanover College cannot guarantee the privacy of computer communications because of the threat that efficient computer experts might succeed in gaining access illegally to the College’s computer network.

Faculty and administrators should recognize their responsibility to use institutional computer resources in ways that support the mission of the institution and are consistent with their status as professionals. College policy regarding the use of computing resources is detailed in Appendix G of the *Faculty Manual*, which is entitled "Acceptable Use of Computing Systems, Software, and the Hanover College Data Network."

**III. FACULTY ORGANIZATIONS AND PROCEDURES**

**III-1 FA****CULTY MEETINGS**

Revised by Vote of the Faculty February 2004

The faculty of Hanover College meets in monthly session to hear committee reports and to take legislative action on recommendations within its jurisdiction.

Regularly scheduled meetings of the faculty take place monthly starting in September. Special meetings may be called as needed by the President, by request of the Board of Trustees, or by petition of 50% of the voting members of the faculty. The conduct of meetings is governed by *Roberts Rules of Order.*

The monthly meetings are generally held on the second Thursday of each month, September through May except December and April when they are on the first Thursday. Changes will be announced by the Steering Committee at least two weeks ahead of time. Faculty meetings deal with current business, announcements, and discussion of matters of concern to the academic community. Attendance at all meetings is a part of each faculty member’s professional obligation, unless he or she is prevented by illness or other unavoidable circumstances.

Committee and faculty members who have matters of business they wish to bring to the faculty should bring these to the attention of the Faculty Steering Committee, which will ordinarily meet a week in advance of the faculty meeting. Items will be placed on the agenda on affirmative vote of the committee. The agenda will include a New Business section for motions from the floor as well as an open period for discussions, "For the Good of the Order." Motions made during the New Business period may be debated, but since there has not been advance notice, the motion must be tabled rather than voted at that meeting. During "for the Good of the Order," issues pertaining to the welfare of the institution and our life as a community may be brought up, but these are non-debatable points for later consideration. Such unannounced matters may be referred to a committee or an individual for study or a recommendation, but are not subject to formal action or to a vote. The agenda will be published three days before the meeting.

Recommendations for action on agenda items may be presented for information and discussion at one meeting and called up for action at a subsequent meeting. A proposed motion may be distributed to the entire faculty not less than one week before the date of the meeting at which a vote is to be taken. A motion properly presented for action may be postponed from one meeting to the next by a motion to postpone supported by 25% of the faculty.

**Quorum**: At the beginning of each academic year, the number of voting faculty required to constitute a quorum is determined by the following procedure:

1. Count the full-time employees of the College holding the rank of professor, associate professor, assistant professor, or instructor.
2. Add any faculty on joint contracts who were not included in step 1.
3. Take 50% of the number obtained in step 2, then round up to the next whole number (even if step 2 resulted in a whole number).

This "quorum number" is announced at the first faculty meeting of the academic year so that all may make note of it.

If a faculty meeting held during Spring Term fails to gather a quorum, the Faculty Steering Committee is authorized to conduct a vote via paper ballots in order to allow the faculty to approve the graduation of that year's senior class. Other business which is vital to successfully completing the academic year and which does not involve a change in policy may be handled similarly by the Faculty Steering Committee in consultation with the Dean of Academic Affairs.

Such ballot measures will be deemed to have passed upon approval by a simple majority of the returned ballots.

**III-2 FACULTY S****TATUS & ELIGIBILITY TO VOTE IN FACULTY MEETINGS**

Approved by the President, September 2003

The following officers of the College hold faculty status. Full-time current employees holding faculty status are eligible to vote in faculty meetings.

* Full-time employees of the College holding the rank of professor, associate professor, assistant professor, or instructor

Persons holding the following positions:

* President
* Vice President and Dean of Academic Affairs
* Vice President and Dean of Student Life
* Dean of Admission and Financial Assistance
* Librarians

**III-3 FACULTY** **COMMITTEES**

Voted by the Faculty April 1999

Revised by Vote of the Faculty February 2009

1. All committees are chaired by faculty members.
2. The President is an *ex-officio* member of all committees.
3. Student members for the Assessment Committee, the Curriculum Committee, the Campus and Community Culture Committee and the Student Academic Assistance Committee are recommended to the President by the Senate during Spring Term. Student members for the Teacher Education Committee are recommended to the President by the Senate during Spring Term from a list provided by the committee. Student members for the Faculty Evaluation Committee are appointed by the President from a list of nominations submitted by the Senate to the Dean of Academic Affairs. Student members for the Rules Application Committee are elected by students during the spring term (see *Student Handbook*).
4. At the beginning of Fall Term each year, each committee will develop an agenda for the upcoming year if it is planning to pursue projects or initiatives beyond the regular administrative agenda of the committee. Each committee will inform the Faculty Steering Committee of this agenda in writing.
5. Each committee will elect a secretary and produce minutes of its official business. The minutes should be posted on the committee website in such a way that they will only be accessible to the members of the Hanover College community and sent to the Steering Committee, Dean of Academic Affairs and President.
6. At the end of each academic year, each committee will submit a brief written report to the Steering Committee indicating its progress on any special projects or initiatives.
7. The Faculty Steering Committee may temporarily increase the size of appointed committees as needed.

**Committee Structure: Elected Committees**

*Committee of the Faculty*

Purpose: The Committee of the Faculty (COF) provides liaison between individuals or segments of the Faculty and the Administration in matters of faculty concern. The COF allows an individual faculty member, or group of faculty members, to file a personal grievance against the administration of the College, a faculty committee, an academic department or program, or an individual faculty member, provided the grievance relates to the implementation of a Hanover College policy.

Membership: Five (5) elected faculty. (A faculty member is elected to a one-year term and may not be elected for more than three consecutive terms.)

Responsibilities: The Committee provides liaison between individuals or segments of the Faculty and the College in areas related to policy implementation. The Committee of the Faculty also deals with grievances that arise from reviews of individual faculty conducted by the Faculty Evaluation Committee as outlined in Section IV-6.4 of the *Faculty Manual*. All grievances should be filed, in writing, with the chair of the COF. Once a grievance has been accepted as within the jurisdiction of the committee, the COF will investigate the charge and, keeping a written record of the investigation, the committee will determine whether a procedural error has been made. If so, the committee will make those responsible aware of the problem, and suggest better ways to deal with the implementation both in this particular case and in the future.

*Faculty Evaluation Committee*

Purpose: The Faculty Evaluation Committee conducts continuing review of members of the faculty. The Committee makes policy recommendations concerning these matters to the faculty and the Administration.

Membership:

* Eight (8) elected faculty (six tenured and 2 non-tenured). Faculty serve two-year terms. A faculty member who has served on this committee must be off of it for one year before again being eligible for election.
* Two (2) students
* Vice President and Dean of Academic Affairs *ex-officio*

Responsibilities: The Faculty Evaluation Committee conducts reviews of individual faculty members and makes recommendations for retention, promotion, and tenure to the Administration. The Committee also makes recommendations to the Faculty and to the Administration concerning the policies and procedures governing faculty review.

*Faculty Steering Committee*

Purpose: The Faculty Steering Committee consults with the Faculty and the Administration regarding institutional policy, faculty governance and faculty concerns. The Faculty Steering Committee, in consultation with the President and the Vice President of Academic Affairs, administers and oversees the work of the faculty committee system and establishes the agendas for the monthly faculty business meetings.

Membership:

* Six (6) elected faculty, at least one from each division, no more than two from any division. Faculty serve three-year terms.
* Dean of Academic Affairs *ex-officio*

Responsibilities: The Committee consults on a regular and ongoing basis with the Administration on a wide variety of institutional issues. The Committee, in consultation with faculty members, committees and the Administration, identifies needs and issues and brings them to the attention of individual committees and the campus community. Where appropriate, the Committee participates in, and provides a faculty voice, in the policy-making processes of the College. The Committee administers the faculty committee system by conducting elections for elected committees and recommending faculty members for appointive committee positions to the President. When necessary, the Committee assigns faculty from the standby pool to standing committees and creates and staffs ad hoc task forces. The Committee consults with the President and the Dean of Academic Affairs for appointments to search committees. The Committee monitors the work of the other committees through annual agendas, committee minutes and year-end reports and consults with individual committees as needed. In consultation with the President and the Dean of Academic Affairs, the Committee establishes the agenda for Faculty Meetings. Members of the committee run Faculty Meetings. Finally, the Committee coordinates the Faculty Fora series.

*Rules Application Committee*

Purpose: The Rules Application Committee oversees the formulation of community standards consistent with the principles and policies of the College and implements the sanctioning system for student violations of community standards.

Membership:

* Two (2) elected faculty (one elected faculty is appointed chair by the President and serves a three-year term; the other is the person who receives the most votes on the Faculty Community Board of Standards Ballot)
* Two (2) students selected by the Student Senate
* One (1) administrative staff person selected by the President
* Judicial Coordinator from Office of Student Life

Responsibilities: The Rules Application Committee suggests sanctions for student violation of community standards, coordinates the work of the Community Board of Standards to ensure consistency and fairness, assesses the sanctioning system, and approves requests for confidential hearings by the Vice President of Student Life.

*Faculty Representatives to the Board of Trustees*

Service as faculty representative to the Board of Trustees will count as regular committee service. Faculty representatives to the Board will serve three-year terms, with no restrictions on consecutive nominations. Service of representatives will be staggered in order to provide for continuity of representation to the Board.

Eligibility for Service: There will be one tenured faculty position and one "at-large" position. The following are eligible for the "at-large" position: Professors, Associate Professors, Assistant Professors and Instructors with majority-time, continuing in-class teaching responsibilities, as well as librarians and chaplains.

Eligibility to Vote: Individuals who are eligible to serve as the "at-large" representative can vote for both positions.

Election Procedures: Elections will follow the procedures described in III-3.4.

**Committee Structure: Appointed Committees**

*Committee on Learning and Teaching*

Purpose: The Committee on Learning and Teaching promotes and supports learning, teaching and the assessment of learning. The committee plays an advocate role for raising standards of learning and for supporting reflective teaching; the committee's task is to help us all to learn about learning in all aspects of classroom and student life and to improve all programs associated with learning and teaching.

Membership:

* Five (5) appointed faculty
* Two (2) students
* One (1) administrator from Student Life
* Director of the Learning Center *ex officio*
* Dean of Academic Affairs or designate *ex-officio*

Responsibilities: The Committee on Learning and Teaching sponsors campus discussion groups or workshops on learning and teaching. The Committee memtors faculty (especially novice teachers) in how to build a quality curriculum. It disseminates to faculty members insights from research on the scholarship of teaching and learning and especially regarding contributing factors to student "deep learning." It serves as consultants to departments or to faculty members to support teaching and enhance student learning. It also serves as consultants to departments or individuals in developing Analysis of Learning and Teaching Plans/Reports (ALT Reports) and collecting those reports. The Committee coordinates assessment of General LADR Objectives and oversees aggregation of the data as needed for across-the-curriculum analysis. It provides support (and counsel) to those wanting to develop a research program based on the Scholarship of Teaching and Learning (SoTL).

*Campus and Community Culture Committee*

Purpose: The Campus and Community Culture Committee facilitates non-classroom campus and community activities. It also serves as a liaison between the Faculty and Student Life and between the Faculty and Admissions.

Membership:

* Five (5) appointed faculty
* Two (2) students
* Two (2) administrators, one from Student Life and one from Admissions
* Dean of Academic Affairs or designate *ex-officio*

Responsibilities: The Campus and Community Culture Committee awards grants to the faculty to support guest speakers and presenters such as scholars, artists and performers, to enrich the classroom experience for their students. The committee awards grants to student groups to support special events and programs that enrich the educational and cultural life of the college community. The committee makes recommendations to Student Life on the approval of constitutions for new student organizations. Working with the Administration, the Committee provides organizational support to the annual Baynham Lecture. Working with the departments of Theater, Music and Art, as well as the Administration, it helps produce the annual President's Evening to Honor the Arts event. The Committee considers for approval, and underwrites out of its budget as needed, requests for deferral of use fees for campus facilities.

*Committee on First -Year Programs*

Purpose: Members of the Committee on First Year Programs serve as faculty liaisons to administrators and staff from across the College who implement first year programs, including August Experience, LEAP and the common reading.

Membership: Three (3) appointed faculty

Responsibilities: The Committee on First year Programs works with administrators and staff from across the College who serve on the August Experience, LEAP and common reading committees. Committee members assist in the development of the schedule for the August Experience, the development of the schedule for LEAP, the recruitment of faculty ro provide registration assistance during LEAP, and the selection of a common reading for first-year students. The Committee will also be responsible for working with the administration and staff to evaluate the entire first year experience and to help design and implement new programs when they are deemed necessary and appropriate. The committee will coordinate with the faculty representative on the Early Alert Team.

*Curriculum Committee*

Purpose: The Curriculum Committee oversees the development and implementation of the College’s curriculum.

Membership:

* Five (5) appointed faculty (at least one and no more than two from each division used for faculty elections)
* Two (2) students
* Registrar *ex officio*
* Dean of Academic Affairs or designate *ex-officio*

Responsibilities: The Curriculum Committee reviews and makes recommendations to the Faculty regarding proposals to change the curriculum and/or degree requirements. The Committee reviews and acts on proposals for special-topics courses (160's, 260’s and 360’s) to satisfy degree requirements. The Committee provides an ongoing examination of the relationship between the degree requirements and the “Educational Philosophy of Hanover College.” The Committee reviews and makes recommendations to the Faculty regarding proposals to change the comprehensive examination policy. The Committee serves as liaison between the Faculty and the Administration on matters related to academic policy and/or the academic calendar. The Committee serves as liaison between the Faculty and the Office of Admission regarding admission requirements, standards, and procedures. The Committee reviews and acts on proposals for self-designed majors.

*Expedited Review Board*

Purpose: Members of the Expedited Review Board (ERB) will be responsible for maintaining Hanover College's compliance with federal guidelines on research involving human subjects or vertebrate animals (for more information, see the document entitled *Ethics Approval Process for Research at Hanover College*). Primary responsibilities include reviewing research proposals and maintaining records of research.

Membership:

* Three (3) appointed faculty, no two from the same department, with expertise in the ethics of animal or human research.

Responsibilities: The ERB is responsible for maintaining institutional compliance with the Office of Protection from Research Risks (part of the Department of Health and Human Services). Before collecting data, students and faculty at Hanover College who conduct research on living human subjects or other vertebrate animals must submit a research proposal to the chair of the ERB and designate their research as either (1) exempt from review (available to a few types of minimal-risk research), (2) qualifying for expedited review, or (3) requiring a full review by the Institutional Review Board (IRB). Research classified as exempt is not reviewed but proposals for exempt research are recorded by the ERB. Research classified as expedited is reviewed by all three members of the Board, who can vote to 1) approve the proposal, 2) require revision before approval, or 3) determine that the proposal qualifies for full review and forward the proposal to the IRB. For proposals that request or require full review, the chair of the ERB will convene an IRB. The IRB will be comprised of five members: two members of the ERB, a faculty member rom the Humanities or Arts & Letters Divisions, a student and one member of the community. In addition to reviewing research proposals, ERB members are responsible for creating and maintaining the forms for research proposals as well as maintaining records of all submitted proposals and communications between the Board and researchers for at least three years after the completion of the research. The ERB is also responsible for maintaining an updated list of IRB members and sharing this information with the Office of Protection from Research Risks.

*Faculty Development Committee*

Purpose: The Faculty Development Committee supports faculty efforts in research and professional development.

Membership:

* Six (6) appointed faculty, at least one from each division, no more than two from any division.
* Dean of Academic Affairs or designate *ex-officio*

Responsibilities: The Faculty Development Committee reviews and makes recommendations to the Board of Trustees on sabbatical leave applications and reviews and makes recommendations to the Vice President of Academic Affairs on Spring Term leave applications. The Committee reviews and acts on major and minor grant requests. The Committee reviews and acts on Faculty International Study Trip (FIST) proposals and applications for FIST participation. The Committee coordinates the Faculty Symposium series and participation by Hanover faculty in the Midwest Faculty Seminar. The Committee makes recommendations concerning faculty development to the Faculty and to the Administration.

*Student Academic Assistance Committee*

Purpose: The Student Academic Assistance Committee serves to assist students in matters of academic rules petitions, review student applications for funding as well as making recommendations to the Faculty on possible changes associated with academic regulations.

Membership:

* Three (3) appointed faculty
* Two (2) students
* Registrar
* Vice President of Student Life or designate
* Dean of Academic Affairs or designate *ex-officio*

Responsibilities: Faculty members of the Committee receive and act on academic rules petitions and the dismissal/readmission of students for academic reasons. The Committee also maintains the Academic Dishonesty File, along with the review of applications for Spring Term Travel Grants, Intensive Inquiries, Parents' Association Spring Term Funding and the Philip R. Taylor Endowed Fund for Student Publishing. The Committee assists in the recruitment of faculty for activities associated with the Presidential Scholars Program.

*Teacher Education Committee*

Adopted by the Faculty, November 2010

Purpose: The Teacher Education Committee oversees the teacher certification programs.

Membership:

* Six (6) faculty members appointed by the Steering Committee, two of whom must be faculty members from the Education Department, including the Chair of the Education Department or the Director of Teacher Education or both. One of the faculty members not from the Education Department will serve as Chair of the Committee.
* Registrar
* Two students nominated by Student Senate and approved by the President and Vice President for Academic Affairs
* The Dean of Academic Affairs or designate *ex officio*
* The remaining members of the Education Department *non-voting ex-officio*

Responsibilities: The Committee oversees the teacher certification programs and makes recommendations to the Faculty regarding regulations for these programs. The Committee reviews and acts upon student applications for admission to teacher certification programs. The Committee approves all courses recommended by departments to meet State Certification requirements. The Committee reviews and acts upon petitions for exceptions to courses or requirements for admission to the program or Certification.

**Standby Pool**

Adopted by the Faculty September 16, 2010

Faculty members who are eligible for committee service in any academic year but who have not been assigned or elected to a standing committee shall be assigned to the Standby Pool. The Faculty Steering Committee will assign faculty from the Standby Pool to task forces or to standing committees at its discretion when a need arises.

**Committee Sabbaticals**

Adopted by the Faculty September 16, 2010

Faculty members who have served at least three consecutive years on elected or appointed committees or task forces may request a year-long committee sabbatical. Such a request must be submitted to the Faculty Steering Committee by October 15th of the year prior to the requested committee sabbatical, and it must include information on the applicant's record of committee service for the previous five years and a record of any prior committee sabbaticals that the faculty member has received. The request may also include a note outlining any special, extenuating circumstances that the faculty member believes are pertinent to the request for a committee sabbatical. The Faculty Steering Committee will assess the need for committee service for the coming year and will review the requests for committee sabbatical that it has received. On the basis of that assessment, it will grant an appropriate number of committee sabbaticals each year. These committee sabbaticals will

be announced prior to the beginning of the election process for faculty committees.

**III-4 GENERAL** **RULES OF COMMITTEE OPERATION**

Adopted by the faculty, April 1999

Revised by the faculty, March 2008, February and May 2009

1. All faculty who are eligible for committee service for the coming year will be encouraged to complete the Committee Preference Form distributed by the Steering Committee. The Faculty Steering Committee will do its best to honor everyone's first choice, but faculty should realize that circumstances can necessitate receiving the second or third choice indicated. The faculty member will be contacted for further input in the event that none of the indicated choices is feasible.

2. No faculty member will be expected to serve on more than one standing committee at time. (This rule does not apply to service on the Community Standards Committee.) A faculty member may not run for a seat on an elected committee if that person anticipates an interruption of service for longer than one semester before the end of the term to be served or has applied for a sabbatical that will take place in the first year of the term to be served. Special assignments, which are voluntary and by nature require more sporadic effort, are treated as additional duties over and above the standing committee assignments.

3. The intended length of service on non-elected committees is three years, with approximately one-third of the committee's membership being newly appointed each year. This structured turnover will promote continuity with regard to committee procedures and policies. The Faculty Steering Committee will consult with current committee members in making the recommendations for committee chairs.

4. Committee chairs will be given no other committee assignments of any kind, although they can certainly take on special assignments if they so desire.

5. The Faculty Steering Committee recognizes that certain committees have a larger regular work load than others and that committees may take on special projects or initiatives that are particularly time consuming. To the best that circumstances allow, members of these committees will not be asked to perform any special assignments.

6. First-year faculty will not be assigned committee service, although in special circumstances faculty with the appropriate prior academic experience may be asked if they would be willing to serve. First-year faculty members should read the descriptions of committee work in the *Faculty Manual* and consult with current committee members in order to make informed choices on the Committee Preference Form distributed by the Steering Committee.

7. When the responsibilities of a departmental chair are anticipated to be particularly onerous, the chair may petition the Steering Committee to be released from the obligation of committee service for that year.

8. When a non-tenured member of the Faculty Evaluation Committee receives tenure in the midst of a term of committee service, that person will automatically continue in service through the next regularly-scheduled election when a non-tenured faculty member will be elected as a replacement to maintain the ratio of 6 tenured faculty members to 2 non-tenured faculty members on the committee.

**III-5 ELIGIBILITY** **FOR SERVICE ON ELECTED COMMITTEES**

Professors, Associate Professors, Assistant Professors, and Instructors are eligible for election to the Faculty Evaluation Committee, the Committee of the Faculty, and the Faculty Steering Committee. In addition, college librarians are eligible for election to the Faculty Steering Committee.

The following positions are not eligible for election to any of the three committees:

* The Vice President and Dean of Academic Affairs
* The Vice President and Dean of Student Life
* The Registrar
* The Dean of Admission
* The Director of Athletics

The following are additional restrictions for service on elected committees:

* Faculty currently serving on one of the elected committees are eligible **only in the last year of their elected term** to run for election to any other elected committee.
* Faculty who have completed two consecutive years of service on the Faculty Evaluation Committee must be off of that committee for one year before again being eligible for election to it.
* Faculty who have completed three consecutive years of service on the Committee of the Faculty must be off of that committee for one year before again being eligible for election to it.
* Faculty serving as Division Coordinators are ineligible to serve on elected committees, but may run for election to these committees in the last year of their service.

**III-6 ELIGIBILITY TO VOTE** **FOR MEMBERS OF ELECTED COMMITTEES**

The general principle followed is that those who are eligible to vote in an election for a particular committee are those who are potentially eligible to serve on that committee. However, those who are temporarily ineligible to run for a committee are still eligible to vote (those on sabbatical leaves, those who may not serve because of limitations on consecutive service, those serving as Division Coordinators).

**III-7 ELECTION** **PROCEDURES**

Approved by the Faculty, April 2012

For purposes of faculty elections, the following are considered divisions:

* *Arts and Letters* : Art and Art History, English, Modern Languages, Music, Theatre
* *Humanities*: Classical Studies, History, Philosophy, Theological Studies
* *Natural Sciences* : Biology, Chemistry, Exercise Science, Geology, Mathematics and Computer Science, Physics and Astronomy, Psychology
* *Social Sciences* : Center for Business Preparation, Communication, Economics and Business Administration, Education, International Studies, Library, Political Science, Sociology and Anthropology

The Faculty Steering Committee will follow the following procedures in conducting elections for faculty committees and for representatives to the Board of Trustees:

* 1. A list of eligible faculty is circulated, asking them to remove their names if they do not care to run for the position. (Note that members of the Faculty Steering Committee are elected from Divisions (or at large) as stated on page III-2.5 of the Faculty Manual.)
	2. A new list with the names removed per request is circulated as the ballot.  Faculty are asked to rank any number of candidates in the order of preference (a number “1” next to the most preferred candidate, a “2” next to their second, and so on). Upon tabulation, if any of the first choice candidates has a majority of the ballots (50%+1), then that candidate wins. If there is no majority, then the candidate with the least number of first place preferences is removed from the ballot and the second most preferred candidate upon those ballots now becomes the first place candidate. Again, ballots are checked to see if any first place candidate has a majority. If no majority exists, this procedure of removing the candidate with the fewest first place preferences from the ballot and reallocating their votes to the next most preferred candidate on each faculty members’ ballot continues until a majority is found.

In the case of a tie for the fewest first place preferences, the candidate with fewest second place preferences is removed. Should candidates be tied for the fewest second place preferences, then the third place positions are used and so on through all of the preference orderings. In the event that a tie persists beyond all available preference orderings, then all tied individuals will be removed from the ballot.

* 1. In the case that multiple positions are to be filled, once the first faculty member has been elected by majority vote, then all the ballots and candidates are restored to their original position with the exception that the newly elected faculty member is removed from the ballot and all of the preferences are adjusted accordingly (for example, if the newly elected faculty member had been the 2nd most preferred alternative on a given ballot, then the third most preferred candidate would become the second and all subsequent preferences would be adjusted upwards accordingly). The election continues using the above outlined procedure until a second candidate is found to have a majority of first place votes. The procedure is repeated for third or more positions, with the elected names being removed from the ballots and the preferences reallocated accordingly.

**IV. DIVISION COORDINATORS & DEPARTMENT CHAIRS**

**IV-1 RESPONSIBILITIES OF DIVISION COORDINATORS**

Approved by Academic Affairs and by the Faculty, 2011

The Division Coordinator is a faculty appointment within Academic Affairs.  The Division Coordinator is responsible to the Vice President and Dean of Academic Affairs and serves as the academic division’s liaison with the administration providing support for the faculty, academic programs, and academic departments assigned to the division.

A committee comprised of faculty within the division determines the selection procedure for the Division Coordinator.  (See Section IV-2)

Essential Responsibilities to Support the Division

1. Faculty Mentoring: Division Coordinators work in partnership with division department chairs to support faculty colleagues. Mentoring functions include:

         a.   Supporting a new faculty colleague’s transition to Hanover College by

* serving as an ex officio member on search committees;
* participating in New Faculty Orientation;
* arranging for systematic mentoring as requested by a new colleague;
* providing feedback and interpretation of student course evaluations;
* and providing advice in preparation for the second-year FEC review.

         b.  Supporting colleagues during their FEC evaluation by

* offering to meet with faculty prior to the FEC review;
* submitting a letter to the FEC file if invited by the colleague under review;
* and attending the Dean’s meeting with the colleague if invited by the colleague.

c.   Working in partnership with faculty colleagues to develop annual goals and objectives as part of formative evaluation. Division Coordinators do not provide input in summative evaluation processes.

