FACULTY HANDBOOK
FOR ALL FULL-TIME REGULAR FACULTY

Approved by the Board of Trustees
January 13, 2012

Effective July 1, 2013
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1 MESSAGE FROM THE PROVOST

It is a privilege to serve as the Chief Academic Officer at Champlain College, to advocate for the needs of students and to champion the faculty who are dedicated to providing a relevant, rigorous education for our students.

This Faculty Handbook serves as a valuable tool for new and continuing members of the faculty of Champlain College. It documents Champlain’s collaborative approach to shared governance by articulating responsibilities for initiating and approving College policies, and describing the roles of faculty, administration, and board members in College operations. It also serves as a repository for the many policies and procedures that govern and affect faculty life.

In this Handbook, you will find statements of faculty rights and responsibilities, descriptions of resources made available by the College to support faculty professional development, academic affairs policies, personnel policies especially pertinent to faculty and select College and student academic policies.

The Faculty Handbook is the result of years of a collaborative approach toward governing the College. Over time, the faculty and administration will share the responsibility for improving it as a means toward maintaining and improving an academic culture that supports the professional and scholarly development of faculty and students.

Respectfully,

Robin Abramson, Ph.D.
Provost and Chief Academic Officer
2 INTRODUCTION

<table>
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<tr>
<th>Mission, Vision and Values</th>
<th>Version Board Approved January 15, 2010 Meeting</th>
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<td>Person/Dept. Responsible</td>
<td>Strategic Plan 2020;</td>
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<td>President’s Office</td>
<td><a href="http://www.champlain.edu/about-champlain/vision">http://www.champlain.edu/about-champlain/vision</a></td>
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2.1 MISSION – REQUIRES BOARD OF TRUSTEES APPROVAL
Champlain College endeavors to be a leader in educating today's students to become skilled practitioners, effective professionals and engaged global citizens. Champlain's agile and entrepreneurial approach to higher education uniquely blends technology leadership, market savvy, innovation and fiscal responsibility with a commitment to liberal learning, community involvement and "the human touch." This distinctive approach permeates the delivery of relevant, rigorous student-centered programs in business, arts, applied technology and public service.

2.2 VISION – REQUIRES BOARD OF TRUSTEES APPROVAL
By 2020, Champlain College will be the finest small, professionally and globally focused college in the United States.

2.3 VALUES – REQUIRES BOARD OF TRUSTEES APPROVAL
Distinctive Excellence • Sustainability • Innovation • Human Touch • Global Engagement • Diversity and Inclusion

Every endeavor should have a vision and tone. Through ongoing discussion and consensus, the members of the Faculty Welfare Committee, the President, and the Provost agree that John Gardner’s vision of “vital professors” captures the spirit of this Handbook and should continue to guide future editions:

Vital professors typically are individuals who challenge students academically and contribute to their overall development. Usually they participate in the governance and intellectual life of their institution and are involved in the debates of their discipline or professional field. Vital professors are curious and intellectually engaged. They enjoy the respect of their colleagues and are effective in the multiple roles of members of the academic profession. Perhaps most significant, vital professors grow personally and professionally throughout their academic career, continually pursuing expanded interests and acquiring new skills and knowledge. Adjectives that would apply to vital professors include: enthusiastic, caring, dedicated, vigorous, creative, flexible, risk-taking, and regenerative.

2.4 HISTORY OF THE COLLEGE

Champlain College began in downtown Burlington in 1878 as Burlington Collegiate Institute, founded by G.W. Thompson. The Institute was renamed Burlington Business College and operated under E. George Evans’ direction from 1884 to 1920 when it was purchased by A. Gordon Tittemore. He ran the school until 1956 when C. Bader Brouilette, in partnership with Albert Jensen, acquired the College. Brouilette became the president and two years later established the institution as Champlain College, offering associate degree programs.

Champlain College purchased Freeman Hall in 1958 and moved to the Hill Section of Burlington. In 1965, the College opened its first dormitory in a restored Victorian building on historic South Willard Street. Champlain built Joyce Learning Center in 1970 to support its growing student body. Brouilette remained president until his retirement in 1977 when he was succeeded by Dr. Robert Skiff. During Skiff’s presidency, the College acquired several buildings that were converted to dormitories and constructed the Hauke Family Campus Center in 1989. In 1991, the College introduced its first bachelor degree program.

Today, Champlain offers bachelor degree programs in 30 fields of study including information technology, creative media, business, and education. Dr. Roger Perry became the sixth president of Champlain in 1992, and under his leadership Champlain established one of the country’s first online academic programs. During the 90’s, Champlain also offered academic programs at satellite campuses in Israel, United Arab Emirates and India. The first master’s degree program was launched in 2002. During Dr. Perry’s tenure, the campus expanded to include the Robert E. and Holly D. Miller Information Commons (1998), the S.D. Ireland Family Center for Global Business and Technology (2004) and the IDX Student Life Center (2005).

In 2005, Dr. David Finney became Champlain’s seventh president. From 2005-2009, Champlain began offering an MBA as well as a Master’s in Managing Innovation & Information Technology, created a new master plan for the campus, instituted the Emergent Media Center and Champlain Center for Digital Investigation, and opened study-abroad campuses in Montreal, Canada and Dublin, Ireland. Champlain also acquired Woodbury College and in doing so added two graduate-level degree programs in Mediation and Law. In 2009, Champlain launched its Master’s program in Digital Investigation Management and in 2010 began offering its MFA in Emergent Media program.

Building on Champlain’s history of professionally oriented education, a rigorous core liberal arts curriculum was introduced to supplement and support the concentrated areas of traditional undergraduate professional study. This four-year program fosters skills in critical and creative thinking, effective communications, the development of a global perspective and ethical reasoning, among other invaluable competencies. To complement the core curriculum, the College created LEAD (Life Experience & Action Dimension), designed to develop students’ social, financial, career and leadership skills.
Today, Champlain College educates 2,000 traditional undergraduates, 660 full-time and part-time adult students and 350 graduate students from 46 states and 30 countries, and continues its long tradition of being a leader in preparing highly educated, deeply skilled and personally confident professionals.

### 2.5 COLLEGE COMPETENCIES

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<th>College Competencies</th>
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The College has established seven skill areas that form the foundation of the undergraduate educational experience at Champlain College, regardless of the student’s major. We believe that each of these skills is best developed through consistent practice, application, and instruction. As a result, each faculty member is expected to design courses with these competencies in mind and incorporate instructional and developmental activities in these seven areas wherever possible and consistent with the goals of the major. The College Competencies are:

- Critical & Creative Thinking
- Ethical Reasoning
- Global Appreciation
- Oral Communication
- Quantitative Literacy
- Technology and Information Literacy
- Written Communication

Each proposed new course must provide evidence of how it will contribute to undergraduate students’ achievement of the competencies.
2.6 DEFINITION OF FACULTY

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<th>Definition of Faculty</th>
<th>Version 9/2011</th>
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Full-time regular faculty members are those whose appointment letters specify that their primary responsibility is teaching and whose appointment is not temporary. Full-time faculty appointments are for a minimum duration of one year, unless terminated sooner as provided in this Faculty Handbook. For purposes of this Handbook, the term faculty refers to full-time, regular faculty, unless otherwise noted.

The Provost, academic deans, and librarians, while considered administrators for employment purposes, are also defined as faculty, with privileges of voice and vote in the Faculty Senate. The Provost and academic deans may also be considered for academic rank in accordance with policies and procedures in this Faculty Handbook.

2.7 PURPOSE OF THE FACULTY HANDBOOK

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<th>Purpose of the Faculty Handbook</th>
<th>Version 7/2013</th>
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The Faculty Handbook is a compilation of multiple sources of publications and websites, consolidated to provide information to faculty regarding the policies and procedures related to the operation of the academic operation of Champlain College. The Faculty Handbook is also designed to offer guidance in matters of concern to faculty and to improve communication throughout the College.

The policies and procedures contained in this Handbook supersede those issued by Champlain College in any and all previous publications, policy memoranda or statements, and administrative directives. In the event that contradictions occur between the requirements or privileges provided in the Faculty Handbook and those provided in a faculty member’s letter of appointment, the provisions of the letter of appointment shall be followed.

The Champlain College Student Handbook, as well as policies and procedures posted on the College’s internet site, intranet site, and shared folders also contain information on rules and regulations related to the operation and management of the College. Some of these publications are noted as an official part of this Handbook, and may be reprinted here. The most current version of these external procedures, as they appear on the College website, takes precedence over the Faculty Handbook. The College reserves the right to alter, amend, or
suspend terms of policies summarized in the Faculty Handbook, according to the procedures outlined in section 2.8.

The Faculty Handbook is stored on the college website. It is updated annually for any approved amendments, at the beginning of the academic year, unless a modification is approved to take effect immediately, in accordance with section 2.8.5 of this Handbook.

2.8 AMENDING THE FACULTY HANDBOOK

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<th>Amending the Faculty Handbook</th>
<th>Version 7/2013</th>
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<td>Person/Dept. Responsible</td>
<td>Board of Trustees; President; Academic Affairs Faculty Senate</td>
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College policies, including the policies contained in the Faculty Handbook, are established by the Board of Trustees. The Board reserves the right to modify these policies, upon the advice of the administration and/or the faculty through the processes described below.

Some policies in the Faculty Handbook require Board approval for amendment or addition. Other sections are administrative and can be changed at the discretion of the administration, with appropriate faculty consultation, without Board approval. Changes to sections of the Handbook which are not purely administrative may be proposed by faculty or by administration, through the processes described below.

Minor corrections, edits or administrative changes that do not alter the meaning or intent of any handbook policy or procedure may be made at the Provost’s discretion.

Changes to the Handbook apply in the academic year following the academic year in which changes were approved.

2.8.1 CHANGES REQUIRING BOARD OF TRUSTEES APPROVAL

Changes to the following Handbook sections require Board of Trustees approval before they take effect. Revisions may be initiated by either the administration according to the process in 2.8.2 or by the faculty according to the process in 2.8.3.

- 2.1 Mission
- 2.2 Vision
- 2.3 Values
- 4.2 Academic Freedom
- 4.3 Intellectual Property
- 4.4 Nondiscrimination and Harassment Prevention
- 4.5 Statement on Professional Ethics
- 5.3 Sabbatical Leave
- 6.4 Faculty Evaluation
- 6.11 Relationships between Faculty & Students
- 6.12 Related Persons as Students
Changes to all other sections of the *Handbook* may be made by the process described below. The process may be circumvented if the Board determines that exceptional circumstances or financial exigency prevails.

The following procedure is the process for the initiation and consideration of amendments or additions to the *Champlain College Inc. Full-time Regular Faculty Handbook*:

### 2.8.2 ADMINISTRATION-INITIATED AMENDMENTS AND ADDITIONS

Sections which are administrative in nature may be changed by the President and/or the Provost without Board or Faculty Senate approval. Minor corrections, edits or administrative changes that do not alter the meaning or intent of handbook policies or procedures (such as changes to maintain consistency among handbook sections, updating of official names, etc.) can be made to any section of the *Handbook* at the Provost’s discretion. When possible and expedient, the administration will communicate all substantive changes to the faculty through the Faculty Senate in advance. In all cases, changes will be communicated to the faculty prior to implementation. Faculty may suggest or request that the administration make changes to sections that are administrative through the following process. (A) Faculty submit(s) a proposal to amend a handbook policy to the appropriate Faculty Senate Committee; if there is no committee specifically charged with the proposal, then the
The following sections are administrative in nature:

- 1.0 Introduction
- 2.4 History of the College
- 2.7 Purpose of the Faculty Handbook
- 3.0 Organization and Governance
- 5.0 Professional Development Resources (except for 5.3.7)
- 6.2 Orientation of First-Year Faculty
- 6.3 First-Year Expectations
- 6.6 Course Overloads
- 6.7 Independent Study Courses
- 6.8 Minimum Enrollment Class Cancellation
- 6.10 Faculty Enrollment in Champlain College Courses
- 6.14 Outside and Professional Activities
- 8.1 Business Continuity
- 8.5 News Releases & Press Conferences
- 8.5 Confidentiality
- 8.6 Travel Expense Report
- 8.7 Emergency Travel Funds

Amendments or additions to all other sections of the Handbook initiated by the administration should be submitted, along with a rationale, to the Faculty Senate for review and comment. The Faculty Senate will refer the amendment or addition to the appropriate faculty committee for study and recommendations. The appropriate committee will consult with the administration and work toward a mutually satisfactory solution. The committee will then forward the change to the Faculty Senate for review and comment by the full faculty. The administration should receive a response from the Faculty Senate, in writing, on behalf of the faculty in an expedient manner, according to a mutually agreed upon timeline. The exception to this process is section 5.3, Sabbatical Leave. Changes to the sabbatical leave policy require voted approval of the full Faculty Senate as well as approval of the President and the Board of Trustees.

2.8.3 FACULTY-PROPOSED AMENDMENTS AND ADDITIONS

Proposals that are initiated by the faculty to sections other than those defined as administrative in section 2.8.2 should be sent simultaneously to the Executive Committee of the Faculty Senate and the Provost.

A submitted proposal, whether intended as a revision of this Handbook or as an addition to the Handbook, shall follow these guidelines:

- a proposal shall be made in writing;
- each proposal shall contain no more than one substantive alteration to the Handbook;
  and
CHAMPLAIN COLLEGE FACULTY HANDBOOK, July 1, 2013

INTRODUCTION

• a brief explanation of the reason(s) for proposing the revision or addition shall accompany the proposal.

2.8.4 PROCESSING OF PROPOSALS

The Executive Committee shall consider the proposal and recommend its approval or disapproval as it deems appropriate, with or without amendments, to the Faculty Senate.

a. The Role of the Faculty Senate Executive Committee

In considering proposals, the Executive Committee may, at its discretion, consult with individuals connected with or interested in the proposal. The committee will, prior to making its recommendation to the Faculty Senate, appropriately edit and amend the proposal and suggest where it might most appropriately be integrated into the current Faculty Handbook, if it were to be adopted.

The Faculty Senate Executive Committee may propose amendments and additions to the Faculty Handbook based on suggestions made to any member of the committee or based on the committee’s review of the Faculty Handbook. In such case, the committee is responsible for preparing the written proposal, submission of the proposal to the Provost, and processing the proposal in accordance with Section 1.

b. The Role of the Faculty Senate

Upon receiving a proposal from the Faculty Senate Executive Committee with its recommendation of approval or disapproval, the Faculty Senate shall vote to recommend approval or disapproval of the proposal with or without further amendments and editing. The Faculty Senate shall inform the Provost in writing of its recommendation.

Alternatively, the Faculty Senate may choose not to vote on the proposal at the current time and send it back to the Faculty Senate Executive Committee for further work or modification prior to resubmission to the Faculty Senate.

c. The Role of the Provost

The role of the Provost is to accept or reject the recommendation of the Faculty Senate. The Provost may choose to remand any proposed amendment or addition to the Faculty Senate Executive Committee for further study or modification. The Provost shall meet with the Faculty Senate Executive Committee to discuss the proposal if he or she has concerns about it. The Provost will make a diligent attempt to reach a mutually agreeable compromise regarding the wording and intent of the proposal.

The Faculty Senate Executive Committee, at its discretion, will resubmit the proposal, with or without further amendments, to the Faculty Senate. The Faculty Senate will once again vote to recommend approval or disapproval of the proposal and forward its recommendation in writing to the Provost, who will accept or reject the recommendation, or modify the proposal. If the Provost rejects the recommendation of the Faculty Senate or chooses to modify the proposal, he/she will explain promptly his/her decision to the Faculty Senate in writing.

Once a proposal has been accepted by the Provost, it shall be sent to the President and, upon approval by the President, the proposal can be implemented unless the President determines that the proposal
represents a new policy or a policy change to policies defined in section 2.8.1 as requiring Board approval, in which case the proposal must go on to the Board of Trustees for consideration.

2.8.5  EMERGENCY PROCEDURE
When the Provost, the academic deans, and the President of the Faculty Senate agree that, in the best interests of the College, a modification to the Faculty Handbook is immediately necessary, they may petition through the President for a special review of a proposed policy. It shall be fully within the discretion of the President to grant or deny such a request for special review of a proposed policy.

2.8.6  GENERAL RULES OF IMPLEMENTATION
An amendment or addition to the Faculty Handbook to sections defined in section 2.8.1 becomes effective by directive of the Board of Trustees. Amendments or additions to other sections become effective by directive of the President, after going through the approved process. Any grandfathering provision will be specific to a given policy or administrative regulation and so noted in specific language.

At all times a copy of the Handbook with current revisions will be available in the Faculty Senate folder on the shared K drive as well as on the Human Resources intranet site. Responsibility for maintaining this current copy will be with the Faculty Senate. In addition, at the time of their employment, all new faculty members shall be advised in writing of the web address of the Faculty Handbook. For additional policies, procedures, and information, faculty, staff, and students are advised to consult all official university publications and the College’s intranet site.
3 ORGANIZATION AND GOVERNANCE

3.1 BOARD OF TRUSTEES

<table>
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<tr>
<th>Person/Dept. Responsible</th>
<th>By-laws of Champlain College Incorporated residing in the President’s Office; Articles V and VII</th>
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<tr>
<td>Board of Trustees</td>
<td>Version 10/2010</td>
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The ultimate authority for Champlain College rests with the Board of Trustees that operates the College under a charter from the State of Vermont. The Board is self-perpetuating and elects its own chair and officers. In consultation with the President, the Board of Trustees functions include, but are not limited to:

- Determine and periodically review the College’s mission and purpose.
- Appoint the President who shall serve as the College’s Chief Executive Officer and regularly assess his/her performance.
- Approve proposed changes in the College’s academic programs and other major enterprises consistent with the College’s mission, plans and financial resources.
- Approve proposals for new academic programs and discontinuing existing academic programs.
- Approve institutional policies on Faculty appointment, promotion, contract renewals, and dismissal.
- Approve the annual budget and annual tuition/fees, regularly monitor the College’s financial condition, and establish policy guidelines affecting all institutional assets including investments and the physical plant.
- Contribute financially to the College’s fundraising.

While the Board has ultimate authority, it is advised by the President to whom it has delegated much responsibility.

The Board meets four times per year, with its annual meeting in October.

Standing committees of the Corporation are the Executive Committee, Finance and Investment Committee, Audit and Compliance Committee, and Compensation Committee. Ad hoc committees may be added from time to time to address specific tasks.
3.2 COLLEGE ADMINISTRATION

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<th>College Administration</th>
<th>Version 9/2011</th>
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<tr>
<td>Person/Dept. Responsible</td>
<td>By-laws of Champlain College Incorporated</td>
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<tr>
<td>Board of Trustees</td>
<td>residing in the President’s Office; Article VIII</td>
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A copy of the College organizational chart is available on the K drive. (K:/OrganizationalCharts)

3.2.1 COLLEGE PRESIDENT

The President provides strategic vision and academic and administrative leadership for the College.

The President is the Chief Executive Officer of the Corporation and reports directly to the Board and is a voting member of the Board. The President, as academic and administrative head of the College, has responsibility for all the affairs of the institution, and shall bring such matters to the attention of the Board as are appropriate to keep the Board fully informed to meet its policy-making responsibilities. The President has legal authority, on behalf of the Trustees, to perform all acts and execute all documents to make effective the actions of the Board or its Executive Committee. (Article VIII, Board By-laws)

The President is advised by many constituents and looks to them for recommendations. He/she has the ultimate responsibility for approving recommendations and forwarding them to the Board as appropriate. He/she communicates with internal constituents about Board decisions.

The Provost and Chief Academic Officer, Senior Vice President for Finance and Administration, Vice President of Advancement, Vice President of Enrollment Management, and Vice President for Enrollment and Student Life, Institutional Effectiveness Director, and President’s Executive Assistant report to the President.

3.2.2 PROVOST AND VICE PRESIDENT(S)

The Provost and each Vice President shall have such powers and shall perform such duties as may be assigned by the Board of Trustees or the President. In case of the temporary absence of the President, the duties of that office shall be performed by the Provost or the Vice President designated so to serve by the President. (Article VIII) The Board appoints officers of the College annually.

3.2.2.1 PROVOST AND CHIEF ACADEMIC OFFICER

The Provost and Chief Academic Affairs Officer (CAO) reports to the President and provides academic leadership and oversees academic operations of the College.

The Provost / CAO staffs the Academic Affairs committee of the Board and is an active participant in all major College policy recommending bodies. Direct reports to the Provost
include associate provosts responsible for graduate studies, institutional assessment, and international education (including campuses in Montreal and Dublin). The academic deans and administrators responsible for academic resources and directors of the library, BYOBiz, and advising and registration, also report to the Provost.

Specific responsibilities include, but are not limited to:
- Coordinate academic planning and budgeting;
- Work with faculty and academic deans on academic policies, delivery of instruction, functioning of academic departments, requirements for admission and graduation, and curriculum revision;
- Support faculty development and general faculty welfare;
- Define and recommend for approval by the President, academic and educational policy and philosophy;
- Faculty hiring, promotion, termination and sabbatical leaves;
- Initiate, in conjunction with deans and program directors, program evaluation and quality control;
- Recommend academic policy and curricular changes to the President, based on work with faculty and academic deans;
- Recommend to the President plans for organization and administration of academic programs;
- Formulate recommendations for the President regarding long- and short-range planning, goals and objectives of the College; -- with advice and counsel of the deans, program directors, faculty and committees as described in the College governance structure;
- Responsible to the Board of Trustees Academic Affairs Committee.