In order to fulfill the mentoring function, the Division Coordinator will:

1. Meet annually with each division colleague to note accomplishments from the previous year and set goals and objectives for the next year.
2. Have access to:
* student course evaluations.
* the most recent FEC letter;
* and annual updates submitted by the faculty member.
1. Work with departments to plan and coordinate the academic year’s course schedule including courses, staffing, time, etc.
2. Support student academic advising.
3. Support assessment of department and major academic programs.
4. Conduct, delegate, or facilitate appropriate assessment of LADR programs under supervision.
5. Facilitate and support the budgeting process for departments within the division.
6. Serve as a liaison between the faculty and departments in the division and other administrative offices.
7. Facilitate and support communication within the division and between the Vice President of Academic Affairs of Academic Affairs and other administrative offices and the division’s faculty.  As one component of this function, the Division Coordinator participates as the division’s representative in weekly meetings with the other Division Coordinators and the Vice President of Academic Affairs.
8. Facilitate and support the development of the curriculum within the division.  Division Coordinators review course proposals before they are submitted to theCurriculum Committee.  (Division Heads do not approve course proposals.)  Department course proposals should be submitted to the Division Coordinator.  LADR course proposals should be submitted to the appropriate Division Coordinator as listed below:
* Arts and Letters – World Languages, Great Works
* Natural Science – Natural World, Abstraction and Formal Reasoning
* Humanities – Examined Life
* Social Science – Modern Society, Other Cultures, Health and Fitness
1. Division Coordinators receive and mediate student complaints that cannot be resolved by instructors or departments, and handle grade appealsas prescribed in the *Hanover College Catalog.*
2. Where appropriate, coordinate the use of facilities such as science labs.
3. Serve as an ex-officio, non-voting members of faculty search committees.

**IV-2 SELECTION PROCESS FOR DIVISION COORDINATORS**

1.   The Faculty is reminded of the division coordinator rotation at the August Faculty Meeting.

2.   During the second week of the fall term, a committee comprised of the division’s department chairs meets with the Vice President of Academic Affairs to discuss the general timeline for the selection process.

3.   As soon as possible after their initial meeting, the committee will develop a selection process.  The committee will inform the division’s faculty and the Vice President of Academic Affairs of their selection process.

4.   At its discretion, the committee may consider the following elements as part of the selection process:

1. Solicit nominations from division faculty;
2. Committee interviews of the nominees;
3. Conversation between nominees and the entire faculty of the division;
4. Solicitation of written feedback from division faculty;
5. Strength of support indication from the division’s faculty;

f.       Vote of the division’s faculty.

5.  The committee formulates a recommendation for the Vice President of Academic Affairs prior to Thanksgiving Break.

6.  The Vice President of Academic Affairs meets with the committee to discuss its recommendation. From that discussion, a joint recommendation from the committee and the Vice President of Academic Affairs is developed and sent to the President prior to the end of the Fall Term.

7.  The President makes a decision on the Division Coordinator appointment after receiving the joint recommendation.

8. The Division Coordinator head will assume responsibilities on June 1.

9.  The current Division Coordinator has no formal role in the selection process.  The current Division Coordinator may be consulted by the committee or nominees if they desire.  The current Division Coordinator may also be reappointed to a full or partial term if that is the recommendation of the division.

**IV-3 RESPONSIBILITIES OF DEPARTMENT CHAIRS**

Adopted by the faculty, March, 1992

The chair shall conduct the business of the department in an open and democratic fashion befitting a community of scholars, striving to achieve consensus among its members but letting the will of the majority determine its policies. The chair shall represent faithfully to the various offices and agencies of the College the position of colleagues in all matters. Among other obligations, the chair shall, either personally or by delegation,

1. review and foster the development of the department's curriculum within the framework of the goals of the College;
2. maintain communication with other departments whose students will be affected by changes in the department's curriculum;
3. coordinate the advising of majors and assist as needed in the advising of other students;
4. become aware of and encourage professional and intellectual growth within the department;
5. help acclimate new departmental members to their new classroom teaching roles and the functioning of the department, and provide assistance with respect to College rules and operating procedures;
6. coordinate the annual schedules of the department's courses;
7. review library holdings to ensure development of a balanced collection and to arrange for expenditure of departmental library funds;
8. coordinate the development of the department's budget and to oversee the expenditure of funds in an efficient and appropriate manner, including supervision of student employees;
9. coordinate job searches when positions become open in the department, and
10. coordinate the department's preparation of an annual summary of the activities of the department and its members for the Dean of Academic Affairs.

**IV-4 APPOINTMENT OF DEPARTMENT CHAIRS**

Approved by Academic Affairs.

* 1. Chairpersons shall be appointed by the administration in conference with each department.
	2. The term of office shall be up to three years.
	3. The renewal of appointment shall be made at the option of the administration in conference with the department.
	4. When the responsibilities of a departmental chairperson are anticipated to be particularly onerous, the chair may petition the Faculty Steering Committee to be released from the obligation of committee service for that year.

**V. FACULTY STATUS AND FACULTY EVALUATION**

**V-1 PROCEDURES FOR** **APPOINTMENT OF NEW FACULTY MEMBERS**

Approved by Academic Affairs

Adopted by vote of the faculty March 1995

When a vacancy occurs on the faculty, an additional appointment is to be made, or an appointment of more than one year's duration is needed to replace a faculty member (or faculty members) who has been granted a leave, procedures are initiated to solicit applications and credentials from candidates qualified to fill the position.

A search committee is appointed by the Dean of Academic Affairs in consultation with the Faculty Steering Committee and the department where the new appointment will occur (hereinafter referred to simply as the department). The chair of the search committee is appointed by the Dean of Academic Affairs in consultation with the department and whenever possible should be a member of that department. The search committee should consist of all continuing faculty within the department (as designated by their titles; hereinafter referred to as departmental members) and at least two other faculty members and the Division Coordinator. Two non-departmental members of the search committee are appointed by the Dean of Academic Affairs in consultation with the Faculty Steering Committee. Primary criteria for the selection of these non-departmental members are: (1) augmentation of the diversity of the search committee both socially and academically and (2) special expertise appropriate to the search. The presence of these non-department members serves two additional purposes: (1) to represent the faculty as a whole (since the new faculty member will be serving the entire faculty and not just his or her own department), and (2) to help smooth the new faculty member's transition into the Hanover community by providing immediate broadly based contact with the faculty. In order to ensure a broad representation of faculty, the search committee should consist of at least five faculty members. In the event that the departmental members of the search committee number one or two, the chair of the search committee, in consultation with the Dean of Academic Affairs and the department, should appoint the necessary additional non-department members. Only continuing faculty may serve on search committees. In the event that a search is to be conducted in a department with no continuing members, the Dean of Academic Affairs should appoint a search committee of five faculty, consulting with the Faculty Steering Committee in selecting two members of the search committee and consulting with other appropriate faculty (for instance, those in closely related disciplines) about the remaining three.

Positions are publicized in appropriate ways, often including advertisements in publications, announcements sent to university graduate departments and to placement agencies, and informal contacts made with persons in other institutions who may provide additional information leading to the discovery of promising candidates.

The search committee studies the applications and credentials of the candidates and identifies several, and the Division Coordinator sends its recommendations to the Dean of Academic Affairs for campus interviews. With the Dean's approval, the department contacts candidates and arranges their visits to the campus. These visits are for the purpose of developing better mutual acquaintance between the candidates and members of the College community, and their cost is usually borne by the College. During the visit a candidate will have conferences with the President (when feasible), the Dean of Academic Affairs, members of the search committee, the Director of Duggan Library or his representative, and other faculty members. Students also participate in the interview process whenever possible. Candidates are required to give a brief presentation—e.g., a lecture or demonstration—to an audience of faculty members and students so that their teaching skills may be assessed.

Rarely is a position offered to a candidate at the time of the campus visit. If he or she continues to have a serious interest in the position, and the search committee and the appropriate administrative officers evaluate him or her more positively than the others who have been interviewed for the position, the candidate may be offered a contract—on either a tenure or non-tenure track. The signing and returning of the contract completes the process.

Unless otherwise specified, all contracts are for one year only. Initial or renewal contracts carry with them no implication of tenure. The granting of tenure is by special action of the Board of Trustees and is communicated to the faculty member by a letter accompanying the renewal contract.

As a general principle, non-department members should be considered as full participants in the work of the search committee. Non-continuing members of the department, students with majors in the department, outside consultants may be involved in the search process in consultative roles. Once appointed, a faculty search committee shall have the option of selecting students to participate as full voting members of the committee.

On the assumption that a search committee is not constituted until a position description has been developed and approved, non-department members would not be involved at this early stage of the process. However, as soon as the non-department members are appointed, the chair of the search committee should provide them with copies of the position description, advertisements of the position, and any other relevant material.

Non-department members should be involved as early as feasible in the process of reading dossiers. Depending on the number of applicants and the expertise of the non-departmental members, they might or might not be involved in the first screening of dossiers. But the non-department members should have access to all the dossiers received and should evaluate a fairly wide sample of the dossiers before a semifinal selection of candidates is made, if for no other reason than to provide them with some comparisons on the semifinal candidates.

When interviews of the finalists are conducted, the non-department members should be involved in that process as fully as the departmental members of the search committee. Candidates should be informed, before or during their interviews, about the purpose of the non-department members.

Finally, unless it is extremely inconvenient, the chair of the search committee should convene a meeting of the full search committee to formulate a final recommendation to the Dean and the President very soon after interviews of all candidates have been completed. In any case, each member of the search committee should have equal voice in formulating the final recommendation to the administration. Only duly appointed members of a search committee are allowed to participate in this decision.

**V-2 REAPPOINTMENT** **OF FACULTY**

Approved by Academic Affairs

Renewal contracts are normally offered in May of each year, after which there is a period of approximately one month in which the faculty member may sign and return his or her contract. It is assumed that a faculty member who does not return the contract by the designated date has other plans for the following year, and the administration will then initiate steps for procuring a replacement.

A faculty member whose work has been deemed satisfactory may be offered reappointment by a contract which normally provides for an increase in salary. There may also be a promotion in rank and, under the conditions described below, the awarding of tenure.

A non-tenured faculty member whose work has not been evaluated as satisfactory, who has failed to make satisfactory progress toward a terminal degree, or whose services are no longer needed by the College may not be offered a reappointment contract. During his or her initial year of service, notice shall be given at the time of the issuance of contracts; during the second year, notice shall be given not later than December 15 for the subsequent year; and in the following years, a faculty member shall be notified of non-appointment at least twelve months prior to the expiration of his or her last contract. Procedures for the dismissal of a tenured faculty member are covered below.

Except in the case of first-year faculty members, the change in status of a faculty member, whether by promotion, the granting of tenure, or non-reappointment, is a decision reached as a culmination of a continuing process of evaluation. Details for this procedure are described in "Evaluation Procedure."

**V-3 TENURE**

Approved by the Board of Trustees

After three or more years of excellent teaching, a faculty member (1) who is full-time or has a joint contract that stipulates tenure-eligibility, and (2) who has earned a doctorate or who is deemed an exception as defined by the criteria for advancement, may be placed on indefinite appointment by action of the Board of Trustees. Recommendations for the granting of tenure are normally made by the Faculty Evaluation Committee. Tenure implies automatic renewal of the contract between the College and the faculty member, subject to conditions described in the *Faculty Manual* but includes no commitment concerning salary, teaching assignments, committee assignments, or other duties.

Full-time instructional service at another college or university may be considered, but is not necessarily binding as part of the decision to grant tenure; however, the three-year minimum will normally apply to all appointments. The longevity of the professional experience at Hanover College is the critical factor.

In no case will a full-time, non-tenured faculty member be retained beyond seven years at Hanover without appointment to tenure, unless there are special or prescribed arrangements outlined in writing from the Office of the President.

**V-4 SPECIFIC CRITERIA** **FOR ACADEMIC RANKS**

Approved by the Board of Trustees, May, 1992

Following academic tradition, Hanover College recognizes and confers the designations of Instructor, Assistant Professor, Associate Professor, and Professor. The College also affirms that all members of the teaching faculty are colleagues and that rank is not understood as a fundamental distinction among equal colleagues.

The conferral of rank shall be based upon:

* 1. appropriate educational and professional credentials
	2. length of service in a particular rank
	3. effective teaching
	4. scholarly or creative work in the person's field

5. and responsible participation in the life of the College and of the wider community.

For clarification of expectations on 3, 4, and 5 above, members of the faculty may wish to consult the document entitled "General Criteria for Evaluation."

The **Instructor** must have completed the Master's degree, unless the person's field of specialization or exceptional qualifications warrant an exception.

The **Assistant Professor** is required to hold the terminal degree appropriate to the field, unless the person's field of specialization or exceptional qualifications warrant an exception.

The **Associate Professor** is required to hold the terminal degree appropriate to the field, unless exceptional qualifications warrant an exception. Typically, six years of full-time teaching at Hanover College are required for promotion to the rank of Associate Professor. When a faculty member is appointed with substantial full-time teaching experience after having completed the terminal degree, some or all of that experience may apply toward the six year period.

The **Professor** is required to hold the terminal degree appropriate to the field, unless exceptional qualifications warrant an exception. The Professor should normally have seven years of full-time teaching experience at the rank of Associate Professor, whether at Hanover College or at another institution.

**V-5 PROMOTION** **IN RANK**

Approved by the Board of Trustees

A member of the faculty who has served the prescribed time at a given professional rank, and who clearly meets the qualifications for the next higher rank, may be recommended for advancement. The Faculty Evaluation Committee may recommend promotion as part of a periodic review. When tenured faculty wish to be considered for promotion during years when they are not scheduled for formal review, they shall make a request of the Convener of the Faculty Evaluation Committee by October 1 for a Winter Term review by the Committee. After the review by the Committee, the Dean of Academic Affairs formulates recommendations to the President in the same manner as for any other review. Affirmative action by the Board of Trustees is transmitted to the faculty member by means of a letter with the new contract which specifies the rank to which he or she has advanced.

Promotions are not automatic with years of service.

Any faculty member who is interested in discussing his or her rank or his or her prospects for promotion is free to do so with either the Dean of Academic Affairs or the President.

**V-6 FACULTY EVALUATION** **COMMITTEE**

Approved by the Faculty, April 1996

**A Brief History**

At the opening of the 1973-74 school year the President of Hanover College reported that the Board of Trustees had made a preliminary study of policies relating to tenure. Because it seemed to him that members of the campus community should also become involved in such a study, he proposed that an *ad hoc* advisory committee to the President be formed. This Committee of Faculty Tenure consisted of seven elected faculty members, three students and the Academic Dean. It began meeting in October 1973 and made its final report in January 1974. One of its recommendations was the establishment of a committee on faculty evaluation. The report was submitted to the Board of Trustees, which, after due deliberation, issued in 1975 a revised policy on tenure. This policy incorporated most of the recommendations of the *ad hoc* Committee. In particular the Trustees approved implementation of the Faculty Evaluation Committee. Governing procedures for the committee were adopted by the faculty in March 1976. The Committee began its operation in September of that year. At the time the evaluation procedure was being discussed the faculty also adopted (April 1974) a statement of professional ethics. Over the years the procedures of the committee have evolved into a comprehensive evaluation process. The paragraphs below provide an account of the process.

**Purpose of the Faculty Evaluation Committee**

The initial charge to the Faculty Evaluation Committee was "to review the performance of the teaching faculty in order to make recommendations to the President on matters of retention, promotion and (where applicable) tenure." This summative role has remained the fundamental purpose of the Committee since its inception. As one of the institutional tools for the oversight of teaching, scholarship, and community service, the Committee seeks to make objective evaluations based on the information available in evaluation files. It reports its evaluation and recommendations to the faculty member and to the Administration.

The criteria of excellence in teaching, scholarly and professional activities, and service to the College community are the primary standards used in the Committee's evaluations. An evaluation acknowledges positive contributions and specifies problems that need to be addressed, citing evidence from the evaluation file as well as the Committee's interpretation of this evidence.

The Committee is also guided by the Hanover College faculty's "Statement of Professional Ethics." Evaluations should serve faculty and institutional interests in ways that enhance the common good. The considerations and recommendations of the Committee shall never infringe upon the evaluee's academic freedom as it is defined in the *Faculty Manual*.

**Composition and Procedures of the Committee**

The Committee consists of eleven members. The Faculty elects full‑time teaching faculty—six tenured and two non-tenured—to the Committee. All full‑time members of the teaching faculty are eligible for election, and are encouraged to make themselves available to serve. Elections are organized by the Faculty Steering Committee. In each such election, a list of the continuing members of the Committee will be distributed with the ballots.

Faculty members serve two‑year terms. A faculty member who has served on the Faculty Evaluation Committee must be off the Committee for one year before becoming eligible for re‑election.

The Vice President and Dean of Academic Affairs is an *ex officio* member and provides information when appropriate, but does not vote and does not participate in formulating letters of evaluation for faculty members under review.

Two students (juniors or seniors) recommended by the Student Senate to the Dean of Academic Affairs and approved by the President sit on the Committee. The students serve for one calendar year.

The Committee operates on an academic year. The Committee elects one of its members to serve as convener. Meetings of the Committee may be called by the convener or at the request of a majority of the members. The Committee generally meets once a week during the school year to conduct its business.

In preparation for an evaluation, the faculty member to be evaluated will be asked to submit documents (listed and further described in Section IV‑9) for inclusion in an evaluation file. The Committee may solicit further documents (also described in IV‑9) for inclusion in this file. The evaluee will have access to the entire file, and will have the opportunity to address any issues raised therein—by amending or extending his or her self-evaluation document—before the Committee's evaluation of the file begins.

To avoid conflicts of interest, faculty members absent themselves from deliberations on departmental colleagues and students absent themselves from reviews of instructors with whom they are currently taking a course or faculty members who are in their major fields. Members of the Committee also absent themselves whenever they feel so close to or so personally at odds with an evaluee as to make participation inappropriate.

Although the Committee may delegate initial screening of the file, and/or the initial drafting of proposed recommendations, to a subcommittee of its members, the entire Committee—except as noted in the preceding paragraph—will consider each file and participate in all aspects of each evaluation.

The Committee's discussions and eventual recommendations regarding any evaluee will be based solely on documents in the evaluee's file. The Committee recognizes that materials in the file will require interpretation, and must be interpreted with care and good judgment.

The Committee shall strive to consider an evaluee's teaching and scholarship within the context of the evaluee's own discipline. If necessary for more complete understanding of that context, the Committee may—before or during its formal consideration of the evaluee's file—ask the evaluee for clarification or elaboration of any documents he or she has submitted for the file. Additional documents thus generated will be placed in the file.

Evidence of an evaluee's productive participation in religious, charitable, cultural, or service activities or organizations outside the College community will be considered by the Committee, and may be passed on to the Administration for appropriate recognition; however, the absence of such evidence will not be considered to constitute a deficiency in the evaluee's record of "community service."

After formally considering an evaluee's evaluation file, the Committee shall draft a report to the Vice President and Dean of Academic Affairs, stating its evaluation and its recommendations and setting out the principal evidence it offers in support of these recommendations. The supporting evidence offered may include statements of problems or concerns which the Committee believes the evaluee must address before the evaluation can be reconsidered. If the Committee members drafting such a report are not of one mind as to what recommendations should be made, the majority and minority opinions shall be set out and identified as such in the report.

The Committee will send the draft of its letter to the faculty member, who may ask to appear before the Committee in person or respond by letter within ten days of receipt. In case of necessity, the faculty member may appeal to the committee convener for an extension of the ten‑day limit and respond within the time granted. If the faculty member responds to the letter, that response becomes part of his or her permanent file. After thoughtfully considering the response and responding to the faculty member's letter, the Committee writes and sends its final recommendation to the Dean, incorporating any changes resulting from its consideration of the response. Copies are sent to the evaluee, the Division Coordinator and the President.

Each individual's evaluation file will be available to himself or herself, the President, and the Vice President and Dean of Academic Affairs at any time. It will be available to the Committee only when the individual is being reviewed, as described above. Student course evaluations, but not other materials in the file, are available to the Division Coordinator and the department chair.

Questions relating to general procedures of the Committee may be addressed by any Committee member in any forum. However, specific information related to the evaluation of a particular evaluee is not to be discussed by any member of the Committee (other than the Vice President and Dean of Academic Affairs) with any person not on the Committee. The Vice President and Dean of Academic Affairs is authorized to discuss the content of an evaluation with the evaluee and/or (in the context of personnel matters only) with the evaluee's department chair.

**The Conclusion of the Faculty Evaluation Process**

The Dean will review the faculty member's file and incorporate any additional information concerning the faculty member. The Dean will then read the Committee's final evaluation and confer with the Committee. The Dean then sends the evaluee a draft of the recommendation letter to be sent to the President. The evaluee may respond within ten days of receipt or request an extension and respond within the time granted. If the faculty member responds, that response becomes part of his or her permanent file. After thoughtfully considering the response and responding to the faculty member's letter, the Dean will incorporate any changes resulting from that consideration into her or his recommendation and send that recommendation to the President with a copy to the faculty member and the Division Coordinator.

In cases of promotion and tenure, the President will make a recommendation to the Committee on Academic and Institutional Affairs of the Board of Trustees, which in turn makes its recommendation to the Board of Trustees. Finally, the President or the Dean will notify the faculty member of the decision of the Board of Trustees.

**Grievance Procedure**

A faculty member who charges that either the Committee or the Dean has (1) failed to follow established procedures or (2) violated his or her academic freedom or (3) discriminated illegally or improperly may ask the Committee of the Faculty (COF) to investigate that charge. Illegal or improper discrimination includes but is not limited to consideration on the basis of race, sex, religion, national origin, age, physical handicap, marital status, or sexual orientation. The faculty member who brings a grievance is expected to present relevant evidence. The filing of a grievance implies a release of materials by FEC or the Dean to COF so that they can present reasons and evidence for their decisions. It also authorizes members of COF to have access to the evaluee's file if that is judged necessary by COF.

The COF will investigate the charge and, keeping a written record of the investigation, determine whether a procedural error, violation of academic freedom, or illegal or improper discrimination has in fact occurred. The COF will consider the file of the complainant, including letters of evaluation containing alleged infringements and the evaluee's response to such letters. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth shall be received.

The COF's functions with regard to the faculty member's complaint will be limited to the following:

1. To determine whether or not the alleged infringement constitutes neglect of proper procedures, violation of academic freedom, or illegal or improper discrimination, and

b. To seek to settle the matter by informal methods. If the COF is unable to settle the matter by informal methods and determines that such neglect of proper procedures, violation of academic freedom, or illegal or improper discrimination has occurred, it will refer the case for reconsideration to the committee or person responsible for the neglect, violation, or discrimination.

**V-7 FREQUENCY AND TIMING OF EVALUATIONS**

The reviews of faculty performance normally take place during the second, fourth and sixth years of service and every seventh year thereafter. The Committee, at its initiative, may review less or more often than this schedule. (For example, owing to resignations and retirements the schedule of review of tenured faculty members may be modified to equalize the work of the Committee from year to year.) The Dean of Academic Affairs and the President of the College may request evaluations which depart from this schedule. A tenured faculty member wishing to initiate, out of the normal sequence, a review of his or her performance may apply to the Convener of the Faculty Evaluation Committee by October 1 for a review during the winter term. A non-tenured faculty member wishing to initiate, out of the normal sequence, a review of his or her performance may apply to the Convener of the Faculty Evaluation Committee by April 1 for a review during the fall term.

Faculty members who have been in non-tenurable positions for more than six years will be reviewed with the same frequency as tenured persons. The rules that apply to course evaluations (see section entitled "Student Course Evaluations") also apply to them.

Tenured faculty members are reviewed during the winter term and non-tenured faculty members during the fall term. The Dean of Academic Affairs may grant exceptions to this general rule.

**Post-Tenure Reviews**

Approved by the faculty February 2009

Amended by the faculty March 2011

The central purpose of post-tenure review is to promote professional growth and development of faculty members throughout their careers. The review process should be such that it enhances commitment to key professorial roles: teaching, scholarship and service. The process should renew and re-energize the faculty member and should promote by the faculty member goal setting, planning and follow-up.

**Post-Tenure Review Options**

Faculty with the rank of Professor and tenured Assistant and Associate Professors not seeking promotion, as well as untenured but continuing faculty who have completed the initial series of review by the FEC, shall have a choice of any one of several review options, to be *selected from the following:*

1. **Summative FEC review every seventh year** following the procedures currently in place and spelled out in the *Faculty Manual*. If a faculty member has not selected one of the alternative formative options, summative review by the FEC will be the "default" or "automatic" review process.

**2. Formative review twice every seven years**, using one of the models outlined below. (Normally formative reviews will be done once midway through the seven-year cycle and again in the seventh year). Although in some areas the nature of the formative process is left open for the individual faculty member, alternatives to summative FEC review must address teaching, scholarship and service, in a manner beneficial to the faculty member, to students, and to the College. (See the first paragraph above and sections V.7.1-2, "General Criteria for Evaluation.")

Regardless of option, at least once during the seven-year cycle, the FEC will review the faculty member's course evaluations from the previous two years. The faculty member may also submit comments on those evaluations or other materials, but for those involved in formative reviews this is an *expedited* process to oversee performance in the classroom. If the faculty member's evaluations are not problematic, FEC will submit a letter or a form to the Dean certifying that fact. If the FEC sees problem areas, those concerns would be passed on to the Dean and to the faculty member in question, and those issues would then be addressed in the next formative review process.

The outcomes of all formative programs of review will culminate with a signed report submitted to the FEC and to the Dean. The FEC will review the report and certify that the program was completed as planned. The FEC will then communicate this to the Dean, and both the report and the FEC sign-off will be placed in the evaluation file of the faculty member.

**Formative Option 1**

**Peer-Mentoring Group.** Participation in a peer-mentoring group or "triad." Peer-mentoring triads will be formed with assistance by the Division Coordinators, the Dean or the Committee on Learning and Teaching. Peer-mentoring groups would normally involve three colleagues, preferably from different disciplines. Any faculty member is eligible to participate in such a group, even if they are not eligible yet to substitute a formative review for a summative review. The group members will each:

* Establish learning objectives for the year as a teacher and a scholar.
* Write an essay about his or her teaching philosophy and teaching objectives in the liberal arts context. Alternatively, the members of the group could select a work on the scholarship of teaching and learning to read together and discuss.
* Write a short essay about one's scholarly work *or* present one's work at a Faculty Forum or other public setting.
* Serve as support, advice and counsel to others in one's peer-mentoring group and meet to discuss teaching, including how one is making progress on teaching goals for the year.
* Provide a written report on progress made and directions for the future which would be signed by the faculty member and the peer-mentoring group and sent to the Dean and the FEC. This would be placed in the faculty member's evaluation file.