3.2.2.2 SENIOR VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The Senior Vice President for Finance and Administration reports to the President and acts as Chief Financial Officer and Chief Administrative Officer of the College.

Specific responsibilities include, but are not limited to:
- Responsible for all financial activities of the College and develops and implements financial systems and policies in compliance with all federal regulations and accounting standards;
  - All receipts and disbursement of accounts
  - All banking and financing activities of the College
  - All oversight of debt covenants and borrowing obligations
  - Responsible for long-term financial stability of institution and maintaining annual balanced budgets and long-term financial model
  - Management of all institutional, federal and state aid
- Overall Supervision of Campus Planning, Property Management and Development as well as all Physical Plant operations;
  - Responsible for the creation and maintaining of the Colleges Master Plan
  - Responsible for design and building of new construction projects
  - Responsible for the appropriateness and adequacy of all physical space on campus
• Overall Supervision of all other Auxiliary Services, Bookstore, Food Services, Public Safety, Events Center, Janitorial Services;
• Overall Supervision of Information Systems, including main operating systems, infrastructure and technology on campus;
• Overall Supervision of Human Resources and Organizational Development, including all payroll procedures, compensation, benefits and federal/state payroll compliance issues;
  o Responsible for the hiring and development of the College’s workforce
  o Responsible for the creation an implementation of compensation and benefit programs
• Overall supervision of Risk Management and Contract Management;
  o Oversight of all legal affairs of the institution and contact for outside counsel
  o Authorized signer of all contracts on behalf of the institution.
  o Adequately protect the College of risk and catastrophic events
• Responsible to the Board of Trustees in the following committees: Finance and Investment Committee, Audit and Compliance Committee, and Facilities Committee.

3.2.2.3 VICE PRESIDENT OF ADVANCEMENT

The Vice President of Advancement reports to the President and advises the President and Board on all matters affecting public relations and resource development for the College, including cultivating and soliciting donor prospects. The Vice President serves on the President’s Cabinet, Senior Leadership Team, College Council, and has various other internal responsibilities (including endowment, fund raising, alumni and parent relations, philanthropic donations to external audiences, College magazine, strategic planning), and various civic committees, nonprofit boards, councils, task forces and advisory groups to benefit “town and gown” relationship between College and the external community and to promote and provide professional development in the field of fund raising.

Specific responsibilities include, but are not limited to:
• Coordinate grant proposals to all outside funding agencies and foundations;
• Employ, direct and supervise staff in alumni relations, annual fund, planned giving, major gifts and advancement operations;
• Annual, endowment, deferred and capital giving programs;
• Donor relations and stewardship, to include reporting to donors on how their funds have been invested;
• Community, government relations in partnership with the public relations and marketing department at the College;
• Publications and Web communications directed primarily at the alumni, parent, community, corporate, foundation and internal constituencies;
• College conferences and events as they pertain to alumni, parent, or donor-related constituencies;
• Responsible to the Board of Trustees for the Development Committee.
3.2.2.4 VICE PRESIDENT OF ENROLLMENT MANAGEMENT

The Vice President of Enrollment Services reports to the President and coordinates, supervises, and evaluates administrative units responsible for the recruitment of undergraduate and graduate students (admission and financial aid) as well as units responsible for marketing and promoting the College.

Specific responsibilities include, but are not limited to:
- Provide direction and governance on the positioning of the institution to ensure differentiation and value;
- Manage leadership in the areas of Undergraduate Admissions, Transfer Admissions, Graduate Admissions, Marketing and Financial Aid;
- Anticipate changes and opportunities in the enrollment marketplace and respond accordingly;
- Ensure enrollment management services are of quality and provide value to the marketplace;
- Develops and coaches directors on enrollment goals and revenue;
- Serves as the primary point of contact to the President and the Board of Trustees regarding enrollment and the strategic planning to meet enrollment goals;
- Coaches enrollment management directors on skill development and continuous improvement for their professional advancement;
- Coordinates with the Senior Vice President for Finance and Administration on revenue projections.

3.2.2.5 VICE PRESIDENT FOR ENROLLMENT AND STUDENT LIFE

The Vice President for Student Life reports to the President and is responsible for planning, managing, and evaluating enrollment and student life services that support the accomplishment of the College’s mission and strategic plan. Services that are overseen include Residential Life, Career Planning, L.E.A.D. (life skills, career management, and financial sophistication), Diversity and Inclusion, Counseling, Civic Engagement, Judicial Affairs, Student Health, and Student Activities as well as Enrollment data collection and analysis.

Specific responsibilities include, but are not limited to:
- Provide vision, leadership and oversight for student development programs and services
- Provide strategic and tactical leadership for the development, implementation, and evaluation of systems that increase efficiency and effectiveness of programs and services to achieve enrollment growth and retention goals;
- Track trends, best practices, and current legal issues to ensure student programs and services are current, relevant, ethical and legal;
- Provide strong advocacy for student interests and provides leadership in developing a campus community that reflects Champlain’s mission and values;
- Structure effective relationships with academic programs and departments;
- Build and maintain effective relationships between Enrollment and Student Life departments and internal and external constituencies;
• Analyze problems and identify solutions as well as implementing appropriate recommendations and resolutions;
• Prepare and analyzes administrative and statistical reports and documents;
• Train, motivates and evaluate personnel;
• Plan, develop, and administer annual budget requests and assume responsibility for department heads operating within the approved budget for the division and departments.

3.2.2.6 VICE PRESIDENT FOR STRATEGIC INITIATIVES
The Vice President for Strategic Initiatives reports to the President and provides leadership for the continued development and evolution of Champlain 2020, the College’s strategic plan.

Specific responsibilities include, but are not limited to:
• Provide research and information to track progress against strategic goals with a special emphasis on coordinating and initiating revenue enhancing activities which emerge from this process. Lead the process of continuing to evolve the plan as new knowledge and changes indicate;
• Facilitate collaboration within the institution to attain the marketing and revenue goals detailed in Champlain 2020;
• Develop a body of evidence that Champlain is achieving its strategic objectives;
• Recommend refinements, where needed, in reaching Plan objectives;
• Work with the Vice President for Enrollment Management to coordinate institutional branding, marketing and recruitment activities;
• Oversee the Division of Continuing Professional Studies.

3.2.3 SECRETARY OF THE CORPORATION
Reporting to the Chairperson of the Board of Trustees, the Secretary is primarily responsible for supporting the activities of Board of Trustees. This includes managing the work of the Board and its committees, including developing Board meeting agendas, and serving as a focal point for communication with the Board. In consultation with general counsel, the Secretary ensures that board actions are in compliance with legal requirements. The Secretary also undertakes special projects at the discretion of the President and serves as a member of the College’s senior leadership team. The Secretary supports the Board committee on Trusteeship and coordinates Board nomination and Board development activity.

3.2.4 ACADEMIC DEANS
Academic deans report to the Provost and are responsible for directing an academic division. Each Dean is responsible, under the aegis of the Provost, for budget preparation, planning, fiscal management of division resources, and personnel management (appointment, supervision, development, evaluation, and dismissal).

Specific responsibilities include, but are not limited to:
• Work with faculty and staff to create a strategic vision and oversee its implement;
• Establish and manage a collegial environment;
• Sole responsibility for faculty annual performance reviews;
• Assist the faculty in development and modification of curriculum, and management of assessment activities;
• Encourage and support faculty in their work in the division and on all-College initiatives;
• Work with faculty to strengthen student academic support programs that contribute to retention initiatives;
• Based on wide consultation with faculty in matters re: curriculum and academic policy, convey recommendations to Provost for consideration and approval;
• Communicate administrative information to the division, and important matters concerning the division to the Provost, as appropriate;
• In capacity as a member of the faculty, attends Faculty Senate meetings and other faculty committees and task forces, as appropriate;
• Attend faculty-related committees, as appropriate, to provide advice and input, help shape recommendations, and provide advocacy for faculty recommendations and suggestions, as needed;
• Participate in recruitment and retention events, as needed, and encourage faculty in the division to participate;
• Participate in campus-wide committees and external community committees and task forces as appropriate;
• Participate with Advancement in soliciting and stewarding donor support for the College.

3.3 THE FACULTY SENATE

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<th>The Faculty Senate</th>
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<td>Senate President</td>
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See Appendix of this Faculty Handbook for a copy of the Senate Bylaws.

3.3.1 SENATE COMMITTEES

Article VII, Section 3 of the Senate Bylaws defines standing committees of the faculty as: Curriculum, Welfare, Promotions and Sabbatical Leave, Professional Development, Library and Academic Resources, Multicultural Affairs, and Faculty Structure & Bylaws & Nominating.

3.3.2 VOTING

Article II, Section 1 of the Senate Bylaws defines voting members as comprised of full-time faculty. As of academic year 2011, adjunct faculty have can one member from each division with voting privileges.

3.3.3 ROLE OF THE FACULTY IN GOVERNANCE

The faculty recognizes and accepts that the ultimate responsibility for governance of the College rests in the Board of Trustees, as delegated to the President. While the Board retains
responsibility and authority for governance, it functions with consultation and advice of the President who, in turn consults with the Provost in addition to other vice presidents, academic deans, the faculty and other constituents.

The faculty respects and supports the role of the President in articulating the vision of the College, providing strategic direction, and rendering final decisions on all policy, fiscal, resource allocation, and personnel matters.

All actions of the faculty are understood to be direct recommendations to the Chief Academic Officer and/or to the College President. The faculty offer recommendations and have primary responsibility for policy on curriculum, subject matter, methods of instruction, faculty status, student learning experiences, requirements for admission and graduation, teaching quality, academic freedom, rights and responsibilities, and criteria for positions accorded academic rank. Faculty participate in policy proposals regarding College mission, vision, and values; fiscal matters; physical and classroom environment; faculty appointment, leaves, and termination; quality of work life; compensation; selection of College administrators; establishment, dissolution, changes in degree programs; and other matters determined appropriate by faculty. They collaborate with academic deans and the Provost to develop approaches for assessing student learning and teaching. While recommendations from the faculty are advisory in nature and not binding upon the administration, in appreciation of the principles of participatory governance and in the interest of the general well-being of the College, the faculty assumes that the Board and President will accept faculty recommendations in matters where the faculty has primary responsibility and expertise but acknowledges that ultimate authority lies with the President and the Board. For example, the faculty possess the primary responsibility for shaping the curriculum, and all curricular change should be initiated through and approved by the faculty.

The 1966 Statement on Government of Colleges and Universities jointly developed by the American Council on Education, The American Association of University Professors, and the Association of Governing Boards and Colleges defines the role of faculty as “primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”

Recommendations in these areas are reviewed by the Chief Academic Officer, the President, and the Board. In rare cases the recommendations can be rejected, if they are found to be inconsistent with mission, desired educational quality, or fiscal integrity. Compelling reasons for rejecting the recommendation should be communicated to the faculty in writing.

Article I, Section 3 of the Faculty Bylaws defines the role of the faculty specifically. The Faculty Senate recommends College policy in regards to:

a. Curricular matters.
b. Requirements for certificates and degrees.
c. Teaching quality.
d. Academic freedom, including rights and responsibilities.
e. Criteria for positions accorded academic rank and for promotions and sabbatical leave.
f. Other matters referred to it by the Board of Trustees, the President of the College, or the Provost.
In addition, The Faculty Senate recommends and participates in policy proposals with regard to:

g. Institutional philosophies and priorities.

h. Fiscal matters and the College’s physical and classroom environment.

i. Faculty appointment, dismissal and leaves.

j. Quality of work life, including total compensation.

k. The selection of the College administrators.

l. The establishment, dissolution and substantial changes in degree programs.

m. Other matters that the faculty, in its judgment, deems proper to address or take action upon, as a governing body.

The faculty and College administration accept their responsibility to work meaningfully and genuinely with each other in addressing matters of mutual concern and interest. In those instances when the Board and/or the President do not accept faculty recommendations, the President and/or the Provost will meet with the appropriate faculty committee(s) to discuss the President’s and/or the Board’s rationale and actions. Faculty members have a vital stake in the College and should be given opportunities to be heard and to participate in the governance process.

### 3.4 COLLEGE COMMITTEES

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<th>College Committees</th>
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In addition to Board of Trustees committees and Faculty Senate committees, the College organizational structure includes formal, standing College committees. They are as follows: Sustain Champlain Committee, Diversity and Inclusion Committee, Judicial Committee, Parking Appeals Committee, Women’s Center Committee, Theater Advisory Council, Faculty Honorary Degree Committee, Datatel Core Team, Systems & Software, Retention Committee, and College Council.

*Ad hoc* committees and task forces may be added from time to time as special issues and projects arise.

### 3.5 ACADEMIC DIVISIONS AND DEANS

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<th>Academic Deans and Divisions</th>
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The academic operation of the College is structured into six units, each headed by an academic dean. The units are Communication & Creative Media, Business, Education & Human Studies, Information Technology & Sciences, Continuing and Professional Studies, and the Core Division.

The academic divisions work separately and in concert supporting the overall mission, goals and priorities of the College, as identified by the President and Provost. Some of the divisions assign
administrative duties, with release time, to full-time teaching faculty to serve as program directors, assistant deans, or associate deans.

3.6 MANAGEMENT TEAM

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<th>Management Team</th>
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<td>Person/Dept. Responsible</td>
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The President convenes the management team to discuss institutional issues and to enhance cross-campus communication. The team includes vice presidents, associate provosts, associate and assistant vice presidents, academic deans, unit directors, the secretary of the corporation, and the executive assistant to the president.

Any member of the management team can suggest an agenda item through the President’s Office. Faculty members may suggest an agenda item through their Division Dean. Management team discussions may be communicated to faculty members through their Division Dean or, in case of larger institutional issues, through the President at town hall meetings.
4 FACULTY RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

4.1 FACULTY COMMITMENT

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<th>Faculty Commitment</th>
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As academic professionals, the actions of all Champlain College employees with faculty rank must be characterized by honesty, integrity, and collegiality. We actively participate in the advancement of higher education through teaching, service, and professional development. Subject to legal regulations and the internal policies of Champlain College, our behavior must be governed by reasonable expectations from students and colleagues in every section of the Champlain College community. We welcome and promote engagement with the city, state, and nation in which we live as they themselves seek to respond positively to the realities of the larger world community.

What We Believe:

As faculty we put teaching first. Our primary role is to educate students, preparing them to become reflective thinkers, effective professionals, informed global citizens, and engaged members of the broader community.

As proud members of a teaching college, the faculty is at the heart of the educational environment, the conduit between the students and the curriculum. Consequently, the faculty possesses the primary responsibility for shaping the curriculum, and all curricular change should be initiated through and approved by the faculty.

The faculty should play a foundational role in the creation, planning and application of all academic decisions.

The faculty embraces the notion of shared governance with respect to all College decisions.

The faculty values and promotes independent thought, critical and creative inquiry, ethical behavior, and an education that serves the public good.

The faculty believes that academic freedom, open debate and civil discourse lie at the heart of higher education, and that critical, creative and ethical inquiry is best served when teachers and students are free to express and examine a wide range of viewpoints.

The single most important responsibility we have as a member of the faculty is to teach our students the subject matter at hand. There is no more important goal for us and each student is
entitled to our best effort to help them learn and succeed in their college career. We do this openly and honestly, aware of the shortcomings of both teacher and student as human beings, with the sense of urgency that students deserve the very best education we can deliver.

To fulfill these teaching commitments, we as a faculty must, to the best of our ability:

- Maintain currency in our courses to reflect the latest professional standards and the changing realities of our 21st century world.
- Provide students with a classroom environment free from bias and cultural prejudice.
- Interact with students professionally.
- Provide students with prompt feedback that celebrates their achievements and provides thoughtful and positive suggestions for constant improvement.
- Prepare fully for each class and thus create genuine learning experiences.
- Promote a challenging, integrated and interdisciplinary educational experience.
- Treat our students with respect, while also maintaining high expectations for excellence.
- Actively participate in contemporary academic conversations in our field so that our courses reflect the realities of our changing world and the latest professional standards.
- Spend time with students outside of the confines of the traditional classroom, while always maintaining the highest standards of professional decorum.
- Assess our students’ performance in a timely and objective manner, while providing thorough feedback and thoughtful suggestions for ongoing improvement.
- Serve as models of academic achievement and professional conduct.
- Develop personally and professionally by actively pursuing scholarly endeavors, either inside our disciplines, in associated disciplines, or in the field of teaching and learning.

Our colleagues campus-wide are essential to our College’s success. The faculty therefore commits itself to:

- Treat colleagues in every department of the College with respect.
- Value and protect intellectual work.
- Encourage colleagues to engage in positive and respectful behavior toward one another.
- Support a professional work environment for all our colleagues.
- Initiate and promote efforts to build collaborative alliances between the different divisions of the campus.

To support administrators committed to the well-being of our College, its students, and employees, the faculty commits itself to:

- Provide prompt and honest feedback about College initiatives.
- Work together to accomplish Champlain College’s mission.
- Engage administrators with a respectful and collegial manner.

To support the community-at-large, the Champlain faculty commit themselves to:

- Promote world citizenship by being active and responsible members of our community.
• Seek out opportunities for our students to bring their developing professional expertise to bear on real-world problems and gain experience to undergird successful career launches.
• Enhance the reputation and influence of Champlain College through off-campus engagement in professional groups, development and publication of innovative approaches in higher education in order to share them with students and colleagues throughout the world.

Faculty will be guided in their actions by the standards set in the Faculty Handbook.

4.2 ACADEMIC FREEDOM – REQUIRES BOARD OF TRUSTEES APPROVAL

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<th>Academic Freedom</th>
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<td>President and Provost</td>
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Academic freedom is essential to the integrity of intellectual inquiry and scholarship, to the dissemination of knowledge, and to the search for truth and wisdom. It is the foundation upon which all of the intellectual activity of the College rests. Champlain College affirms the vital role of diverse perspectives in helping students to grow and succeed in the educational environment. The administration, faculty, staff and students share responsibility for fostering a climate that is favorable to the free exchange of ideas and to the examination of conflicting ideas and interpretations using generally accepted disciplinary standards of inquiry. Freedom of speech and expression extends to all members of the academic community, subject to commonly accepted limits as described below and in other College policies, such as, for example, the College’s Nondiscrimination and Harassment Prevention Policy.

Faculty members are free to pursue scholarly interests without fear of censure, discipline or reprisal. This freedom extends to the display, publication and performance of creative work. Faculty may speak freely on all matters of College governance, and may speak, work, or act as an individual in the public arena without fear of institutional discipline or restraint.

A fundamental goal of higher education is the development of students’ skills of analytical and critical inquiry. To this end, faculty are free to teach and discuss any aspect of a given topic pertinent to the course as a means of teaching students to explore and evaluate competing perspectives and interpretations as they learn to make their own informed judgments. Faculty have a concomitant responsibility to teach students to evaluate knowledge claims using generally accepted standards of evidence, and to promote respect for competing views offered by others. Students have the right to a safe classroom environment in which they explore controversial ideas in an atmosphere characterized by openness, tolerance and civility, and where they will be graded on the intellectual merits of their work.
The College endorses the principles of academic freedom. Specifically, the College affirms the following AAUP statement:

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.
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.


The protection of academic freedom and the requirements of academic responsibility apply to all full-time and part-time faculty members teaching at the College.

4.3 INTELLECTUAL PROPERTY – REQUIRES BOARD OF TRUSTEES APPROVAL

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<td>Senior Vice President, Finance and Administration</td>
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The purpose of the Intellectual Property and Copyright Policy is to ensure that works embodying intellectual property rights created at Champlain College are identified and that their ownership is determined fairly so that the works can be used and disclosed consistent with the College’s educational mission and activities. Although the typical application of intellectual property laws will result in Champlain College owning the intellectual property rights in works created by faculty members, Champlain College recognizes a customary exception to College ownership of traditional faculty-produced academic materials.

See Appendix in this Handbook for the complete policy.
4.4 **DISCRIMINATION, HARASSMENT AND HAZING PREVENTION – REQUIRES BOARD OF TRUSTEES APPROVAL**

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<tr>
<th>Discrimination, Harassment and Hazing Prevention</th>
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Champlain College is committed to providing its staff, faculty and students the opportunity to pursue excellence in their academic and professional endeavors. This opportunity can only exist when each member of our community is assured an atmosphere of mutual respect, free from unlawful discrimination and harassment. This policy outlines expectations regarding how individuals who are members of the Champlain College community are to treat others in order to ensure such an atmosphere of mutual respect and a safe environment for our students, faculty and staff.

The Discrimination, Harassment, and Hazing Prevention policy applies to all administrators, employees, admissions or employment applicants, students, members of the Board of Trustees, agents of the College, and volunteers involved in College-related activities. The policy also applies for and to those who do business with the College in their interactions with members of the College community, and to other visitors.

See Appendix in this *Handbook* for the complete policy.

4.5 **STATEMENT ON PROFESSIONAL ETHICS – REQUIRES BOARD OF TRUSTEES APPROVAL**

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The College affirms the AAUP “Statement on Professional Ethics,” originally adopted in 1966 with revisions in 1987 and 2009. The Statement is presented here in its entirety and applies to all faculty members with rank:

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

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

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression 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.

http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm?PF=1
CHAMPLAIN COLLEGE FACULTY HANDBOOK: FACULTY RIGHTS, RESPONSIBILITIES AND EXPECTATIONS, July 1, 2012

4.6 FACULTY WORKLOAD

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<thead>
<tr>
<th>Faculty Workload</th>
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<tr>
<td>Person/Dept. Responsible</td>
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<tr>
<td>Academic Affairs</td>
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Champlain College recognizes and values the myriad ways academic work is distinguished from other professions. In this section, we attempt to establish a baseline set of workload expectations that will act as a guide to shape faculty’s professional lives and contributions to the College. This is done with the realization that quantifying much of what faculty members do on a day-to-day basis is a truly daunting task.

At its core, Champlain is centered on undergraduate teaching, but the College also recognizes the importance of institutional service, professional development, and administration as vital components of faculty work. Hence, this policy establishes a framework for each of the three workload categories, across which any individual faculty member's proportion of effort may vary.

The workload of an individual faculty member is determined by consultation between the faculty member and the program director (if applicable), subject to the approval of the Dean or in consultation with the Dean. The Provost, in collaboration with the academic unit deans, will provide oversight to ensure equity of workload assignments across academic units.

The individual faculty member’s relative workload in each of the four categories should balance the strengths and interests of the faculty member with the goal of meeting the needs of the academic units’ and the College’s programs. All full-time faculty members are not expected to perform at maximum or equal capacity in all areas of faculty work. While all full-time faculty members may not teach the same number of courses or perform the same levels of service or professional development, the College does expect the total effort for each faculty to be roughly equivalent in time, quality and effort.

Definitions

The following definitions apply in this policy:

**Course:** Unless otherwise specified, the term “course” is understood to be an undergraduate course which meets three contact hours a week and which is semester-long in duration.

**Academic Credit Hour (ACH):** The number of credit hours assigned to a course as listed in the catalog.

**Faculty Load Credit (FLC):** The number of credits assigned to a course that measure faculty teaching workload. Unless otherwise specified, Faculty Load Credits and Academic Credit Hours are equivalent.
Full Workload: The sum of teaching, service, professional development, and administrative activities.

4.6.1 Teaching

Traditional teaching workload formulations do not take into consideration significant Champlain College initiatives emphasizing experiential learning, interdisciplinary approaches, writing intensive courses, using multimedia for instruction, linking residential life with the classroom, off-campus educational experiences, service-learning, linking general and professional education and cohort learning. The College takes these initiatives seriously and therefore the College and academic units need policies on teaching workload that offer a sophisticated recognition and weighing of these educational activities.

Efforts to improve an individual faculty member’s courses and/or teaching methodology, maintaining currency in one’s field, course maintenance and enhancement, observation of office hours, submission of course syllabi, and course grading are considered a normal part of a faculty member’s normal teaching assignment.

Generally teaching load is spread evenly between the fall and spring semesters. Upon approval by the Dean, a faculty member’s teaching load will be adjusted based on objective and subjective factors that affect the faculty member’s total workload. Additionally, certain kinds of teaching require different degrees of faculty work and should be reflected in their overall workload. The following section outlines how course loads are determined, which kinds of teaching will be weighted differently from standard practice and the recommended number of course preparations faculty will have during the course of an academic year.

Normal Teaching Load

The normal teaching load is typically four (4) undergraduate courses per semester. In terms of Faculty Load Credits, the normal teaching load is 12 FLCs per semester. In those instances where the 4/4 teaching load is not achieved, e.g., in the event of courses that must be cancelled due to insufficient enrollment, faculty will be assigned other duties in the academic unit or College (such as special projects involving additional student advising/counseling, accreditation, etc.). These assignments will be made by the Dean, after consultation with the individual faculty member.

The number of different course preparations during the academic semester will normally be no more than three. The maximum number of new course preparations will normally be two per year and one per semester; the preferred number is one new course preparation per year. In cases where a faculty member teaches more than the maximum number of different courses and/or the maximum number of new class preparations, expectations in other areas of workload will be adjusted.

Justification for the assignment of standard teaching loads must be reviewed and determined at the academic unit level.
Special Case:

Reduction in Teaching Load

Champlain College recognizes that occasions may arise that necessitate a reduction in faculty teaching load.

The teaching load of an individual faculty member may be reduced by the Dean based upon a number of considerations. While this adjustment would typically reduce the 4/4 teaching load to 4/3, circumstances may also dictate that a greater reduction is necessary. The Dean may choose to offset appreciably higher workload conditions by reducing the number of courses that a faculty member teaches during the academic year, or temporarily reducing service or agreeing to reduce professional development. Instances of substantial curricular revision, spearheading special projects at the institutional and/or divisional level, professional development initiatives of uncommon scope, and time-intensive accreditation projects are examples of situations that may warrant a reduction in teaching, service or work load.

While the College makes every effort to avoid assigning an overload section, when a full-time faculty member does teach an overload, appropriate compensation shall be provided. Overloads are not normally approved when faculty have been awarded a reduced course load.

For situations in which the teaching FLCs, but not the number of courses, exceed the semester norm a faculty member will be compensated with a future workload reduction, typically within a year’s time. It may not always be possible to make adjustments to a faculty member’s teaching workload. In those cases, the Dean and the faculty member will negotiate lowered expectations in professional development or in the area of service to the Academic unit or College. Those lowered expectations should be explicitly clarified in the faculty member’s evaluation goals.

Faculty who are new to the role of teaching will be considered for workload reduction (teaching and/or non-teaching) during the first semester of service to the College in order to support their transition to the profession.

Special Cases: Teaching FLCs and ACHs not equal

Equating teaching workload with hours per week of class meetings, or by the common of metric academic credits awarded to students, is a defective measure of teaching workload that does not account for a multitude of factors that affect the effort required on the part of faculty. The teaching load component of faculty workload is not the same as hours in the classroom or as its rough equivalent, academic credit hours (ACH) awarded to students. Champlain’s workload policy recognizes these multiple factors by awarding Faculty Load Credits (FLCs) for some types of course which differ from the academic credit earned by students. These include team-taught courses,
courses that require field supervision, and courses in which contact hours exceed academic credit hours.

Special Case: Team Teaching

The following is offered as an institutional guideline for assigning FLCs to team-taught courses and may be modified upon approval by the Dean.

<table>
<thead>
<tr>
<th>Course type</th>
<th>Total Faculty Load Credits Shared by Each Member of the Team</th>
<th>Example: Two faculty who team-teach a 3 credit course will each receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New courses that have never been taught at the College</td>
<td>Maximum ACH times # Faculty</td>
<td>Maximum 3.0 FLCs</td>
</tr>
<tr>
<td>Courses that have been previously taught at the College</td>
<td>Determined by Dean</td>
<td>Determined by Dean</td>
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</tbody>
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For the special case of team-taught, five-credit capstone courses, each member of the two person teaching team will receive 3 FLCs.

Special Case: Courses that Require Field Supervision

The following FLC equivalencies are institutional guidelines and may be modified by the Dean, subject to approval by the Provost.

- Supervision of student teaching and pre-student teaching
  - Faculty receive 3 FLCs for supervising three to five (3 to 5) students;
  - Faculty receive 6 FLCs for supervising six to ten (6 to 10) students;
  - Cap observations to 10 students per faculty member. Supervision includes one observation per week for the duration of the student teaching period, travel time, meeting time outside of the observation with student and supervising teacher, portfolio work tied to student teaching experience, availability to the student for consultation, setting up the placement, and activities related to maintaining the placement.

- Supervision of radiography field courses
  - Faculty receive 3 FLCs for 8 hours of supervision. Each supervisory experience differs in that at certain locations, there will be several students with lesser tasks to accomplish and at other sites there will be fewer students with more serious tasks. The level of ‘busyness’ varies by patient volume, student assignments, etc., and no two days are
alike, nor is workload predictable. The faculty are responsible for the student, patient care, follow-up record keeping regarding the student and grading.

- Supervision of internships
  - The academic units should develop specific policies on teaching workload supervision of internships. These policies must be developed collaboratively with consultation between the Dean and the faculty in the academic unit.

- Special Case: Courses in Which Contact Hours Exceed Credit Hours
  - Faculty who teach studio courses in the Communication and Creative Media division will be awarded 4 FLCs for studio classes that meet 5 hours per week (3 contact hours plus 2 hours of direct student supervision). Supervision of a two-hour studio course without the regular course will be awarded 1.0 FLCs.
  - For those science classes with labs which require set-up, clean-up and potentially, grading:
    - The class is a 4-semester credit hour class and is split between lecture and lab hours. The lecture portion of the class meets for 3 classroom hours with 2 additional laboratory hours. The students are awarded 4 ACHs, and the faculty are awarded 3 teaching credits toward their FLCs. Lab credits range from 1 to 3 FLCs, based on negotiation with the Dean. The commitment to the laboratory session requires ordering supplies, assuring their functionality, prepping solutions, slides, etc., setting up the required materials for each student, teaching the lab, monitoring students and equipment throughout the lab and upon completion, cleaning up all that has been utilized. Many labs are created by the faculty member as well, which directly correlates with lecture topics, as opposed to using pre-packaged labs from companies which are wasteful and often offer only a similar experience to the classroom material.
    - For other classes in which contact hours exceed credit hours, the following FLC equivalency is offered as a guideline and may be modified by the Dean. Each contact hour in excess of 3 contact hours per week is assigned 0.5 FLCs. (For example, classes that meet 4 contact hours per week are assigned 3.5 FLCs; classes that meet 5 contact hours per week are assigned 4.0 FLCs.)

Special Case: Courses that require extensive modification to maintain currency

The Dean may choose to offset additional workload for courses that require more than normal modification, especially if circumstances require that the course revision be completed on a short timeline, with additional workload credits or with workload reduction in other areas. Alternatively, the academic unit may have a specific policy to limit the number of courses
requiring extensive modification to a maximum, for example four per year, two per semester.

Special Case: Core courses

Core division faculty members’ work takes place within a curricular context marked by several distinguishing elements with a unique bearing on faculty workload:

As the faculty members responsible for providing general education at an institution predicated on career education, Core professors must inspire students’ appreciation of subjects outside their majors and cultivate in students the habits of mind that characterize the successful, well-rounded citizen and professional in today’s global community. The interdisciplinary design of the Core curriculum requires every faculty member in the division to master subject matter from at least one academic discipline, and often from several academic disciplines, outside of her or his “home” discipline and to integrate this disciplinary knowledge into a coherent praxis. Portions of the Core curriculum are taught using the cohort model, in which students take two courses together as a group. The instructors of each of these courses must devote substantial time to planning and coordinating learning activities for these courses so as to achieve an integrated learning experience that takes the fullest advantage of the interdisciplinary curricular model. Core faculty members are responsible for ensuring that six of the seven College competencies are addressed in their courses. (Quantitative literacy is not a Core competency, though it is addressed, to a limited extent, in some courses.) Some of the competencies represent the vital “soft skills,” such as written communication, so much in demand in today’s knowledge-based economy. The Core division has also carried out the bulk of the College’s institutional assessment through the electronic portfolio process.

For the above reasons, Core faculty workloads are bound by the following conditions:

- Rhetoric (COR115 and COR125) and Concepts of the Self (COR110)/Concepts of the Community (COR120) cohort courses are capped at a maximum of 20 students per section.

- Core faculty are not expected to advise students.

Special Out of Class, Teaching-Related Activities (Division of Communication and Creative Media)

Full-time faculty in the Division of Communication and Creative Media are expected to review the portfolios of all majors in the division and to conduct an extensive review with all sophomores. Review of 35 to 40 portfolios is deemed roughly equivalent to one FLC.

Academic Advising

An important and integral part of the Champlain College student experience is the appreciative
life/career and academic advising provided by the faculty. Students are advised by faculty in their major. All faculty members are expected to advise students in the program where they teach, assigned by their program director or dean. The Dean should make every effort to evenly balance advising loads among the faculty within the Academic unit. The number of advisees assigned will generally not exceed 40 students. There may be special cases where a faculty member’s workload is such that a reduction or increase in advising may be appropriate. Specifically, faculty who advise transfer students or students who have not decided on a major may have fewer advisees. Modifications to the number of advisees may be made by the Dean as part of modification of a faculty member’s workload. Adjunct faculty may be employed to advise students as a strategy to manage advising load. Core faculty may choose to assist with excessive advising loads as part of their institutional service. Alternatively, advising loads in excess of 40 will be compensated with reduced workload expectations in other areas.

In the event that professional accreditation requires a lower limit on academic advising, the accreditation standards will take precedence.

Office Hours

Each full-time faculty member shall have a minimum of four (4) in-person office hours a week. Office hours will be posted in a prominent place. In addition, faculty should use a combination of email, phone, learning management systems, and other technologies to further engage with their students outside of class. The goal of the College is to have faculty be available and responsive to the reasonable needs of the student community seeking advice and counsel from their professors. Deans or program directors will assure that office hours are being made at appropriate time for students.

Reporting of Grades

(See the College Catalog)

In conjunction with frequent evaluations, mid-semester grades help students know their level of progress. Faculty members submit mid-semester grades for each student to Advising and Registration at the end of the 8th week of classes for all 15-week courses. Final grade due dates are available on the list of deadlines circulated by the Advising & Registration Center each semester. Grades are to be submitted using the on-line grade entry process.

4.6.2 Professional and Institutional Service

Champlain College faculty also share in non-teaching responsibilities related to the continued vitality of the College. Specifically, the college recognizes the importance of faculty participation in endeavors like college governance, student recruitment and community outreach. The list of possibilities for what counts for service at Champlain College varies widely and faculty are expected to participate in areas that capitalize on their individual strengths and interests. While
the service possibilities are numerous, faculty should not be expected to do all things all of the time. Together with their academic deans, faculty shall develop a plan for service that combines the needs of the institution with the interests of the individual faculty member.

Although faculty exercise a high-degree of control over their service contributions, there are some service-oriented duties that are inherent to the role of faculty and which all faculty are expected to perform. In addition, faculty may choose from a menu of activities to contribute the equivalent of three (3) service Faculty Load Credits (FLCs) per academic semester. Three service FLCs should be roughly equivalent to the time and effort involved in teaching a standard three-credit undergraduate course. Finally, some service responsibilities are compensated with teaching load reductions. For situations in which the service FLCs exceed the semester norm a faculty member will be compensated with a future workload reduction, typically within a year’s time. It may not always be possible to make adjustments to a faculty member’s future service workload. In those cases, the Dean and the faculty member will negotiate lowered expectations in other workload areas. Those lowered expectations should be explicitly clarified in the faculty member’s evaluation goals.

Service Expected of All Faculty
These include attending meetings of their academic unit, and the Faculty Senate. Faculty members are also expected to attend College ceremonies (e.g. convocation and commencement. Faculty members are required to be available for scheduled events during the week before the beginning of each fall semester, which constitutes New Faculty Orientation and Course Preparation Week. Faculty members are also required to be available during the Faculty Collaborative held at the end of the spring semester. (The College maintains an Academic Calendar with key dates pertinent to faculty and students on the main College website (www.champlain.edu/Advising-and-Registration-Center/Academic-Calendar.html). Faculty should refer to the calendar for specific dates within the academic year.)

Service Faculty Load Credits
Consultation between the Dean and a faculty member in advance of the academic year will determine the service contribution that meets the 3-FLC per semester expectation. The determination of which non-classroom activities will constitute institutional service as part of a faculty member’s workload should be

- Flexible enough to deal with individual circumstances;
- Specific enough to allow for accountability, evaluation, recognition, and reward;
- Focused on achieving institutional, program and academic unit goals; and
- Consistently and equitably applied to all full-time members of the academic unit; and
- Reflect expectations for fulfilling the responsibilities of the service.

The requirement for three (3) service FLCs per semester may be met by a combination of services that the Dean and faculty member agree meet the requirement. FLC equivalencies in parentheses
The College expects its faculty to engage in a variety of service and professional development activities. Some examples of those activities are outlined below:

- Active committee membership (academic unit, Faculty Senate, ad hoc, or College level) on a maximum of two committees; (Note: membership on each committee counts for one FLC per semester);
- Faculty Senate officer and service on the Senate Executive Committee (President- 3 FLCs per semester; Vice President 2 FLCs per semester; Secretary 1.5 FLCs per semester);
- Chair of any Faculty Senate or College committee (Curriculum 2 FLCs per semester; Welfare 2 FLCs per semester; all others 1.5 FLCs per semester);
- Review of Admission portfolios (120 to 150, 1 FLC per semester; Communication and Creative Media Division only)
- Chair program accreditation self-study (2 to 3 FLCs per semester depending on workload);
- Assist professional faculty with excessive advising loads, advising 15 to 20 students (Core faculty only, 1 FLC per semester);
- Active participation in Admission, marketing, parent/alumni and donor events;
- Organizing division-approved events and activities such as search committees, curriculum revision committees, etc.;
- Mentoring peers or junior faculty;
- Conducting peer evaluations of teaching;
- Sponsor of student club or organization;
- Provide in-house development opportunities for faculty;
- Community outreach such as pro-bono consulting with community agencies, participation on relevant cultural educational or governmental organizations, etc.

Course Load Reduction

Some service for the College is compensated with a reduced teaching load. Faculty who receive these course releases are also expected to meet the three service FLC requirement. The only exception is the Faculty Senate President (one per semester) who receives one course reduction each semester AND satisfies the 3 service FLC requirement by serving in that leadership role.

Champlain College also values its faculty involvement in service to the greater community. This service may be part of the course work the faculty member leads students to engage, i.e. field placements, student teaching, service projects; part of the service component of their Champlain College work, membership in community clubs, projects, or organizations; and/or an aspect of their professional development, i.e. research, joint projects, consulting.

See Section 6.4.1 for detail on how professional and institutional service is weighted in the annual performance review.

4.6.3 Professional Development

Champlain College supports and encourages personal and professional growth of its faculty, offering professional development opportunities to enhance teaching practices, creative endeavors, and scholarship in all its forms.
Faculty members of Champlain College are expected to engage in appropriate professional development activities that foster their growth as individuals, teachers, practitioners, artists, scholars and members of the Champlain and broader community. It is important to stay abreast of developments in one’s professional or disciplinary field as a facet of teaching preparation, and active professional development presents a model of inquiry consistent with the thrust of faculty members’ work as teachers. For these reasons, professional development activities that reach beyond the scope of direct course preparation are considered part of faculty workload.

Considering professional development as an integral part of faculty work, and workload, increases the likelihood that this “extra” work will be not sacrificed for more direct contributions to one’s teaching. It acknowledges faculty members’ efforts to stay current in their fields, to maintain sharp learning habits, to bring to their classrooms diverse perspectives from the world outside Champlain’s campus, and to model enthusiasm for inquiry-based learning and for the cultivation of a professional identity.

The nature of professional development activities may vary by academic discipline and by a faculty member’s years of experience. The following list of is suggestive, but not inclusive, of activities that contribute to personal and professional enhancement:

- Work on scholarly and creative projects;
- Participation in courses, workshops, seminars and meetings to improve teaching skills and practices;
- Formal or informal study to maintain currency in one’s field;
- Field-related work activities;
- Participation in conferences or events that develop skills in areas such as grant writing, publishing, creative endeavors, curriculum design, assessment, administration, etc.;
- Developing new areas of scholarship;
- Redesigning courses;
- Active membership in professional organizations (officer, conference committee, editorial board, etc.);
- Participating in interpersonal skills conferences and workshops such as improving work relationships, gender politics, diversity, etc.;
- Incorporating new instructional techniques and strategies; and
- Presenting the results of scholarship and creative activities.

To a greater extent than in teaching assignments and service to the institution, professional development initiatives originate with faculty members in accordance with their goals. The faculty member is therefore responsible for creating a professional development plan and discussing it with the dean during the development discussion of the annual evaluation meeting.

Course and Service Load Reduction
Some professional development initiatives may be compensated with a reduced teaching and/or service load. The relative weight of one’s professional development activity within one’s workload is the product of negotiation between a faculty member and her or his dean.

4.6.4 Administrative Roles

Some faculty at Champlain College receive reduced teaching loads to carry out administrative duties. They may serve as assistant deans, program directors (undergraduate and graduate), program coordinators, or department chairs, depending on the organizational structure of their academic unit. In addition, student support centers and labs are administered by faculty with reduced loads.

Course reductions for faculty with administrative roles are negotiated by the Dean. In these administrative capacities, faculty participate in a collaborative process with the Dean and program faculty to create, implement and update a competitive vision and action plan for the academic area.

The administration’s expectation of faculty with Program Directors Responsibilities will be negotiated with their Dean. The responsibilities will include, but are not limited to: scheduling semester courses; identifying, hiring, mentoring and evaluating adjunct instructors; advising students in majoring in the program; developing the program; calling regular meetings of the program faculty; where appropriate oversee the students professional portfolio development; monitoring student progress; monitoring program and individual courses learning goals; participating in the PALS assessment program, and writing the program’s annual reports. Responsibilities are more completely described in individual appointment letters and on the Program Director Administrative Function evaluation form.

The Director of the Writing Center and the Director of the Math & Accounting Lab each receive a one-course reduction per semester to administer those student support centers.

Adjunct faculty will be hired to help advise students for faculty who serve in administrative capacities and who have more than 40 advisees.