**Formative Option 2**

**Individual Mentoring. E**stablish a mentor. A mentor should be someone who has exceptionally good skills in the area in which the faculty member wants to expand skills and knowledge. The evaluee would do the following:

* Establish learning objectives for the year both as a teacher and a scholar.
* Write an essay about his or her teaching philosophy and teaching objectives in the liberal arts context. Alternatively, the evaluee and mentor could select a work on teaching relevant to the person's growth objectives which they would read and discuss.
* Write a short essay about one's scholarly work *or* present one's work at a Faculty Forum or other public setting.
* Engage in peer observations of one's mentor, invite the mentor to observe one's own teaching on four or five occasions during the year, and meet to discuss teaching, including how one is making progress on teaching goals. The evaluee may also observe the classroom of the mentor.
* Meet with dean at the beginning and again at the end of the year to explore the benefits and learning from this program.
* Provide a written report on progress made and directions for the future which would be signed by the faculty member and the mentor and sent to the Dean and FEC. This would be placed in the faculty member's evaluation file.

**Formative Option 3**

**A Self-Designed Program Proposed by the Faculty Member.** The program of development would be submitted to and approved by any two of the following: the Dean, the Division Coordinator, and FEC. This proposal may involve participation in a combination of internal and external professional development programs over the course of a year. These would focus on areas that would enhance the professional growth of the particular faculty member and serve our students well. The proposal might also involve options like Open Lessons, Lesson Study, Collaborative Tuning, or other proposed initiatives for development.

A written report, sent to the Dean and to FEC for review, will summarize and culminate the program. This report, signed by the faculty member, will be placed in her or his evaluation file.

**Schedule for Formative Reviews**

1. All eligible faculty members wishing to undertake a formative review let the Dean and FEC know, before Thanksgiving Break, of their intent to undertake such a review. They do so with the intent to finish the review process at the end of three years. They will go through this review process twice within a seven-year period and should plan accordingly. (The default process is, again, a summative review.)
2. Each faculty member submits his or her plan for a formative review on the first day of Winter Term. FEC certifies that it meets the criteria for a standard formative review (Options 1 and 2). A self-designed formative review is approved as specified above. (See under Option 3.) The plan and the approval go into the evaluation file.
3. The faculty member works on whatever s/he wants, with whomever s/he wants, during this first year and the next. In the second and third academic years s/he makes sure to hand out teaching evaluations for all classes, if teaching evaluations are going to be submitted to the FEC for that review.
4. The faculty member does the formal review process in the third academic year, submitting a final report and teaching evaluations (if included) on the first day of classes the following September. (The Dean's office keeps track of who is in the third year of a three-year cycle.) FEC then signs off on the report, indicating that the faculty member has done what s/he said would be done and that the teaching evaluations, if submitted, are not problematic.

Note: It is assumed that until this cycle of review deadlines can be phased in completely, FEC and the Dean will work with individual faculty to "grandfather" in those who cannot yet fit a formative review process into a three-year cycle.

**APPENDIX**

Some suggested models for development of teaching: Open Lessons, Lesson Study, and Collaborative Tuning.

**Open Lessons.** The idea of "open lessons" is that a professor announces perhaps two weeks in advance that on October 15th her course X will be covering topic Q, and that it is an "open lesson." This means that other faculty members are invited to sit in on the class (limit of three observers so the observation itself is not disruptive) based on a first response, first served basis. The idea is that faculty members would invite others when a particularly creative teaching strategy was being employed. Colleagues would get to see a strategy used that they may not be familiar with, in the hope that this would stimulate innovation and creativity by the observing faculty. (This idea comes from a report by Becky Post on the use of this strategy in Russian schools: "What can We Learn from Russia's Schools?" *The Kappan* [a publication of Phil Delta Kappa Education honorary society], April 2005: 627-629.)

**Lesson Study.** "Lesson Study" involves creation of collaborative and collegial growth in a challenging, but not threatening, environment. One person teaches a class, with one or more peer observers taking notes. This may be done with a "lesson study team" of three in which the three people observe one another and offer critique. After the two observers view the class, they meet with the instructor for suggestions. First, the instructor makes comments on what did and did not go well. Next, the observers each provide "warm" or supportive comments about what they each really liked. This enhances a sense of trust and reduces defensiveness. Then the observers each offer "cool" feedback—constructive criticism of the class. Because the lesson study demands some critical comments, there is less defensiveness; it is simply *expected*. If an observer fails to provide critical comment, there is a sense that the person is an unhelpful participant. During all observer comments, the instructor takes notes but does not respond. When the observers are done with comments, the instructor responds to the feedback and tries to identify two or three ways in which she will teach that material differently in the future. The instructor later summarizes the insights in writing and includes a copy of the report as part of the final report to the Dean and FEC. The report may include comments on what was especially useful in the process itself. [Models and evaluations of "lesson study" are reported in *The Kappan* (Roger A. Stewart and Jonathan L. Brendefur, "Fusing Lesson Study and Authentic Achievement: A Model for Teacher Collaboration" *The Kappan*. May 2005: 681-706) and in *Eudcational Leadership* (Cathewrine Lewis, Rebecca Perry, and Jaqueline Hurd, "A Deeper Look at Lesson Study" *Eductional Leadership* February 2004: 18-22.]

**Collaborative Tuning.** "Collaborative Tuning" is similar in structure to Lesson Study, but there is no classroom observation involved. Instead, several faculty members meet several times over a term, with each presenting a lesson plan, an assignment, an assessment, or an evaluative test, performance, or instrument that the instructor wants to improve. Using warm and cool feedback as in the lesson study, each instructor has an opportunity in a confidential and supportive environment to collectively analyze and improve—to tune—some aspect of teaching. The instructor later summarizes the insights in writing and includes a copy of the report as part of the final report to the Dean and FEC. The report may include comments on what was especially useful in the process itself.

**Responsibilities of Faculty for Colleague Evaluations**

Faculty will be requested to submit colleague evaluations for department members who are being reviewed. Committee chairs (or senior members in the case of a chair being evaluated) will be asked to evaluate a faculty member’s work on their committees. In addition, faculty members outside the evaluee’s department may be asked to submit a colleague evaluation. All of these should be submitted to the Dean’s Office by the date requested in order for the evaluation file to be completed in a timely manner.

Faculty, inside and outside the department, are asked to support colleagues who ask them to observe their classroom teaching (voted by the faculty at the May 2000 meeting). Letters resulting from this observation should be submitted to the Dean’s Office immediately after the classroom visit for inclusion in the evaluation file.

**V-8 GENERAL** **CRITERIA FOR EVALUATION**

Approved by the Faculty, April 1996

Above all, Hanover stresses the importance of superior teaching. To the College, scholarly activity and full participation in the life of this community derive their primary importance from the various ways in which they further the institution's teaching mission. Scholarship derives additional importance from the ways in which it contributes to advances in a discipline. Individuals may emphasize different forms of community service and different sorts of scholarly pursuits, but all three criteria remain important for all faculty.

**Teaching**

Because Hanover College is an undergraduate, liberal arts institution, the first expectation for all faculty is dedication to and superior effectiveness at teaching. All teachers must require that students know appropriate information, but successful teaching within the tradition of the liberal arts requires a good deal more.

The liberal arts are the knowledge and skills suited to free people, people with responsibility and choice. The liberal arts are predicated upon the primacy of standards of reason and evidence in weighing alternative explanations, choices, and values. Indeed, because responsibility and choice in every dimension of life almost inevitably entail questions of value, liberal education has traditionally emphasized the analysis of such questions.

Superior teaching within the liberal arts is an art, a sometimes unpredictable function of knowledge, enthusiasm for learning, technique, and unique gifts. Inevitably, even the most accomplished teacher will not be successful with all students. When most successful, however, superior teaching engages as well as challenges students. It encourages them to use their talents. And it fosters their intellectual self-reliance.

Our first obligations as teachers reside within our disciplines, where we seek not only to transmit information but also to induct students into the crafts of inquiry and encourage them toward originality. We seek to help students learn to question, to analyze rationally the problems or information before them, to extend knowledge toward understanding of context and implication, to support independently formulated explanations or conclusions based on logic and the range of information available, and to defend the merits of their explanations or conclusions in comparison to alternatives. Because disciplines vary widely in the material, topics, or phenomena studied and in the methods used in study, the breadth of the liberal arts is an exercise in perspective and an invitation to see the complexity of people, phenomena, issues, and decisions. Disciplines are precisely that: the intellectually disciplining aspects of the liberal arts. What distinguishes participation in the practice of this craft from more technical forms of training is the emphasis on context and implication, independent thought, and respect for vigorous disagreement.

**Scholarship**

Hanover College encourages and requires continued scholarly activity of faculty because intellectual vitality and the ongoing practice of the crafts of learning are fundamental to teaching well.

The College is committed to the expansion of knowledge and the refinement of skills, understanding, and values among its students. As faculty, we need to exemplify in our professional lives the attributes which are necessary for the purposes to which the College is dedicated, including intellectual curiosity, independent thinking, sound judgment, and clear expression.

The College recognizes that worthwhile scholarly activity takes many forms. Often such activity leads to tangible results such as a scholarly paper, article, or book; a literary work; an original laboratory manual or other course-related materials; or an exhibit, performance, or lecture recital. Such achievements are publicly celebrated. Other less tangible and therefore less public forms of achievement can be equally worthwhile, such as the development of a new area of expertise within one's field, participation in an N.E.H. or N.S.F. seminar, or the development of new technical skills or methods of teaching.

Whether directed toward more or less tangible results, scholarly activity entails focused inquiry: the continuous practice of questioning, inquiring, doubting, and discovering. And whether our scholarly pursuits are directed toward more or less tangible results, as members of a scholarly community we need to be able to explain to each other the significance of the questions or problems that we pursue, the methods that we use to pursue them, and the content and implications of our conclusions.

**Community**

At a residential college, much education takes place outside of class and class-related expectations. The role of the faculty at Hanover is, therefore, much broader than at institutions with narrowly defined missions.

To sustain an academic community that is broadly engaging, challenging, and supportive, faculty need to serve as full participants in the life of the College. For example, they need to be accessible if they are to be able to offer tutorial assistance and to fulfill their roles as informal advisors to students who seek them and as formal advisors who help students to craft a coherent course of study, address academic difficulties, and pursue career objectives.

Other forms of participation in the life of the College may be quite varied. Again, no single mold defines the activities or the character of such participation. The committee system, through which the institution reaches many decisions, assumes broad participation, and most faculty make some contribution in this way. However, committees are one means by which we participate, not the sole barometer of participation or an end in themselves. Other forms of participation in the life of the College are equally worthwhile and necessary. These may include active service as an advisor to student groups, participation in campus organizations, attendance at cultural and sporting events, especial dedication as an academic advisor, the fostering of student and faculty volunteerism in the public service, work with the Parents' Association, Alumni Association, or other College constituents, and so on.

The College values greatly faculty participation in the local, regional, national, and international professional and civic communities beyond the campus. Such participation can take many forms, but it is valuable because it is personally enriching, it fosters intellectual vitality, and it exemplifies the qualities of life and service that the College enunciates.

The list of possibilities for participation is long, perhaps endless. This criterion, however, affirms that teachers need to know their students in order to teach well and so need to be present among them outside of class as well as in and teach by deed as well as word.

**V-9 CLARIFYING THE** **GENERAL CRITERIA FOR EVALUATION FOR NEW FACULTY**

Approved by Academic Affairs

Approved by the Faculty

A faculty member may receive mentoring from other faculty within the department, particularly senior members and the department chair. The Division Coordinator also plays a central role in mentoring. If the faculty member wishes to be assigned a mentor from outside the department, either the Division Coordinator or the faculty member can initiate the conversation and arrange an appropriate match.

In order to promote understanding of the expectations for faculty as teachers, scholars, and members of this community, there will be a number of meetings for open discussion with faculty in their first through fifth years of service to the College.

1. New Faculty Orientation will include a discussion of teaching, scholarship, and participation in the community at Hanover College. The procedures used in faculty evaluation will also be outlined and discussed.
2. The New Faculty Teaching Group convened by the Dean of Academic Affairs or designate meets several times a year to discuss matters of concern to new faculty. Members of the Faculty Evaluation Committee and the Faculty Development Committee will be asked to discuss with the group particular questions anyone may have concerning the process of evaluation, teaching, scholarship, or community service. Representatives of the Evaluation Committee will also review the self-evaluation form, the process of evaluation, and criteria for evaluation.

It is hoped that through discussion of concrete questions about the application of the criteria outlined above to classes, assignments, grading, discussion, teaching methods, advising, community service, etc., and even through the expression of disagreement among faculty, those who feel uncertain about their roles at the College and the ways in which their performance will be evaluated will gain an understanding of the qualitative concerns and the latitude for judgment that is open to them.

**V-10 FACULTY** **EVALUATION FILE**

Approved by the Faculty

The committee accumulates information from a variety of sources—from the faculty member under review, from colleagues and from students. The information is filed in the Academic Affairs Office.

Materials to be included in Evaluation files consist of:

1. self-evaluation form and current vita;
2. colleague evaluations from at least three faculty who have observed your classroom teaching, typically two from the same department (or division in the case of small departments) and at least one from outside the department (see paragraph below for details of requirement);
3. colleague evaluations from all other members of the same department;
4. an evaluation letter from the Division Coordinator;
5. other colleague evaluations if so desired;
6. all course evaluations for the most recent two years;
7. copies of syllabi for courses taught during the most recent two years;
8. copies of representative examinations given in courses;
9. copies of major course handouts, if any, e.g. handouts that describe expectations of student work;
10. copies of scholarly works since the most recent evaluation;
11. copies of proposals to the Faculty Development Committee for sabbatical leave and major and minor grants;
12. copies of reports to the Faculty Development Committee on sabbatical leave and major and minor grants;
13. evaluations of committee service;
14. any other materials that the faculty member may choose to include;
15. reports provided for the file directly to the Academic Affairs Office by the Registrar on courses taught, enrollment, distribution of grades, and advisees.

At the May 2000 faculty meeting the following motion was passed: “In conjunction with his/her department chair, each faculty member under review by the Faculty Evaluation Committee will be responsible for having in the evaluation file at least three letters from faculty who have observed his/her classroom teaching. These observations should have been made during the two academic years previous to the evaluation (one year previous for first-year reviews). Typically, at least two of these letters will be from the faculty member’s department (or division, in the case of small departments), and at least one will be from outside the department. Faculty members under review should provide a brief rationale for their particular choice of classroom visitors.”

The Evaluation Committee may seek additional information from the person under evaluation or other college officers. If the Committee does so, it will notify the person under evaluation.

The faculty member has the responsibility of keeping the file up-to-date. He or she is expected to keep in the file the results of student evaluations that were required during the previous two years. Additional evaluations may be included if the faculty member so chooses.

The faculty member has control over other material kept in the file, e.g., copies of professional papers, evidence of professional activities and involvement in professional organizations, additional letters of evaluation, and the like.

The file is available to the President, Dean of Academic Affairs, and the individual at any time. It is available to the Committee only at the time of the faculty member's review. Student course evaluations, but not other materials in the file, are available to the Division Coordinator and the department chair.

**V-11 THE SECOND-YEAR EVALUATION**

*Self-Evaluation Form for Second Year Faculty*

Adopted by vote of the Faculty, November, 1990

The complete evaluation file is submitted to and maintained by the Office of Academic Affairs.

Include a current vita with the completed self-evaluation.

1. Discuss your teaching at Hanover.
2. How do your specialized areas of knowledge contribute to the courses that you teach, and how do they complement the mission of your department?
3. How do you conceive of the role of your discipline and your role as a teacher of it within a liberal arts college?
4. What are your strengths and weaknesses as a teacher?
5. How do you analyze your student evaluations? In what ways do you think that they should be interpreted? Why? (Please know that the Committee recognizes that student evaluations require interpretation and are not always best taken at face value.)
6. Are you engaged in any other activities that you wish the Committee to be aware of? If so, please discuss.
7. Discuss your plans:
8. for your development as a teacher of your discipline
9. for your development as a scholar
10. for your broader roles as a member of this academic community.

**Colleague Evaluation for Second Year Faculty**

Adopted by vote of the Faculty, November, 1990

1. How has [person being evaluated] contributed to the department and its curriculum? Upon what is this judgment based?
2. Were there any difficulties created by the College or colleagues that affected the first year for this person? If so, what? What could be done to help this person better fulfill his or her responsibilities?
3. What is your judgment concerning the potential of this person for the continued growth necessary for effective teaching, and what is your judgment concerning the potential of this person to contribute to curricular development and to the intellectual vitality of this academic community? Upon what are these judgments based?

**V-12 THE FOURTH, SIXTH, AND SUBSEQUENT-YEAR EVALUATIONS**

Adopted by vote of the Faculty, November, 1990

*Self-Evaluation Form for the Fourth, Sixth, and Subsequent Years*

Attach a current vita to the completed self-evaluation.

1. Discuss your teaching at Hanover.
2. In each course you teach, what are you trying to accomplish? You may, if you wish draw distinctions among introductory courses, advanced courses, Independent Studies, Directed Studies, etc.
3. What are your strengths and weaknesses as a teacher? What specific efforts have you made or are you making to improve your courses (including the introduction of new ones) and your teaching?
4. If you use laboratories, the library, or computers in your teaching, discuss your goals in doing so and your means of doing so.
5. Discuss your roles as a teacher outside of the classroom, including your role as an advisor.
6. How do you analyze your student evaluations? In what ways do you think that they should be interpreted? Why? (Please know that the Committee recognizes that student evaluations require interpretation and are not always best taken at face value.)
7. What are your plans for your further development as a teacher of your discipline?
8. Discuss your professional activities and development.
9. Describe the scholarly projects and activities in which you have been engaged since your most recent evaluation. What is the significance of these projects within your discipline? (If you have delivered scholarly papers or books, produced an artistic exhibition or public performances, or won professional honors or awards, please list them on your vita, discuss them here, and place copies in your evaluation file.)
10. What is the relationship between your projects and activities and the content and style of your teaching?
11. What are your scholarly goals for the next two or three years?
12. Non-tenured faculty without terminal degree: What is the present status of your degree program?
13. Community Activities.
14. What other activities are you engaged in that contribute to the life of this academic community? Please discuss.
15. Are you engaged in other activities that you wish the Committee to be aware of? If so, please discuss.

**Colleague Evaluation for Fourth, Sixth, and Subsequent Years**

Adopted by vote of the Faculty, November, 1990

1. As a teacher, scholar, and member of this college community how has [person being evaluated] contributed to the department and its curriculum and to the college as a whole? Upon what is this judgment based?
2. Are there any problems or weaknesses that you perceive? If so, what are their sources and what do you believe can be done about them?
3. This is a tenure and/or promotion review for [person being evaluated]. Do you believe that he or she should be tenured or promoted to a member of the Hanover faculty?

OR if not a tenure/promotion review

1. If the faculty member is currently untenured, do you believe that he or she should be retained as a member of the Hanover faculty?

**V-13 STUDENT** **COURSE EVALUATIONS**

Approved by Academic Affairs

Approved by the Faculty

Student evaluations of instruction are included as part of the evaluation process. The regulations governing student evaluations are:

1. All courses taught by non-tenured faculty members shall be evaluated by students each time they are offered.
2. All courses taught by tenured faculty members shall be evaluated by students at least once in each two-year span in which a course is offered. It shall be the responsibility of the individual faculty member to see that this is done.
3. In all other years the evaluations by students of courses taught by tenured faculty members and the disposition of the results of such evaluation shall be at the discretion of the faculty member.
4. On the envelope for returning forms the faculty member shall indicate whether the results are to be placed in his or her file in the office of the Dean of Academic Affairs.

1. Evaluations shall be administered during a class hour in the last two weeks of a thirteen week term or in the last week of the Spring Term. They are not to be administered during an exam hour.
2. The instructor or a designated student should distribute the forms. After the evaluations are completed, a student should collect them and take them to the office of the Dean of Academic Affairs.
3. The results of the student evaluations will be available to the faculty member after grades have been filed with the Registrar.
4. Student course evaluations are available to the Division Coordinator and department chair. Evaluations of Liberal Arts Degree Requirement courses are available to the Division Coordinators supervising those particular courses.

**V-14 HANOVER COLLEGE FACULTY MEDICAL LEAVE POLICY**

Approved by Academic Affairs, 2012

Approved by Faculty 2012

1. **HEALTH AND PROFESSIONAL RESPONSIBILITIES**

Faculty members at Hanover College are professionals and members of a unique community designed to enhance student learning and development. As such, each faculty member is committed to meet all of his or her teaching and professional responsibilities as completely as possible. When health-related problems arise in a faculty member’s life, the college community has committed itself to support the faculty member and to maintain Hanover College’s commitment to excellent teaching and learning experiences in every college class and laboratory session. In some cases, the support and care of the community is sufficient to deal with the situation adequately while the faculty member is recuperating, but in other situations, it is necessary that the faculty member apply for a health-related leave. This section of the Hanover College *Faculty Manual* is designed to explain the College’s policies on health-related leaves and to aid faculty members who might find it necessary to apply for such a leave.

These policies are not intended to restrict any rights of faculty members provided by the Family Medical Leave Act of 1993 (FMLA) or to minimize the obligations required of Hanover College under the provisions of this law. This act requires employers to provide an unpaid leave of up to 12 weeks during a rolling twelve-month period for eligible employees who have serious health conditions. A “serious health condition” is defined by this act as an illness, injury, impairment, physical or mental condition which requires either inpatient care or continuing treatment by a health care provider (a copy of the FMLA is available in the Office of Human Resources). All of the policies outlined below comply with the FMLA guidelines, but are designed to provide more assistance to faculty members who encounter serious health-related problem than the minimum required by law.

Faculty members who find themselves in a position where they must consider the possibility of a health-related leave should seek the counsel of the personnel in the Office of Human Resources who are acquainted with the nuances of the College’s policies and who are willing to assist faculty members as they navigate their way through the entire process.

**Occasional Missed Classes**

Faculty members may, from time to time, encounter health-related problems that prevent them from teaching or meeting with their assigned classes, and the necessity of missing classes sporadically is accepted. If a faculty member has a health-related problem that prevents him or her from teaching a scheduled class or laboratory session, the faculty member will immediately notify a faculty secretary who will place a notice in the appropriate classroom(s) announcing that a faculty member will be unable to teach that day and outlining any necessary adjustments in course assignments. In addition, the faculty member will make arrangements with other members of the department, and, if necessary, with the Dean of Academic Affairs, in order for the faculty member’s other duties to be carried on without interruption.

**Prolonged Periods of Missed Classes**

When a faculty member’s absence extends beyond a single day, the faculty member will consult with his or her departmental colleagues, and every possible attempt will be made to find ways to cover the missed classes so that students can be adequately supported in their learning. The faculty member’s departmental colleagues will also attempt to make sure that all of the other professional responsibilities of the absent faculty member are adequately covered. If the department is unable to cover the absent faculty member’s teaching and professional responsibilities in an adequate way, the members of the department will work with the division head and/or the Dean of Academic Affairs to develop a plan that uses other resources so that the necessary teaching and professional responsibilities of the faculty member can be adequately covered.

**Required Documentation**

In order to comply with federal Family and Medical Leave Act (FMLA) provisions, it is necessary to document the point at which a potential medical leave may begin. Therefore, if there is reason to believe that a faculty member’s absence will extend longer than a week, the department chair must submit a brief summary of the situation to the Dean of Academic Affairs. This summary should include the initial date of the faculty member’s absence and an outline of the plan developed by the department to cover the faculty member’s teaching and professional responsibilities. Upon receipt of this summary, the Dean of Academic Affairs will notify the Office of Human Resources that the faculty member may be seeking an FMLA related leave of absence. Faculty members may then be contacted by the Office of Human Resources to complete the appropriate paperwork needed to establish FMLA eligibility.

1. **PAID MEDICAL LEAVE**

**Extended Health-Related Absences**

If a faculty member is unable to teach for a period of more than two consecutive weeks, the department will confer with the Dean of Academic Affairs who will consult with the faculty member or his or her representative to determine the likelihood that the period of absence will extend beyond the two-week period. If a lengthy period of absence is highly likely or certain, the faculty member, the faculty member’s department, or the faculty member’s representative will present a request for a medical leave that specifies the anticipated duration of the proposed leave to the Dean of Academic Affairs. This request should be accompanied by medical certification provided by a physician or another licensed health care provider that specifies the nature, the beginning date, and extent of the health-related problem. The Dean of Academic Affairs will notify the Office of Human Resources to assist with all of the necessary paperwork.

**Paid Medical Leave: Tenured or Tenure-track Faculty Members**

Once the appropriate medical certification has been presented to the Dean of Academic Affairs, a tenured, tenure-track, or a permanent faculty member (e.g. those on-going faculty members who are on administrative contracts) will receive a paid medical leave of up to six months of the academic year. The actual length of any leave will be dependent on the diagnosis and documentation provided by a physician or another licensed health care provider. This leave may include consecutive portions of two successive academic years.

**Paid Medical Leave: Faculty Members on Term Contracts**

Medical leaves are not guaranteed for faculty members with term contracts, but, when the situation warrants it, such faculty members may submit an application for a short term medical leave to the Dean of Academic Affairs. This request must follow the procedures outlined above. Approval of leaves for faculty members with term contracts is at the discretion of the College.

**Cessation of Salary and Benefits**

At the end of the six-month period of paid medical leave, the College will discontinue paying the faculty member’s salary and associated benefits. If the faculty member proceeds to apply successfully to the College’s insurance carrier for long-term disability benefits, the faculty member will be eligible to continue his or her individual or family health care coverage through the College’s policy at his or her own expense as long as the documented disability continues. In addition, a faculty member who is on long-term disability may apply for tuition remission at Hanover for his or her dependents as specified in the section of the *Faculty Manual* describing the College’s tuition remission program. As long as the faculty member is receiving long-term disability benefits, the faculty member’s spouse and dependents may apply for College ID cards which will enable them to attend College sponsored events and activities and to use College facilities such as the Horner Center.