4.6.5 Academic Unit-Specific Guidelines

Given the variation in disciplines at the College, it is desirable for Division / School Deans and faculty to have flexibility in addressing workload issues that are unique to an academic unit. Deans, in collaboration with faculty in the academic unit, will create and disseminate workload guidelines specific to that unit. In no case shall the academic unit guidelines conflict with policy defined in this section. All such academic unit guidelines shall be subject to the approval of the Provost.
5  PROFESSIONAL DEVELOPMENT RESOURCES

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<thead>
<tr>
<th>Professional Development Resources</th>
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<tr>
<td>Person/Dept. Responsible</td>
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<tr>
<td>Academic Affairs</td>
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Faculty members of Champlain College are expected to engage in appropriate professional development activities that enhance their teaching skills, maintain currency in their fields of expertise and contribute to their discipline. The College supports those activities through an infrastructure dedicated to helping the faculty develop as professionals, scholars, and teachers.

5.1 CENTER FOR INSTRUCTIONAL PRACTICE

The Center for Instructional Practice (CIP) offers faculty both casual and structured opportunities for collaboration and instructional design. Faculty can make an appointment for a one-on-one, instructional design session with Director of Instructional Design. (CIP@champlain.edu or 802-651-5965) The Center reflects Champlain’s focus on excellence in teaching through a reflective practice.

5.2 FACULTY COLLABORATIVE

The Faculty Collaborative is designed by the Provost in consultation with the Faculty Senate to provide time to reflect on the previous academic year, to collaborate with faculty colleagues, to conduct work, and to pursue professional development opportunities. Faculty attendance at the collaborative is required.

A specific schedule of required and recommended activities, developed with faculty participation and consent, will be provided each spring.

5.3 SABBATICAL LEAVE – REQUIRES BOARD OF TRUSTEES APPROVAL

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<tr>
<th>Sabbatical Leave</th>
<th>Version Number 7/2012</th>
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<td>Committee</td>
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See Sabbatical Leave Handbook https://share.champlain.edu/clearspace/docs/DOC-4541 (Updated 9/2010); edited to be consistent with HR policy on tuition assistance. This policy may be changed only with the voted approval of the full Faculty Senate and approval of the President, and in no case shall any change apply during the academic year in which the change or changes are approved.
1. Eligibility
   a. Application for a sabbatical by a full-time faculty member may be made during or after the seventh year of employment.
   b. Subsequent sabbaticals may be requested during the seventh year of employment following a previous sabbatical leave.

2. Purpose
   The purpose of a Sabbatical will be one or more of the following
   a. Study within a degree program, related to a faculty member’s area of competence and/or assignment at the College.
   b. Formal or informal study not leading to a degree but related to a faculty member’s assignment at the College.
   c. Research or work on a written project (for example, a manuscript, book, series of articles, poems) to be submitted for publication, or work on a non-written project (for example, a work of art, film, software) to be produced or submitted to a juried exhibition.

   Applicants should be aware that, because an employee on sabbatical is completely dispensed from all teaching and service obligations (while pursuing a professional project free of the inevitable interruptions of being on the campus), his or her office may be dedicated to use by another employee, or devoted to some other purpose, during the period of sabbatical leave. While the specifics of an employee’s office use while on sabbatical may be negotiated in particular cases, the general assumption is that an employee will minimize his or her time on campus during the period of sabbatical leave. If an employee foresees that he or she will need to use his or her office during his or her sabbatical, that employee should indicate and explain this in his or her sabbatical application itself.

3. Application Process
   a. Applications for sabbatical must be submitted by January 15 of the previous academic year and include the following information:
      1) Name and address.
      2) Starting date of employment/number of years of full-time service.
      3) Purpose of sabbatical.
      4) Detailed outline of proposed program. This proposal should identify specific outcomes and address the benefits to both the individual faculty member and the College. (For instance: How might courses be enhanced? How might students and/or colleagues benefit from your experiences? If publication is a goal, what publications will be pursued?)
      5) Letter of acceptance at outside institution (if applicable).
      6) Current position and total credit hours and subjects taught.
      7) Acknowledgement from the divisional Dean that the employee is applying. This acknowledgement must be received by the chairperson of the Promotion and Sabbatical Leave Committee not later than the final regular day of classes of the fall
semester. Applicants should be aware that a Dean may decline to acknowledge an application in the event that many members of the same Division seek simultaneously to apply for sabbatical leave for the same period.

8) Plan explaining what applicant will do upon completion of sabbatical leave to verify that outcomes have been achieved.

4. Period of Sabbatical and Pay Program
   a. A faculty member may ask for an academic year sabbatical for which he/she will receive one half his/her salary.
   b. A faculty member may ask for an academic semester sabbatical. The sabbatical contract is calculated at the full annual salary. An employee on fall sabbatical must attend the Collaborative during the preceding May, but need not attend college-wide and divisional meetings during the week preceding the start of the fall semester. An employee on spring sabbatical need not attend the Collaborative following the end of the spring semester, but must attend college-wide and divisional meetings during the week preceding the start of the following fall semester.
   c. All benefits will be paid during the year of the sabbatical.

5. Tuition Reimbursement
   a. The College will pay 50% of tuition for master’s degree study, up to $1,500 per term and $3,000 per academic year. Tuition fees associated with non-active studies (placeholder fees) are not eligible for reimbursement during the timeframe in which a faculty member is on sabbatical.
   b. Faculty hired before July 1, 2007 and who do not have a doctoral degree, are eligible to receive partial tuition reimbursement for their studies toward their doctoral degree. The College pays 60% of tuition, up to $2,500 per term and $5,000 per fiscal year, with a lifetime maximum of $30,000. The College will also pay half of dissertation holding fees for up to two terms. Exceptions to this limit must be approved by the faculty member’s supervisor. This benefit may be applied to one doctoral degree.

Books, residency costs, labs, fees, and other non-tuition expenses are not eligible for reimbursement by the College.

(Please see Tuition Remission Policy in Human Resources for additional details. Please note that tuition remission and/or reimbursement may be subject to taxation; any related tax obligations will be the responsibility of the faculty member.)

6. Return to Champlain
   a. A faculty member granted a sabbatical must agree in writing to return to the College for the period of one contract year in his or her former capacity.
   b. Within 60 days of return to the College, a faculty member must submit written evidence to the Sabbatical Leave Committee substantiating completion of the program described in 3.a.4 and the plan described in 3.a.8.
c. Any faculty member failing to fulfill obligations agreed to on the application will be liable for the full amount of salary and benefits paid during the leave.

d. A faculty member employee will return with full benefits and rights and upon return shall receive equal raise in salary as would have been awarded had the sabbatical not been taken.

7. Promotions and Sabbatical Leave Committee (See Appendix, Senate Bylaws)

a. An application for sabbatical should be submitted with sufficient copies to all members of the committee.

b. The membership of the Promotions and Sabbatical Leave Committee shall consist of at least seven (7) voting members drawn from the academic Divisions, with additional voting members to be identified by the Chair in order to fulfill the following requirements:

i. One member shall have at least 10 years of service as a faculty member at Champlain College, and one member shall have been hired on or after July 1, 2007.

ii. At least one member shall hold the rank of Associate Professor, and one member shall hold the rank of Professor.

iii. Whenever possible, one (1) member shall have successfully completed the promotion application process at Champlain and one (1) shall have already been granted a sabbatical.

iv. Members will serve for two (2) or three (3) years, with terms of membership staggered to ensure continuity. In general, the membership of the Promotions/Sabbatical Committee shall consist of the persons selected under Faculty Senate By-laws Article 7, section 1, and the Provost as a non-voting member.

c. The role of Chair each year shall be filled by a returning Committee member, appointed by the Faculty Senate President.

d. If applications have been submitted, the Committee will meet between January 15 and February 20 to review applications.*

e. In the case of incomplete applications, the Committee may defer its consideration until all application components are completed.

f. Applying faculty members may be interviewed by the Committee at its discretion.

g. The Committee may decide that no sabbatical will be granted for the following academic year. Such a decision shall be conveyed to the faculty member in writing as above, with the Chairperson's signature and the vote of the Committee recorded. This decision must state the reasons why no sabbatical is being granted.

h. The Committee shall send its recommendations to the President of the College for consideration no later than February 20.*

i. The President shall send announcements of the decision in writing to the applicants no later than March 30.* If denied, this decision must state the reasons why no sabbatical is being granted.

j. An applicant may not challenge the eligibility of any Committee member.

k. Rejection and resubmission of applications including grievance: Any faculty member who is refused a sabbatical may resubmit a new application the following year, but in no case shall such a refusal be deemed cause for a grievance with the College. If a faculty
5.4 EXTERNSHIP FACULTY DEVELOPMENT PLAN

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<tr>
<th>Externship Faculty Development Plan</th>
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The Externship Faculty Development Plan is a voluntary opportunity for any regular full-time faculty member to work part- or full-time up to a limit of one academic year at a job in the community that is related to the faculty member’s job at the College. Only faculty members who have completed seven (7) years of full-time teaching at the College are eligible.

If the compensation received from the externship job site is lower than the faculty member’s normal base pay, the faculty member will be paid the difference between his/her normal base pay and the compensation received from the externship job site. The faculty member will also continue to receive regular, full-time College benefits. A faculty member taking an externship must agree to teach at the College for one academic year after the end of the year in which the externship was taken.

Interested faculty members should apply through the Office of the Provost. Final approval of each externship is at the sole discretion of the President. All application materials are due into the Provost’s Office before February 1 of the year preceding the intended externship semester or year. Questions related to the externship program may be directed to the Provost’s Office.
5.5 PROFESSIONAL DEVELOPMENT FUNDS

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The College budgets funds for professional development (attending conferences, workshops, etc.) for full-time, regular faculty members. Faculty members determine how these development funds may be best utilized for professional development, and then request approval from the Division Dean prior to payment. This policy also applies to faculty on sabbatical.
6 ACADEMIC AFFAIRS POLICIES

6.1 SEARCH PROCEDURES FOR FULL-TIME FACULTY

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Faculty Search Committees are established to help develop a faculty search strategy, assist in establishing candidate selection criteria, review applicants’ qualifications, and to make recommendations to the Division Dean, Provost and President.

a. The Division Dean will establish a Search Committee comprised of:
   i. Committee Chair;
   ii. At least two faculty members currently in the division; and
   iii. A faculty member from another Division.
   iv. Former faculty members may act as advisors to the search committee if deemed helpful.
   v. Search committees should have at least four, but no more than seven members. The appointing authority, hiring authority, or supervisor cannot be a search committee member.

b. The Faculty Search Committee will follow HR Procedure 207, which outlines the faculty search process.

c. Once the Faculty Search Committee has completed its review of the candidates, the committee shall recommend 2 – 4 finalists to the Division Dean (the Provost in the case of a Dean search).

6.2 ORIENTATION OF FIRST-YEAR FACULTY

<table>
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<th>Orientation of First-Year Faculty</th>
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<td>Person/Dept. Responsible</td>
<td><a href="http://www.champlain.edu/faculty-and-staff/academic-affairs">http://www.champlain.edu/faculty-and-staff/academic-affairs</a></td>
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<td>Academic Affairs</td>
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The Provost has primary responsibility for orienting first-year faculty to the policies, regulations, and procedures of the College. The orientation will include familiarizing new faculty with personnel policies; faculty rights, obligations, and responsibilities; the role of faculty in governance; relevant student policies; expectations; and support services for faculty and students.

An informative resource is maintained on the Academic Affairs website covering policies,
6.3 FIRST-YEAR EXPECTATIONS

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<th>First Year Expectations</th>
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Faculty in their first year of service should concentrate on developing their assigned courses and performing effectively as a teacher. In order to assist first-year faculty in this regard, they may be exempt from, or have reduced responsibility for, formal academic advising assignments, service on institutional and senate committees during their initial year. First-year faculty should have a conversation with their academic deans and come to an agreement about expectations and their workload.

6.4 FACULTY EVALUATION - REQUIRES BOARD OF TRUSTEES APPROVAL

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<th>Faculty Evaluation</th>
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<tr>
<td>Senate</td>
<td>Faculty Welfare Agreement</td>
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</table>

At the end of a faculty member’s appointment term, each faculty member is evaluated on how successfully he or she has met the outlined expectations in the areas of teaching, service, and professional development and achievement. For those with one year appointments, such as newly hired Assistant Professors, this would mean the evaluation process is completed annually. For more senior faculty, including those who carry the rank of Associate or Full Professor, this process would apply only in years in which appointments would need to be renewed. For example, a faculty member with a five year appointment term would engage in the review process outlined here in his or her fifth year.

6.4.1 EVALUATION CRITERIA

The typical faculty member is evaluated according to a weighting schema of 75% for teaching, 15% for service, and 10% for professional development and achievement. However, the faculty member and his/her Dean may adjust these typical weightings by joint agreement at the beginning of the academic year. In unusual circumstances, such as reassignment of faculty responsibilities, by mutual agreement between the dean and the faculty member, the weights may be approved for change during the academic year to reflect the change in assignment.

6.4.2 EVIDENCE

Faculty members submit evidence to the Dean to document goal attainment and performance
in teaching effectiveness, service, and professional development and achievement. Evidence shall include a self-evaluation and statement of the goals and commitments that were agreed to in the prior year.

When completing the summative evaluation, the Dean must consider the following data sources: goals from the prior year, the self-evaluation, instructional load and types of course, student reactions to instruction and courses (such as IDEA results), teaching characteristics reports, and a minimum of one other source from the list on the summative evaluation form. These primary data sources for the evaluation of teaching should hold approximately equal weight in determining the overall teaching rating.

### 6.4.3 DEAN’S EVALUATION

After weighing multiple factors and several perspectives (including the faculty prepared self-evaluation and discussion with the faculty member), the Dean assigns one of the following overall qualitative summative evaluations to each faculty member: Needs Improvement, Successful, or Exemplary. The Dean’s narrative should discuss the rationale for the rating. See Appendix for a copy of the Dean’s Summative Evaluation Form.

This evaluative ranking applies throughout a faculty member’s appointment term. Faculty members with multi-year appointments may choose to engage in the full evaluation process outlined here any time after the midpoint of the appointment term. In the event that the performance of a faculty member with a multi-year appointment is determined to be below acceptable standards for more than one term, a performance improvement program and annual evaluations will be initiated.

### 6.4.4 ANNUAL PROGRESS

During years in which the faculty member need not engage in the full evaluation process as outlined above, the faculty member will continue to meet with his or her dean at least annually to review and update progress on goals outlined in the last full evaluation. These goals may be longer-term in scope, and so discussion may be focused around progress toward, not completion of, such goals. These goals may also be modified at any time by mutual agreement of the faculty member and dean.

### 6.4.5 FACULTY EVALUATION APPEAL PROCEDURE

This appeal procedure is intended to provide an impartial, third-party review of the decision-making process used by a Dean in making a summative evaluation and rating of a faculty member’s performance. A faculty member may pursue an appeal review of the Performance Evaluation decision if he/she believes that it (a) results from improper procedure, (b) rests on grounds which violate academic freedom, (c) is substantially arbitrary or capricious, (d) considers irrelevant or non-valid performance factors, or (e) fails to consider all relevant evidence or mitigating circumstances. The burden of proof in an appeal rests with the faculty member.
The following steps will normally be taken in seeking resolution of a grievance related to performance evaluations. The time limits may need to be adapted within reason due to scheduling conflicts.

1. When a faculty member and a Dean disagree about the conclusions of a Dean’s Summative Performance Evaluation, the faculty member will arrange a special meeting (or series of meetings) between them to try to resolve the disagreement cooperatively and amicably. The scheduling of this meeting (or meetings) should allow sufficient time for both parties to reflect on the issues, but it should occur not more than ten (10) working days after the faculty member has received the original Dean’s Summative Performance Evaluation.

2. If it is apparent that resolution cannot occur during a follow-up meeting (or meetings), then the faculty member must submit a letter of appeal to the Provost within five (5) working days of the final meeting with the Dean. The Provost may discuss the issues separately with each party, or jointly with them both, to determine the possibility of resolving the grievance amicably through mediation and discussion. The Provost shall attempt to resolve the issue within five (5) working days of receiving the faculty member’s letter of appeal. If, by the end of this five-day period, the Provost judges that the issue cannot be resolved by conciliation, then the Provost shall immediately begin the process of convening an Appeals Panel.

3. The Faculty Evaluation Appeals Panel shall be composed of the Provost, as Panel coordinator, and four additional members: The faculty Senate President, one faculty member chosen by the employee, one faculty member chosen by the Provost, and one Dean chosen by the Provost and representing a Division other than the Division of the faculty member pursuing the appeal. The Provost shall cast a vote on the Panel’s final recommendation only in the event of a tie among the other four Panel members. The Director of Human Resources and Organizational Development will attend the appeals meeting but is not a voting member of the panel. As outlined below, the panel may hear testimony from both the appellant and the appellant’s Dean; however, the panel will hear this testimony separately from each party. The panel members can request clarification of this testimony during their deliberations as needed. Neither the appellant nor his/her Dean shall be present during the deliberations of the panel. The minutes of the hearing and the deliberations of the panel will remain confidential. (Note: Faculty Senate was advised on May 17, 2010 of a procedural change introduced in this paragraph, starting with the sentence “As outlined below.”)

4. Faculty members pursuing appeals may represent themselves or be represented by an individual of their choice at their sole expense.

5. The Provost will schedule the hearing, notify the parties in writing of the date, time, and place of the hearing; secure necessary documents for the records; and arrange for an audio tape recording of the proceedings. The date of the hearing will be set not more than ten (10) working days from the date of the Provost’s decision to convene the
Appeals Panel. All pertinent documents related to the appeal must be forwarded by both parties (the faculty member and the Dean) to the Provost at least five (5) working days prior to the scheduled hearing.

6. After deliberation, the Faculty Evaluation Appeals Panel’s decision to support or reject the appeal will be made by a simple majority vote (with the Provost’s vote as tie breaker). The decision shall be based strictly on the evidence and exhibits presented at the hearing.

7. Within five (5) working days of adjournment of the Appeal Panel’s hearing, the Provost shall forward the Panel’s decision in writing to the faculty member and the Dean. Simultaneously, a copy of the decision letter and a complete record of the hearing will be sent to the President of the College. The Appeals Panel’s decision will be final.

6.5 STUDENT SAFETY IN ACADEMIC SETTING

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Faculty should provide instruction in safety procedures to students who are engaged in academic activities (e.g., in classrooms, laboratories and/or off-campus activities that are officially and directly related to instruction) where a known potential danger is present. Unsafe conditions of equipment or facilities should be reported by faculty to the Provost (or an appropriate designee).

6.6 COURSE OVERLOADS

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<th>Course Overloads</th>
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Faculty members are not assigned course overloads, except for unusual circumstances, as approved by the academic dean and Provost. Faculty who teach overloads are compensated an amount equal to the maximum rate paid to adjuncts.

6.7 INDEPENDENT STUDY COURSES

<table>
<thead>
<tr>
<th>Independent Study Courses</th>
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College Catalog
Faculty members may choose to work on a volunteer basis with students on an independent study course.

Students may take an independent study course under the following conditions:

1. Elective credits only will be given, with the number of credits (not to exceed 3) determined by the appropriate division dean.
2. The student must propose the course to the supervising instructor at least five weeks prior to the beginning of the semester in which the work will be completed.
3. The student and faculty member will jointly develop a formal proposal, which must include:
   a. Reason(s) for requesting independent study in lieu of existing elective course(s)
   b. Course title and description
   c. Goals to be achieved
   d. Method of measuring achievement
   e. Names of instructors who have agreed to supervise
   f. Method of evaluation to be used
   g. Number of credits to be granted
   h. Approximate number of hours per week to be spent on the project
4. An instructor who has been asked to supervise such a study project must submit the project for approval to the Division Dean and Provost’s Office not later than three weeks prior to the beginning of the semester. At least five days prior to the beginning of the semester, the Division Dean must notify the instructor, the student, the Provost and Advising and Registration, in writing, of his or her approval or reasons for rejection. A student who fails to complete an independent study course within a semester may be granted a period of time in which to finish comparable to that extended to those taking traditional courses.

### 6.8 MINIMUM ENROLLMENT CLASS CANCELLATION

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<th>Minimum Enrollment Class Cancellation</th>
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Champlain College’s minimum class enrollment is six (6) students. If class enrollment falls below this minimum, the class may be cancelled. The Division Dean will work with faculty to determine if an under-enrolled class should be held or cancelled. The College may also offer faculty the option of pro-rated payment for an under-enrolled class, especially if the class is needed by students in order to graduate or complete studies in their major.

### 6.9 FACULTY-AUTHORED BOOKS

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<thead>
<tr>
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Champlain College faculty members may adopt books or textbooks they have authored or edited only upon demonstrating to the dean of the division in which the course is offered that the selected material: (1) is relevant to the objectives of the course (2) supersedes other available work in the field and (3) generally does not constitute the majority of books/texts for the class.

6.10 FACULTY ENROLLMENT IN CHAMPLAIN COLLEGE COURSES

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Full-time faculty may enroll in one undergraduate or graduate course in any given semester at the College tuition free, subject to space availability and approval by their Division Dean. The faculty member should notify the faculty member’s division academic dean, in writing, of the decision to enroll in the course, either for credit or on an audit basis.