1. **UNPAID MEDICAL LEAVE**

**Supplemental Unpaid Medical Leave**

If the faculty member realizes that he or she will not be able to assume full-time teaching responsibilities at the conclusion of his or her six-month period of paid medical leave, he or she may apply to the Dean of Academic Affairs for a six-month supplemental unpaid medical leave. Once the appropriate documentation required for long-term disability coverage has been submitted, the faculty member will be granted a six-month supplemental unpaid medical leave that will commence immediately after the conclusion of the six-month paid medical leave

**Continuing Faculty Privileges**

Although a faculty member who is on six-month supplemental medical leave will not receive either salary or any other monetary benefits from the College, the faculty member will retain his or her position, rank, and all of the rights and privileges of a full-time faculty member at the College (including office space and voting privileges at faculty meetings). The College guarantees that it will hold the position of a faculty member who is on a leave of absence until the beginning of the first fall or winter semester that starts one year after the faculty member was initially granted a medical leave. If the faculty member is able to resume his or her teaching and professional duties at any time during the period of the supplemental medical leave, he or she will be guaranteed the right to resume his or her duties at the beginning of the next academic term.

**Reinstatement**

In order to be reinstated, before the end of the six-month period of supplemental unpaid medical leave, the faculty member must provide the Dean of Academic Affairs with a written declaration of intent to resume his or her duties. This declaration must be accompanied by documentation from a physician or another licensed health care provider that the faculty member will be able to resume his or her full teaching and professional responsibilities. After receiving this request and the appropriate supporting documentation, the Dean of Academic Affairs will reinstate the faculty member to full faculty status, with full salary and benefits, at the beginning of the next academic term.

**Replacement Staffing**

When it is uncertain that a faculty member who is on supplemental leave will be able to return to work in the upcoming academic term, the College’s need to schedule courses and register students in a timely manner may make it prudent to seek temporary replacement staffing. Such action by the College will not void the guarantee listed above “to hold the position of a faculty member who is on a supplemental leave of absence until the beginning of the first fall or winter semester that starts one year after the faculty member was initially granted a medical leave.” In the event that temporary staffing has been contracted, a faculty member’s assigned duties upon returning from a supplemental leave will be determined by the Dean of Academic Affairs in consultation with the faculty member and his or her department.

**Extension or Termination of Unpaid Supplemental Leave**

If the faculty member cannot return to work and resume his or her professional responsibilities at the end of the six-month supplemental leave of absence and yet finds that there is a reasonable possibility that he or she may eventually be able to resume full-time teaching responsibilities, he or she may apply to the Dean of Academic Affairs for a renewal of the supplemental unpaid medical leave for a designated period of time. This application must be accompanied by documentation from a physician or licensed health care provider stating that adequate recuperation is possible within or at the conclusion of the designated period of time of the extension of the unpaid supplemental leave. If the faculty member does not apply for an extension of the unpaid supplemental leave, or if such an extension is not granted by the College, at the end of the initial unpaid supplemental leave the College will officially terminate its relationship with the faculty member. If the relationship is terminated, the faculty member will lose the rights and privileges that normally accompany active faculty status at the College.

1. **LONG-TERM DISABILITY**

If a faculty member, the department, or the faculty member’s representative realizes that his or her period of absence will extend beyond the six-month period of approved paid medical leave, the faculty member or his or her representative is eligible to apply for long-term disability benefits through the College’s long-term disability insurance carrier. As soon as the faculty member knows that his or her medical condition will not allow him or her to return to the classroom after the six-month period of paid medical leave, the faculty member or the faculty member’s representative should inform the Dean of Academic Affairs of the ongoing problem. In order to facilitate application for long-term disability benefits, the faculty member or the representative must provide the Dean of Academic Affairs and the Office of Human Resources with documentation from a physician or another health care professional that certifies the specific nature of the medical condition, the beginning date of the condition, the extent of the ongoing medical condition, and substantiation that the faculty member will be unable to return to full-time teaching at the end of the six-month period of paid medical leave. The Dean of Academic Affairs will notify the Office of Human Resources, and that office will assist the faculty member in his or her application for long-term disability insurance coverage.

1. **MEDICAL LEAVE AND PROGRESS TOWARD TENURE OR PROMOTION**

Periods during which a faculty member is on either a six-month paid medical leave or a supplemental unpaid medical leave will not count toward accrual of time served as a faculty member necessary for consideration for tenure, promotion, or progress toward participation in the College’s sabbatical leave program.

1. **MEETING STAFFING NEEDS**

If a faculty member is granted a medical leave, the department chair or another faculty member selected by the members of the department should consult with the Dean of Academic Affairs to determine how best to cover the classes that the faculty member will miss during the remainder of the academic term so that student learning will not be jeopardized. If the courses previously assigned to the faculty member with health-related problems can be adequately covered by other faculty members in the department and if they are willing to take on this responsibility, the faculty members who cover these courses will be compensated by arrangement with Dean of Academic Affairs. This compensation may be in a variety of forms including additional monetary compensation or course release or reduction during a future academic term.

In determining the monetary compensation that a faculty member will receive for such additional course load, the minimum rate of compensation per course will be the higher of two figures: either the pre-published per-course salary for adjunct faculty or an amount equal to a one course proportion of the faculty member’s annual salary (prorated, in either case, for the time remaining in the term).

If no department members are willing or able to take over the courses of the faculty member who is temporarily unable to teach, the Dean of Academic Affairs and the department chair shall make provisions for hiring either other members of the faculty or temporary adjunct replacements.

If it becomes clear that the faculty member will be unable to teach courses during subsequent academic terms, the Dean of Academic Affairs will consult with the faculty members in the department to determine how best to address staffing. If department members are asked to teach some or all of the courses vacated by their colleague who is on medical leave, they will be compensated under the same guidelines listed above.

**V-15 PROCEDURES** **FOR THE DISMISSAL OF A TENURED FACULTY MEMBER**

[Awaiting approval by the Board of Trustees-- October 2012?]

Revised and Approved by Academic Affairs, September 2012

[Awaiting Faculty Discussion and Approval—September 2012?]

A. Prefatory Statement

Hanover College grants tenure to its teaching faculty in the expectation that the relationship between the institution and the individual will be permanent. However, situations sometimes develop which make it impossible for this relationship to be as lasting as originally anticipated. In view of this possibility, it may become necessary to engage in procedures which could lead to the dismissal of a tenured member of the faculty. The grounds for dismissal include moral turpitude, incompetence, ethical violations, violence, criminal acts, and other such acts which may bring damage to the property and personnel of Hanover College.

B. Procedures

The following procedures are herewith presented so that the faculty member on tenure and the institution may resolve problems in an organized manner and on a professional basis.

1. Statement of Charges Against the Tenured Faculty Member. This statement will consist of:
2. Origin of charges.
3. Evidence of charges.
4. Summary of charges and projected institutional decision.
5. Formal Presentation of Statement of Charges by the President of the College
6. The President will meet with the accused faculty member alone and present charges in writing.
7. The President may meet later with the accused faculty member in the presence of the Dean of Academic Affairs and/or another appropriate administrative officer to discuss and clarify the charges.
8. Formal Presentation of Response to Charges by the Faculty Member .
9. A written response shall be filed with the President within seventy-two hours after the initial meeting when charges were formally presented, as specified in section 2 above.
10. Meeting for the Resolution of the Charge Against the Faculty Member
11. A meeting between the President and the accused faculty member will be held within seventy-two hours after the response to the charges has been filed with the President.
12. The President and the faculty member will attempt to resolve the problem without the intervention of a third party. If a mutual resolution can be accomplished, the case will be considered closed.
13. If a resolution cannot be accomplished, the intervention of a third party will be brought about in one of the following forms:
14. an individual mutually agreed upon between the President and the accused faculty member
15. a representative committee elected by the faculty (such a committee would be composed of five tenured faculty members and of no one below the rank of associate professor)
16. With the use of a third party, the case will then proceed to the status of a hearing.
17. The President may withdraw from the case, and may be represented by a colleague or by counsel.
18. Hearing by a Third Party
19. The case of the College would be presented in writing.
20. The case of the faculty member would be presented in writing.
21. Witnesses would be presented (if necessary) by both parties at times and places fixed by the third party.
22. The third party may call additional witnesses at his or her own discretion. Both parties shall have the right to confront and question the witnesses.
23. If a committee is used to conduct the hearing, the committee will elect its own chair and will keep a complete transcript of the proceedings. A copy of the transcript will be made available to both parties.
24. Results of Hearing
25. The results of the hearing will be revealed confidentially by the intervening party to the President and the accused faculty member.
26. The decision will not be publicized, pending the acceptance or rejection of the decision by either party within twenty-four hours.
27. If the College and the faculty member accept the decision, the case will be considered closed.
28. If the faculty member states that he or she elects to use the civil courts to adjudicate the case, the College would then review the desirability and necessity of conducting a formal hearing.
29. If the faculty member rejects the decision, he or she must then state his or her appeal to the Executive Committee of the Board of Trustees, through the President of the College, within five days. The Executive Committee will act on behalf of the Board of Trustees.
30. The chairman of the Board of Trustees will convene the Executive Committee within two weeks of receiving an appeal from either the President or the faculty member.
31. If the College rejects the decision of the third party, an appeal will be made by the President to the Executive Committee of the Board of Trustees within five days. The faculty member will be informed of the appeal.
32. Presentation of Appeal
33. It is assumed that the presentation of an appeal by either party represents a disagreement with the decision of the intervening party.
34. The Executive Committee will be presented with all briefs and evidence presented to the intervening body.
35. The President and the faculty member and/or the representative of each shall have the right to appear in person before the Executive Committee.
36. If the Executive Committee elects to call other witnesses, it will be free to do so at its discretion. Both parties shall have the right to confront and question such witnesses.
37. Should it be the will of the Executive Committee to seek evidence from a variety of sources, it shall be free to do so.
38. Should the deliberations of the Executive Committee reveal new evidence in the case, the Executive Committee shall submit this evidence to the intervening party and to both parties in the dispute for further consideration. Both parties could exercise the prerogative to respond to this new evidence.
39. Decision of Executive Committee of the Board of Trustees

After deliberation on the appeal is completed, the decision of the Executive Committee will be rendered. The decision of the Executive Committee will be considered final by both parties.

1. Announcement of Decision

The decision of the Executive Committee will be revealed in writing to the President, to the faculty member involved, and to the intervening third party, and through a circulated announcement to the College faculty and administration.

1. Finality of Decision Following Hearing

The action taken as the result of the hearing shall be at the sole discretion of Hanover College.

**V-16 GUIDELINES** **FOR REDUCTION OF STAFF**

Approved by Academic Affairs

**Need for Evaluation**

Hanover College exists as an institution of higher education in the Christian liberal arts tradition, dedicated to the task of providing its students with the best educational experience of which it and they are capable. All areas, programs, and agencies of the College exist for the sake of and make important contributions to the fulfillment of this educational task. When financial and economic conditions force restrictions upon the operations of the College, however, it becomes necessary to assess the relative importance of the various areas of operation, together with their particular programs and agencies, to the effective functioning of the institution in its educational task.

**Criteria**

In any attempt to assess the relative importance of either general areas of operation or specific programs and agencies to the effective functioning of the College as an educational institution two criteria are to be employed:

1. Relevance to the central task of providing students with a quality education in the Christian liberal arts tradition, particularly as this comes to expression in the total curricular program of the College.
2. Relevance to the equally important task of recruiting and retaining qualified and capable students, for whose sake the College exists.

It is precisely because these two criteria reflect the two poles of the College's existence and may on occasion yield different or even conflicting demands that they must be set over against and used in conjunction with each other.

**General Priorities**

While no one area of operation, together with its particular programs and agencies, may be regarded as wholly expendable for the sake of others, nonetheless, a general schedule of priorities may be established.

1. Where reductions in non-instructional areas of operation can be made without seriously impairing the effective functioning of the College as an educational institution, this is to be preferred to reductions in the instructional area of operation.
2. Where reductions in instructional equipment and materials or in para-instructional operations can be made without seriously impairing the effective functioning of the curricular program, this is to be preferred to reductions in the instructional staff.
3. Where reductions in instructional staff can be made without seriously impairing the program of a department (i.e., its ability to staff courses required by the general curriculum or servicing other departments and to offer a program of major study where such exists), this is to be preferred to reductions which have the effect of eliminating in whole or in part the program of any department.
4. Where further reductions in instructional staff involve the elimination in whole or in part of existing departmental programs but can be made without seriously impairing the overall curricular program of the College, this is to be preferred to across-the-board reductions in the effective level of faculty salaries.
5. Where further reductions in instructional staff cannot be made without seriously impairing the overall curricular program and thus the effective functioning of the College as an educational institution, alternative solutions such as reductions in the effective level of faculty salaries may be preferable.

The above schedule of priorities is not to be regarded as unalterable, and the College should continuously seek to devise new and creative ways of structuring its programs and employing its resources so as to minimize the effect of enforced restrictions in its various areas of operation.

**Supplementary Considerations**

Reductions in instructional staff invariably have an impact on the program of affected departments and thus on the total curricular program of the College. If the deleterious effects of such reductions are to be minimized, it becomes imperative to assess the relative importance of the various departments of instruction to the effective functioning of the College as an educational institution. Application of the two criteria to this specific area of the College's operation must take into account the considerations under the two headings listed below.

1. The centrality of each department's program, considered both in itself and as part of a larger whole constituted by divisional areas of the curriculum, to education in the Christian liberal arts tradition.
2. In itself each department's program is to be assessed with reference to its individual component elements (courses fulfilling curricular requirements, courses servicing other departments, elective course offerings, and its program of major study); as a totality each department's program is to be assessed in relation to the program of allied departments constituting a given divisional area of the curriculum.
3. Not all elements of a department's program may be of value, and departments may vary among themselves with respect to the centrality of the various elements of their programs.
4. The value of a department's service courses must be assessed with reference to the impact which their deletion would have upon the required courses or major program of the departments which they serve.
5. Courses fulfilling curricular requirements are not necessarily of more value than programs of major study.
6. Tenure commitments to departmental members are in themselves no guarantee of the value of the particular programs and courses staffed by the personnel who hold them.
7. The contribution of each department, as reflected in the student response to and instructional quality of its various program elements, to the recruitment and retention of capable students.
8. Student response is to be assessed in both qualitative and quantitative terms, the former being of particular importance with respect to the department's required and service course offerings, the latter with respect to its elective course offerings and program of major study.

1. Excellence of instruction as reflected in the qualitative response of students, especially at the level of a department's required and service course offerings, may not in itself lead to but may be of equal value with a high volume of students' response to the department's elective offerings and major program.
2. The load carried by the staff of a department is important as it affects instructional quality, and while load is not identical with the quantitative response of students to a department's program, there is a point at which a high volume of response will begin to have a negative impact on the teaching effectiveness of existing staff.
3. The quantitative response of students to the elective offerings and major program of a department tends to fluctuate rather erratically and thus should be measured progressively in units of three to five years and should be set in light of national trends in student academic interests.
4. A low volume of response is not in itself an accurate indication of student academic and career interests any more than a high volume of response is in itself a guarantee of instructional excellence.

It is to be emphasized that in arriving at decisions concerning the relative importance of the various departments of instruction both the criteria and the supplementary considerations are to be employed.

**Decision Making**

Responsible decisions in these matters cannot be made in a haphazard and piecemeal fashion, but must at every stage be made with reference to the total program of the College and with concern for its effective functioning as an educational institution. While the faculty as a whole has specific responsibility for determining the nature, structure, and content of the curricular program, there are pragmatic realities which tend to impair the implementation of the faculty's role in such matters. Accordingly the Faculty Steering Committee together with the Dean of Academic Affairs shall be authorized to represent the faculty in making recommendations to the President in these matters.

1. The Committee and Dean shall, in consultation with such academic departments, faculty committees, and administrative offices as it deems necessary, undertake a continuing assessment of the nature, structure, and content of the educational program of the College and the personnel resources available to it.
2. It shall be the responsibility of the Committee and Dean to advise the President
3. where reductions in instructional staff can be made with the least impairment to the curricular program of the College;
4. how programs of the College may be restructured and personnel redeployed so as to minimize the effect of enforced restrictions upon the effective functioning of the College as an educational institution.
5. Wherever curricular modifications are indicated by the action of the President to reduce instructional staff or to support restructuring of the curriculum, such actions and their accompanying rationale shall be transmitted at an appropriate time to the Curriculum Committee. The Curriculum Committee shall subsequently refer curricular modifications together with any recommendations it cares to make, to the faculty for action.

**VI. PROFESSIONAL DEVELOPMENT**

**VI-1 THE FACULTY** **DEVELOPMENT COMMITTEE**

Adopted by vote of the Faculty, November, 1991

Amended April and November 1999

The Faculty Development Committee assists the faculty to achieve the noteworthy professional standards demanded by their Hanover peers and emphasized as criteria for evaluation by the Faculty Evaluation Committee. In order to promote the intellectual and scholarly development of faculty, to further the teaching mission of the College, and to encourage a sense of campus community, the Committee disburses monies for Professional Travel Allowances and Faculty Grants. Also within the purview of the Committee is the supervision of the Sabbatical Leave, Spring Term Leave, and the International Travel Programs, described in more detail in the documents of the same names. Eligibility requirements are specified in those documents. However, to be eligible for any programs overseen by the Committee, one must be up-to-date on all the requirements associated with previous programs one has participated in.

**VI-2 PROFESSIONAL TRAVEL**

The Faculty Development Committee supports travel, lodging, meals, and registration for faculty members attending regional, national, and international professional meetings. Active participation in any meeting (e.g., presenting a paper or poster session, serving as a discussant, chairing a panel, or fulfilling duties as a society officer) qualifies an individual for supplemental funds not restricted for use at that particular meeting. The travel allowance for attendance of professional meetings is $400 per year. Active participation in a meeting (i.e., chairing a session, presenting a paper, leading a workshop or field trip, serving as a discussant, or being an officer) makes one eligible for an additional $350 per year depending on the availability of such funds. The Committee requires evidence of participation before approving supplemental funds but otherwise does not process either active or passive allowance requests; instead, all travel money should be requisitioned from and accounted for with the Business Office. Faculty on joint contracts are eligible as defined by contract.

Faculty may rollover travel funds for up to 3 years.

To meet federal tax regulations, a special form must be filed detailing travel expenses. Because of federal regulations, it is not possible to reimburse faculty for meals unless the professional meeting includes the expense of an overnight stay.

**VI-3 FACULTY GRANTS**

The Faculty Development Committee supports a variety of scholarly activities through Minor Grants and Major Grants. Faculty Grants may not, however, be requested for thesis or dissertation work; formal class studies related to degree work; support of student research leading to Hanover College credit (e.g., Independent Studies); or compensation for faculty time spent on a project. A Faculty Grant may be requested for reimbursement of funds expended for recent unexpected and urgent scholarly activities.

All grant requests should be directed to one of the several categories specified in the Committee document, "Faculty Grants"; should include a rationale for the grant, any relevant background information, such as a curriculum vitae or bibliography of relevant publications, presentations, or projects, and an itemized budget; should identify the anticipated benefits to both the individual and the institution; and must be received for review by the Committee by deadlines announced annually. Grant proposals should be addressed to the Faculty Development Committee and its Chair. The proposals will be turned in to the Dean's Office for its distribution to all members of the Committee. Individuals on leave may apply for funding from any of these categories.

**Eligibility**

Minor Grants are available on a competitive basis to any member of the teaching faculty, including part-time and visiting faculty, to retired faculty with emeritus status, and to full-time administrators.

Major grants are available on a competitive basis to full-time, continuing faculty members whose contractual responsibilities are instructional. Part-time and shared position members are eligible for a prorated amount based on their teaching load for the academic year. Academic administrators such as the academic dean and librarians are eligible for up to 50% of a major grant amount.

No special consideration will be given to any applicant's sex, age, years of service, academic rank, tenure status, departmental affiliation, or number of past grants. Only one Minor or Major Grant proposal from an applicant will be considered during a funding cycle, however, and only one Major Grant will be awarded an individual in any academic year.

**Terms of Acceptance**

An approved Faculty Grant is an explicit agreement between the College and the awardee. Approved Grant proposals will be published on the FDC website unless the author requests otherwise. The awardee is cautioned to adhere to the letter of the approved proposal and to keep the Committee informed of all deviations from the proposal. Significant changes in the proposal not approved beforehand by the Committee, will render the agreement null and void, and the awardee will relinquish all claims to grant monies, whether received or not. The awardee who proceeds unilaterally with a significantly different project than that approved does so at the risk of being asked to return monies already spent. In the event of urgent and unanticipated expenses in connection with an approved project, an awardee may request—but is not guaranteed—reimbursement for out-of-pocket expenses. Awardees always invest personal funds at their own risk, though.

Once a Faculty Grant is awarded, the recipient will process all claims for monies through the Business Office. All approved funds must be claimed (though not necessarily spent) by the last day of June to avoid forfeiture.

Any materials, equipment, supplies, and the like remaining after completion of the project become the property of the College. Any resultant scholarly product should include acknowledgment of the Committee and Hanover College.

The proposed project to be funded by a grant must be completed within one year following notification of acceptance of the proposal by the Committee. Upon completion of the project, grant recipients are required to file a financial report with the Business Office and, in the case of Major grants, a narrative report with the Committee. Reports—addressed to the Faculty Development Committee and its Chair—will be turned in to the Dean's Office for its distribution to all members of the Committee.

Travel Reimbursement Expense Report is available from the Business Office.

**VI-4 FACULTY G****RANTS**

Adopted by the Committee, November, 1991

Amended April and November 1999

**Faculty Grant Categories**

1. Research Grants support scholarly activities leading to the production for a professional audience—whether by publication, presentation, or performance—of an original contribution to knowledge or culture. Some possible activities include research projects, artistic or creative endeavors, design of or modification to apparati, and creation or application of a computer program.
2. Individual Development Grants support scholarly activities in areas outside of a faculty member's expertise that will produce intellectual and pedagogical benefits.
3. Mini-Course/Workshop Grants support specialized, irregularly occurring activities involving the active participation of the faculty member (as distinct from passive attendance) at a meeting or conference.
4. New Course Development Grants support the development of proposed new courses.
5. Special Event Grants support opportunities for professional and/or personal development that do not fit any of the above descriptions. Such opportunities may include conferences, symposia, special seminars, luncheon speakers, etc.
6. Group Development Grants support activities by two or more faculty members that meet any of the above criteria, including international study trips. The maximum grant amount set forth in section V-2.2 of the *Faculty Manual* applies to each individual applicant for a Group Development Grant.

**Use of Funds**

Faculty Grant funds can be used for:

1. expendable supplies (i.e., materials consumed in the course of the project);
2. research participants (animal or human);
3. production costs incurred in publishing, performing, displaying or otherwise disseminating the final project;
4. assisting personnel (e.g., research/clerical assistants and consultants);
5. library acquisitions not normally covered by institutional budgets;
6. duplicating costs exceeding what may reasonably be borne by departmental budgets;
7. telecommunication costs exceeding what may reasonably be borne by departmental budgets;
8. postage costs exceeding what may reasonably be borne by departmental budgets;
9. travel expenses necessitated by the scholarly activity;
10. rental or purchase of essential equipment or apparatus.

**Grant Applications and Deadlines**

The maximum amounts that may be requested are $850.00 for a Minor Grant and $3,500.00 for a Major Grant. There shall be two funding cycles for all grants. Proposals must be received by the FDC by October 15 for consideration in the first cycle; proposals must be received by February 1 for the second cycle. If funds allow, a third cycle for Minor Grants will be created with a May 1 deadline. Grant proposals should be addressed to the Faculty Development Committee and its chair. The proposals will be turned in to the Dean's Office in both hard copy and a single electronic file (MS Word or PDF or Rich Text format. If you need help in converting a file to one of the required formats, please contact one of the secretaries or the IT Help desk.) for its distribution to all members of the Committee. The decision of the Committee can normally be expected within five weeks of the application deadline.

**Application Format**

An application for a Faculty Grant should include the following clearly delineated sections:

1. An abstract written in laymen's terms.
2. A description of the aim of the project that indicates the background for the project and places the project in a wider context of knowledge. The project's significance for the individual, the discipline, the College, and our students must be made clear.
3. If the proposal is part of a larger project for which a previous grant or sabbatical/spring term leave has been awarded, documentation of the progress of the project, such as details concerning related publications, chapters completed, or rough drafts, along with a listing of the previous grants/leaves should be provided.
4. Where applicable, documentation of the qualifications of the applicant for the proposed project, such as a curriculum vitae or bibliography of relevant publications, presentations, or projects.
5. Where relevant, an agenda for the project, noting procedures, methods, and techniques to be employed; a timeframe for commencement and cessation of the activity; intended results of the funded activity (e.g., final or partial completion of the project); and the ultimate disposition (e.g., publication, performance, exhibition, etc.) of the project.
6. Where relevant, a section identifying any ethical issues raised by the applicant’s research and how the applicant has addressed them. If such issues are raised and the applicant is in a field whose professional organization has an ethics statement, the applicant must demonstrate that he or she has dealt with these issues in accordance with professional guidelines.
7. A detailed, line-by-line budget, identifying sources and allocations of all monies applied to the project.
8. New course development grants must have a letter of approval from the department chair. For LADR courses, a letter of approval is also needed from the Division Coordinator.

**Evaluation Criteria**

Minor and Major Grant proposals will be evaluated by the Committee according to the following criteria

1. Quality, feasibility, ethical permissibility, and appropriateness of the project. An elaboration of these dimensions may be found in Section IIIC of the document, "The Sabbatical-Leave Program of Hanover College";
2. Impact on the applicant's career and/or the College;
3. Adherence to Committee guidelines.

**Final Reports**

Recipients of all grants will provide a complete accounting of expended funds to the Business Office consistent with their procedures.

Only recipients of Major Grants are required to provide the Committee with a written report. Reports—addressed to the Faculty Development Committee and its Chair—will be turned in to the Dean's Office for its distribution to all members of the Committee. Approved Grant Reports will be published on the FDC website unless the author requests otherwise. The report will be due within two months of the proposed termination date of the project and will include the following information:

1. a restatement of the project;
2. a detailed description of the awardee's activities;
3. the disposition of the project;
4. attachments of any resultant scholarly activity (e.g., copies of papers, publications, performance or exhibition dates, etc.).

**VI-5 THE SABBATICAL** **LEAVE PROGRAM OF HANOVER COLLEGE**

Approved by the Board of Trustees

Revised November 1999

**Purpose of the Sabbatical-Leave Program**

The basic goal of the sabbatical-leave program is to stimulate and renew faculty members and thereby enrich the academic program of Hanover College. A leave is a way of revitalizing the relationship between the faculty member and the profession.

Ideally, sabbatical leaves should help faculty members in their continuing education and the evaluation of their careers. Because of the relative isolation of Hanover College, a person who has been granted a sabbatical leave may wish to leave the environment of the College. The stimulation of a different intellectual environment and the freedom from the routines and tensions of the campus should result in a refreshed outlook on the professional situation at Hanover. It is recognized, however, that, for a variety of reasons, it is not always possible to leave the campus.

A sabbatical leave should be goal-oriented and lead to a tangible "product." Examples of appropriate leave activities are:

1. producing a formal research project intended for publication;
2. finishing an incomplete project;
3. initiating or continuing a long-term project;
4. learning a new area of interest;
5. retraining oneself in an area of special interest.

A sabbatical leave is not a right. An applicant may be denied a leave if there are problems of eligibility or if the proposal does not satisfy the objectives of the sabbatical-leave policy.

**Eligibility for Sabbatical Leaves**

1. Teaching faculty on a tenure-track are eligible to apply for a sabbatical leave after five years of service at Hanover. Leaves are granted on the basis of duly approved purposeful and scholarly plans for its use. Faculty are able to take their first leave after being granted tenure. They are eligible for subsequent leaves in their seventh year of service following a leave. Thus, they would be eligible after six and a half years of service following a Fall leave and six years after a Winter leave.
2. Because the granting of a sabbatical leave should not seriously handicap the academic progress of any student, eligibility will be contingent upon the possibility of replacing the instructor or otherwise ensuring the effective transfer of instructional duties.
3. Establishment of eligibility only allows one to apply for a sabbatical leave. The leave will be granted only on the basis of duly approved purposeful and scholarly plans for its use.

**Applications for Sabbatical for Sabbatical Leaves**

1. After eligibility has been established, a written application will be turned in to the Dean's office by August 15 of the year previous to the academic year for which the application is made in both hard-copy form and a single electronic file (MS Word or PDF or Rich Text format). If you need help in converting a file to one of the required formats, please contact one of the secretaries or the IT Help desk.
2. An application for sabbatical leave should be addressed to the Board of Trustees. If it is recommended by the Faculty Development Committee, it will be channeled through the appropriate academic officers—the Dean of Academic Affairs and the President of the College—to the Board. It should contain the following items:
	1. A short intellectual history of the applicant, containing a convincing demonstration of his or her preparation for the project to be undertaken during the leave. If the project involves work in an area that is new to the applicant, it may be wise to include letters of support from persons who are acquainted with the faculty member and know that the project is feasible. If the proposal is part of a larger project for which a previous grant or sabbatical/spring term leave has been awarded, documentation of the progress of the project, such as details concerning related publications, chapters completed, or rough drafts, along with a listing of the previous grants/leaves should be provided.
	2. A description of the purpose of the leave.
	3. A detailed presentation of the plans for the leave, including courses to be taken, creative writing to be done, research to be undertaken, etc.
	4. When appropriate, a curriculum vitae or bibliography of relevant articles, monographs, books, etc.
	5. A description of the anticipated results of the project: publication, performance, presentation, etc.
	6. A description of the benefits the leave will provide to:
		1. the person proposing the leave;
		2. the College and the applicant's discipline.
	7. The term or terms of the academic year for which the leave is requested. This item should include the reasons for the timing of the leave.
	8. The site or sites of residence during the leave period. This item should include the rationale for the site or sites chosen.
	9. An abstract (a short paragraph) to be shared with the Board of Trustees.
3. The Faculty Development Committee will review the application, paying special attention to the following criteria:
	1. Quality of the project. The project will be carefully examined for the clarity of its objectives, the soundness of its methodology, and its significance as a contribution to knowledge. If the committee does not have the necessary expertise to evaluate the proposal, reviewers from outside the committee will be consulted.
	2. Feasibility. The application should describe an activity and a set of goals that can, under normal circumstances, be realized within the allotted time and with the resources available. Consideration will also be given to the background and expertise of the applicant in the proposed subject of study.
	3. Timing. There should be convincing justification for the proposed timing of the leave, since there is a limit on the number of faculty members who may be on sabbatical leave at any time.
	4. Ethical permissibility. The proposal will be carefully examined to insure that there are no violations of the Hanover College "Statement of Professional Ethics" and the ethical standards of the applicant's discipline.
	5. Advantages to the College. The application should indicate how, by contributing to the professional growth of the faculty member, the leave will enhance the educational goals of the College.
4. The Faculty Development Committee will work with the applicant to arrive at an acceptable proposal. When this procedure has been completed, the Committee will forward its recommendations to the Dean of Academic Affairs and to the President who will carry them to the Board of Trustees. The situation in which there are more approved proposals than sabbatical slots is discussed below. The Committee performs an advisory role, since the final decisions on sabbatical leaves are made by the Board of Trustees.

**Timing of Sabbatical Leaves**

Approved by Academic Affairs

The timing of leaves shall be the responsibility of the Dean of Academic Affairs, with attention given to the following considerations:

1. Eligibility for sabbatical leave shall be confirmed by the Dean of Academic Affairs.
2. No more than one person from a department shall be on sabbatical leave at any one time, unless arranged **in advance of application** by the Dean of Academic Affairs.
3. The number of sabbatical leaves during any one academic year shall not exceed one-seventh the number of tenured faculty.
4. When the number of approved sabbaticals exceeds the number of leaves available, or where departmental needs are pressing, approved sabbaticals might be temporarily postponed. Whenever an issue of precedence arises, those faculty with approved sabbaticals postponed from the previous year shall have first priority. The remainder of the applicants will be ranked according to the period of time elapsed since the last sabbatical. If no sabbatical has been taken, the time elapsed since first employment at the college shall be used. Priority will be given to those with the greatest time elapsed. In the case of ties final selection will be determined by senior position in the line of academic march.
5. It is recognized that extraordinary situations may arise that demand flexibility in the application of this policy. The Dean of Academic Affairs working with the Faculty Development Committee has the authority in such situations to resolve the problem for the mutual benefit of all concerned.

**Arrangements and Terms for Sabbatical Leaves**

1. Sabbatical leaves will be of four types:
2. Fall or Winter Term at full salary;
3. an academic year at one-half salary;
4. a Winter and Spring Term at 90% of salary;
5. under special circumstances a Fall and Winter Term at 60% of salary.

(For example, a faculty member whose contract provides for an annual salary of $30,000, and who is granted a sabbatical leave for the Winter and Spring Terms, would receive a total of $27,000 [90% of $30,000] in pay for the year.)

1. A sabbatical leave does not affect compensation which is based on a percentage of the salary or to which both the College and the faculty member contribute, e.g., pension contributions and insurance premiums. A faculty member who has been granted a leave must consult with the Business Office about this matter well before the leave begins.
2. If a faculty member is awarded a fellowship or scholarship from an outside agency which pays the expenses or a portion of the expenses of a sabbatical leave, he or she cannot expect the College to grant a leave with pay for which that person would receive a salary greater than the original contracted salary from the College.
3. The recipient of a sabbatical leave may also receive a research grant from the College (or from an outside source) for the period allotted to the leave or the summer months adjacent to that period. However, the grant proposal and the sabbatical leave proposal must be separately submitted to the Faculty Development Committee for its consideration. Decisions on both proposals will be made separately.
4. In the event that a faculty member within two years following the termination of a sabbatical leave leaves the employ of Hanover College or retires for other than medical reasons, he or she shall refund that portion of salary paid during the leave according to the following scale:
5. A faculty member who does not resume his or her teaching responsibilities in the academic year following the year in which the sabbatical leave occurred shall be obligated to repay the College the full amount of salary received during the leave.
6. A faculty member who terminates his or her relationship with the College after one academic year following the year in which the leave occurred shall be obligated to repay the College one-half of the salary received during the leave.
7. While on sabbatical leave, a faculty member is considered to be in the full-time employ of the College.

**Reports on Sabbatical Leaves**

A written report on a sabbatical leave will be submitted to the Chair of the Faculty Development Committee within two months of the last day of the leave. The report will include the following:

1. a chronological accounting of the usage of leave time, including such matters as research accomplished, works of art completed, writing begun or completed, courses taken, seminars attended, etc.
2. an evaluation of the results of the leave.
3. a short paragraph summary of the Purpose of Leave and a short paragraph summary of the Results of Leave, which will be distributed to the Board of Trustees and the faculty and posted at the FDC website.

Copies of all papers, books, monographs, etc., either published or unpublished, which result from sabbatical leaves shall be deposited in the Duggan Library in a special file maintained for that purpose. Approved Sabbatical Reports will be published on the FDC website unless the author requests otherwise. Copies of such material should also be kept by the faculty member for his or her next evaluation by the Faculty Evaluation Committee.

**Revisions in Sabbatical Leave Proposals**

It may be necessary for a faculty member to forfeit a sabbatical leave because of illness, incapacitating injury, or other personal exigencies. This forfeiture does not mean that the faculty member will automatically qualify for a sabbatical leave in the following year. Such cases will be resolved individually with regard to the circumstances and timing of the forfeiture.

Any substantial deviation at any time from a project for a sabbatical leave that has been approved by the Faculty Development Committee should be immediately reported to the Committee for approval.

**Cancellation**

The sabbatical leave program may be canceled at the discretion of the Board of Trustees.

**VI-6 SPRING-****TERM LEAVE PROGRAM**

Adopted by vote of the faculty, April, 1993

Amended, April 1994 and November 1999.

**Purpose of the Spring-Term Leave Program**

As with the sabbatical leave program, the goal of the Spring Term leave program is to enrich the academic program of the College by stimulating the scholarly development of the faculty. This particular program provides eligible classroom faculty with the freedom to conduct work on scholarly activities of substantial merit during the four-week Spring Term without the usual burden of College routines.

The Spring Term leave may be used for the same types of activities as described in Section I of the document, "The Sabbatical Leave Program of Hanover College." Projects that may be undertaken by leave grantees are limited to scholarly research, writing, or creative artistic endeavor. Spring Term Leaves are not normally to be used for activities relating to degree work, attendance at workshops, or routine course preparation. Proposals for such, while they may be considered by the Faculty Development Committee, would be regarded as having a lower priority than other applications.

**Eligibility for the Spring-Term Leave**

All full-time continuing classroom faculty are eligible for Spring Term leaves. A faculty member may not have a sabbatical leave and a Spring Term leave during the same academic year nor a Spring Term leave immediately preceding a sabbatical term of leave. Consecutive Spring Term leaves will not be awarded. Faculty on joint contracts are eligible as defined by contract.

**Application for the Spring-Term Leave**

The application for a Spring Term Leave should be addressed to the Chair of the Faculty Development Committee and turned in to the Dean's office by August 30 of the academic year for which the leave is requested in both hard-copy form and a single electronic file (MS Word or PDF or Rich Text format). If you need help in converting a file to one of the required formats, please contact one of the secretaries or the IT Help desk. If it is recommended by the Faculty Development Committee, it will be channeled through the appropriate academic officers—the Division Coordinators and the Dean of Academic Affairs.

The application should contain the following items:

1. A statement of the applicant's qualifications for undertaking the project. If the proposal is part of a larger project for which a previous grant or sabbatical/spring term leave has been awarded, documentation of the progress of the project, such as details concerning related publications, chapters completed, or rough drafts, along with a listing of the previous grants/leaves should be provided.
2. A description of the proposed leave, including
3. a statement of purpose
4. a detailed presentation of the plans for the leave.
5. When appropriate, a curriculum vitae or bibliography of relevant publications, presentations, or projects.
6. a description of the expected results.
7. a description placing the activity within the context of the applicant's discipline and of its possible bearing upon the applicant's teaching.
8. A letter from the chair of the applicant's department or, in the event the applicant is a departmental chair, from the next most senior member of the department, which will certify that all requisite courses will be taught without the need for additional staff.

The Faculty Development Committee will review the application using criteria 1, 2, 4, and 5 found in Section IIIC of the document, "The Sabbatical Leave Program of Hanover College."

**Report on the Spring-Term Leave**

A written report will be submitted to the Chair of the Faculty Development Committee during the first month of the Fall Term immediately following the leave. The report will be turned in to the Dean's Office for its distribution to all members of the Committee. Approved Reports will be published on the FDC website unless the author requests otherwise. The report will be governed by the procedures established in Section VI of the document, "The Sabbatical Leave Program of Hanover College."

**Arrangements and Terms for the Spring-Term Leave**

The Faculty Development Committee may recommend Spring Term leave requests to the Dean of Academic Affairs, no two of which would usually be from a single department.

The Spring-Term leave will be taken at full salary and compensation by the College. Faculty on Spring-Term Leave are expected to attend Baccalaureate and Commencement but are excused from committee duties, etc.

A recipient of a Spring-Term leave is eligible to receive a faculty grant from the College (or from an outside source) for the period allotted to the leave. The grant request and the leave proposal must be submitted separately to the Faculty Development Committee.

An awardee of a Spring-Term leave who terminates his or her relationship with the College in the academic year following the term of leave shall be obligated to repay the College the full amount of the salary received (20% of base salary) during the leave.

**Program Status**

As is the case with other faculty development programs of the College, the Spring-Term Leave Program will be subject to ongoing administrative review with respect to its place and value within the total institutional program of the College and in light of the availability of financial resources to support it.

**VI-7 SPECIAL** **LEAVES**

Adopted by the Faculty, May 1989

The present policies concerning "Special Leaves" and Sabbaticals are intermingled in the *Faculty Manual*. The Research Committee recommends that the following statements be used for policies concerning leaves other than Sabbaticals:

Hanover College encourages tenured faculty members to apply for fellowships from outside agencies and to consider other unique teaching or research opportunities away from the campus during the regular school year. Professors should consult with departmental colleagues and request permission from the Vice President and Dean of Academic Affairs before making application for such projects. Since special leaves must be coordinated with the sabbatical program in order to control the percentage of faculty away from the campus at one time, normally there should be a minimum three year lapse between such a leave and a fully supported college leave, both before and after. Financial support from the College for such leaves will be negotiated case by case with the President and Vice President and Dean of Academic Affairs.

In exceptional circumstances Hanover College may grant special leaves to a non-tenured faculty member. Professors should consult with departmental colleagues and the Vice President and Dean of Academic Affairs before requesting such a leave. Financial support from the college, commitment for reemployment and subsequent service obligation by the professor will be negotiated case by case with the President and Vice President and Dean of Academic Affairs.

**VI-8 GOVERNMENT** **FUNDS**

Approved by the Board of Trustees

The Board of Trustees voted to accept federal, state and local government support as of 2010. Since the College will now accept and administer government funds, faculty seeking grant support should notify the grants development officer when they commence the proposal process. For tracking purposes, proposals to government funding agencies must be submitted through the grants development office.

**UNDER REVIEW. SOME OR ALL TO BE MOVED TO EMPLOYEE HANDBOOK**

**VI. BENEFITS**

**VI-1 PENSION** **AND INSURANCE BENEFITS**

**1. Pension**

All employees of the College are subject to Social Security taxes.

Full-time faculty are eligible for College contributions to TIAA/CREF pension benefits upon employment. During the first five years of employment, the College contributes to TIAA/CREF a sum equal to 5% of the faculty member's salary. The employee is encouraged, but not required, to contribute an additional percentage of salary to the annuity. Employees have the choice of making contributions on either a pretax or after-tax basis.

After five years of service to Hanover College, the College's contribution to an employee’s retirement annuity increases to 10% of salary. Employees are encouraged to contribute an additional percentage of salary.

**2. Medical Insurance**

The College offers optional medical and major medical coverage. The College pays 66% of the cost of coverage for eligible employees and their dependents with the employee paying the other 34%. Coverage becomes effective the first day of the month following thirty (30) days of employment. Employees may pay their portion of the premium on a pretax or after-tax basis.

**3. Retirement Medical Insurance**

The College currently offers continued health insurance to any regular, full-time employee who retires as early as 55 who has been employed continuously by the College for a minimum of ten years and who has maintained enrollment in Hanover College’s group medical insurance plan for the five continuous years immediately preceding retirement. This plan allows the retiree to remain enrolled in the College’s health plan, at the employee’s expense, until the age of 65.

The College also offers the retiree, when he/she turns 65, Retirement Care Plus, an optional health insurance supplement program designed to offset the “gaps” of coverage under Medicare.

\* Sabbatical replacements and one-year appointees are not eligible for pension, medical insurance or retirement medical insurance benefits.

**VI-2 TUITION** **REMISSION PROGRAM [FOR CHILDREN & SPOUSE]**

1. All full‑time employees at Hanover College are granted full tuition remission for each eligible child or spouse matriculating at Hanover College. This benefit will be terminated for spouses in cases of divorce or legal separation. The child of an employee is eligible under this policy if the child lives with the parent employed by the College and/or if the child is a legal dependent for tax purposes of the parent employed by Hanover College. The College reserves the right to withhold these benefits if the student does not maintain good academic standing or the family fails to supply the College with complete and accurate information regarding scholarships, grants-in-aid, and other kinds of support which have been provided for the student from other sources. All students wishing to enroll in this program must gain admission to the College through the regularly established admission process.

2. No fees are included under the tuition remission grant. Such fees will be billed at prevailing rates. Any scholarships, grants-in-aid and the like which the eligible student and/or parent receives from any source will be deemed to be for tuition and so will be deducted from Hanover's expected contribution.

3. In order for a child or spouse to be eligible for this program, the employee must obtain the approval of the Director of Financial Aid at least twelve months prior to the start of the term in which enrollment will commence. At the time approval is granted, the employee will be informed by the Director or his designee as to any further steps which must be taken including, in appropriate cases, the submission of a Financial Aid Form or other comparable information to the appropriate agency.

4. This program is designed primarily to assist members of the College community who wish to pursue an undergraduate degree. Although it may be utilized by those who simply wish to pursue further knowledge and interests, the College reserves the right to give preference in the choice of courses to degree‑seeking students. For those already holding an undergraduate degree, tuition remission will not cover special, identifiable costs incurred by Hanover College for courses such as lessons in instrument or voice and foreign language instruction through OSU.

5. The College reserves the right to alter or to terminate this program at any time.

Requests for exceptions to any of these rules should be addressed to the Dean of Admission.

**VI-3 TUITION** **WAIVER PROGRAM FOR COLLEGE EMPLOYEES**

Approved by the President, February, 1994

**A. The Terms of the Program**

All full-time, regular employees of Hanover College, with at least one year of service, are eligible for tuition waiver of courses at Hanover College. Part-time, temporary, or seasonal employees are not included. This benefit is limited to one course per enrollment period. Spring Term classes will not be permitted.

No fees, including special fees charged to Hanover College for courses such as lessons in instruments and voice, and foreign language instruction through OSU, are included under the tuition waiver grant. Such fees will be billed at prevailing rates.

Employees wishing to enroll in this program must gain admission to the College through the regularly established admission process (see below). Enrolling in a class on audit status will be allowed in special cases. Members of the faculty may "sit in" on classes with the permission of the class instructor.

Work time missed to attend classes must be made up, and in the case of nonexempt employees, missed time must be made up during the same work week. vacation or sick/personal time may not be used to attend classes.

In the event an employee has enrolled in a class and leaves the employment of the College during the term, the employee will have the option of dropping the class at the time of termination (academic rules for withdrawal would apply; see the *Hanover College Catalog*) or paying tuition based on a prorated basis from the date of termination to the end of the enrollment period.

Tuition Waiver is a three-year pilot program which will be reviewed each year. The College reserves the right to alter or terminate this policy at any time.

**B. Admission Status and Standards**

In order to take advantage of the program, individuals must apply to the Dean of Admission for admission to the College. Admission may be granted under one of two categories, regular or nonacademic.

1. R*egular Admission*. Individuals granted admission under this category are eligible to enroll in all courses, provided they have met any course prerequisites. Normal admission standards (see the *Hanover College Catalog*) will apply, but with due allowance being made for the fact that applicants may have graduated from high school some time ago, may not have taken the necessary aptitude tests (SAT or ACT) at the time, etc. The primary criterion employed will be that of reasonable expectation of the ability to perform successfully in college level work, and for that reason a writing sample may be required. Admission on this basis will be continuing, that is, individuals will not have to reapply for admission each time they wish to take a course (see below).

2. *Nonacademic Admission*. Individuals wishing to enroll only in certain courses whose academic content is limited (e.g., Physical Education activities courses) may seek admission in this category. Regular admission standards will not be applied to such individuals. Neither will they be subject to the curricular requirements or probation and dismissal standards of the College, although they will be expected to fulfill all appropriate course obligations. They will be eligible only for courses of this kind as these are determined by the College Registrar and they will have to reapply for admission each time they wish to enroll in such a course. They may at any time seek to change their status from nonacademic to regular admission by proper application to the Dean of Admission.

**C. Academic Status and Standards**

The following applies only to those individuals who have been granted admission under the regular admission category.

1. *Non-degree status*. All individuals admitted to the College under the employee tuition waiver program will be classified as non-degree seeking students. As such they will not be held to the sequencing of course enrollments normally associated with progress toward fulfilling Hanover's general degree or other curricular requirements. They will, however, be subject to the College's probation and dismissal standards and to all other appropriate course regulations (see the *Hanover College Catalog*).

2. *Degree seeking status*. Upon the satisfactory completion of 4.0 course units and proper notification of the College Registrar, individuals desiring to do so may be reclassified as degree seeking students. At this point they will become responsible for fulfilling the general degree and other curricular requirements of the College. Toward that end they will be assigned to a faculty advisor, who will help them to schedule their course work in such a way as to ensure that they meet the general degree and other curricular requirements in a timely fashion. For instance, by the time they have completed 9.25 course units they will be expected to have fulfilled all general degree requirements mandated for completion by the end of the freshman year.

**D. Admission and Registration Procedures**

1. An employee interested in participating in the program should first consult his or her supervisor to ensure that satisfactory arrangements can be made for making up work time missed in attending classes.

2. The employee should then request Human Resources to certify to the Dean of Admission his or her eligibility to participate in the program. This certification should be attached to an application for admission to the College and then submitted to the Office of Admissions.

3. When admission is granted, the Dean of Admission will notify the Registrar of that fact, indicating the category (regular or nonacademic) under which the employee has been admitted.

4. Employees who have been granted admission and are eligible to enroll in classes, should obtain from the Registrar's Office a Program Request Form. The form is to be used to identify the course in which the employee wishes to enroll and to indicate the supervisor's approval of the arrangements made for making up the work time missed in attending the class.

5. The completed Program Request Form should then be submitted to the Registrar for processing. Once the enrollment has been verified, the Registrar will so inform the employee's supervisor and Human Resources.

6. For employees granted regular admission under the program, subsequent enrollments can be effected simply by repeating steps #4 and #5 above. Employees admitted on a nonacademic basis will have to repeat steps #2 through #5 above.

Note. Employees who have questions about the program, its procedures, or specific course registrations should consult the Associate Dean of Academic Affairs.

NOTE: The following forms are available [here](http://intra.hanover.edu/facultymanual/employtuitwaiverform.doc) as a Microsoft Word 95 document.

**Hanover College**

**Employee Tuition Waiver Program**

**Certification of Eligibility**

To the Director of Admissions:

This is to certify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been a regular,

(name)

full-time employee of Hanover College since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is thus eligible

(date)

for participation in the Employee Tuition Waiver Program of the College.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Human Resources)

(This certification of eligibility is to be attached to the employee's application for admission to the College.)

cc: Employee

Human Resources

**Hanover College**

**Employee Tuition Waiver Program**

**Program Request Form**

**Course Registration Data**

[Identify all appropriate registration data, including the times at which class meets.]

**Supervisor's Authorization**

This is to certify that satisfactory arrangements have been made with our office

for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make up the work time to be missed

(name)

in attending the course identified above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Office)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supervisor)

cc: Employee

Supervisor

Human Resources

**VI-4 CASH-GRANT** **PROGRAM FOR TUITION**

This program is available only to Hanover College employees whose current employment by the College began before July 1, 1993.

1. To be eligible for this program, the Hanover College employee must have worked full-time at Hanover College for a minimum of two years. The child of an employee is eligible under this program if the child lives with the parent employed by the College and/or if the child is a legal dependent for tax purposes of the parent employed by Hanover College.

2. Any student who participates in this cash-grant program for tuition must be enrolled on a full-time basis at an accredited four-year institution or an accredited, private two-year junior college. This program underwrites a maximum of four years of undergraduate education. It does not apply to summer sessions or other special programs. The College reserves the right to withhold these benefits if the student of the family fails to supply the College with complete and accurate information regarding scholarships, grants-in-aid, and other kinds of support which have been provided for the student from other sources.

3. Participating in the Cash-Grant Program for Tuition is not an automatic privilege. The cash grant program for tuition is designed to ensure that the College will assist the children of full-time employees only when such assistance is not forthcoming from non-Hanover College sources. Financial assistance from Hanover College shall be granted only after applications have been made for scholarships and grants-in-aid from external sources and from State Scholarships, State Freedom of Choice Grants, Pell Grants, and any other such opportunity for monetary assistance by any other governmental agency which may come into being. Since the tuition assistance programs at Hanover College are not automatic privileges, they should not be stated as such on the financial aid forms which are completed on behalf of the student.

4. It is not the intent of the College to assist in any way in the costs for room, board, fees, and the like. Any scholarships, grants-in-aid and the like which the eligible student and/or parent receives from any source will be deemed to be for tuition and so will be included as Hanover calculates eligibility for its contribution.

5. Applications for the cash grant program for tuition must be submitted in writing to the Human Resources Manager at least twelve months prior to the start of the term in which enrollment will commence. Application and approval are to be sought and granted on an annual basis. At the time approval is granted, the employee will be informed by the Human Resources Manager or designee as to any further steps which must be taken including, in appropriate cases, the submission of a Financial Aid Form or other comparable information to the appropriate agency.