Tuition remission and/or reimbursement may be subject to taxation; any related tax obligations will be the responsibility of the faculty member.

6.11 RELATIONSHIPS BETWEEN FACULTY AND STUDENTS – REQUIRES BOARD OF TRUSTEES APPROVAL

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In general, Champlain College prohibits sexual or romantic relationships between faculty and students, and considers such relationships to be inappropriate and contrary to a professional code of conduct that is expected of faculty in an academic community. The only exception to this prohibition would be in situations where a faculty member and a student were in a relationship before the student began his or her studies at the College. Such situations would be handled in accordance to the “Related Persons as Students” policy stated immediately below.

6.12 RELATED PERSONS AS STUDENTS – REQUIRES BOARD OF TRUSTEES APPROVAL

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Faculty members should avoid being placed in a position of authority over relatives or significant others concerning their teaching or advising. In the event that avoidance of conflict is not possible, or unfair to the student, the faculty member must disclose the relationship to the academic dean who
must approve exceptions to this policy and who will oversee the evaluation process of the student.

For the purpose of this policy, a “related student” is a spouse, civil union partner, child, child of a civil union partner, stepchild, ward, foster child, parent, parent of a spouse or a civil union partner, sibling, or sibling of a spouse or civil union partner.

### 6.13 GRADUATE FACULTY QUALIFICATIONS – REQUIRES BOARD OF TRUSTEES APPROVAL

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<th>Graduate Faculty Qualifications Policy</th>
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It is expected that graduate faculty, whether regular full-time or part-time will have a terminal degree or appropriate credentials in the field they will be teaching. The graduate Program Director determines whether a faculty member with documented, professional experience but without a terminal degree is qualified to teach in the program. If possible, faculty with terminal degrees shall constitute a vast majority (70% or more) of the faculty in a particular program. All graduate faculty members are expected to remain current and involved in their disciplines, engaging in such activities as presentations, research and publication, conference attendance, membership in professional societies, professional work in their field of expertise, performances, and/or other scholarly activities. This policy applies in a general way to all programs; individual programs may develop specific policies as appropriate for their field and for their respective professional accreditation standards.

### 6.14 OUTSIDE AND PROFESSIONAL ACTIVITIES

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While the primary responsibility of a full-time faculty member is to Champlain College, limited consulting and other outside activities of a professional nature are encouraged. These activities may help the faculty member’s professional development and/or contributions to student learning. However, these activities should not interfere with fulfilling responsibilities to the College.
6.15 FACULTY EMERITA/EMERITUS - SECTION REQUIRES BOARD OF TRUSTEES APPROVAL

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<tr>
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Faculty who retire from the College and who meet the criteria described below may be accorded the designation of Faculty Emerita or Faculty Emeritus. The designation identifies the designee as a continuing member of the College community.

6.15.1 CRITERIA FOR EMERITA/EMERITUS STATUS
The College grants emerita /emeritus status to retired faculty in recognition of their sustained contributions to Champlain College. The designation of emerita/emeritus status is awarded to those who throughout their distinguished careers have excelled in the multiple roles of the professoriate: teaching and student engagement, institutional service, professional development, scholarship, and collegiality and who have served a significant portion of their careers at Champlain. In awarding this designation, the College extends a culminating honor to the recipients for their past contributions and encourages a future relationship through sustained participation in the social and ceremonial functions of the faculty.

To be eligible, faculty are expected to have achieved the rank of professor and to have served a minimum of fifteen (15) years at the College. In exceptional cases, faculty who have less than fifteen (15) years at the College and who held the rank of Associate Professors with an outstanding record of achievement and contribution to the College may also be designated this honor.

6.15.2 PROCEDURE FOR GRANTING EMERITA/EMERITUS STATUS
The Chief Academic Officer will evaluate faculty who, upon retirement, may meet or exceed the criteria for emerita / emeritus status and make a recommendation to the President. The President will evaluate the candidate and make a recommendation to the Academic Affairs Committee of the Board of Trustees. Upon recommendation of the Committee, the Board of Trustees will confer emerita / emeritus status to the individual.

6.15.3 EMERITA/EMERITUS PRIVILEGES
- Listing with faculty in Champlain College publications and websites
- Library privileges
- Campus mailbox, if desired
- Campus e-mail address, if desired
- Invitation to participate in public ceremonies, convocations, commencements, academic processions and other College functions open to faculty
- Use of campus recreation and fitness facilities
- Employee discount at the Bookstore
- Opportunity to audit courses, subject to instructor consent and space availability
6.16 RESEARCH ON HUMANS - REQUIRES BOARD OF TRUSTEES APPROVAL

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In accordance with federal regulations (see 45 CFR 46.109) Champlain College’s Institutional Review Board (IRB) will have the exclusive authority to:

- Approve, require modifications in (to secure approval), or disapprove of all research activities involving human subjects conducted at Champlain College.
- Suspend or rescind approval of research involving human subjects not conducted in accordance with the IRB’s requirements or that has been associated with unexpected serious harm to subjects.

Officials of the institution may not approve a research proposal if Champlain College’s IRB has disapproved it (see 45 CFR 46.112).

Scope of Authority

Anyone formally affiliated with Champlain College who engages in research involving human subjects, either on- or off-campus, must apply for IRB approval. Researchers not affiliated with Champlain College but who want to conduct research with human subjects under the auspices of Champlain College must apply for IRB approval. Anyone using unpublished institutional data from human subjects collected at Champlain College for research purposes, as defined in the document Champlain College Institutional Review Board Policies and Procedures, must have IRB approval.

It is the responsibility of faculty overseeing instructional activity that may involve human subjects to abide by professional and legal standards of conduct, including Champlain College’s Principles for Ethical Research Involving Human Subjects (see below). Instructors should seek, or require students to seek, IRB approval for course assignments in which students are required to engage in substantial independent research with human subjects.

Principles for Ethical Research Involving Human Subjects

Champlain College affirms that all policies and guidelines related to research involving human subjects will be aligned with the following principles. Champlain College is committed to protecting the safety, health, dignity and privacy of individuals and groups participating in research conducted either at Champlain College or by any employee or student doing research in their capacity as an employee or student of Champlain College. All researchers at Champlain College are responsible for ensuring that all research practices involving human subjects satisfy the following requirements:
• **Risks are minimized:** All research methods are safe and involve no undue risk to the life, health, or well-being of the research subjects.

• **Benefits outweigh risks:** The benefits of the research clearly outweigh the anticipated risks of that research.

• **Privacy is respected:** The research will avoid unnecessary invasions of privacy and maintain, when appropriate, confidentiality.

• **Autonomy is respected:** Active participation in the research is voluntary, and a process is in place to obtain and, when appropriate, document informed consent from all subjects. When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as, but not limited to, children, students, prisoners, and mentally disabled persons, additional safeguards have been included to protect the rights and welfare of these subjects.

• **Data is monitored closely:** When appropriate, information gained from the research will be used for the stated research purpose, and adequate provisions to monitor the data will be made to ensure the safety of subjects.

• **Equity is sought:** When selecting subjects for research, the distribution of burdens and benefits is equitable considering the methodology, purpose, and setting of the research.

**Responsibilities**

The responsibilities of the Institutional Review Board are to:

1. provide integrated oversight of ethical and regulatory issues in human subjects research conducted at Champlain College;

2. develop common tools and resources including standardized application forms, consent form templates, operating procedures, and a database for managing and tracking protocols; and

3. provide additional resources to improve services and functioning such as compliance and monitoring as well as training and education.

**Membership**

Champlain College’s Institutional Review Board will consist of a minimum of seven voting members including:

• one member from the Division of Business,

• one member from the Division of Education and Human Studies,

• one member from the Division of Communication and Creative Media,

• one member from the Division of Information Technology and Sciences,

• one member from the Core Division

The composition of this committee must include:

• at least one member from Graduate studies,
• at least one member whose expertise lies in a scientific area,
• at least one member whose expertise lies outside of the sciences,
• a representative from the public without activities to the College or to an organization sponsoring research, and
• an administrator (ex officio).

One voting faculty member, nominated by the President of the Senate and approved by the Provost, will serve as Chair of the IRB for a three-year term. Faculty members of the IRB will be appointed by the Faculty Senate Executive Committee, also for three-year terms (with initial appointments being staggered.) The administrator will be appointed by the Provost of the College. The representative from the public will be invited to serve by the Provost of the College on a yearly basis, although this member may serve for as many consecutive terms as he or she is invited and willing.

In addition to the members of the IRB, the IRB Chair may, at his or her discretion, enroll one additional member, either from within Champlain College or from outside, on a temporary basis to review a particular research proposal. This member will have expertise in the research methods and/or discipline of the research project in question. This member may offer support but will not vote.

Every effort will be made by the Provost, the Faculty Senate Executive Committee and the Chair of the IRB to ensure that the membership of the IRB adheres to federal regulations (See 45 CFR 46.107). Every effort will be made by the Provost, the Faculty Senate Executive Committee and the Chair of the IRB to ensure the continuity of the IRB by staggering terms of service if necessary. Members will, at a minimum, complete the NIH Office of Extramural Research Web-based training course “Protecting Human Research Participants.” A record of certification must be on file before a member may participate in the review of research.

Finally, an IRB member will recuse himself or herself from the review of a particular research proposal if a conflict of interest occurs.

**Procedures**

All research proposals involving human subjects must be submitted for IRB review. The IRB Chair will determine the level of review necessary for a project. The IRB will review and respond to all research proposals in a timely manner so as to cause no undue delays in the conduct of the research project.

Proposals will fall into one of three categories, as determined by the IRB Chair: Full Review, Expedited Review or Exempt.

• **Level 1 (Exempt):** Research involving human subjects that poses very little or no foreseeable risk to the health or welfare of the research subjects, as described in 45 CFR 46.101 (b), is generally exempt from an expedited or full-board review. Proposals will be deemed exempt by the Board Chair, with a report made to the full Board.
• **Level 2 (Expedited Review):** Research involving human subjects that poses minimal foreseeable risk (see Appendix: Definitions) to the health or welfare of the research subjects can be expedited by the IRB Chair. Projects eligible for expedited review will be voted on by three Board members chosen by the IRB Chair. Outcomes of a Level 2 review are accepted, return for revision/clarification, or move to Level 3 review.

• **Level 3 (Full Review):** Research involving human subjects that poses more than minimal foreseeable risk, is funded by federal grants, involves deception, or involves subjects from a group awarded special protections (see Appendix: Definitions) requires a full board review. Projects requiring full review will be voted on by a quorum of the full Board. A majority of the members must be present to constitute a quorum. The Board will usually approve, disapprove, or return for revision/clarification proposals by consensus, but if consensus cannot be reached, then the Board will decide in favor of the majority opinion. If the committee is split, then the administrator will vote.

A review from the IRB, regardless of level of review, will result in one of three outcomes: approval of the proposal, disapproval of the proposal, or return to the investigator for revision/clarification.

• **Approval:** If a research proposal is approved by the IRB, an IRB Certificate of Approval (CoA) will be supplied to the investigator, and the CoA will be filed with the Board, as well as the appropriate authorities of Champlain College. The principal investigator is free to proceed with the research under the auspices of Champlain College and its Institutional Review Board. The IRB will determine the length of the approval period.

• **Disapproval:** If a research proposal is disapproved, the principal investigator will be notified in writing. The notification will include a statement of the reasons for the Board’s decision. The notification will be filed with the Board, as well as the appropriate authorities of Champlain College. The disapproved research cannot proceed under the auspices of Champlain College or its Institutional Review Board. A research proposal can only be disapproved by a quorum of the full Institutional Review Board.

• **Return for revision/clarification:** A research proposal may be returned to the principal investigator for revision and/or clarification. The Board will explain the reasons for the proposal’s return in writing, along with requested changes or portions of the proposal that need further explanation. The return letter will be filed with the Board, as well as the appropriate authorities of Champlain College. The investigator may submit the revised proposal for full Board review.

Any proposed post-acceptance changes to a research design or its implementation must be reported to the IRB. Major changes in research design constitute a new research proposal and necessitate a new review submission and review process. Minor changes in research design can be approved by the Board as an amendment to the original proposal. The IRB Chair will
determine whether changes made to a research design must be re-submitted as a new proposal or approved as an amendment.

Renewals and Extensions: The IRB will determine the period of time between the initial approval and the subsequent renewal date. Most protocols will be approved for continuing review on an annual basis in accordance with federal regulations (see 45 CFR 46.109). The term of approval will be provided on the Certificate of Approval. Protocols must be renewed with the IRB by the date stipulated on the Certificate of Approval.

Appeals: If an investigator disagrees with an IRB decision to disapprove a research proposal, the researcher may appeal the decision by re-submitting the same application form to the IRB with 1) a letter of appeal stating the arguments for approval, and 2) any additional information in support of the appeal. Applications submitted for appeal will be considered by the full board at the next scheduled meeting date. If the proposal is not approved during this meeting, the research cannot be conducted under the auspices of Champlain College.

**Reporting Activities**

Following federal regulations (see 45 CFR 46.115), Champlain College will keep a record of all applications for approval of research involving human subjects, including all submitted research documents. Further, records will be kept that identifies the IRB members (including the Chair) who performed the review, the Chair’s notes, email correspondence between the researcher and the IRB, and the approval, disapproval, and clarification/revision notices. These documents represent the complete records kept by Champlain College of any IRB submission. Records will be kept for seven years after the conclusion of research.

The IRB will conduct an annual review its records to maintain compliance with federal regulations (see 45 CFR 46.115).

Researchers are responsible for maintaining all data and documentation gathered during research including signed consent forms resulting from the research. Sponsors of student research (teachers or advisors) will arrange for the storage of these documents. These records must also be kept for a minimum of three years.

See Champlain College Institutional Review Board Policies and Procedures for definition of terms used in this section.
6.17 COURSE WITHDRAWALS

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<thead>
<tr>
<th>Course Withdrawals</th>
<th>Version 2011-2012</th>
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<tbody>
<tr>
<td>Person/Dept. Responsible: Academic Affairs</td>
<td>College Catalog</td>
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There are two ways in which students may be officially withdrawn from a course. The student may voluntarily withdraw or the student may be involuntarily withdrawn by the instructor.

These include, but are not limited to, violations of the College’s Standard of Conduct, disciplinary problems, or damaging the College’s relationships with internships or project sites.

A grade of “W,” “WP” or “WF” is recorded, as determined by the date of the withdrawal and the student’s academic status at the time, or by the circumstances of the withdrawal.

6.18 FINAL TESTING PERIOD

<table>
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<th>Final Testing Period</th>
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<tr>
<td>Person/Dept. Responsible Academic Affairs</td>
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Faculty must convene a class during the final testing period. Faculty will be notified by Email as to when and where the final exam schedule will be posted.

Note: Refer to the Academic Affairs section of the Student Handbook for policies relating to graduation requirements, course withdrawals, retaking courses, etc. The Student Handbook is available online.

6.19 COURSES WITH AN EMBEDDED TRAVEL COMPONENT

<table>
<thead>
<tr>
<th>Courses with an Embedded Travel Component</th>
<th>Version 9/2011</th>
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<tbody>
<tr>
<td>Person/Dept. Responsible Office of International Education</td>
<td><a href="http://www.champlain.edu/academics/international-education/faculty-resources-oie">http://www.champlain.edu/academics/international-education/faculty-resources-oie</a></td>
</tr>
</tbody>
</table>

The Office of International Education works with faculty / staff members to facilitate planning, risk management, and budgeting for all faculty/staff led study abroad programs. All short term study abroad programs need approval from the appropriate Division Dean or Department, the Office of International Education and the Finance office. The Travel Course Approval Form is available online at http://www.champlain.edu/Documents/international/faculty/Champlain-College-Education-Abroad-
All courses with embedded travel component must go through the same curriculum approval process as all other new courses.

In order to receive approval, faculty/staff need to submit a syllabus/program description, a detailed itinerary, and propose a budget. A link to the budget form is available at http://www.champlain.edu/faculty-and-staff/academic-affairs/teaching-and-support-resources/study-abroad-program-planning

Participating faculty/staff and students need to participate in pre-departure orientations and complete all program application and participation forms. Please review the faculty and staff led education abroad manual for guidance.

The Office of International Education has set policies which cover the risk management needs for all education abroad programs. Each education abroad program may have unique risk management needs, and it is important to work closely with the Office of International Education to navigate the program specifics. All students, faculty, and staff are required to purchase a comprehensive international health insurance policy. Additionally, students must fill out essential forms which consist of a Contract for Participation, Travel Waiver, and an Emergency Contact/Medical Information form. Faculty should contact the Study Abroad Coordinator to purchase the study abroad medical insurance and receive samples of the essential forms.

Champlain College reserves the right to cancel a program due to health, safety and/or security concerns, low enrollment, or any other reason. In the event of a cancellation, every effort will be made to return recoverable costs to students.

Should a student decide to withdraw from a program after signing the contract for participation, he/she is accountable for all program related fees.

6.20 COURSE CREDITS

<table>
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<tr>
<th>Course Credits</th>
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<td>Person/Dept. Responsible Academic Affairs</td>
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Federal regulation and the policies of the New England Association of Schools and Colleges (NEASC) provide a definition of the credit hour to be used in designing courses and determining credit allocations for educational experiences. In the following policy, quoted from the NEASC Policy on Credits and Degrees, the term “hour” is equivalent to 50 minutes.

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –
(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

By federal regulation, at the time of the Comprehensive Evaluation, the Commission will review the institution’s policies and procedures for determining the credit hours that the institution awards for courses and programs and how those policies and procedures are applied to the institution’s programs and coursework. As part of its review, using sampling or other methods, the Commission must make a reasonable determination of whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education. If, following this institutional review process, the Commission finds systematic non-compliance with this policy or significant noncompliance regarding one or more programs at the institution, the Commission is obliged to promptly notify the Secretary of Education.
7 FACULTY PERSONNEL POLICIES – SECTION REQUIRES BOARD OF TRUSTEES APPROVAL

7.1 APPOINTMENT LETTERS AND APPOINTMENT TERMS

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<th>Appointment Letters</th>
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<td>Person/Dept. Responsible</td>
<td>Human Resources</td>
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Letters for the term of appointment are issued in March prior to the expiration of the current contract. Annual salary confirmation letters are issued in August.

Appointments are for a designated period and automatically expire at the end of that period. Appointment terms can be tendered as one-, three-, or five-year periods. All “new to Champlain College” faculty will begin with one-year appointments. The length of any subsequent contracts will be determined by academic rank. Assistant Professors receive one-year appointments; Associate Professors receive three-year appointments; Professors receive five-year appointments.

A faculty member whose summative evaluation falls below Meets Expectations will immediately revert to a one-year appointment, regardless of rank and seniority, until his or her performance improves.

Reemployment of a faculty member after expiration of an appointment term is solely within the discretion of the College.

7.2 PROVISIONAL EMPLOYMENT PERIOD

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<tr>
<th>Provisional Employment Period</th>
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<td>Person/Dept. Responsible</td>
<td>Human Resources</td>
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Each newly hired faculty member goes through a one-semester introductory provisional period to determine whether he or she is satisfied with the job and qualified to meet the job requirements. If, solely in the view of the College administration, a newly-hired faculty member’s work, behavior, or attitude is not satisfactory during this introductory provisional period, the College reserves the right to discharge the faculty member without prior warning.
7.3 ACADEMIC RANK: INITIAL HIRE

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<tr>
<th>Academic Rank: Initial Hire</th>
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<td>Person/Dept. Responsible</td>
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<td>Human Resources</td>
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The College Provost, in consultation with the appropriate Division Dean, will determine the initial rank for newly hired faculty per the Promotion Guidelines established by the Faculty Senate. In all cases, educational credentials imply earned degrees from institutions accredited by U.S. regional accrediting associations or by their international equivalents. Copies of transcripts may be required as a condition of employment. Teaching experience refers to that acquired at the post-secondary level at institutions accredited by U.S. regional accrediting associations or by their international equivalents. The three faculty ranks used at Champlain College for initial appointment of full-time regular faculty are Assistant Professor, Associate Professor, and Professor. The rank of instructor is used for faculty with temporary appointment letters.

The Provost may decide to award credit for prior service toward promotion eligibility for newly hired faculty. The amount of credit awarded shall be stated in the initial appointment letter of employment.

7.4 PROMOTION IN RANK

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<th>Promotion in Rank</th>
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<tr>
<td>Person/Dept. Responsible</td>
<td>Human Resources web portal</td>
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<td>Human Resources</td>
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The policy is presented below in its entirety from the Human Resources web site.

Earning promotion to a higher academic rank is both a reward and an honor. Promotion recognizes professional and personal achievements that have benefited students, the Division, the faculty member and the College as a whole. Promotion in rank is not automatic simply because the minimum requirements have been met. However, to be eligible for promotion a faculty member must have met the minimum time-in-rank, academic credentials and other qualifications identified in the faculty promotion policies.

The two ranks to which faculty at Champlain College may be promoted are Associate Professor and Professor. The Promotions and Sabbatical Leave Committee expects candidates for these ranks to provide clear evidence of participation, accomplishment and distinction across all relevant criteria. This document will identify the specific policies and criteria and the general
process and procedures which the Committee will use to assess each candidate’s application for promotion.