6. Administrators and faculty members should carefully study the list of colleges from which tuition exchange could be available before making application for the cash grant program for tuition.

7. For those children of faculty members or administrative officers who were in the employ of Hanover College on September 1, 1968, the College will contribute to a qualifying institution under the terms outlined above a sum per academic year up to the amount which Hanover College is charging its students that year for tuition.

8. For the children of faculty members or administrative officers who were employed after September 1, 1968, the College will contribute a maximum of $1,000 per academic year under the terms outlined above to any qualifying institution.

9. Hanover College reserves the right to alter or to terminate this program at any time.

Requests for exceptions to any of these rules should be addressed to the Human Resources Manager.

**VI-5 TUITION** **EXCHANGE PROGRAM**

1. It is essential that the “debits” and “credits” of the Tuition Exchange Program be kept in reasonable balance. During periods of imbalance a waitlist may be utilized.

2. Any student who participates in this program must be enrolled on a full-time basis at an accredited four-year institution or an accredited two-year junior college with the intent of completing the final two years of college after graduation from the two-year institution. The accreditation of the institution is to be interpreted as one duly approved by the regional accrediting agency. This program underwrites a maximum of four years of undergraduate education.

3. The institutions must be private, independent colleges or universities.

4. Applications for the Tuition Exchange Program must be submitted in writing to the Presidents' Office at least one year in advance of the date of the student’s entrance to college.

5. Hanover College reserves the right to alter or to terminate the Tuition Exchange Program at any time.

**VI-6 PREGNANCY** **LEAVE POLICY FOR CLASSROOM FACULTY**

Adopted by the Board of Trustees, 1991

This pregnancy leave policy supplements but does not substitute for medical leave policies that cover College employees with medical disabilities.

This pregnancy leave policy applies to women who have been employed by the College for a minimum of twelve months. The twelve months shall date from the first day of employment to the anticipated date of giving birth. Other employees will be considered on a case by case basis.

Because the timing of any leave can have enormous impact on the academic program through the classroom experience of students, a separate policy applies to classroom faculty.

If the timing of a birth can be anticipated to require a period of absence that would adversely affect the quality of work by students in courses in which they have enrolled, employees and the College must anticipate and negotiate appropriate arrangements. Because the needs of employees will vary, and because the date of the birth will affect the needs of employees and the needs of the College, the College will negotiate arrangements that take into account the numerous contingencies involved.

In any case, when the timing of the birth requires an absence from teaching responsibilities, the College will offer to the employee a leave with pay for up to six weeks. The normal scheduling of such leave is two weeks before and four weeks after the date of birth of the child. Full benefits are maintained as long as individuals are receiving a paycheck. The terms of any unpaid leave beyond six weeks and any variations in scheduling the six weeks paid leave should be negotiated with the Dean of Academic Affairs.

**VI-7** **FACULTY HOUSING: STATEMENT OF PRACITCES**

The following is a statement of the College's practices concerning housing and is intended for all residents of College‑owned housing and prospective renters.

1. Housing options at Hanover include houses that have two to three bedrooms, duplexes which have three bedrooms, and apartments which have two bedrooms. Most dwellings have one bath. College housing is rented in an unfurnished condition and there are no drapes. With the exception of the apartments, no appliances are furnished; each renter must provide his or her own refrigerator and stove. Some units have central air conditioning; many do not. Rent and water/sewer payments are paid directly to the Town of Hanover by the renter.

2. The Director of Rental Housing will allocate the housing units. Decisions regarding specific assignments are based upon immediate needs. Incoming and continuing faculty and staff can request to be added to the waitlist for campus housing.

3. The College and tenant will enter into a lease agreement. The length of the initial lease will run until the end of the current school year and may continue on a month-to-month basis thereafter. Upon the execution of the lease, a security deposit equal to one month's rent will be required. Each tenant is responsible for minor maintenance on the dwelling, and with the exception of the apartment houses, each tenant is responsible for routine yard work. The College will notify the tenant in writing if, in its judgment, he/she is failing to fulfill those responsibilities. Each lease includes a provision allowing the College to withhold from the tenant's paycheck any expenses incurred should the College need to perform the routine yard and minor maintenance. Chronic failure to comply with these stipulations may result in termination of the lease agreement.

4. Pets are allowed in campus housing with the approval of the Director of Rental Housing. A $100 deposit per pet is required at the time the lease is signed, or when the pet is acquired.

5. The College provides free paint (not supplies) for inside decorating. The tenant is responsible for the labor involved in painting the dwelling. A request to purchase paint should be directed to the Director of Rental Housing prior to making such purchases. Tenants may use strippable wallpaper at their own expense.

6. Approval for other changes in the dwelling and/or surrounding property must be obtained from the Director of Rental Housing.

7. Tenants who plan to have house sitters for a long period of time or who plan to sublet must obtain approval from the Director of Rental Housing.

8. A tenant occupying College housing whose employment with the College is terminated will be required to relinquish his/her residence within 30 days of the date his/her active service to Hanover College ends.

**VI-8 ILLNESS,** **INCAPACITATION AND DEATH BENEFITS**

Faculty members, when absent from work for any reason, should notify the Office of the Dean of Academic Affairs.

The College will continue a faculty member's salary during legitimate absences such as personal illness, personal injury, illness or death in the family, appointments (e.g. doctor, dentist, attorney), or other similar circumstances. In the event of a major illness or injury, the College may continue a faculty member's salary for a period of time depending upon the employee's length of service and the nature of the illness or injury. The College will not continue salary beyond the date in which long term disability insurance takes effect.

In the event of the death of a member of the faculty, the College is not able to assume financial or related responsibility for the family of the deceased. It is sincerely hoped that private arrangements, life insurance, and the death benefits accruing from the pension program will aid families during periods of financial adjustment.

**VI-9 MOVING** **EXPENSES**

Approved by Academic Affairs

The College will pay $2,000.00 of documented expenses for moving personal household possessions. Reimbursable expenses include boxes, tape, truck rental, labor charges, etc. Expenses not reimbursed include hotel charges and meals enroute to the College.

**VI-10 PRIVILEGES** **EXTENDED TO RETIRED FACULTY**

Approved by the President, Dean, and Committee of the Faculty, May1998

The following privileges will be extended to faculty following retirement:

1. Parking stickers

2. ID cards for faculty member and dependent(s) which provide access to the library, events, bookstore discounts, etc., the same as active employees

3. Computer network usage from home providing it is not used for profit

4. Persons granted emeritus status by the Board of Trustees are eligible to attend faculty meetings but are not eligible to vote.

5. Emeritus status faculty are welcome to march in academic processions.

6. When available, retirees will have access to an office and/or laboratories as determined by the Vice President and Dean of Academic Affairs.

**VI-11 FAMILY AND** **MEDICAL LEAVE POLICY**

Effective August 5, 1993

In compliance with the provisions of the federal Family and Medical Leave Act of 1993

(FMLA), employees who have been employed for at least one (1) year, **and** for at least 1,250 hours during the preceding 12 month period are eligible for family and medical leave for the following reasons:

(1) the birth of the employee's child and in order to care for the child;

(2) the placement of a child with the employee for adoption or foster care;

(3) to care for a spouse, child, or parent who has a serious health condition;

or

(4) a serious health condition that renders the employee incapable of performing the functions of his/her job.

An employee requesting leave under this policy must first use all of his/her accrued paid vacation, sick or personal days. The remainder of the leave period will then consist of unpaid leave.

In all cases, an employee requesting leave must complete an "Application for Family and Medical Leave" and return it to the Director of Human Resources. The completed application must state the reason for the leave, the duration of the leave, and the starting and ending dates of the leave.

An employee intending to take family or medical leave because of an expected birth or placement, or because of a planned medical treatment, must submit an application for leave at least thirty (30) days before the leave is to begin. If leave is to begin within thirty (30) days, an employee must give notice to his or her supervisor and to the Director of Human Resources as soon as the necessity for the leave arises. Appropriate forms for certification of the requested leave are available in the Human Resources office and will be given to the employee to complete upon requesting leave under the provisions of the FMLA.

During a period of family or medical leave, an employee currently on the College's health plan, will be retained on the health plan under the same conditions that applied before the leave commenced. To continue health coverage, an employee must continue to make any contributions that he or she made to the plan before taking leave. An employee who takes family or medical leave will not lose any employment benefits that accrued before the date leave began.

Implementation and interpretation of this policy will be governed by the Family and Medical Leave Act of 1993 (29 U.S. Code Section 2601, et seq.) and the regulations prescribed thereunder by the Secretary of Labor. A copy of the statute is available in the Human Resource office for review.

**VII.** **FACULTY SUPPORT**

**VII-1 VARIOUS** **PROCEDURES AND BUDGETARY ITEMS**

**1. Approvals for Expenditures**

Departmental expenditures must be approved by the chair of the department. The Business Office will process only those requisitions, purchase order requests, and invoices with the appropriate approval. Incidental expenditures (e.g., office supplies charged at the College Store) need not necessarily have approval by the department chair. Questions regarding departmental budgets should be directed to the chair of the department. Off‑budget expenditures always require approval from the Dean of Academic Affairs and the Comptroller.

**2. Copy Cards**

Copy cards are issued by the Business Office. Cards will not be issued beyond the number approved through the departmental budget. Committee copy cards will still be in the custody of the Faculty Secretaries. For more than 25 copies, items should be brought to the Printing Department in the basement of the Campus Center.

**3. Reimbursement For Student Entertainment**

Faculty who entertain students should submit actual receipts with an expense report to the Office of Academic Affairs for approval. The Business Office will process the approved expense reports and reimbursements will be issued each Friday.

**4. Field Trips**

Field trips are to be budgeted within departmental budgets.

**5. Classroom Speakers**

Requests for funding classroom speakers should be sent to the Chair of the Campus and Community Culture Committee.

**6. Procedures for Purchasing, Reimbursements, Check requests, and Maintenance Work Orders**

*Purchase Orders and Check Requests*

The purchase order system should be used when possible with all requests for goods or services. The purchase order provides the vendor with a clear written statement of what has been ordered. It also provides the person who orders and received the goods a basis to determine whether or not to accept delivery. Finally, the purchase order facilitates the approval process and subsequent payment for goods or services ordered.

When a purchase order is not practical, a check request may be used to generate payment. The requisition should be completed and approved by the department chair before being sent to the Business Office. An **original** invoice, receipt, or other price verification must be sent to the Business Office. Payments will not be made from copies. The payment will be sent to the vendor unless otherwise requested.

There are two methods for initiating a purchase order request or a check request. The first is the Online Requisition System which can be accessed at this site: <http://gamma.hanover.edu:1000/reqsys/>

[Detailed instructions with screen samples](http://training.hanover.edu/Workshops/OnlineRequisitions/list.htm) and training classes are available through the Office of Academic Computing. This method is recommended because of the speed in approvals and fewer errors.

The second method involves using the requisition form. These forms are available in the Business Office. The requisition form is a multipurpose form that may be used to request the purchase of goods or services, payment to an individual or vendor, a travel advance, or maintenance work. The originator of the requisition should keep the pink copy and send the white and yellow copies to the Business Office.

Whether you use the online system or the manual paper system, the following information must be provided:

1. Date

2. Budget to be charged

3. Person to receive the merchandise and the building in which they are located

4. Description of goods and services (serial #’s, quantity, prices, discounts)

5. Estimated total cost

6. Special instructions (fax the P.O. or confirming telephone order)

7. Name and address of vendor

8. Requested by

9. Approved by department chair.

*Travel Reimbursements*

Specialized expense reports to request reimbursement for travel and entertainment expenses are available in the Business Office. Department head approval and original receipts must be included with these expense reports.

*Deadline for Check Requisitions*

Accounts payable checks are printed via the computer each Friday. Approved requisitions must reach the Business Office by the close of business hours on Tuesday afternoon in order to make the Friday check run.

*Manually Typed Checks*

A manually typed check is one that is prepared in the Business Office for non‑routine payments. Such a check requires special handling and processing. This procedure should be reserved for emergencies only. Please plan ahead to avoid this circumstance.

*Maintenance Work Orders*

Requests for work to be done by the Maintenance Department should be submitted via the online form accessed through a quick link on the College's intranet web page. Approved work will usually be done on a first come‑first served basis, or as time and budget allow. Emergencies, such as a broken water line, etc., should be reported by phone to the Maintenance Department at Extension 7061.

**7. Check Cashing Service**

The Business Office has funds available to cash checks for current faculty. Identification may be required. Checks may not exceed $300.00, and no third party checks will be accepted. There will be a $15.00 charge for any check returned by the bank for any reason. An individual may lose his or her check cashing privileges if two or more returned checks are received from a bank. The Business Office will not cash payroll checks.

**VII-2 STUDENT** **EMPLOYMENT POLICY**

Hanover College uses a tiered wage rate schedule for student employees, which allows employers of students to reward good and efficient workers with a higher pay rate. There are a few restrictions as to the rate of pay for student workers:

A. All first time student workers are to be paid the lowest rate.

B. All departments must stay within their student wage budgets.

C. Employing departments will propose a rate of pay for each student worker. However, any student who has a recommended pay rate above the minimum rate will be subject to approval by the Business Office. Human Resources will serve as an "employment agency" and will keep all necessary records regarding qualifications for the higher pay rates.

D. Pay rates cannot be changed during the year unless there is a change in student workers.

E. Using a pay scale will require departments to budget the total number of student work hours needed multiplied by an average rate of pay. In other words, employers will not be allowed to budget the highest rate of pay unless there is justification, e.g. only one student worker budgeted and the student is an experienced upperclassman.

F. The pay scale will be announced each year as departments work on their budgets.

**VII-3 FUND-RAISING** **ACTIVITIES BY FACULTY**

Individual initiatives in seeking funds are desired and encouraged. For proposals that are not strictly individual but rather programmatic, departmental, or institutional, individual fund raising activity, including planning and preliminary inquiries by telephone or mail, must be coordinated with institutional goals and fund raising and public relations activity. Those seeking support on their own should confer with the Dean of Academic Affairs before initiating inquiries with external sources. The Dean will consult with the Development Office to ensure that individual and College activities are working in concert.

Proposals requesting funds from external agencies or individual donors for other than strictly individual projects represent the College. Accordingly, they should be approved by the Dean of Academic Affairs and the Vice President for Development for form, wording, and intent.

**VII-4 DEPARTMENTAL** **POSTAGE**

Place the number of your department in the upper left-hand corner of the envelope. For large mailings, you may put a rubber band around the envelopes with your account number on the first envelope.

DEPARTMENT NUMBER DEPARTMENT NUMBER

Art 3 Sociology & Anthropology 46

Athletics-Women 4 Science Support 47

Athletics-Men 5 Theatre 51

Biology 6 Theological Studies 52

Chaplain 11 Baseball 62

Chemistry 12 Men’s Basketball 63

Classics 13 Men’s Cross Country 65

Communications 14 Football 66

Computer Science & Math 15 Golf 67

Convocations 16 Men’s Tennis 68

Merit Scholarships 17 Men’s Track 69

Economics & Business Admin. 19 Athletic Training 70

English 21 Women’s Soccer 71

Modern Languages 25 Men’s Soccer 72

Geology 26 Women’s Basketball 73

History 29 Women’s Cross Country 74

Library 32 Field Hockey 75

Music 36 Softball 76

Philosophy 37 Women’s Track 77

Physical Education 38 Women’s Tennis 78

Physics 39 Volleyball 79

Political Science 40 Assessment 82

Psychology 42 Horner Center 83

Education 45 Women’s Golf 86

**VII-5 STIPENDS AND HONORARIA FOR FACULTY & ADMINISTRATION**

Approved by the President February 1, 2004

Professional work by faculty members and administrative staff encompasses a range of assignments, arranged individually as determined by the context of the position. A faculty or administrative salary is understood to compensate such professional work, and raises recognize the quality and effectiveness of a person's contributions. As such, then, individuals in faculty and administrative positions can expect to take on a range of responsibilities appropriate for their positions as part of their normal duties.

In order to promote a professional environment, Hanover College does not provide stipends or honoraria (separate payments above and beyond the contracted salary) for faculty members and administrative staff except in selected, pre-approved situations. For example:

1. A staff member is asked by the College to take on a duty that is (a) outside the normal scope of the duties for this position and (b) not otherwise compensated (for example, by a reduction of other assignments). For example, the Faculty Athletic Representative has specific duties entirely outside of the expectations for faculty members and does not have a reduction in teaching, scholarship, or service expectations. Thus, a stipend is appropriate. Or, a faculty member is asked to cover a colleague's course during a medical leave for an extended period of time. The College may offer a stipend (or other compensation, such as release from other duties) in this case.

2. A staff member is asked by the College to take on an additional assignment of some significant scope, the completion of which requires significant additional time beyond the expectations for the position. For example, the Center for Free Inquiry asks an administrator or faculty member to be one of the key presenters at a Symposium, requiring the preparation of a major address, two and a half days of Symposium participation, and editing an article for "Inquiries." Thus, a stipend is appropriate.

3. Other situations approved in advance by the President can merit a stipend, if they meet the spirit of this policy and are equitable with other arrangements at the College.

Stipends and honoraria, whether from Hanover College funds or grant funds, are not paid when the work is within the normal duties expected for faculty members or administrators. For example, faculty members are expected to serve as advisors and counselors for students in a variety of circumstances related to the faculty member's abilities. Faith-based mentoring and advising Career Connections students fall within these categories. Similarly, training and workshops (advisor training, workshops on teaching writing, or course development) that fall within the scope of the faculty role are covered by annual salaries. Exceptions, such as extended summer workshops, are to be handled as noted above in point 3.

This is an administrative policy established by the president. It becomes effective February 1, 2004, and supersedes all previous practices and arrangements.

**UNDER REVIEW. SOME OR ALL TO BE MOVED INTO EMPLOYEE HANDBOOK.**

**VIII. GENERAL EMPLOYMENT INFORMATION**

**VIII-1 ORG****ANIZATION**

The Board of Trustees is the body responsible for the governance of the institution. The President, as executive head of the College, is charged with the responsibility for the conduct of College affairs in line with policies established by the Board. Directly responsible to the President are the: Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Advancement, Vice President for Student Life, Dean of Admission and Director of Athletics.

**VIII-2 EQUAL EMPLOYMENT OPPORTUNITY**

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Hanover College will be based on merit, qualifications, experience, aptitude and abilities. Hanover College does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, marital status, sexual orientation, national origin, age, disability or any other characteristic protected by law.

Hanover College will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor or the Office of Human Resources. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

**VIII-3 PAY****CHECK**

Salaried employees are paid on the last working day of the calendar month. If the last day falls on the weekend, they are paid the Friday before. Should payday fall on a day designated as a holiday by the College, payday will be the day before the holiday.

Employees are paid by direct deposit to the banking institution of their choice. Employees may obtain forms to make changes in direct deposit information in the Human Resources Office in Long Administration Building.

A Statement of Earnings for each payday is issued to the employee in lieu of a paystub. The statement details the current period's earnings, all federal and state taxes, and any deductions the employee has requested or the College is required to withhold.

Payroll advances are made in cases of emergency only. Such advances must be approved by the Vice President for Business Affairs.

**VIII-4 BOOKSTORE** **CHARGES**

A 10% discount on personal purchases at the Barnes & Noble College Store has been extended to all College personnel upon presentation of a Hanover College ID. No personal charges are permitted.

Departmental purchases may be charged. A 20% discount will be deducted from departmental charges. Charges are then deducted from the departmental budgets on a monthly basis by the Business Office. Purchases should be approved by the department chair.

**VIII-5 EMPLOYEE** **ID CARDS**

College employees and members of their immediate families are issued an ID card that can be used for admittance to special functions on campus, Horner Center, athletic events, and the library. New employees will be instructed by the Office of Human Resources as to where an ID card may be obtained.

**VIII-6 CAMPUS A****CTIVITIES AND FACILITIES**

Faculty members and their families are encouraged to attend assembly programs, dramatic productions, and athletic events, and to utilize the facilities of the campus under stipulated conditions when they are not required for institutional programs. Admission to athletic events and assembly programs is free. Community Artists Series events and some other special events require a small admission fee.

**VIII-7 FACILITIES** **SCHEDULING AND USE**

Use of all campus facilities is scheduled by the Office of Campus Services in the Campus Center (ext. 7112). Requests for meeting rooms, etc. should be made as far in advance as possible in order to be assured facilities are available for the date needed.

Employees wishing to reserve meeting rooms in the Campus Center for purposes not related to College business (i.e. birthday parties, out of town guests, etc.) will receive the applicable employee discount on the charges for the use of facilities.

**VIII-8 VEHICLE** **PARKING/PARKING PERMITS**

Employee parking areas have been designated. Parking stickers are required to be placed on the windshield on the driver's side of the car. Please contact Security Office for a parking permit within the first week of employment.

Parking is free of charge for all employees, provided the parking rules are followed. A fine may be assessed if a vehicle is parked in an unauthorized area or is an unregistered vehicle. Rules for parking on campus are provided by the Security Office at the time of registering your vehicle.

Additional permits may be obtained if several different vehicles are driven by the employee.

**VIII-9 HEALTH** **SERVICE**

The Hanover College Health Service is located in Lynn Hall. It is staffed by a certified medical practitioner. Services are free but there may be a charge for medications.

The Health Service offers flu shots each fall. Information about the local health department, its services and free immunization schedules is also available. Other services include allergy injections and suture removal with a doctor’s dated order.

**VIII-10 JURY** **DUTY**

It is the policy of the College to allow its employees to participate in jury duty with no penalty to them. Any compensation received by the employee from the court for jury duty, other than for travel expenses or meals, should be reimbursed to the College up to the amount the employee was paid by the College during his/her absence from work.

The Dean of Academic Affairs and the Office of Human Resources should be notified when an employee is called to serve jury duty.

**VIII-11 PERSONAL** **PROPERTY**

Hanover College cannot, and will not, be responsible for damage to, or loss of, personal property used and/or stored on College premises.

College property may not be removed from the premises without authorization.

**VIII-12 SAFETY**

Hanover College attempts to provide an environment free from health and safety hazards. It is the employee's responsibility to report any health and/or safety hazard to the Dean of Academic Affairs. The College carried Workers Compensation insurance to cover employees in the event of a work related injury. In the event, a work related injury should occur, the employee should immediately contact the Dean of Academic Affairs, who should then notify Human Resources.

**VIII-13 DRUG-FREE** **WORKPLACE**

Hanover College is committed to providing a drug-free environment for the safety and well-being of the campus community. (See Appendix F, “Drug Free Schools and Communities Act, for complete information.)

**VIII-14 SMOKING** **POLICY**

Approved by the President, February, 1993

Smoking is prohibited in all Hanover College buildings with the exception of individual residence hall rooms. Additionally, smoking is prohibited in all College fleet vehicles which may be reserved by faculty and staff.

**VIII-15 INCLEMENT** **WEATHER**

In the event of inclement weather, individual decisions may have to be made as to whether to come to work, or to go home early, depending on road conditions and where the employee lives. Employees should make those decisions with their supervisors.

In the event the institution is closed, an announcement will be made through the Emergency Notification System by email, cell and land phones and on WORX radio. A message may also be recorded on the main College switchboard (866-7000).

**VIII-16 PERSONNEL** **FILES**

A faculty member wishing to review his or her personnel file may do so by calling the Office of Academic Affairs and making an appointment. The file must be reviewed in the Academic Affairs office, and while notes may be taken regarding material in the file, photocopies may be made only with the College’s permission and at the individual’s expense.

**VIII-17 OSHA BLOODBORNE** **PATHOGEN STANDARD: EXPOSURE CONTROL PLAN**

In accordance with OSHA Bloodborne Pathogen Standard, 19 CFR 1910.1030, Hanover College developed an exposure control plan in September, 1992.

OSHA requires Hanover College to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials. If the College determines that within the job responsibilities the employee may incur such an occupational exposure, he/she will receive at the time of employment mandatory training, personal protective equipment which will be chosen based on the anticipated exposure, and will be offered the opportunity to receive the Hepatitis B vaccine, at no cost to the employee. The employee will also receive a complete copy of Hanover College's *Bloodborne Pathogen Exposure Control Plan.*

Any employee determined not to be covered under the OSHA Bloodborne Pathogen Standard, should refer to Hanover College's *Policy on Blood and Other Potentially Infectious Materials* on Page VIII-17.2 of this *Manual*.

A complete copy of the *Bloodborne Pathogen Exposure Control Plan* is available to any employee upon request in the Office of the Payroll and Benefits Manager.

**VIII-18 POLICY ON BLOOD** **AND OTHER POTENTIALLY INFECTIOUS MATERIALS**

Approved by the President, March, 1993

To protect employees and minimize or eliminate their potential exposure to blood and other potentially infectious materials,\* the following procedures must be followed:

1. All needles, broken glass, and other sharp items that may be contaminated with blood or other potentially infectious materials may not be disposed of in waste receptacles. If employees need to dispose of such an item, they are to contact the Janitorial/Housekeeping Staff, whose personnel have been trained in the proper disposal of these materials. Broken glass that is not contaminated may only be cleaned up using the appropriate equipment, i.e. broom and dustpan, and disposed of in a rigid container. Employees must not attempt to pick up glass with their hands.

2. Women are to dispose of sanitary napkins and tampons in the plastic bags located in the restrooms. If an item has not been properly disposed of, staff members are not to attempt to dispose of the item. They are to contact the Janitorial/Housekeeping Staff, who have been trained in the proper disposal of these materials.

3. Employees not covered by the plan are not to attempt to clean up any blood or other potentially infectious material. They are to contact the Janitorial/Housekeeping Staff, whose personnel have been trained in the proper cleanup procedure.

4. Other employees who have been designated by the College under the plan are to provide first aid. No other employee is required or expected to render first aid treatment. If an employee does so, it is a "Good Samaritan" act.

\*"Other potentially infectious materials" include semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids.

**APPENDICES**

**APPENDIX A: AAUP STATEMENTS ON ACADEMIC FREEDOM & TENURE**

Adopted by the Hanover College faculty, February 6, 1978

American Association of University Professors

1940 STATEMENT OF PRINCIPLES ON ACADEMIC FREEDOM AND TENURE WITH 1970 INTERPRETIVE COMMENTS

**Note: Boldface numbers in brackets refer to Interpretive Comments which follow.**

*In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of principles set forth in the 1925* Conference Statement on Academic Freedom and Tenure. *This restatement is known to the profession as the 1940* Statement of Principles on Academic Freedom and Tenure.

*The 1940* Statement *is printed below, followed by Interpretative Comments as developed by representatives of the American Association of University Professors and the Association of American Colleges during 1969. The governing bodies of the associations, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.*

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual [teacher](http://intra.hanover.edu/facultymanual/appendices.htm#teachnote) or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. [**[1]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment1)

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

1 The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[**[2]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment2) Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[**[3]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment3)
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[**[4]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment4)

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

2. Beginning with appointment to the rank of full-time instructor or a higher rank,[**[5]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment5) the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.[**[6]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment6) Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.[**[7]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment7)

3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.[**[8]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment8)

4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.[**[9]**](http://intra.hanover.edu/facultymanual/appendices.htm#comment9)

5. Termination of a continuous appointment because of financial exigency should be demonstrably *bona fide*.

**1940 INTERPRETATIONS**

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 *Statement of Principles on Academic Freedom and Tenure* were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph (a)(4) of the section on Academic Tenure. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

**1970 INTERPRETIVE COMMENTS**

*Following extensive discussions on the 1940* Statement of Principles on Academic Freedom and Tenure *with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the* Statement *for over thirty years and of adapting it to current needs.*

*The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.*

In the thirty years since their promulgation, the principles of the 1904 *Statement of Principles on Academic Freedom and Tenure* have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 *Statement*, to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 *Statement*; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents* 385 U.S. 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The numbers refer to the designated portion of the 1940 *Statement* on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the *Statement on Professional Ethics*, adopted in 1966 as Association policy. (A revision, adopted in 1987, was published in *Academe: Bulletin of the AAUP 73* [July-August 1987]: 49.)
2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.
3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement*, and we do not now endorse such a departure.
4. This paragraph is the subject of an Interpretation adopted by the sponsors of the 1940 *Statement* immediately following its endorsement which reads as follows:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph (a)(4) of the section on Academic Tenure. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph (c) of the 1940 *Statement* should also be interpreted in keeping with the 1964 "Committee A Statement on Extramural Utterances" (*AAUP Bulletin* 51[1965]: 29), which states *inter alia*: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph V of the *Statement on Professional Ethics* also deals with the nature of the "special obligations" of the teacher. The paragraph reads as follows:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of other obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary as well as to the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

1. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title. [(See note A1.)](http://intra.hanover.edu/facultymanual/appendices.htm#notea1)
2. In calling for an agreement "in writing" on the amount of credit for a faculty member's prior service at other institutions, the *Statement* furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution. [(See note A2.)](http://intra.hanover.edu/facultymanual/appendices.htm#notea2)
3. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 *Statement* with respect to the termination of services of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the *Standards for Notice of Nonreappointment*, endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
2. *Not later than December 15 of the second academic year of service*, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the *Statement on Recruitment and Resignation of Faculty Members*, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

1. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the *Recommended Institutional Regulations on Academic Freedom and Tenure*, prepared by the American Association of University Professors.
2. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the *Statement on Procedural Standards in Faculty Dismissal Proceedings*, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 *Statement* is silent.

The 1958 *Statement* provides: "Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

Note A1: For a discussion of this question, see the Report of the Special Committee on Academic Personnel Ineligible for Tenure," *AAUP Bulletin 52* (1966): 280-82.

Note A2: For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *AAUP Bulletin 64* (1978): 274-75.

**APPENDIX B: HANOVER COLLEGE HARASSMENT POLICY**

Revision Date: 05/08/2009

Hanover College is committed to providing a work and academic environment that is free from all forms of discrimination and from conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

**POLICY APPLICABILITY**

This policy applies to all administrators, staff members, and faculty members of Hanover College, as well as to any person or entity contracting with the College. Individuals who are not administrators, staff members, faculty members or students and who believe that they have been subjected to harassment by a College administrator, staff member, or faculty in the course of their employment or at a College-sponsored event may utilize the complaint processes set forth in this policy.

**DEFINITIONS**

Harassment is a form of discrimination which seriously harms the Hanover community, can constitute a violation of law, and is defined as follows:

Acts which have the effect of harming, intimidating, or humiliating an employee, or student member of the community, through the use of physical force, the threat of force, or verbal, visual, or physical abuse, on the basis of race, color, religion, gender, marital status, sexual orientation, national origin, age, disability or any other characteristic protected by law. These acts can also be based on no one specific characteristic or combination of characteristics protected by law, but can also be acts which have the effects listed above and are based on violating the basic respect that we owe to one another as members of the Hanover College community. If these acts take place in a teaching context, they must be persistent, pervasive, and not germane to the subject matter. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of such conduct by the individual is used as a basis for employment decisions or academic decisions affecting an individual, interfering with his or her work or academic performance, or creating an intimidating, hostile, or offensive working or academic environment.

Whether there has been a violation of this policy will be determined on a case-by-case basis and will depend upon the specific facts and the context in which the conduct occurs. Please note that the College intends to apply standards of conduct that are more stringent than those applied in a court of law. Consequently, a violation of this policy should not be construed as a violation of any federal, state, or local law. The remedial action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary action. Even one incident, if sufficiently serious, may constitute harassment prohibited by this policy.

**COMPLAINT PROCEDURE**

1. A student, administrator, staff member, or faculty member who believes that he/she has been subjected to harassment by an administrator, staff member, faculty member or contractor is encouraged to promptly tell the person that the conduct is unwelcome and to ask the person to stop the conduct. But this is not necessary or required. An administrator, staff member, faculty member, or contractor who receives such a request must immediately comply with the request and must not retaliate against the student or employee for objecting to the conduct.
2. If the petitioner is an administrator, staff member, or faculty member, he/she may report the alleged harassment by an employee or contractor to Human Resources or to any Department Chair or Division Coordinator at the College. Since final appeals are made to the President, he/she will not receive harassment complaints. It is the responsibility of all managers to report any complaints of alleged harassment to Human Resources.
3. Any person authorized by college policy to receive harassment complaints is under a duty to act upon them or refer them for review.
4. If the petitioner is a student, he/she may report the alleged harassment by an employee or contractor to any member of Student Life, to the Dean of Academic Affairs, to any Faculty Division Coordinator, or to Human Resources. Any other member of the College community although not a petitioner, shall also report any suspected or observed incidents reasonably believed to violate this policy or any report from a petitioner of an incident of harassment.

Faculty members who act as sounding boards are generally not obligated to report harassment; however, a harassment free environment is best achieved when the community works together.

1. If the petitioner or respondent wishes to be provided with a procedural counselor to assist him/her through the complaint process and to provide moral support, they will be able to choose one from a list of six facilitators. Student Life, Hanover College Administration, and the Faculty will each provide a male and female facilitator for this list. The President shall approve the final roster of facilitators and training will be provided on an annual basis.
2. While any party to a proceeding under this policy may retain an attorney for private counsel, attorneys will not be permitted to appear at or to participate in proceedings before the Harassment Hearing Board.
3. If the respondent is the Director of Human Resources, then the complaint will be directed to the next level of management, who will process the complaint, investigation, and resolution steps. If the respondent is the President, then the Director of Human Resources will coordinate the complaint, investigation, and resolution steps with counsel and the Chairman of the Board of Trustees.
4. The petitioner should present the complaint as promptly as possible after the alleged harassment occurs. Ordinarily, a complaint must be presented within thirty (30) days. The Harassment Hearing Board can decide to waive the time limit and can choose to review the complaint if it determines good cause for review exists. This review will be on the merits of the complaint, not on its timeliness.
5. If the petitioner decides to proceed, the petitioner must submit to Human Resources a signed, written statement detailing the conduct that is perceived as harassment. If the petitioner chooses not to participate in the investigation, the College reserves the right to proceed with an investigation and hearing on behalf of the College.

1. Upon receipt of the written complaint, the Director of Human Resources will determine if the complaint is substantive enough to be forwarded to the committee for a preliminary review. If the committee decides that the complaint is substantive in nature, the Harassment Hearing Board will review and determine if an investigation is warranted.

The Human Resources Director will inform the respondent of the nature of the complaint, and will notify him/her of the pending investigation.  The respondent will be informed of his/her rights and the potential outcome(s) of the investigation.  The appropriate cabinet member will be informed of the complaint only if the case moves to an investigative board review.

1. Complaints against contractors or third parties shall not be handled by the Harassment Hearing Board; instead, such complaints shall be resolved by the Director of Human Resources in consultation with the appropriate business unit of the College. Remedial action may range from warnings, to barring an individual or entity from campus, to discontinuing business relationships with persons or entities that do not abide by this policy.

**RESOLUTION OF WRITTEN COMPLAINT**

1. Except for complaints involving contractors or other third parties, after a written complaint is submitted, the Harassment Hearing Board shall convene as soon as practicable to review the complaint. The Board is composed of the Director of Human Resources as a non-voting convener, a Division Coordinator/Department Chair/Director, and two other board members. If the respondent is a faculty member, a Division Coordinator will be chosen from a division other than the department in which the respondent works, and the two additional board members will be faculty members. If the respondent is an administrator or staff member, a Department Head or Director will be chosen from a department other than the department in which the respondent works, and the two additional board members will be administrators or staff members. A fifth member of the board will be appointed by the President from a pool of administrators or staff members if the respondent is a faculty member or from the faculty pool if the respondent is an administrator or staff member. Faculty members will be recommended by the Steering Committee and appointed by the President. A pool of Administrators and staff members will be recommended by the Cabinet. The convener will choose the appropriate board members from the designated administrator/staff or faculty member pool.

Each year the Division Coordinators/Department Chairs/Directors, and appointed board members will be trained in harassment policy and law, as well as investigative techniques.

1. The Board shall conduct a hearing which may include reviewing witness testimony, statements, documents and/or electronic files that are reasonably believed to be associated with the claim. The Board may gather whatever information it deems necessary to assist in reaching a conclusion and making recommendations for subsequent action. All administrators, staff members, faculty members, and students are expected to cooperate fully in an investigation into harassment.

The respondent will have full rights to defend him or herself and to present evidence at the hearing conducted by the hearing board (see appendix for Hearing Board Procedures).

1. In recognition of the sensitivity of such matters, the work of the Board shall be confidential.

A report of the committee’s findings and the resolution of the problem shall be forwarded to the President. If the claim is dismissed, only a summary of the claim, without specified petitioner and respondent names, will be forwarded to the President.

1. Determinations as to whether a violation of this policy has occurred shall be made using the “preponderance of the evidence” standard—that is, does the evidence establish that it is more likely than not that a violation of this policy has occurred? As soon as practicable, the Board shall issue a decision containing its factual findings, its determination, and its proposed resolution. All findings shall be framed in terms of whether the evidence establishes a violation of this policy, not whether any law has been violated. When the evidence does not establish a violation, the determination shall so state and the proposed resolution shall be to dismiss the complaint. The Board shall forward its findings and proposed resolution as soon as possible to the appropriate Cabinet Member. Previous findings of harassment may be considered in the consideration of sanctions even if the earlier findings did not lead to sanctions.
2. Examples of possible recommended sanctions may include but are not limited to an apology to the petitioner, financial/salary implications, and discipline up to and including dismissal.
3. The appropriate Cabinet Member will review the Board’s findings and confer with the Board. The Cabinet Member will then come to his or her decision concerning whether sanctions are to be imposed and, if so, what these sanctions will be.

If the Cabinet Member decides that the sanction should be increased or decreased from those recommended by the Harassment Hearing Board, he or she must review the modified sanction with the board. If additional evidence is presented by the Cabinet Member, the Board will reevaluate the findings and notify the petitioner and the respondent of the new evidence.

The Cabinet Member will send a draft of this decision to the respondent.  The respondent may then respond to the Board and Cabinet Member within ten days of receipt of this draft or request an extension and respond within the time granted.  If the respondent responds, that response becomes part of the file for the case.  After thoughtfully considering the response and responding to the respondent, the Board will present findings to the Cabinet Member. The Cabinet Member may incorporate any changes resulting from that consideration into his or her decision to the respondent, providing a copy to the President.  The petitioner shall be notified either that the evidence did establish a violation of this policy and that remedial action will be taken, or that the evidence did not establish a violation of this policy and the complaint will be dismissed.

1. If the Vice-President of Academic Affairs approves the sanction of termination for a faculty member, the case must then be deferred to the termination process as outlined in the Faculty Manual.
2. Either party may appeal the Cabinet Member’s decision to the President. Appeals may be premised only on allegations of bias, conflict of interest, or procedural violations that affect a substantial right. The decision of the President will be final.

**CONFIDENTIALITY**

Hanover College recognizes that confidentiality is important; however, confidentiality cannot be guaranteed. The administrators, staff members, and faculty members responsible for implementing this policy will respect the privacy of the petitioner or respondent of harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations in which confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the College is required by law to disclose information, or when an individual is in harm’s way. In cases of sexual assault, the Clery Act requires that both the perpetrator and the victim be informed of the final outcome and the sanctions imposed. In other cases, details of the case are to be kept confidential and the petitioner will be notified either that the evidence established a violation of this policy and that remedial action will be taken, or that the evidence did not establish a violation of this policy and the complaint will be dismissed.

**RETALIATION**

Retaliation against an individual who, in good faith, complains of alleged harassment or provides information or participates in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and is grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in the terms and conditions of his or her employment and/or academic standing or discriminated against, terminated, or expelled because of the complaint or assistance. However, tendering complaints or evidence lacking a good-faith basis is a violation of this policy and subject to remedial action.

**HARASSMENT HEARING BOARD PROCECURES**

1. When the written complaint is brought to the Hearing Board they must first decide if the complaint warrants moving forward with a full investigation. The complaint must detail the conduct which is perceived as harassment. If the decision is to move forward the hearing board must notify the respondent of the complaint and will notify him/her of the pending investigation. The respondent will be informed of his/her rights and the potential outcome(s) of the investigation.
2. The Board conducts a review which may include witness testimony or statements, review of documents and electronic files that are reasonably believed to be associated with the claim. The Board my gather whatever information it deems necessary to assist in making recommendations for subsequent action.
3. Both the petitioner and the respondent will have full rights to present their case and respond to claims by the other. Both can have access to a procedural counselor if desired, selected from a pool of faculty, administrators, and staff members who have received harassment training. Should the petitioner or respondent wish the procedural counselor to attend the board meeting, this will be accommodated. The procedural counselor will not be able to speak on the behalf of the petitioner or respondent.
4. If a claim is dismissed, only a summary of the claim without specified names of the petitioner and the respondent will be forwarded to the President.
5. The proceedings before the Board (though not its deliberations) shall be captured on an audio recording. Upon request the request of a party in connection with an appeal, the parties may arrange to listen to the recording.
6. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the petitioner or the respondent, will be avoided so far as possible until the proceedings have been complete.
7. The determination as to whether a violation of this policy has occurred shall be made using the “preponderance of the evidence” standard—that is, does the evidence establish that it is more likely than not that a violation of this policy has occurred.

The petitioner or respondent has the right to read and review evidence that the board is using to review the case. The petitioner or respondent may also pose questions for the Hearing Board to ask the opposing party.

As soon as practicable, the Board shall issue a decision containing its factual findings, its determination, and its proposed resolution. All findings shall be framed in terms of whether the evidence establishes a violation of this policy, not whether any law has been violated. When the evidence does not establish a violation, the determination shall so state and the proposed resolution shall be to dismiss the complaint. The Board shall forward its findings and proposed resolution as soon as possible to the appropriate Cabinet Member. Previous findings of harassment may be considered in the consideration of sanctions even if the earlier findings did not lead to sanctions.

1. Examples of possible recommended sanctions may include but not limited to an apology to the claimant, financial/salary implications, and discipline up to and including dismissal.
2. The appropriate Cabinet Member will review the Board’s findings and confer with the Board. The Cabinet Member will then come to their decision concerning whether sanctions are to be imposed and, if so, what these sanctions will be.

If the Cabinet Member decides that the sanction should be increased or decreased from those recommended by the Harassment Board, they must review the modified sanction with the board. If additional evidence is presented by the Cabinet Member the board will reevaluate the findings and notify the petitioner and the respondent of the new evidence.

The Cabinet Member will send a draft of this decision to the respondent.  The respondent may then respond to the board and cabinet member within ten days of receipt of this draft or request an extension and respond within the time granted.  The respondent’s response becomes part of the file for the case.  After thoughtfully considering the response and responding to the respondent, the board will present findings to the Cabinet member. The Cabinet Member may incorporate any changes resulting from that consideration into his or her decision to the respondent with a copy to the President.  The petitioner shall be notified either that the evidence did establish a violation of this policy and that remedial action will be taken, or that the evidence did not establish a violation of this policy and the complaint will be dismissed.

1. If the Vice-President of Academic Affairs approves the sanction of termination for a faculty member the case must then be deferred to the termination process as outlined in the Faculty Manual.
2. Either party may appeal the Cabinet Member’s decision to the President. Appeals may be premised only on allegations of bias, conflict of interest or procedural violations that affect a substantial right. The decision of the President will be final.

**APPENDIX** **C: CURRICULUM**

Adopted October, 1991; Amended February, 1994

**Liberal Arts Degree Requirements (LADRs)**

Applies to first-year students entering Fall 2004. (Does not apply to transfer students new to Hanover in Fall 2004. They will follow the current General Degree Requirement system.)

14 units (assuming Other Cultures requirement is satisfied through a LADR, major, or minor course).

In LADRs that have a two-course sequence, the two courses may be "linked," with one course in Fall and the second in Winter, or "stacked" together in the same term (either Fall or Winter).

Students must take both courses in the sequence during the same school year to get credit for the requirement. If a student takes the first course but not the second, the first course becomes an elective and the student will need to attempt a different LADR in a subsequent year. Students will not be able to take the second course in a sequence if they have not taken the first course.

**August Experience**

* intense introduction to college-level modes of inquiry for first-year students
* includes common readings
* begins intensive work on writing and public speaking
* establishes students' first advising relationships
* includes co-curricular activities such as films, field-trips, and speakers to enhance course content and extend it beyond the classroom

**1. Great Works (GW)**: 2-course sequence

first year, Fall and Winter Term

intensive writing and public speaking

The objective of this requirement is to analyze and interpret great works of literature (broadly construed to include literature of any liberal arts discipline) and/or visual and performing arts and the enduring questions they raise. Courses include works representing diverse cultures and works that address or embody ethical questions and issues.

Each sequence (1) addresses the problem of "objectivity" in evaluating the quality of works; (2) focuses on the close analysis and interpretation of works; (3) includes the perspectives and methods of humanities or fine arts; (4) may require artistic and performance projects.

See the *Hanover College Catalog* for course listings.

**2. The Examined Life (EL)**: 2-course sequence

The objectives of this requirement are: (1) to confront foundational questions essential to the examined life, questions of epistemology, ethics, theology, and spirituality; (2) to learn the basic skills of logical thinking and critical thinking from within rational and faith-based perspectives; and (3) to provide a framework for reinforcing and integrating recurring themes (e.g. ethics, epistemology) integrated vertically into the LADR curriculum.

See the *Hanover College Catalog* for course listings.

**3. Modern Society (MS)**: 2-course sequence

The objective of this requirement is to examine the distinguishing features of modern society, to place modern society in a global or historical context, to confront issues of causality and human motivation, and to give consideration to ethical issues born of modern society.

See the *Hanover College Catalog* for course listings.

**4. Natural World (NW)**: 2-course sequence

The objectives of this requirement are to examine the nature and limits of scientific knowledge and scientific methodology, to introduce the theory and practice of scientific inquiry, and to consider the social and ethical implications of modern science.

See the *Hanover College Catalog* for course listings.

**5. Other Cultures (OC)**: 1 unit

The objective of this requirement is to examine a culture (or cultures) outside of Western civilization from the perspectives of that culture, to gain insight into radically different world views, and to develop an alternative lens with which to examine Western civilization. This requirement may be satisfied through one of the LADR sequences that is designated as satisfying the Other Cultures requirement (OC), through a designated course in the major, or through a separate designated course.

**6. Abstraction and Formal Reasoning (AFR)**: 1 unit

The objective of this requirement is to introduce students to formal abstract systems and their applications. Each course requires students: (1) to understand the nature of symbolic language, formal reasoning, and the process of solving problems by means of abstract modeling; (2) to identify the essential qualities of these tools, qualities that underlie their effectiveness in the solution of real-world problems; and (3) to explain the limitations of these formal systems of reasoning.

See the *Hanover College Catalog* for course listings.

**7. World Languages (WL)**: 2-course sequence

* two semesters of the same language required of all students (with the exception of international students).
* highly recommended to begin during the first year.
* must be completed by the end of the second year.

The objective of this requirement is to build skills in a second language, to encourage understanding of the nature of language, to provide insight into and knowledge of other cultures, and to prepare students for participation in the global community.

French

German

Greek

Latin

Spanish

**8. Health and Physical Fitness (HF and HFA)**: 1 unit

* one 0.50-credit course in Lifetime Wellness
* two 0.25-credit physical education activity classes or equivalent participation in varsity sports

The objective of this requirement is to encourage knowledge and understanding of wellness, to develop skills essential to maintain physical fitness, and to provide a basis for life-long wellness and physical fitness.

One 0.5 credit course before the beginning of the junior year: HF 101: Lifetime Health and Fitness.

Two 0.25 credit courses in Applied Health and Fitness. At least one of these must be earned from the Lifetime Fitness Activities, which includes all courses with a course number above HFA 050. After completing one season, varsity athletes can get credit for the corresponding Applied Health and Fitness course in the Varsity and Team Sports category.

See the *Hanover College Catalog* for course listings.

**APPENDIX D: MAJOR REQUIREMENTS**

Adopted by the faculty December, 1992

1. Purpose of an Undergraduate Major

The purpose of a major is to achieve both depth and integration. A concentrated course of study enables students to acquire a detailed understanding of the content, concepts, and methods of inquiry central to one or more disciplines. As a part of their course of study, students will examine the assumptions, scope, and limitations of the discipline(s) and confront a variety of perspectives within and outside the major discipline(s). Comparing the assumptions, skills, methods, and conclusions of the major discipline(s) to those of other disciplines encourages students to integrate the major into the broader context of the liberal arts.

1. Major Requirements
2. The number of courses required for a major within a single discipline will be no fewer than seven and no more than ten. This number includes the culminating experience. The seven-to-ten course limit does not include courses designed to encourage knowledge and skills expected of all entering students.
3. A single-discipline major may require related or cognate courses in other disciplines, but the total number of required courses for a major may not exceed thirteen.

3. By their nature, the multidisciplinary majors (e.g., International Studies, Medieval-Renaissance Studies) may exceed this number of required courses. The Curriculum Committee will use the overall limit of thirteen courses as a general guide in its review of the requirements of multidisciplinary major programs.

**APPENDIX** **E: ON THE USE OF SOURCE MATERIALS**

At its February, 1985 meeting, the faculty, upon recommendation of the Educational Policies Committee, adopted the following revised version of "The Use of Source Materials":

**THE USE OF SOURCE MATERIALS**

(Revised, 1984, 1991)[1](http://intra.hanover.edu/facultymanual/appendices.htm%22%20%5Cl%20%22notei%22%20%5Co%20%22)

In the preparation of your essays and term papers, you will often be obligated to consult other written sources: books, periodicals, journals, and the like. As you do this, it becomes your responsibility to indicate to any reader which parts are your own contribution and which parts have been borrowed from other sources. Once your paper is turned in, with your name on it, a reader has the right to assume that whatever appears in the paper—**unless otherwise indicated**—is your own work, or else is material of such common knowledge to anyone who is familiar with the area of research that it can be found in almost every book on the subject.

The borrowing of information, interpretation, or ideas, or language, or of organizational patterns is in itself neither good nor bad. The borrowing must, however, be clearly indicated wherever it occurs, even if this means acknowledging the source for every line of your paper. The indication of the original sources becomes a matter of accuracy and honesty for the writer. Often, however, students are not quite sure how to put this principle into effective practice. A good rule of thumb is to ask yourself this question: "Could a reader recognize in my paper sentences or phrases, striking words or facts which come from my sources?" If the answer is "yes," you must indicate the recognizable material in one of several ways.

The standard procedure for documentation that is now employed in most disciplines is to cite your sources by means of brief parenthetical citations within your text. For example, "(Smith 87)" would indicate that your source is page 87 of a work by an author named Smith, the full bibliographical information for which would be found in the "Works Cited" or "Bibliography" placed at the end of your paper.[2](http://intra.hanover.edu/facultymanual/appendices.htm%22%20%5Cl%20%22noteii%22%20%5Co%20%22) However, some of your instructors might prefer that you use footnotes (which are placed at the bottom of the page) or endnotes (which are placed at the back of the paper and are sometimes labeled simply "Notes"). [3](http://intra.hanover.edu/facultymanual/appendices.htm#noteiii) Occasionally you may be able to use a less formal acknowledgment in the body of the paper itself.

The one kind of borrowing for which a note or informal acknowledgment is not enough is the borrowing of language. Whenever you have borrowed someone else's words—whether it be a paragraph, a sentence, a phrase, or even one striking word—you must indicate the borrowing by using quotation marks to enclose the words you have borrowed or by indenting the quotation if it is more than several lines long. **Borrowed language must be acknowledged.**

Your finished paper, however, should be different from any of the sources which have contributed to it. You should compose your paper in your own language (with the exception of quotations, which you must clearly indicate). You should draw on your research material whenever it is useful to do so. Such material used in this way can enhance your own creative interpretation of a subject. If, however, borrowed material is not properly acknowledged, the paper will be dishonest, and the student will be guilty of **plagiarism. For this kind of dishonesty, even if it occurs in only one portion of the paper, very severe penalties will be imposed.**

Within the scope of this document it is impossible to answer all the questions you may have about his subject. Your instructor will give you additional information about these matters or will guide you to such sources as manuals, style sheets, writing texts, etc., which will answer your questions.