Note that two different sets of policies and criteria are used: one applies only to faculty who were hired with initial full-time regular appointments commencing before July 1, 2007; the other applies only to faculty with initial full-time regular appointments commencing on or after July 1, 2007. The following sections contain the information that faculty members need to undertake the promotion process:

SECTION A: PROMOTION CRITERIA FOR FACULTY HIRED BEFORE JULY 1, 2007.
SECTION B: PROMOTION CRITERIA FOR FACULTY HIRED ON OR AFTER JULY 1, 2007.
SECTION C: GENERAL PROMOTION PROCESS AND PROCEDURES.

7.4.1 SECTION A: PROMOTION CRITERIA FOR FACULTY HIRED BEFORE JULY 1, 2007.

This section pertains only to Champlain College faculty with initial full-time regular appointments commencing before July 1, 2007. To be considered for promotion in rank, all applicants must meet or exceed the “Threshold Experience, Education and Performance Minimums” for the rank as identified below. Upon the recommendation of the College Provost, exceptions to these minimums may be made in extraordinary cases justified by distinguished achievement and unique circumstances. In all cases, educational credentials imply earned degrees from institutions accredited by U.S. regional accrediting associations or by their international equivalents. Teaching experience refers to that acquired at the post-secondary level at institutions accredited by U.S. regional accrediting associations or by their international equivalents.

Threshold Experience, Education and Performance Minimums

7.4.1.1 PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

Assistant Professors may apply for promotion to the rank of Associate Professor no earlier than their fifth (5th) full year of teaching as an Assistant Professor at Champlain College. Additionally, applicants must have at least a master’s degree appropriate to their field of teaching at the College.

Beyond these academic and experience requirements, candidates for promotion to Associate Professor must be able to demonstrate an impressive record of: a) highly successful teaching; b) significant service contributions that advanced the mission of the College and the Division; c) significant participation in professional development and achievement in its many forms; and d) collegiality and constructive participation in the shared governance of Champlain College. These Promotion Assessment Criteria are described more fully under “Promotion Application Portfolio Requirements” in SECTION C: GENERAL PROMOTION PROCESS AND PROCEDURES.
7.4.1.2 PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The rank of Professor is reserved for faculty members who have distinguished themselves through excellence in teaching, superior qualifications, substantial contributions, industriousness, collegiality, and outstanding commitment to the mission of Champlain College. Associate Professors may apply for promotion to the rank of Professor no earlier than their fifth (5th) full year of teaching as an Associate Professor at Champlain College. Additionally, applicants must present one of the following four sets of academic credentials and achievements:

The terminal degree appropriate to their field of teaching at the College (“terminal” designation will be determined by the Dean and Provost.)

OR

A non-terminal master’s degree appropriate to their field of teaching at the College; and substantive, recognized professional certification or similar credentialing closely related to the field of teaching (for example: CPA, CMA, CFA, LSW, etc.).

OR

A non-terminal master’s degree appropriate to their field of teaching at the College; and significant post-master’s degree educational achievements closely related to their field of teaching at the College (for example: ABD status, a second master’s degree, a Certificate of Advanced Graduate Study, additional recent graduate credits, other equivalent evidence of advanced study, etc.).

OR

A non-terminal master’s degree appropriate to their field of teaching at the College; and a portfolio of other qualifications and experiences that in combination are equivalent to those identified above, such as: professional certifications, graduate courses, training experiences, projects, work experiences, community service, contributions to the knowledge of the academic field or the teaching profession, entrepreneurial activities, conference presentations, consulting, self-study, etc.

Beyond these academic credentials and achievements, candidates for promotion to Professor must be able to demonstrate a distinguished record of: a) outstanding success in teaching and student engagement; b) significant, on-going participation and leadership in service activities that advanced the mission of the College and the Division; c) significant, on-going participation and leadership contributions to professional development and achievement in its many forms; and d) collegiality and constructive leadership in the shared governance of Champlain College and fostering this behavior in others. These Promotion Assessment Criteria are described more fully under “Promotion Application Portfolio Requirements” in SECTION C: GENERAL PROMOTION PROCESS AND PROCEDURES.

7.4.2 SECTION B: PROMOTION CRITERIA FOR FACULTY HIRED ON OR AFTER JULY 1, 2007

This section pertains only to Champlain College faculty with initial full-time regular appointments commencing on or after July 1, 2007. To be considered for promotion in rank, all applicants must meet or exceed the “Threshold Experience, Education and Performance Minimums” for the rank as identified below. Upon the recommendation of the College Provost, exceptions to these minimums may be made in extraordinary cases justified by distinguished achievement and unique circumstances. In all cases, educational credentials imply earned degrees from institutions accredited by U.S. regional accrediting associations or by their international equivalents. Teaching experience refers to that acquired at the post-secondary level at institutions accredited by U.S. regional accrediting associations or by their international equivalents.

Threshold Experience, Education and Performance Minimums
Assistant Professors may apply for promotion to the rank of Associate Professor no earlier than their seventh (7th) full year of teaching as an Assistant Professor and no earlier than their third (3rd) full year of teaching as an Assistant Professor at Champlain College. Additionally, candidates must present one of the following three sets of academic credentials and achievements:

The terminal degree appropriate to their field of teaching at the College (“terminal” designation will be determined by the Dean and Provost.)

OR

A non-terminal master’s degree appropriate to their field of teaching at the College; and substantive, recognized professional certification or similar credentialing closely related to their field of teaching (for example: CPA, CMA, CFA, LSW, etc.).

OR

A non-terminal master’s degree appropriate to their field of teaching at the College; and significant post-master’s degree educational achievements closely related to their field of teaching at the College (for example: ABD status, a second master’s degree, a Certificate of Advanced Graduate Study, additional recent graduate credits, other equivalent evidence of advanced study, etc.).

Beyond these academic credentials and achievements, candidates for promotion to Associate Professor must be able to demonstrate an impressive record of: a) highly successful teaching; b) significant service contributions that advanced the mission of the College and the Division; c) significant participation in professional development and achievement in its many forms, necessarily including some contributions to the knowledge of a field or the teaching profession; and d) collegiality and constructive participation in the shared governance of Champlain College.. These Promotion Assessment Criteria are described more fully under “Promotion Application Portfolio Requirements” in SECTION C: GENERAL PROMOTION PROCESS AND PROCEDURES.

### 7.4.2.2 Promotion from Associate Professor to Professor

The rank of Professor is reserved for faculty members who have distinguished themselves through excellence in teaching, superior qualifications, substantial contributions, industriousness, collegiality and outstanding commitment to the mission of Champlain College.

Associate Professors may apply for promotion to the rank of Professor no earlier than their tenth (10th) full year as an Associate Professor and no earlier than their fifth (5th) full year of teaching as an Associate Professor at Champlain College. Candidates must hold a terminal degree appropriate to their field of teaching at the College (“terminal” designation will be determined by the Dean and Provost.)

Beyond these academic credential and experience requirements, candidates for promotion to Professor must be able to demonstrate a distinguished record of: a) outstanding success in teaching and student engagement; b) significant, on-going participation and leadership in service activities that advanced the mission of the College and the Division; c) significant, on-going participation and leadership contributions to professional development and achievement in its many forms, necessarily including substantial contributions to the knowledge of a field or the teaching profession; and d) collegiality and constructive leadership in the shared governance of Champlain College and fostering this behavior in others. These Promotion Assessment Criteria are described more fully under “Promotion Application Portfolio Requirements” in SECTION C: GENERAL PROMOTION PROCESS AND PROCEDURES.
7.4.3 SECTION C: GENERAL PROMOTION PROCESS AND PROCEDURES

To be considered for promotion in rank, all applicants must meet or exceed the “Threshold Experience, Education and Performance Minimums” identified above in either Section A or Section B and they must follow the process and procedures outlined in this section. (Note that these may vary depending upon initial date of hire.)

7.4.3.1 PROMOTION DECISION RESPONSIBILITY

Applications for promotion shall be made to the Faculty Senate Promotions & Sabbatical Leave Committee, whose members shall evaluate and recommend candidates for promotion using guidelines set forth within this document. The Committee shall forward its recommendations and comments with supporting data to the applicant’s Dean, the College Provost and the President for review. The recommendations and comments of the Committee are advisory only. The Dean, Provost and President have the discretion to accept or reject the Committee’s recommendations. The President shall forward all accepted recommendations for faculty promotions to the Board of Trustees, which will vote to endorse or veto the recommendations. The Provost shall notify the Chair of the Promotions & Sabbatical Leave Committee and all candidates for promotion of the outcome of their applications. All promotions shall be announced publicly.

7.4.3.2 DECISION APPEALS

Decisions by the Dean, Provost and President on faculty promotion can be appealed only on grounds of procedural errors. The faculty member may submit a formal appeal to an ad hoc Appeal Panel which will provide an impartial, third-party review of the decision-making procedures. The burden of proof in an appeal rests with the faculty member.

The following steps will normally be taken in an appeal process. The time limits may need to be adapted within reason due to scheduling conflicts.

When a faculty member disagrees with the decision of the Dean, Provost, and President, that faculty member will arrange a special meeting (or series of meetings) with them to try to resolve the disagreement cooperatively and amicably. The scheduling of this meeting (or meetings) should allow sufficient time for the participants to reflect on the issues, but it should occur not more than ten (10) working days after the faculty member has received official notice of the promotion decision from the Provost.

If it is apparent that resolution cannot occur during a follow-up meeting (or meetings), then the faculty member must submit a written request to the Associate Provost for Academic Affairs to convene an Appeal Panel. This request must come within five (5) working days of the final meeting with the Dean, Provost, and President. The Associate Provost shall begin immediately the process of convening an ad hoc Appeal Panel.

The Appeal Panel shall be composed of the Associate Provost as Panel coordinator, and four additional members: the Faculty Senate President, one faculty member chosen by the appellant, the Director of Human Resources, and one Dean chosen by the Associate Provost and representing a Division other than that of the appellant. The Associate Provost shall cast a vote on the Panel’s final recommendation only in the event of a tie among the other four Panel members.

The Associate Provost will schedule the hearing, notify the parties in writing of the date, time, and place of the hearing, secure necessary documents for the records, and arrange for an audio tape recording of
CHAMPLAIN COLLEGE FACULTY HANDBOOK: FACULTY PERSONNEL POLICIES, July 1, 2012

the proceedings. The date of the hearing will be set not more than ten (10) working days from the date of the Associate Provost’s decision to convene the Appeal Panel. All pertinent documents related to the appeal must be forwarded to the Associate Provost at least five (5) working days prior to the scheduled hearing.

The Appeal Panel will focus only on whether or not a procedural error has occurred. Deliberations shall be based strictly on the evidence presented at the hearing. After deliberations, the Appeal Panel’s decision to support or reject the appeal will be made by a simple majority vote (with the Associate Provost’s vote as tie breaker.) In the event an appeal is upheld, the only action the Panel can take is to direct that the promotion process be reversed and recommenced just prior to the point where the procedural error occurred. The Appeal Panel’s decision will be final.

Within five (5) working days of adjournment of the Appeal Panel’s hearing, the Associate Provost shall forward the Panel’s decision in writing to the faculty member, the Chair of the Promotions and Sabbatical Leave Committee, the Dean, the Provost, and the President.

7.4.3.3 IMPORTANT DATES, TIMELINES AND PRIORITIZATION

Faculty members applying for promotion must submit their fully-completed and properly-formatted application portfolios to the Chair of the Faculty Senate Promotions and Sabbatical Leave Committee no later than November 15 of each year.

The Committee’s deliberations will take place in a timely manner so that its recommendations are delivered to the Dean, Provost, and President no later than February 28. The President will present recommendations to the Board of Trustees no later than their April meeting. The Provost shall notify the Chair of the Promotions & Sabbatical Leave Committee and all the candidates for promotion of the outcome of their applications within one week after action by the Board of Trustees.

The Committee reserves the right to prioritize the review of promotion applications based on the applicants’ relative seniority at Champlain College. If a large number of faculty apply for promotion in a given year, and the Committee believes it cannot properly evaluate all the applications within the time frame specified above, then applications from faculty with lesser seniority may be deferred to the following year. If incomplete applications are submitted, then they may be deferred to the following year.

7.4.3.4 PROMOTION APPLICATION PORTFOLIO REQUIREMENTS

It is the faculty member’s responsibility to furnish the Committee with a complete portfolio that best demonstrates credentials, performance, and accomplishments that support the granting of promotion. While it is unrealistic to expect a faculty member to excel in all performance categories, some evidence of participation, accomplishment, or distinction in all areas is generally a prerequisite for promotion. The Committee will look for progressively higher levels of achievement from applicants for the ranks of Associate Professor and Professor. Applicants should emphasize activities and accomplishments that occurred in the time period since their last promotion.

The Committee requires that all portfolios follow the format specified below. Candidates shall submit an original copy and six photocopies of the application. The original copy should be in a binder with tabbed sections corresponding to each section listed below. The six copies will become the working documents of the Committee. The original copy is the transmittal copy that will be submitted with the Committee’s recommendation to the Dean, Provost, President, and Trustees. The Portfolio must contain
the following sections.

7.4.3.4.1  Transmittal Letter
Specify the date of submission, state the action requested, outline briefly your major justifications for receiving promotion (including threshold educational credentials and years of service), and how you will document each of the requirements for promotion.

7.4.3.4.2  Curriculum Vita
Submit a current document summarizing your professional credentials, work experiences and relevant accomplishments. Be specific about dates and duration of academic and work experiences.

7.4.3.4.3  Dean’s Letter
Request a confidential, comprehensive letter from your Dean that discusses your contributions in the areas of: a) teaching, b) service, c) professional development and achievement (necessarily including, for faculty hired on or after 1 July 2007, contributions to the knowledge of a field or the teaching profession), and d) collegiality and constructive participation in the shared governance of Champlain College. This letter should reflect the Dean’s summative evaluation for at least the most recent period, and preferably for several periods. In the event that your Dean is newly hired and is not familiar with your contributions, then this letter may come from your immediate past Dean. The Dean must send this confidential letter directly to the Chair of the Promotions and Sabbatical Leave Committee.

7.4.3.4.4  Evidence of Teaching Effectiveness
Champlain College is primarily a teaching institution. Therefore, convincing evidence of teaching effectiveness is the primary criterion that must be met by faculty seeking promotions. It will be assessed by examining summative data generated by student evaluations, comments in the Dean’s letter (portfolio item #3), letters of support from a Program Director or peers, a statement of teaching philosophy and accomplishments, teaching portfolios, etc. The Committee will be looking specifically for evidence of accomplishment or distinction in your course design and assessment, course delivery and learning environment, mastery of subject, course management and course administration. You may document your teaching effectiveness in a variety of ways but a complete teaching portfolio must include at least the following required materials. (Items marked with an asterisk * are optional.) Applicants should emphasize performance, activities and accomplishments that occurred in the time period since their last promotion.

Student evaluations for all your courses taught during the past three years; Course syllabi for all your courses taught during the past three years;
Self-evaluation that includes your teaching philosophy, professional goals, description of teaching styles and instructional methodologies and pedagogical rationales;
Evidence of your professional growth as a teacher, which includes competency and currency in the discipline and in pedagogy (teaching or discipline related conferences, workshops, presentations, panel discussions, development of innovative teaching techniques, etc.); Identification of new courses you have developed and taught since your last promotion;
* Other evaluations and letters of support from your Program Director, faculty colleagues or from members of the broader College community that are relevant to the promotion process;
* Peer observations (for at least the most recent period and preferably for several periods) that reflect your teaching effectiveness;
* Evidence of your mentoring of students (letters from current or former colleagues);
* Honors or awards you received related to teaching.

NOTE: Faculty administrators at the rank of assistant professor or associate professor, who teach few or no classes, are indeed eligible for promotion to the rank of associate professor or professor. In the event that they have taught classes at Champlain, their applications should include, as indicated above, their most recent course syllabi and student evaluations. In the event that they have not taught classes at Champlain, their applications literally cannot, and therefore need not, include those things. In all events, the section of their application that deals with teaching should discuss, and provide evidence of, their effectiveness in performing those duties of theirs that are most closely analogous to teaching (for example: mentoring other faculty members; promoting certain pedagogical principles or practices; heading pedagogically-oriented workshops of various sorts; playing a role in the design of classes or curricula; engaging with students in supervisory or advisory capacities).

7.4.3.4.5 Evidence of Service to the College
Your service to the College will be assessed by examining an applicant-generated summary of your internal, institutional service participation and leadership, as well as relevant community outreach contributions. The Dean’s letter (portfolio item #3) should confirm this summary. You may document your service contributions in a variety of ways. However the Committee will be looking specifically for the following evidence of your broad and constructive participation and leadership and tangible service contributions. (Items marked with an asterisk * are optional.) Applicants should emphasize performance, activities, and accomplishments that occurred in the time period since their last promotion.

- A chronological summary of your involvement in committee and task force service, including standing and ad hoc committees of the College, Faculty Senate, Division, and program;
- A statement of your personal contributions and leadership in these committee service activities that demonstrates more than simple membership/attendance;
- A letter of support from your current Program Director that endorses your internal service contributions;
- Evidence of your active participation in Faculty Senate and Senate Committees;
- Evidence of your service as a faculty advisor to a student organization;
- Evidence of your participation in College public events such as Family Weekends, student recruiting, freshman orientation, honors events, alumni events, etc.;
- Evidence of any other type of service activity in which you engaged that contributed to the betterment of the College;
- * Letters of support are welcome from other constituents that can corroborate your service contributions (such as former Deans, former Program Directors, committee chairs or members, external clients, etc.) along with any other pieces of supporting evidence.

7.4.3.4.6 Evidence of Professional Development and Achievement
Your professional development and achievement (necessarily including, for those hired on or after 1 July 2007, your contributions to the knowledge of a field or to the teaching profession) will be assessed by examining an applicant-generated summary of your on-going pursuit of continuous learning through course work, your active participation in professional organizations, your attendance at conferences and workshops, your receipt of professional recognitions and awards, etc., and (for those hired on or after 1 July 2007) your academic
research and publications, your presentations at conferences, your contributions to on-campus workshops, grants you have received, etc. The Dean’s letter (portfolio item #3) should confirm this summary.

If you were hired prior to 1 July 2007, you may document your professional development activities and achievements in a variety of ways. However, the Committee will be looking specifically for the following evidence of your on-going engagement in professional development and how this activity enhances teaching performance. Applicants should emphasize performance, activities, and accomplishments that occurred in the time period since their last promotion.

- Official transcripts from all graduate institutions you attended to indicate that you have met the threshold educational criteria for promotion;
- A chronological summary of your participation in conferences, workshops, classes, etc.;
- A statement that shows the relevance, connections and outcomes of these activities to your teaching at Champlain College;
- Evidence of your membership/leadership roles in professional associations related to your discipline or teaching;
- Evidence of any community service or volunteer work relevant to your field of teaching;
- A list of awards and honors relating to your teaching or service.

If you were hired on or after 1 July 2007, you too may document your professional development activities and achievements in a variety of ways, and what is stated in the previous paragraph of this document and the list that follows it fully applies to you. Additionally, the section of your application that deals with professional development must include evidence of your contributions to the knowledge of a field or to the teaching profession. With regard to this aspect of professional development, the Committee will be looking specifically for evidence of your progressive contributions (an evolution from participation to leadership) and how these activities enhance teaching performance and contribute to the betterment of the College. Evidence of your contributions to the knowledge of a field or to the teaching profession may come in any of the ways listed below. Applicants should emphasize performance, activities, and accomplishments that occurred in the time period since their last promotion.

- Successful research endeavors and published works, such as abstracts, articles, books, chapters, monographs, poems, scholarly papers, reviews, conference proceedings, citations, editorial appointments, etc.;
- Unpublished works, such as internal college reports, speeches, conference presentations, media interviews, electronic teaching material;
- Creative works such as plays, art exhibits, musical compositions, performances, films, computer codes, simulations, etc.;
- Receipt of grants or external funding;
- Participation in professional / scholarly activities, conferences, sessions, panels, accreditation site visits, etc.

7.4.3.4.7 Evidence of Collegiality and Constructive Participation

Your collegiality and constructive participation in the shared governance of the College will be assessed by the Committee’s impressions of your overall spirit of positive engagement in the life and culture of the College. The main basis for assessment will be the Dean’s letter (portfolio item #3) and one other letter of support from someone such as your past Dean, your Program Director, a faculty or staff colleague, etc. The Committee will be looking specifically for evidence of respect, integrity,
conscientiousness, open-mindedness, courtesy, and fairness when working with students, colleagues, staff, administration, and the broader College community. Applicants should emphasize performance, activities and accomplishments that occurred in the time period since their last promotion.

Submit one letter of support written by a College constituent (your past Dean, Program Director, colleague, staff member, etc.) that addresses your spirit of positive engagement in the life and culture of the College. The letter should offer examples of how you demonstrate respect, integrity, conscientiousness, open-mindedness, courtesy, and fairness when working with students, colleagues, staff, administration, and the broader College community.

### 7.5 OFFICIAL LEAVE

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The College has policies and procedures in place to request leave for bereavement, family medical leave, jury duty, military leave, short-term family leave, sick leave and short-term disability and leave without pay. Leave may also be granted to qualifying employees as a reasonable accommodation for a documented disability. See the Human Resources web portal, *Policies and Procedures Handbook*, or consult with Human Resources regarding any questions about leaves.

### 7.6 OFFICIAL PERSONNEL FILE

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Each employee's official personnel file is maintained in the Human Resources Office. The Human Resources Director is responsible for taking reasonable steps to ensure the confidentiality of personnel files. Except under special circumstances approved by the Human Resources Director, personnel files may not be removed from the Human Resources Office.

An employee is entitled to know what documents are in his/her official personnel file and to review them periodically. The only exception to this is a reference obtained in confidence from previous employers or supervisors. No employee may remove documents permanently from the personnel file, but may request to have single copies reproduced for personal use.

Each employee is responsible for keeping the personnel file current and reporting changes in personal information to the extent that such changes are relevant to employment and benefits administration, such as changes in an employee's name, address, telephone number, marital/civil union status, dependents, emergency contact information and educational courses or additional training completed.
7.7 COMPLAINTS OF MISCONDUCT

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All faculty members have an obligation to comply with the rules and regulations of the College and its divisions and programs. These rules protect the rights and freedoms of all members of the academic community. Complaints of misconduct should be resolved in a manner designed to conform to legal requirements, ensure due process, avoid unnecessary damage to parties involved, maintain confidentiality, and to protect a complainant from retaliation.

In particular, the faculty member is obligated to live up to the standards of academic freedom as outlined in the Faculty Handbook. Disciplinary action may also follow when the faculty member engages in other conduct unbecoming a member of the faculty, such as any action which interferes with the regular operations of the College or the rights of others, any serious violation of the law, or any other conduct prejudicial to the teaching, research, or welfare of the College, and so forth.

The following procedure is applicable where a question arises concerning an alleged violation by any member of the faculty of a rule or regulation of the College. The time periods referenced below may need to be adapted within reason due to scheduling conflicts.

Other sections of this Handbook apply to situations in which proceedings are initiated to terminate a faculty member for cause (7.9.2) or to situations involving discrimination and harassment (4.4). Procedures involving academic grievances filed by a student are defined in the Student Handbook (see Academic Grievance Policy & Procedure). In cases where the complaint could involve a violation of federal or state law, administrative officers must refer the matter to the appropriate authorities for disposition within the applicable legal framework.

Any officer of the College, any member of the faculty or staff, or any student may file a complaint against a member of the faculty for conduct prohibited by the rules and regulations of the College, or its divisions and programs.

Summary suspension pending investigation and hearing is an extraordinary remedy, but nothing in this statement shall be interpreted as precluding such action by the President or the Provost of the College, or the Dean of the Division involved (who must have the assent of the President or Provost of the College), whenever, in the judgment of either, suspension is necessary in the interest of the College community.
The complaint shall be filed with the Dean of the faculty member’s Division, except that a complaint against a Dean shall be filed with the Provost. Complaints must be in writing, signed by the person filing the complaint. A copy of the signed, formal complaint will be given to the individual charged.

When a complaint is filed against a member of the faculty, the faculty member shall be given an opportunity to respond, verbally or in writing, to the complaint. An effort shall be made to resolve the matter informally under the direction of the Dean of the member’s Division or with a committee, appointed by the dean, of the faculty of that Division. Where the charge is against the Dean as a faculty member, the informal effort shall be under the direction of the Provost. The informal process may include investigation, mediation, conciliation, and consultation between and among appropriate parties, including the complainant, the person against whom the complaint is made, and his or her immediate supervisor.

Where matters involving the faculty cannot be resolved in this manner, the matter shall be referred, with all pertinent information, to the President of the Faculty Senate, who shall appoint a special hearing committee of the faculty, members of which may or may not be Senate members, to hear the matter. The majority of the committee members shall be from the Division in which the faculty member holds appointment. The President of the Faculty Senate shall appoint the chairperson of the committee. Where the formal complaint is against a Dean, the formal effort shall be under the direction of the Provost.

The special hearing committee shall adopt its own rules of procedure and shall have authority to impose any of the penalties, other than dismissal, listed immediately below (next paragraph) and to recommend dismissal. Decisions shall be by majority vote. A recommendation for dismissal must be approved by the Dean (except where he/she is the subject of the charge) and the Provost. The Chairperson of the Committee shall notify the faculty member in writing of the decision within five working days.

Penalties for violations of the rules and regulations of the College and its divisions and programs shall include, but are not limited to, the following:

a) Verbal or Written Reprimand - a warning or reproof that is not placed in the faculty member’s personnel file
b) Censure – a formal, written reprimand of a faculty member’s actions that is placed in the faculty member’s personnel file.
c) Suspension of teaching and administrative duties, with or without pay. Suspension may include discontinuance of salary and benefits, in whole or in part, suspension of promotion and salary increments, and suspension of all or some faculty privileges.
d) Dismissal for cause (see Termination of Employment for Cause in this section of the Faculty Handbook.)

A faculty member may appeal the decision by the hearing committee to impose a penalty. Appeal shall be to the President of the College. Grounds for an appeal shall be that the decision
was not supported by substantial evidence in the record taken as a whole or that the proceedings were not conducted in substantial compliance with the principles and procedures enumerated herein. Any such appeal must be made to the President within ten (10) working days after receipt of notice of the decision of the hearing committee. The President may seek the advice of such individuals or groups as he or she deems appropriate. In deciding the appeal the President may affirm or reverse the decision of the hearing committee, may remand the case for a new or further investigation by the same or a different committee, or may increase or decrease the penalty imposed, as the interests of substantial justice appear to him or her to require. The President shall inform the faculty member in writing of his/her decision within ten working days of the appeal.

To protect to the maximum extent possible the privacy and the reputation of individuals involved in the complaint process, these procedures will be considered confidential throughout and continuing through the appeal process. Breach of confidentiality by any party to the grievance will be considered unethical conduct. All public statements about the complaint and the proceedings shall be made through the President’s Office. The complete grievance file shall be maintained in the Human Resources Office.

7.8 PROBATION AND PROGRESSIVE DISCIPLINE

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If a faculty member’s rating falls below “meets expectations” at any time during employment, he or she will be put on probation. If the person is on probation, he or she is not eligible for a raise during the probation period.

Faculty members may be put on probation for ineffective teaching or for significantly neglecting academic duties as defined in the Faculty Handbook section on Faculty Rights, Responsibilities, and Expectations.

A written admonition by the Provost describing the alleged problem and warning that the faculty member’s appointment status is in jeopardy may be sent to the faculty member, if the context and timing make such admonition appropriate. The warning may also stipulate a period of time within which correction of the problem is expected. Normally, the period of probation will be no longer than one academic year.

The faculty member on probation will prepare a plan for improvement and present it to the academic dean and Provost. Upon agreement of an improvement plan, during the probationary period, support will be provided by the College to assist the faculty member in making improvement. If the faculty member does not contest the allegation and fulfills his or her duties so as to correct the problem, the matter is settled. If the faculty member fails to correct the problem, dismissal procedures or a lesser sanction may be applied. After review of the entire record, complaint, and faculty member’s service at the College, final action by the President may be less than dismissal, and may include suspension for a period set by the President in the President’s discretion, up to a period of one year. Suspension may include discontinuance of salary and benefits, in whole or in part,
suspension of promotion and salary increments, and suspension of all or some faculty privileges.

# 7.9 SEPARATION FROM THE COLLEGE

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## 7.9.1 RESIGNATION OR RETIREMENT

A faculty resignation in the course of the academic year will be accepted only under extreme and unavoidable circumstances because of the difficulty of replacing a faculty member in the middle of the academic year. Failure to give adequate notice of termination will be entered on the employee’s personnel record and may adversely affect an employee from ever being reemployed by the College. Ordinarily, faculty are expected to give notice of their resignation or retirement to their academic dean and to the Provost not later than March 1 of the preceding academic year.

## 7.9.2 TERMINATION OF EMPLOYMENT FOR CAUSE

Termination before the end of an appointment period may be effected by the College only for cause.

The College may terminate the employment of a term-appointed faculty member for cause, which includes but is not limited to:

- Breach of contract
- Frequent tardiness, absence without leave, or failure to give notice of absence
- Teaching and professional incompetence deemed so serious by the academic dean and Provost that it cannot be remedied through a probationary period
- Violation of the College policy on drugs, alcohol, and weapons
- Violation of personnel policy
- Falsification of the employee application, c.v. or resume
- Behavior contrary to the interests of the College
- Continued inadequate service to the College subsequent to a warning and probationary period
- Deliberate and serious violation of the rights and freedom of fellow faculty members, administrators, or students
Continued neglect of academic duties subsequent to oral and written warnings and probationary period
• Breach of professional ethics
• Falsification of credentials and/or experience
• Other serious personal or professional misconduct.

7.9.3 DISMISSAL PROCEDURES
Dismissal procedures will include the following steps:
• Written notice to the faculty member from the Provost that a recommendation for dismissal for cause may be made to the President. This notice shall contain a written statement of the grounds upon which the recommendation is to be made, and a brief summary of information supporting such grounds;
• An opportunity for the faculty member to meet with the Provost to present his or her defense to the dismissal recommendation before the recommendation is made;
• An opportunity for the faculty member to meet with the President to present his or her defense to the dismissal recommendation before a decision is made.

In any case involving dismissal for cause, the burden of proof that just cause exists shall be on the College, which proof shall be by a preponderance of the evidence in the record considered as a whole. The decision of the President may be the basis of a grievance. See the section in this Handbook on Faculty Grievance Procedure.

7.9.4 NON-REAPPOINTMENT
The term non-reappointment means that the College has decided not to offer an additional appointment to a faculty member at the conclusion of the appointment term. Reasons for non-reappointment are within the discretion of the College and may include, but are not limited to, the following:
• Staffing realignment necessitated by changes in curricular requirements, academic programs or divisions;
• Financial exigency;
• Enrollment or financial emergency;
• Unacceptable performance evaluations in the faculty member’s primary responsibilities of teaching, professional development and achievement, and professional and institutional service; and
• Any of the grounds listed for termination in 7.9.2.

7.10 EXIT INTERVIEW

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The employee and his/her manager must complete an Exit Checklist prior to the employee’s last day
of work. The employee should schedule an Exit Interview with the Office of Human Resources as soon as notice is given, so that the necessary separation papers can be completed and processed. The exit interview will finalize the employee’s severance pay, if any is to be paid, and benefits, termination dates, address to which W-2 tax information should be sent, and other areas relevant to termination.

Keys, identification card and other College property should be returned to the supervisor. It is the supervisor’s responsibility to forward keys to Campus Security and notify the Human Resources Office that all College property has been returned.

An employee resigning in good standing may sign an authorization for the Human Resources Office to release an agreed upon written reference pertaining to his/her work record at the College.

7.11 RE-EMPLOYMENT RIGHTS

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An employee with two or more continuous years of full-time employment who returns to College employment within one year following termination with good standing, may be credited with the previously accrued service time in determining eligibility for current employment benefits.

7.12 FACULTY GRIEVANCE PROCEDURE

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The College recognizes and endorses the importance of academic due process as defined by College policy, and of resolving grievances properly without fear of prejudice or reprisal. Accordingly the College encourages the informal and prompt settlement of grievances.

A faculty grievance is an allegation by one or more faculty members that there has been

- a claimed breach, misinterpretation, or misapplication of College policy or procedure as set forth in the Faculty Handbook or;
- a claimed infringement of academic freedom; or
- discrimination in violation of federal or state law.

If the basis of an alleged grievance is discrimination, the procedure defined in this Handbook in Section 10.7.8 applies. Otherwise, the procedures defined in this section apply.
The following steps will normally be taken in seeking resolution of a faculty grievance. The time limits may need to be adapted within reason due to scheduling conflicts.

1. When a faculty member alleges that a grievance has occurred, as defined in this section, the faculty member is encouraged to resolve the issue informally with all involved parties including the division Dean and the Provost. If the complaint cannot be resolved informally, the matter may be submitted for mediation by a neutral third party.
2. If the complaint cannot be resolved informally or by mediation, the grievant must, with 30 days of the alleged event, file with the Provost a Statement of Grievance. The Provost may agree to an extension of the 30-day period depending on the time involved in mediation. The Statement of Grievance must contain at least the following information:
   a. Narrative statement of factual allegations, including specific dates of actions complained of and identification of all knowledgeable persons;
   b. A statement of the basis of the allegation, i.e. either (a) a claimed breach, misinterpretation, or misapplication of College policy or procedure as set forth in the Faculty Handbook or; (b) a claimed infringement of academic freedom.
   c. All documentary evidence supporting the grievance.
   d. A statement of the relief sought.
3. Upon receipt of the Statement of Grievance, the Senior Associate Provost shall notify the subject of the grievance and commission a Grievance Panel within five (5) working days and shall schedule a hearing within 10 working days. The Senior Associate Provost shall convene a Panel even where the grievance, as stated initially, does not appear to have merit.
4. The Grievance Panel shall be composed of the Senior Associate Provost, as non-voting Panel coordinator, and five (5) voting members. The Panel will be commissioned as follows: One faculty member chosen by the grievant, one faculty member chosen by the Provost, two faculty members chosen by the Faculty Senate President, and one Dean chosen by the Provost representing a division other than that of the grievant or the subject(s) of the grievance. The Associate Vice President of Human Resources and Organizational Development will attend the meetings as a non-voting member of the panel. If the Senior Associate Provost is the subject of the grievance, the Provost shall appoint an alternative. If any other individual noted in this procedure is the subject of the grievance, the President shall appoint an alternative.
5. The Grievance Panel will hold a preliminary review to determine whether to hear the grievance. Grounds for declining to hear a grievance include: determination that the claim is not a “claimed breach, misinterpretation, or misapplication of College policy or procedure as set forth in the Faculty Handbook” or “an infringement of academic freedom”; untimeliness; inadequate Statement of Grievance; similarity to a prior grievance; or a pending outside proceeding. Dismissal of a grievance is not appealable and cannot serve as the basis for a grievance.
6. If the Grievance Panel decides to hear the grievance, the Senior Associate Provost will schedule the hearing, notify the parties in writing of the date, time, and place of the hearing; secure necessary documents for the records; and arrange for an audio tape recording of the proceedings. The date of the hearing will be set not more than ten (10) working days from the date on which the Senior Associate Provost convened the Panel. All pertinent documents related to the grievance must be forwarded by both parties (the faculty member and the subject of the grievance) to the Senior Associate Provost at least five (5) working days prior to the scheduled hearing.
7. The Panel may hear testimony from both the grievant and the subject(s) of the grievance. The panel members can request clarification of this testimony during their deliberations as needed. The grievant shall not be present during the deliberations of the panel. The minutes of the hearing and the deliberations of the panel will remain confidential.
8. Faculty members pursuing a grievance may represent themselves or be accompanied by an advisor of their choice at their sole expense. If the faculty member chooses to have legal counsel present as an advisor, the College reserves the right to also have legal counsel present as an advisor. Legal counsel will only be permitted to confer with their clients directly, and will not be allowed to speak directly to the Grievance Panel, examine or cross-examine witnesses, or otherwise play an active role in the hearing.

9. After deliberation, the Grievance Panel’s decision to support or reject the grievance will be made by a simple majority vote. The vote shall be based strictly on the evidence and exhibits presented at the hearing. A written report, along with a recommendation shall be forwarded to the Provost immediately.

10. Within five (5) working days of adjournment of the Grievance Panel’s hearing, the Provost shall forward his or her decision in writing to the faculty member, the Grievance Panel, the subject of the grievance, and the faculty member’s division Dean. If the decision of the Provost differs from the recommendation of the Panel, the Provost will provide a written explanation for the decision. Simultaneously, a copy of the decision letter and a complete record of the hearing will be sent to the President of the College. All recorded and written documents related to the grievance will be maintained in the Office of Human Resources, according to the College’s policy on personnel records.

11. If the grievant disputes the decision of the Provost, he or she should file an appeal with the President outlining the grievant’s reasons for disputing the Provost’s decision. The President may, within 10 days, request any additional information he or she desires. After review, the President shall issue a final decision adopting, rejecting, or modifying the decision of the Provost or remanding it to the Provost for further review and action. Decisions at this stage are final.

If a faculty member files a complaint with an outside agency after initiating a grievance under this procedure, the grievance may be suspended pending resolution of the outside complaint, unless the faculty member and the College agree to proceed simultaneously. In cases where the College grievance is suspended, upon resolution of the outside complaint, those portions of the grievance that are outside the purview of the external agency, or that have not been decided or dismissed for a substantive reason by the agency, may resume and be heard and decided as if the suspension had not occurred. It is the responsibility of the grievant to report the resolution to the Provost and request that the grievance be resumed. The decision of the outside agency will not be made known to the Grievance Panel unless the grievant chooses to do so.

### 7.13 EMPLOYMENT OF RELATIVES

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For the purpose of this policy, a “relative” is a spouse, civil union partner, child, child of a civil union partner, stepchild, ward, foster child, parent, parent of a spouse or a civil union partner, sibling, or sibling of a spouse or civil union partner.

Members of an employees’ immediate family and other relatives may be employed in any Champlain College capacity in any department. Normally, relatives may not be employed in a
situation in which one relative exercises direct supervision over another. If such a direct supervisory relationship is considered to be in the best interests of the College, the employment of the relative in question must be approved by the President. To obtain this approval, the hiring supervisor must submit a letter through normal administrative channels to the appropriate Vice President/Provost, with a copy to Human Resources, requesting permission to hire the relative in question. The request should contain the names of the related parties, their relationship, the extent of job supervision, job title and nature of function to be performed, and an explanation of why the arrangement would be in the best interests of the College. The Vice President/Provost will review this request and if approved, send it to the President for final consideration. If the request is denied, it will be returned to the supervisor, who will inform the employee. Human Resources will inform the candidate who is the employee’s relative if the request is denied.

Questions related to the interpretation of this policy should be directed to Human Resources.
8 SELECT COLLEGE POLICIES

8.1 BUSINESS CONTINUITY

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<th>Business Continuity</th>
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Champlain College takes precautionary measures to ensure that student learning and instructional processes can continue in a “virtual environment” even during an extended emergency such as severe weather, contagious disease, physical infrastructure failure, campus closure, or similar incident. Continuation of classes in a virtual environment also means that payment to instructors can be maintained during the emergency for all classes that continue either online through a College-provided learning management system, or through some other process that has been approved by a division dean.

In the event of such an emergency, faculty members are expected to continue teaching in a virtual environment. For appropriate courses, Champlain College’s eLearning department, along with each academic division, will provide each instructor with a skeleton course that has been created in the College’s learning management system. In some cases, the Division Dean may determine that no virtual environment is appropriate or available for a course, and in that event may cancel the remainder of the course or take other appropriate steps.

In order for this emergency preparedness plan to be effective, it requires that faculty do the following prior to the start of each semester:

- Be prepared with basic skills in managing an emergency course online using the College’s learning management system.
- As needed, participate in basic training provided by the College and attain basic competency in managing an online course.
- Become familiar with your online course, when available, by logging in and preparing yourself to manage your students’ learning process in the online course.
- Become familiar with the College’s emergency communication channels and how to access its ELeaming support systems.
- If you are using an alternative virtual process approved by the Division Dean, become familiar with the use of that process.

At the beginning of each semester, instructors will need to:

- Upload the course syllabus
- Engage with each class in at least one virtual activity during the first two weeks of the semester, or as soon as practicable, to ensure that students know how to access the online course (eLearning will provide you with ideas if you need them) or alternative course delivery.
• Be prepared, if notified, to contact all students and continue the class in the online learning management system provided by the College or in the alternative virtual process approved by the Division Dean. In order to assist this effort, you should consider posting an announcement to the class as part of your initial activity.

In the event of such an emergency, instructors will be notified of the schedule by which classes will continue in a virtual environment. The delay between campus closure and the start of virtual classes will be no less than one week in order to allow time for both students and faculty to travel, as required, and make final preparations. Upon notification, this requires that you:
• Make any final adjustments to your lesson plans in preparation for use of your virtual environment.
• Begin, at the appropriate time, to engage with each class and monitor students’ progress by engaging with the class no less than four times per week.

The eLearning department is providing the following training and support opportunities for Academic Continuity faculty:

1. Step-by-step instructions can be found on the eLearning website in the form of video tutorials at http://www.champlain.edu/eLearning-Unit/FacultyStaff.html. To play the video, please click the “PLAY” icon in the middle of the video tutorial. If you are having technical difficulties viewing the video tutorials, please ensure that your computer has Adobe Flash Player installed. If the videos are not loading, please download the most recent Adobe Flash Player from their website; click here http://get.adobe.com/flashplayer. If you have any additional questions regarding the video tutorials, please email elearning@champlain.edu.


3. One-on-One training by eLearning staff members is available for faculty by appointment. To set up an appointment, please contact elearning@champlain.edu, or 802-383-6655.

4. Additional in-person Division-specific training sessions for faculty on Angel Academic Continuity activities can also be arranged through Division Operation Managers.

### 8.2 Financial Exigency and Reduction in Force – Section Requires Board of Trustees Approval

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<tr>
<th>Financial Exigency</th>
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<td>Person/Dept. Responsible</td>
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<td>President</td>
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### 8.2.1 Introduction

Financial exigency is a rare and grave institutional crisis. It is an existing or anticipated financial condition that threatens the continued viability of the College. It is an urgent condition reflecting the
institution’s inability to meet its annual expenditures with revenue sufficient to prevent a sustained loss of funds. This situation may arise from a significant decline in enrollment, reversals in endowment income, or other factors that impinge on the College’s financial viability. This condition is to be distinguished from a single-year budget deficit, cyclical market trends in investments and enrollment, or a temporary reduction in annual gift income. This policy is not intended to be used as a program discontinuance policy. See the Program Discontinuance policy in this Handbook.