Let us conclude this discussion by citing hypothetical examples of the proper and improper use of source materials. The first passage below, from W. T. Jones's *A History of Western Philosophy*, will serve as our original source. (For the complete bibliographical information for this source, see "Work Cited" below.) The subsequent passages illustrate various possible uses of the source and are immediately followed by brief discussions of their propriety or impropriety. We will assume that the authors of exhibits 2, 4, and 6 are female students and the authors of exhibits 3, 5, and 7 are male students:

**Exhibit 1 (The Original Source)**

**Plato was thus by way of being a mystic condescending to communicate his less important insights in a series of dialogues which, because he was a consummate literary artist, are among the most delightful and graceful of all philosophical writing. But he was also, as we shall see, a rationalist and a mathematician—and an executive with enough energy and administrative ability to found a school that survived for 900 years.**

**Exhibit 2**

Plato was thus by way of being a mystic condescending to communicate his less important insights in a series of dialogues which because he was a consummate literary artist, are among the most delightful and graceful of all philosophical writing.

*This is the worst and most obvious form of plagiarism. The student has not documented her source, nor has she used quotation marks.*

**Exhibit 3**

Plato was a mystic who was willing to convey some of his more unimportant ideas in a number of dialogues which, because he was an excellent writer, are artistically among the most delightful of all philosophical works.

*This is also plagiarism. Although the student has changed the wording of the original source, he is obviously indebted to it. In particular, his use of the controversial evaluation of Plato's insights in the first sentence of the source suggests his reliance on Jones. However, he does not give credit to the source.*

**Exhibit 4**

As W. T. Jones notes, Plato was a mystic condescending to communicate his less important insights in a series of dialogues which, because he was a consummate literary artist, are among the most delightful and graceful of all philosophical writing. (100)

*This, too is plagiarism. The student acknowledges her source, but she does not indicate, through the use of quotation marks, that she is using the language of the source.*

**Exhibit 5**

Plato was a mystic, a consummate artist, a writer of graceful dialogues, a rationalist, a mathematician, and the founder of a school that endured for 900 years.

*By condensing the first two sentences in the source, the student has greatly changed the wording of the original passage. But note that his organization and characteristics ascribed to Plato are the same as in the original Note also the use of "consummate artist," which obviously derives from "consummate literary artist." This is a very subtle and devious form of plagiarism.*

**Exhibit 6**

"Plato was thus by way of being a mystic condescending to communicate his less important insights in a series of dialogues which, because he was a consummate literary artist, are among the most delightful and graceful of all philosophical writing" (Jones 100). Besides being a mathematician and master of reason, he founded a school of philosophy that endured for nearly a millennium (Jones 100).

*This is an acceptable use of source materials. The student documents not only the quotation from Jones but also a passage which she borrowed from that source but put into her own words.*

**Exhibit 7**

Plato was not only a great philosopher, but he was also a superb artist.

*This is not plagiarism because the idea expressed here is a widely held belief, familiar to most scholars of Plato. Hence, it qualifies as a matter of "common knowledge.*

Notes

1. [This statement](http://intra.hanover.edu/facultymanual/appendices.htm#sourcemat) is based on a document prepared for the use of students in the History of Civilization Course at Occidental College by Professor Lewis Owen of the Department of English and Comparative Literature. With the permission of Professor Owen, the original document was revised and adapted for the use of Hanover Students by the Department of English, Hanover College. At its meeting of May 6, 1968, the Hanover College faculty voted to adopt the revised document as a guideline for the faculty and student use. This third document is, in turn, a revision of the one which went into effect at Hanover in 1968.
2. The form of documentation used [here](http://intra.hanover.edu/facultymanual/appendices.htm#documentation) is that adopted by the Modern Language Association in 1984.
3. This is an example of an endnote or a footnote (except that the footnote would be placed on the same page as the superscript): John Jones, *The Nature and Meaning of Human Life* (New York: Blank, 1984), p. 302. The superscript in your text guides the reader to the note.

*Work Cited*

Jones, W. T. *A History of Western Philosophy*. New York: Harcourt, 1952

**APPENDIX** **F: THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT**

Effective Date: 01/01/1989

Revision Date: 03/15/2008

**Drug Free Workplace**

It is Hanover College's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on Hanover College premises and while conducting business-related activities off Hanover College premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the Office of Human Resources without fear of reprisal.

**THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT**

Hanover College is committed to providing a drug free environment for the safety and well being of the campus community. Because students at Hanover College receive Federal grants and loans, we are required by law to adhere to the following.

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, requires that, as a condition of receiving funds or any other form of financial assistance under any Federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol. In order to comply with the Act, the following guidelines must be implemented and enforced to assure continued eligibility for students to participate in Federal programs such as Pell Grants and Guaranteed Student Loans.

**Standards of Conduct and College Sanctions**

Employees are to refrain from the use, possession, manufacture, distribution, dispensation or sale of illicit drugs (such as cocaine, marijuana, heroin, LSD, and other hallucinogens), or alcohol, or being under the influence thereof at the workplace. (Workplace includes College premises and College-owned vehicles.) Unlawful use of alcohol is not permitted at College sanctioned functions. (A more complete listing of illicit drugs is available in literature at the College Health Services.)

The abuse of legal substances such as those prescribed by a physician or over-the-counter drugs, which would jeopardize safety, or hinder work performance is prohibited.

As a condition of employment at Hanover College, employees must abide by these standards. violations can result in suspension up to dismissal. Employees shall be responsible for notifying the Office of Human Resources of any criminal drug or alcohol violation arising out of conduct occurring at the workplace no later than five (5) days after such conviction.

**Legal Sanctions**

The laws of the State of Indiana regarding unlawful possession, use, sale, manufacture, or distribution of drugs and alcohol carry fines and/or imprisonment. Many factors govern these sanctions and may vary according to the situation.

Depending on the severity of the violation, legal sanctions governing illicit drugs can result in a Class A felony which carries 20-50 years imprisonment and up to a $10,000 fine. A Class D felony can result in 1-3 years imprisonment and up to $10,000 fine. The possession of marijuana (first offense) can result in a Class A misdemeanor with up to 1-year imprisonment and up to $5,000 fine.

Legal sanctions for the unlawful distribution of drugs can be more severe if the substance is distributed to a person under 21 years of age or within one thousand feet of the property of a school (IC 35-48-4-1 through 12.)

It is illegal in the State of Indiana for anyone under the age of 21 to purchase, possess, or consume alcohol. A Class C misdemeanor with up to 60 days imprisonment and a $500 fine can be imposed for the following violations: possession of unopened or opened containers for consumption of alcohol by a minor; selling or furnishing alcohol to a minor; selling alcohol without a license. Driving under the influence/driving while intoxicated can result in the loss of driving privileges for a period of time and a conviction of a Class D misdemeanor, depending on amount of alcohol consumed. One can be convicted of a Class D felony for the second offense of driving while intoxicated. Public intoxication may result in a fine and/or probation. A social host who serves alcohol to an intoxicated guest may be held liable for injuries caused by the guest's intoxication.

(More detailed information pertaining to the laws of alcohol and drug abuse can be found in the Indiana Code and U.S. Code reference books in the College Library.)

**Health Risks associated with use of alcohol and drugs**

Users of alcohol and drugs encourage disease, malnutrition, illness, and even death. Alcohol and drugs alter and distort the user's concepts of reality. Accidents occur because a user cannot depend on what appears to be reality. Combining alcohol with drugs multiplies the problems and effects.

Informational pamphlets are available from the College Health Service located in Lynn Hall.

**Available drug and alcohol counseling**

Employees who believe they have a problem with substance abuse should consult with the Office of Human Resources for referrals. Local agencies that offer counseling on substance abuse are listed below. If off-campus services are sought, the cost shall be borne by the employee.

Local agencies that offer counseling on substance abuse are listed below:

Behavioral Healthcare of Columbus

2223 Poshard Drive

Columbus, IN 47202 Phone # (812) 376-1711 1-800-562-5213

LifeSpring Mental Health Services

460 Spring Street

Jeffersonville, IN 47130 Phone # (812) 283-4491 1-800-456-2117

Quinco

3008 North Bevcher Drive

Madison, IN 47250 Phone # 265-1918 1-800-266-2341

**APPENDIX G: ACCEPTABLE USE OF COMPUTING SYSTEMS, SOFTWARE, AND THE HANOVER COLLEGE DATA NETWORK**

Endorsed by the Hanover College Faculty: October 4, 1995

1. Foreword

Access to modern information technology is essential to the pursuit and achievement of excellence in instruction, research, and service outreach for Hanover College. The privilege of using computing systems and software, as well as internal and external data networks, is important to all members of the College community. The preservation of that privilege for the full community requires that each individual member comply with institutional and external standards for appropriate use.

To assist and ensure such compliance, the Computers Committee of Hanover College, Academic Computing and Administrative Computing of Hanover College, with the approval of the Rules Formulation Committee and the Faculty, establishes in the following document the acceptable use of computing systems, software and the College data network.

1. Definitions and Responsibilities

"Academic Computing” authorizes and establishes network connections for campus computers. This department is responsible for system design and development for all academic information servers and software. “Academic Computing” is primarily responsible for the analysis, design, and development of the campus local area network as well as connections to the Internet. This department assigns accounts and access privileges to users for the campus data network and the non-administrative network on-line systems. This department purchases, maintains and manages all faculty, faculty support, student lab computers and peripherals.

Administrative Computing” establishes network connections for administrative computers. “This department is responsible for system design and development for all administrative information servers and purchases, maintains and manages all administrative staff computers and peripherals. “Administrative Computing” assigns accounts and access privileges to users of the administrative database systems.

A “System Manager” is a person who is authorized by Hanover College to develop, grant and create user privileges, maintain the system file store and ensure the effective operation of a system connected to the Hanover College data network.

The “College community” consists of:

*Students* are individuals currently enrolled in classes at Hanover College. Students can either be residents or commuters.

*Faculty* are individuals with faculty status who are currently full- or part-time employees of Hanover College. Faculty are also those people with faculty emeritus status.

*Staff* are individuals currently employed as administrative or maintenance personnel by Hanover College.

A “*User*” is any individual who uses, logs in, attempts to use, or attempts to log into a system, whether by direct connection (modem or network) or across one or more networks, or who attempts to connect to or traverse a network, whether via hardware, software, or both. The term “User” thus includes all faculty, students and staff members. “User” also includes organizations that have received formal permission to connect to the campus system by Hanover College and/or the Indiana Higher Education Telecommunications System (IHETS).

A “*System Operator*” is an individual authorized by Hanover College to control some subset of computing operation necessary for the effective management of some aspect of functionality of the system. (Example: system print queue management, departmental server)

A *"Faculty Resource person”* is an individual authorized by Academic Computing to serve as an additional resource person for network/online systems development.

An “*Internet access server*” is a computer that is connected to the network and is open to Internet users for anonymous FTP (file transfer protocol), gopher, network news, telnet or http service access (depending on services made available by Academic Computing).

A “*Restricted access server*” is a computer that is connected to the network and is not open to all Internet users. This server may be restricted to students, faculty or staff members of the College or may be restricted to a subset of these.

1. Implications of Diversity in the Information Technology Environment
2. Access to computing resources and the data network is available to all members of the Hanover College community.
3. Computer hardware resources at Hanover College are the property of Hanover College and are generally purchased for the College community to use on campus for College purposes.
	* 1. No College computer is to be removed from the College facility in which it was placed by College computing staff without the consent of the Director of Academic Computing or the Director of Administrative Computing (depending on jurisdiction; see section Definitions).
4. Computer software resources at Hanover College are the property of Hanover College and are purchased with appropriate and required license and copyright provisions. Users are responsible for informing themselves of, and strictly complying with, the license and copyright provisions of the software they use and of Section III-6.1 of the *Faculty Manual*.
	1. No software copy is to be made by any User without a prior, good faith determination that such copying is in fact permissible and legal. All Users must respect the legal protection provided by copyright and license to programs and data.
	2. The licenses of certain advanced software tools require that intellectual products produced with such tools be provided to the licensor. It is the responsibility of the user to be informed of these circumstances.
	3. Hanover College is not responsible for hardware and software not purchased by the College.

4. Network resources at Hanover College will serve diverse purposes and diverse constituencies. Faculty are given discretion in use of campus network resources for classroom use. The College community is given discretion in the use of campus network resources for scholarly, professional, and personal use.

Some examples of acceptable professional uses for College computing resources for the College community are:

* Research
* Education
* State, local, or national governmental affairs
* Public service

Some examples of acceptable personal uses of College computing resources for the College community are

* Correspondence with other Internet sites via E-mail
* General Internet access (Gopher, FTP, WWW, USENET, etc.)
* Use of campus network printer resources

Some examples of unacceptable uses of College network resources for the College community

* Uses that violate U.S. or state laws
* Electronic chain E-mail
* Obscene, suggestive or threatening E-mail to other Internet users
* Any actions that might disrupt network users, services or equipment.

These actions include but are not limited to:

* distribution of unsolicited advertising
* propagation of computer worms or viruses
* using the network to make unauthorized entry to other computational, information, or communications devices or resources.
1. Hanover College computing and network resources are extended to the College community only. All external use must be approved by College computing staff (example: Internet access to campus servers from off-campus sites).
2. All members of the College community are expected to use campus computing resources in a responsible manner for primarily College purposes. Users found to be misusing or exploiting campus computing resources will be subject to disciplinary action. These actions include, but are not limited to, system account or student lab privilege suspension.

Noncompliance with acceptable use regulations may result in College disciplinary actions against the user. (See section “Enforcement and Adjudication”)

1. Acceptable use of the Hanover College Data Network and “The Internet”
	1. All Users must respect the privacy and usage privileges of others, both on the Hanover College campus and at all sites that can be reached by Hanover College’s external network connections.
	2. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to the College or other Users, whether on the Hanover College campus or elsewhere, or develop or retain programs for that purpose, without the authorization of the file owner or their respective director of computing. Reasonable file copying and password changes are permitted among the routine tasks of System Managers and System Operators.
	3. Users shall not represent themselves electronically as others, either on the Hanover College campus or elsewhere, unless explicitly authorized to do so by those other Users. To be valid, such authorization of one User by another User must not circumvent established, system-specific policies defining eligibility for resource.
	4. Users shall not intentionally develop or retain programs that would inhibit the use of the network or its services for other Users, either on the Hanover College campus or elsewhere.
	5. Users shall not obstruct or disrupt the use of any computing system or network by another person or entity, either on the Hanover College campus or elsewhere, whose usage is protected by law, ordinance, regulation, policy, or administrative ruling.
2. All Users must respect the integrity of computing systems and networks, both on the Hanover College campus and at all sites that can be reached by Hanover College’s external network connections.
	1. Users shall not by any means attempt to infiltrate (e.g., gain access without proper authorization) a computing system or network, either on the Hanover College campus or elsewhere.
		1. Users shall not attempt to damage, or alter without proper authorization from computing staff, either the hardware or the software components of a computing system or network, either on the Hanover College campus or elsewhere.
3. All Users of Hanover College’s external connections shall comply with the acceptable use policies established by the College’s external networks’ governing bodies. Copies of these use policy documents can be examined in the offices of the Directors of Academic and Administrative Computing.
4. College Users are not permitted to allow non-authorized users to use College network or computing resources.
5. College Users should not share account passwords with other College or Non-College Users. All College Users are responsible for their own passwords and their use or misuse.
6. Computing and networking resources are sometimes in scarce supply. Excess demand may variously involve disk space, CPU time, workstation access, printer access, software access and network bandwidth.

6.1 If there are no lab computers available, priorities stand as: (1) scheduled class time; (2) computer users with classwork needs directly related to assignments (word processing, electronic mail, gopher, etc.); (3) computer users with non-classwork needs/uses (word processing, E-mail, gopher, etc.). Students will be given one hour of guaranteed computer time to fulfill classwork assignments. After this one hour of computer time, in the occasion of computer shortage, a student can be asked to move to the back of the waiting list and make the computer available to the person who has waited the longest amount of time for a computer. Students using a computer for nonacademic purposes can be asked to give up their computer immediately without the one-hour guaranteed computer time.

6.2 Academic Computing, Administrative Computing and the Computers Committee of Hanover College reserve the right to revise reasonable usage priorities and operational policies (such as hours of operation, usage time limits, populations to be served, etc.).

6.3Users should be provided systematic means for feedback concerning the priorities and their implementation by there respective campus computing departments.

6.4 Faculty or staff members teaching a course or training session in a computer lab have the discretion to exclude students who are not enrolled in the course from using the lab during the class period.

V. Enforcement and Adjudication

1. The principal responsibility for investigation of suspected noncompliance with the provisions of this document rests with campus computing staff (Academic and Administrative respectively).

* 1. The investigation of alleged or suspected noncompliance with the provision of this document is to be conducted with due regard for the rights of all Users, such as the rights to privacy and intellectual property.
	2. Academic Computing and Administrative Computing may suspend service to Users without notice when reasonably necessary to the operation or integrity of the system or the networks connected to it.
	3. Cessation of service, whether by network disconnection or disablement of login capability, shall be utilized in preference to file inspection when remedying or investigating instances of alleged disruption.
	4. The content of User files is not to be surreptitiously or otherwise examined, nor is the User-generated message content of User network transactions to be monitored, without the prior written permission of either the User involved or the Director of Academic Computing. However, System Managers and others charged by them with forwarding misdirected or undeliverable electronic mail and/or delivering printouts may examine such mail or hard-copy to the extent reasonably necessary for such purpose.

2. When an instance of noncompliance is suspected or discovered in a computing system or network established by a department, College or other administrative unit, the Director of Academic and/or Administrative Computing shall be informed.

2.1 Internal disciplinary action may be appropriate in some cases of noncompliance with this document. Relevant General Student Regulations (See Hanover College Student Handbook section entitled “Cooperative Behavior”).

2.2 Criminal or civil action against Faculty, Staff, or Students may be appropriate in some instances. Such cases should be discussed with the Vice President for Academic Affairs and the President of the College.

3. In all cases the principal responsibility of investigating and reporting of noncompliance rests with Academic Computing and Administrative Computing (depending on jurisdiction). Penalties beyond account and/or lab use suspension will be issued through the appropriate college channels.

3.1 Instances of student noncompliance will be reported to the Student Judicial Board and penalties imposed accordingly by that judicial body.

3.2 Instances of faculty noncompliance will be reported to the Vice-President for Academic Affairs and penalties imposed accordingly by that office.

3.3 Instances of administrative staff noncompliance will be reported to the Vice-President for Business Affairs and penalties imposed accordingly by that office.

1. Due to the ongoing developments in computer technology, Academic Computing and Administrative Computing reserve the right to form interim policies pending official approval from the Computers Committee and, if necessary, the Faculty.

**APPENDIX H: RATIONALE FOR NEW ELECTION PROCEDURES**

*Professor Ron Smith of the Political Science Department offered the following rationale for new electoral procures, considered and approved by the faculty at the April 2012 faculty meeting.*

What is proposed is that we adopt an “instant run-off voting” (IRV) system similar to that employed in San Francisco, Minneapolis-St. Paul, Australia, India and various other countries (a nice summary can be read at: <http://en.wikipedia.org/wiki/Instant-runoff_voting> and <http://wiki.electorama.com/wiki/Instant-runoff_voting>). The problems with our current system can be summarized as:

**I. Unnecessary complexity**

The current system requires at least three distinct stages: decline-to-stand (self-nomination), the first round (essentially a second nomination round) where faculty members vote for twice as many candidates as positions, and then the second round (actual voting round) where faculty members are allowed to vote for as many candidates as there are available positions. In the advent of a tie, another tie-breaking election must be held. FEC also often requires an additional special “run-off” type election when a majority is not present (see section III below).

The proposed system will have two rounds: the decline-to-stand (nomination) and the voting round. Since tabulations and reallocation of preferences are handled by the computer, this minimizes the work both of the faculty (logging on and indicating preferences at least three times) and of steering (fewer emails to send out, fewer elections to run).

**II. Problematic Pluralities**

There are many desirable qualities of majorities; unfortunately being frequently seen isn’t one of them. Hence, in our current system candidates are elected by plurality (the candidate with the most votes). While pluralities guarantee a winner (or at least a tie) they have a disturbing property. Consider figure 1. Here is a population of five people with a set of four candidate preferences (A through D) ranked in order of decreasing preference from left to right. If we ask everyone to vote for their most preferred candidate, “A” gets two votes and every other candidate gets one vote. There is no majority. This outcome is so common in actual elections that few systems actually require majorities (ex. U.S. Congressional elections) and instead declare the candidate with the most votes the winner (the plurality winner). In this case that would be candidate “A”.

Figure

However, notice the “disturbing” characteristic I mentioned: in our example three of the people have candidate A listed as their ***least*** preferred candidate. In other words, far more people hate A than like A. In fact, a ***majority*** of people don’t want A to be elected, and yet A is the candidate that got elected.

The proposed system insures that the winner has a majority (avoiding the problem of the least preferred candidate being elected). In the above example the election would run as follows: ballot is checked for a majority of most preferred candidates: A: 2, B: 1, C: 1 and D: 1. No majority. The candidate with the least number of first place preferences is eliminated. In our micro-population we actually end up with a three-way tie for last place. Our tie-breaking rules are that we then move on to compare the second place votes—the candidate with the fewest then being eliminated. B: has 2 second place preferences, C: 2, and D: 1, so D is eliminated. Individual 5 had D listed as their most preferred candidate, so their second most preferred now becomes their top preference (from D to C). Again, ballots are checked for a majority: A: 2, B: 1, C: 2. No majority. The candidate with the least number of first place preferences is eliminated—B this time. Individual 3 had B listed as their most preferred candidate, which is now switched to C, their second most preferred candidate. Ballots are again checked for a majority: A: 2 and C: 3. Candidate C is declared the winner with a majority of 3/5.

**III. Procedural Inconsistency**

Our current system employs two different sets of electoral rules: one for FEC and one for everything else. The difference between the two being that a majority is required for the FEC election. Apparently when the voting procedures were first written it was recognized that pluralities could be problematic, and since FEC decisions can have such far-reaching consequences on a faculty member’s career, there had better be a higher standard to insure that least preferred candidates were not being placed on the committee. However, since majorities are so difficult to find, the current FEC election rules specify that absent a majority an additional “runoff” election is held. But since it is possible to get a series of endless runoff elections without ever reaching a majority, the rules specify that in the “runoff” election, “the winner(s) will be determined by a simple plurality.” In short, FEC requires a majority except when it can’t get a majority, and then a plurality will suffice. In terms of an ink to effectiveness ratio, these provisions are a waste of ink. Assuming a majority is indeed important, this system does nothing to ensure majoritarian outcomes, and indeed only ensures that an additional, unnecessary, run-off election be held (which must be noted actually produces the same winner as would have won in the first election had not the higher standard been enforced).

The proposed system agrees that majorities are the preferable standard and so raises all elections to the higher standard of a majority—thus simplifying procedures, eliminating an unnecessary (and ineffective step), and creating uniformity.

**III. Procedural Absence**

Currently there is nothing in the manual regarding the standard (majority or plurality) to be used for elections to Representative to the Board of Trustees (see points 4 and 5 of the old language). Up to this point (and to minimize the number of electoral rounds necessary) Steering has assumed the standard to be that of a plurality.

The proposed system would employ the same standard for all elections (majority).

**IV. Conceptual Problems**

Currently our system relies on a multi-step system to arrive at a plurality outcome. As already noted, pluralities aren’t the best option available, but often in the past represented a compromise between the ideal outcome of a majority and the reality of diverse and multidimensional preferences in the population (current Texas Governor Rick Perry was elected with less than 40% of the votes of Texas residents). Unfortunately there is no such thing as a perfect voting system. Back in the 1950’s, the economist Kenneth Arrow threw a monkey wrench in voting theory by proving that all electoral systems contain trade-offs between conditions of logicality and fairness. The best one can hope for is a system that avoids the most egregious problems.

While our current system isn’t \*bad\* it is overly cumbersome, has one meaningless procedure (see III above) and could better capture faculty preferences. For example, our system currently does not explicitly recognize the intensity of opinions—one of the conditions of fairness. Suppose there is a position open on a committee in this coming election, and I am asked in the first round to narrow down the field by voting for two people for the position. Well I think Jon and Ron are my best candidates, and so I vote for both. The reality, however, may be that while I’d settle for Ron—I mean he is decent enough, and he would be a warm body in the seat—I actually believe Jon to be the more competent, level-headed candidate. That is important information that our current system ignores. Indeed, the flaw with plurality systems is precisely that they ignore the ordering of preferences.

By allowing faculty to rank candidates on the ballot in the proposed system, more information can be used in arriving at a decision. You can make the argument that the more a system reflects the available preferences of the population, the better it is—at least in terms of fairness. IRV is a system that is generally seen as being pretty fair, while still avoiding the most serious logical problems, and so has been one of the systems often recommended for electoral reform.

That said, IRV is not perfect: it fails to meet some of the logical ideals that have been proposed (like the Condorcet criterion or the Independence of irrelevant alternatives criterion—neither of which are any reason to lose too much sleep (see either of the suggested articles above for more details)) and it still isn’t as “fair” as it could be. What do I mean by “not as fair”? Well, while it does allow for a ranking of preferences, it doesn’t recognize the intensity of those preferences—so there are still bits of valuable information that the system is ignoring. With Ron and Jon, maybe I not only prefer Jon to Ron, but I have a preference distance I could also indicate. On a preference scale of 0-100 with 0=no interest and 100=”I’ve got their poster pinned to my wall,” maybe I would rank the candidates in this way: Jon: 95, Ron: 40, Dawn: 39, Juan: 20, and Bob: 2. I prefer Jon more than twice as much as Ron, and I’m nearly indifferent between Ron and Dawn. Is there a voting system that can account for these preferences? Yes—they are called range voting or intensity-of-preference voting systems. I’m told that when preparing some product to come to market, many companies and marketing firms use these kinds of systems to check out just how well different styles of packaging, flavors, and so on are flying with the public. Unfortunately, these systems violate the one-person-one-vote standard as one outlier with seriously intense preferences can skew the outcome in their direction, effectively swamping the preferences of others (much like a mean can be skewed away from the median by extreme outliers). So while IRV isn’t as “fair” to an individual’s preferences as range voting would be, most people agree that it is a sacrifice worth making in order to preserve the egalitarian “fairness” of each person’s vote carrying equal weight.

The proposed system, while not perfect, does allow us to raise our standard for elections to majority rule, all while coming to a closer approximation of our preference orderings. And it is able to do this without getting skewed by weighing preferences too heavily--a nice mixture of fairness, consistency and logical results.