Programs may be discontinued and faculty contracts may be terminated before the end of the specified term. Before that happens on the basis of financial exigency, the Board of Trustees must declare that a *bona fide* state of financial exigency exists. The President and the Board of Trustees, in consultation with the faculty, have final authority in all matters related to financial exigency.

In order to attempt to avoid a state of financial exigency, the administration may carry out a formal reduction, including a reduction-in-force which may result in termination of faculty positions. The same conditions which determine the need to declare exigency are also applicable to the need to declare the need for an overall reduction. The administration will seek faculty opinion in advance of declaring a reduction-in-force.

### 8.2.2 PRIORITIES

Termination of permanent or long-term continuous appointments because of financial exigency or formal reduction will be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the faculty member(s) other employment in the institution. Situations which make retrenchment of this sort necessary should preclude expansions of staff at other points at the same time, except in extraordinary circumstances. The Board of Trustees and the President will seek to minimize the impact on teaching and students by addressing reductions in infrastructure first and foremost but with due consideration for the viability of the institution.

### 8.2.3 THE PROCESS

As a first step, the President should consult with faculty senate leadership to advise them that a condition of financial exigency exists or is imminent or that a formal reduction is necessary. Faculty senate leaders should have the opportunity to review relevant financial data and be confident that all feasible alternatives to termination of appointments have been pursued. Faculty senate leaders will also be consulted to determine criteria to identify individuals whose appointments will be terminated.

Within five (5) work days of a declaration of financial exigency or a declaration that a formal reduction is necessary, the President and the Provost shall notify faculty senate leadership and request a meeting of the faculty. At that meeting, faculty will be presented with the relevant financial data that formed the basis of the Board’s decision. Faculty will be given the opportunity to provide input to the President for recommendations of how to respond to the financial situation.

After meeting with the faculty, the President shall convene an ad hoc committee which includes academic deans, representatives of appropriate constituent groups, relevant faculty senate committees including but not limited to Curriculum, Welfare, and the Executive committees, academic and non-academic administrators, and staff. Members of the committee and the chairperson shall be designated by the President. It shall be the responsibility of this committee to make recommendations to the President for the development of a retrenchment plan for the College. Their recommendations should include identifying and prioritizing areas for possible retrenchment. Judgments about academic programs and
POLICIES

8.2.4 developing implementation shall identification approval discontinued.

Discontinuing Academic Programs - SECTION REQUIRES BOARD OF TRUSTEES APPROVAL

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<tr>
<th>Discontinuing Academic Programs</th>
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<td>Person/Dept. Responsible President</td>
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</table>
8.3.1 INTRODUCTION

From time to time, it may be necessary for Champlain to end the operation of one or more of its degree programs that will result in the elimination of faculty positions in that area. This policy is not concerned with program elimination or changes that result in the reassignment of faculty to teach in a new/updated program. It is important for the College community to know the conditions which may trigger a decision to discontinue a program, to know the principles upon which such a decision would be based, and to understand the process that would be followed.

8.3.2 CONDITIONS UNDER WHICH A PROGRAM MAY BE DISCONTINUED

The decision to discontinue an academic program may be triggered by, but is not limited to, one or more of the following conditions: significant decline in program enrollment (as distinguished from a single-year decline or temporary variation in enrollment); a change in institutional priorities, mission, and vision; budget deficits; a curriculum no longer offers realistic career opportunities for its graduates; changes in the professional field; or, in an extreme case, a declaration by the Board of Trustees of financial exigency or a reduction in force. (See the applicable College policy on Financial Exigency and Reduction in Force.) If the decision to discontinue an academic program is based on financial exigency, or a reduction in force, the procedures outlined in that policy will take precedence, and the procedures and provisions of this policy will not apply.

8.3.3 PRINCIPLES

The goal is to have a process that is transparent and that is in keeping with the College’s institutional values. Any consideration of program discontinuance should reflect long-range appraisal of the effect of discontinuance on the educational mission of the institution.

Discussion about discontinuance of a program normally begins (but need not always begin) with either the administration or faculty as a result of the program review process. The annual review is evidence-based to provide results that support institutional needs for planning and decision-making. The review should address an evaluation of program management, including viability of the academic program, and an assessment of student outcomes. The reports generated by faculty and deans in the annual review process are an essential input into decisions about discontinuing academic programs.

Because curriculum is the primary responsibility of faculty, no program will be discontinued without the involvement of faculty in that program and the respective academic dean. Regardless of who initiates the discussion about program discontinuance, data supporting the need for discontinuance should be reviewed by the affected division and by the appropriate faculty senate committee(s) as defined in the Bylaws of the Faculty Senate. Faculty in the affected unit should have the opportunity to present a proposal for continuation and/or reorganization to the senate committee(s). Such a proposal should ideally have majority support of the voting members of that division, although minority reports may be submitted for consideration.

The affected unit and committee(s) should have access to institutional support and to all pertinent information including, but not limited to:

- The reasoning behind the proposed program termination.
- The administrative history of the program, including what actions have been taken over the preceding five years which were supportive or non-supportive of the program.
8.3.4 THE PROCESS

8.3.4.1 ALERT STATUS
When a program has been identified as a candidate for discontinuance, (as a result of an annual review process or otherwise), the Provost will notify the program faculty and the Faculty Senate. The program will immediately be placed on alert status. The program alert status will provide advance notice and provide an opportunity, if desired, to address issues and possibly prevent program closure.

If it is the will of both the administration and the faculty to discontinue the program, the Provost will make a recommendation to the President who will, in turn, make a recommendation to the Board of Trustees. Plans for a teach-out phase will immediately begin during the alert status year. The program will no longer be marketed and Admissions will cease to admit new students into the program. (See Impact for Program Faculty.)

If program and division faculty wish to advocate for program continuation, the Faculty Senate will inform the Provost within 30 days of receiving the alert status notification. Program and division faculty will develop a plan to revitalize the program during the alert status year. The plan should address the scope and implications of program continuance including, but not limited to, impact on the College mission, direct or indirect impact on other programs, financial and personnel implications, and the sustainability of other programs in the division. Program and division faculty should submit the plan to the appropriate Senate committee, as defined in the Bylaws of the Faculty Senate. The Faculty Senate will submit a recommendation to the administration. The Provost will make a recommendation about the program to the President no later than the end of the alert status year. If the recommendation is to discontinue the program, the President shall make a recommendation to the Board of Trustees. Plans for a teach-out phase will begin immediately upon approval by the Board. (See Impact for Program Faculty.) If the revitalization plan is accepted, implementation of the plan will begin no later than the following academic year. (See Revitalization Year.)

8.3.4.2 REVITALIZATION YEAR
At the end of one full year of program revitalization, the appropriate Senate committee will consult with program and division faculty, review the status of the program and make a recommendation to the Faculty Senate. The Faculty Senate will then make a recommendation to the Provost who will make a recommendation to the President. Based on the Provost’s recommendation, the President may (a) rescind
alert status, (b) extend the revitalization period by one year, or (c) decide to recommend to the Board to discontinue the program. If the revitalization period is extended, at the end of this extended revitalization period, the President may rescind alert status or make a recommendation to the Board to discontinue the program. If the Board approves discontinuing the program, plans for a teach-out phase will begin immediately. (See Impact for Program Faculty.)

8.3.4.3 Teach-Out

After a review of the academic records of students in the program, the administration, in consultation with the faculty and the division dean, will make a determination of the length of the teach-out period. During the teach-out period, the program will no longer be marketed and Admissions will cease to admit new students into the program.

8.3.4.4 Impact for Program Faculty

A decision to discontinue an academic program may result in termination or modification of program faculty appointments prior to the expiration date in individual letters of appointment. Nevertheless, the College will make reasonable efforts to retain affected faculty through the end of their appointment term. In cases of termination, the College will have no further obligations with respect to the payout of the remainder of terms specified in letters of appointment, because such letters are issued subject to the provisions of this policy and/or other College policies as posted and amended from time to time. For the same reason, modification of the terms stated in individual letters of appointment may also be made by the College under this policy as posted and amended from time to time.

When a decision to discontinue an academic program is made, the College may offer full-time faculty teaching in the program a one-year letter of appointment, regardless of preexisting contractual obligations, or it may offer severance compensation of one-year’s salary in lieu of a letter of appointment. Because of the commitment required by both the College and the faculty during the teach-out phase, if faculty remain with the program through the teach-out phase, they may be offered severance compensation of one-year’s salary upon completion of the teach-out. In either case, on the recommendation of the Provost, the President may, at his or her discretion, approve up to an additional year of salary compensation. Alternatively, full-time faculty may be placed in another position at the College. The Provost, in consultation with the relevant Dean, will determine whether full-time regular faculty members associated with the discontinued program possess qualifications required to continue teaching at the College. If it is determined that the faculty do not possess the necessary qualifications to continue teaching, the College will make reasonable efforts to place them in a non-teaching position. The College will provide assistance to affected faculty members who cannot be relocated into existing vacancies at the institution. The scope of assistance shall be determined at the discretion of the College and may include, but not be limited to, severance (as noted above), outplacement services and/or support for retraining and COBRA.

In the event that the discontinued program is reinstated within three (3) years from the completion of the teach-out period, terminated faculty members will receive priority consideration for reemployment in positions for which they are qualified, provided their performance had been satisfactory. Faculty whose positions have been lost as a result of program discontinuance will also be given priority consideration for other faculty positions that become open in the College for three (3) years following their termination, provided they meet qualifications for the position. If they are rehired into a faculty position, their prior years’ service and seniority will count toward their new academic rank.
8.3.4.5 REQUEST FOR RECONSIDERATION

The final decision to discontinue an academic program rests with the President and the Board of Trustees.

A faculty member whose appointment is terminated by reasons of program discontinuance has the right to file a request for reconsideration to the Board of Trustees Academic Affairs Committee. The issues of the request may include the institution’s failure to satisfy any of the conditions specified in the termination decision. The right to request reconsideration will not be reduced or relieved through the acceptance of a severance agreement; the faculty member is entitled to both as a matter of process. The decision of the Board of Trustees Academic Affairs Committee will be final.

8.4 NEWS RELEASES & PRESS CONFERENCES

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<th>News Releases and Press Conferences</th>
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<td>Public Information and News/Marketing</td>
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To maintain good media relations and to use most efficiently the time of faculty and staff, interviews with the press concerning matters of official policy of the College should be channeled through the Public Information & News Director or the Director of Marketing.

8.5 CONFIDENTIALITY

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<th>Confidentiality</th>
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<td>Academic Affairs</td>
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Members of the faculty should make themselves aware of various confidentiality requirements imposed by the College and by federal laws, e.g., The Family Educational Rights and Privacy Act of 1974 (FERPA). Members of the faculty are expected to use good judgment in determining which affairs of the College are confidential and to make conservative decisions in case of doubt. College legal counsel, with the permission of the Provost and Senior Vice President for Finance and Administration, can be consulted for advice in this regard.

8.6 TRAVEL EXPENSE REPORT

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<th>Travel Expense Report</th>
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<td>Budget Director</td>
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<td><a href="https://my.champlain.edu/finance/policies">https://my.champlain.edu/finance/policies</a>, Finance Policy No. 300</td>
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Procedures for obtaining reimbursements for expenses incurred during the conduct of College business are as follows:
1. Obtain a Travel Expense Report from the Divisional Operations Manager or online. [https://my.champlain.edu/finance/policies](https://my.champlain.edu/finance/policies).
2. Fill out only your Name, Department, Account Number, Report Date, Business Purpose of Trip or Advance, Trip Date, and Advance Amount requested.
3. Fund advances for travel should only be for estimated funds needed during your trip. Any expenditure requiring payment prior to your trip or which will be billed to the College should follow the normal purchase order system. (i.e., pre-registration payments, car rentals, airline tickets, etc.).
4. Original receipts are recommended for all expenses submitted for reimbursement; original receipts are required for all expenses greater than $25.00.
5. IRS regulations require documentation of business expenses to include (a) the amount of the expenditure, (b) the time and place of the expenditure, (c) the business purpose of the expenditure, and (4) the names and business relationships of individuals for whom the expenditure was made.
6. Ensure proper authorization on all expense reports and authorizations as defined by Finance Policy No. 301.
7. Refer to Finance Policy No. 300 for reimbursable expenses, non-reimbursable expenses, meal expenditures, use of personal cars, and other specific requirements governing reimbursement of expenses.

### 8.7 EMERGENCY TRAVEL FUNDS

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<th>Emergency Travel Funds</th>
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<td>Finance Policies No. 306 and No. 300</td>
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In most instances, employees are aware of travel schedules well in advance and can submit requests for funds in time to accommodate the work demands of the Finance Office. Requests for cash advances should be made on the travel expense report. The Finance Office processes requests for checks once a week, on Wednesdays. Exceptions for cash advances are rare and provided only after Finance has determined that other methods (credit card, cutting a check, wiring money) are not possible. Any cash advance over $2,000 requires 14-days’ advance notice. Finance policy #306 outlines the specific steps for requesting a cash advance.

### 8.8 GRANT SUBMISSION AUTHORIZATION REQUEST

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<tr>
<th>Grant Submission Authorization Request</th>
<th>Version 7/24/09</th>
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<td>Finance Policies No. 304</td>
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The formal process to submit authorization to request a grant is defined in Finance Policy No. 304. To request authorization, submit a brief summary of the project along with the following information:

- Title of Project;
8.9 CONTRACT AUTHORIZATION

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<thead>
<tr>
<th>Contract Authorization</th>
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<td>Person/Dept. Responsible</td>
<td><a href="https://my.champlain.edu/finance/policies">https://my.champlain.edu/finance/policies</a>, Finance Policies No. 305</td>
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<td>Budget Director</td>
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**Purpose:** To facilitate communication among Champlain staff who may have an interest in a particular sale or purchase contract.

**Scope:** This policy applies to all employees of Champlain College who originate business relationships that may result in a contract.

**Policy:** All proposals for significant business relationships must be communicated to the appropriate college personnel and approved before a contract can be signed.

**Procedure:**

1. **Early Notification.** The originator of the business relationship must notify the Contract & Risk Management Director as early in the process as is reasonable. The Contract & Risk Management Director will email the appropriate staff and faculty of the planned relationship. “Appropriate staff and faculty” will depend on each situation, but should include those people whose work may be significantly affected by the business relationship and/or their department heads or academic deans. The purpose of this notification is to provide an early warning in order to solicit feedback, comments and concerns.

2. **Term Sheet approval.** When contract negotiations are substantially completed, the originator of the business relationship must provide the contract information or a draft contract to the Contract & Risk Management Director, who will complete the following Term Sheet. The Contract & Risk Management Director will obtain written approval of the Term Sheet from the college personnel he determines are appropriate. If the proposed contract does not accompany the Term Sheet, the final contract terms must be consistent with the approved Term Sheet.

3. **Contract approval.** The Contract & Risk Management Director will submit the proposed contract and the approved Term Sheet to the Treasurer or Senior Vice President for Finance and Administration for final approval. Contracts may not be signed without a fully approved Term Sheet.
Term Sheet for Proposed Contract

Name of other party:

Description of project:

Budget (GL account): Contract amount:

Is this a renewal? Prior contract amount:

Dates of contract/term:

Champlain individual and department responsible:

Other significant terms:

Is Board of Trustees approval required? _____ Is a Request for Proposal required? _____

REQUIRED SIGNATURES

__________________________________________ Date

__________________________________________ Date

__________________________________________ Date

Ted Winokur, Contract & Risk Management Director

Final Signature

__________________________________________ Date

Shelley Navari, Treasurer

OR

__________________________________________ Date

David Provost, Sr. VP for Finance and Administration
8.10 USE OF COPYRIGHTED MATERIAL

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<tr>
<th>Use of Copyrighted Material</th>
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<tr>
<td>Person/Dept. Responsible</td>
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<td><a href="http://www.champlain.edu/Documents/academic">http://www.champlain.edu/Documents/academic</a></td>
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The College, as an educational institution that is both a consumer and producer of information, supports the College community’s responsible and good faith exercise of fair use of copyrighted materials in pursuit of the College's educational mission. The College is committed to complying with laws protecting the rights of copyright holders, while recognizing that those rights are limited by fair use and other provisions of copyright law. The College provides information and resources to educate members of the College community about copyright law, the rights of copyright holders and the exercise of fair use. The faculty, staff and other College employees, the students of the College, and all members of the College community have an obligation to make informed and responsible decisions regarding their use of copyrighted materials and are obligated to comply with copyright law.

8.11 INVESTIGATION OF CONCERNS RELATIVE TO BUSINESS PRACTICES

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<tr>
<th>Investigation of Concerns Relative to Business Practices</th>
<th>Version 06/16/2009</th>
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<tr>
<td>Person/Dept. Responsible Human Resources</td>
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1. PURPOSE
The purpose of this policy is to establish procedures for submitting complaints or concerns regarding financial statement disclosures, accounting or business practices, finances, internal controls or auditing matters, or suspected violations of Champlain’s Code of Business Conduct. For other issues see the Director of Human Resources for advice on the mechanism for reporting.

2. SCOPE
This policy applies to all employees and students of Champlain College.

3. DEFINITIONS

Whistleblower: A person who reports potential wrongdoing with respect to the College’s financial statement disclosures, accounting or business practices, finance, internal controls or auditing matters, or potential violations of the College’s Code of Business Conduct, to the College’s administration and/or Board.
4. POLICY

The College’s internal controls and business policies and procedures are intended to prevent or detect improper activities with respect to the College’s financial statement disclosures, accounting or business practices, finances, internal controls or auditing matters, and/or suspected violations of Champlain’s Code of Business Conduct. Nonetheless, the College welcomes information concerning potentially undetected improper activities of this sort. The College, therefore, encourages employees, students, alumni, parents and others to report in good faith, their concerns about suspected improper activity as described in this policy. No individual who, in good faith, reports a matter covered by this policy, shall suffer harassment, retaliation, or adverse employment, academic or education consequence as a result.

5. PROCEDURE

5.1 Individuals wishing to report violations or suspected violations may send or submit a sealed envelope to the Chair of the Audit Committee, Champlain College Board of Trustees, c/o President’s Office, PO Box 670, Burlington, VT 05402-0670. If an individual wishes to discuss any matter with the Audit Committee, he or she should so indicate in the submission and include a telephone number where he or she can be reached. Should the Committee deem such communication appropriate, the individual will be contacted accordingly.

5.2 Following the receipt of a complaint submitted under this policy, the Audit Committee will:

5.2.1 Acknowledge receipt of the complaint to the sender (unless anonymously submitted);

5.2.2 Investigate or direct an investigation to commence on each matter reported, and take corrective or disciplinary actions, if appropriate. In conducting an investigation, the Audit Committee or its representative, will use reasonable efforts to protect the confidentiality and anonymity of the complainant. Confidentiality may have to yield to the needs of the investigation and/or the accused’s need to participate in a discussion of the situation, but the College prohibits retaliation in any event.

5.2.3 The Audit Committee may engage legal counsel or other outside professionals to conduct the investigation and provide a report to the Chair of the Audit Committee.

5.3 At the conclusion of any action(s) taken by the Audit Committee under this policy, the Chair of the Audit Committee will:

5.3.1 provide a summary report of the investigation, conclusion, and resolution regarding the suspected violations to the Champlain College Board of Trustees. A verbal or written summary may also be provided to the individual filing the complaint, as determined by the Chair of the Audit Committee.
5.3.2 provide a copy of the file to the Secretary of the Board of Trustees for the purpose of documenting and maintaining the resolution of the matter.

5.4 Individuals found to be making baseless allegations without regard for their truth or falsity may be subject to institutional disciplinary action.

6. POLICY ADHERENCE

The Senior Vice President for Finance and Administration is the responsible official for this policy. Any exceptions to this policy must be approved by the Senior Vice President for Finance and Administration.

7. CONTACT

Questions related to the interpretation of this policy should be directed to the Director of Human Resources and Organizational Development.

Any individual with questions about whether or not the policy applies to a given incident should use the process described above. The Audit Committee will determine whether or not the incident should be investigated under this policy, or should be addressed instead to the Director of Human Resources and Organizational Development.

Human Resources policies and procedures are updated on an as-needed basis, as such the College reserves the right to alter, amend or suspend the terms of this policy at its sole discretion; please refer to the policies posted on the Human Resources intranet site for the most current version. This policy does not constitute an employment contract.
9  STUDENT ACADEMIC POLICIES

Policies in the College Catalog, which faculty need to be especially aware of are repeated in this Handbook in Appendix 10.5.
10 APPENDICES

10.1 APPENDIX 1 ORGANIZATIONAL CHARTS
K:/Organizational Charts

10.2 APPENDIX 2 BYLAWS OF THE FACULTY SENATE
https://share.champlain.edu/clearspace/community/campus/facultysenate/by-laws?view=all

10.3 APPENDIX 3 INTELLECTUAL PROPERTY POLICY
CHAMPLAIN COLLEGE
INTELLECTUAL PROPERTY POLICY

Preamble. Evolving policy, legislation and case law have, over the years, caused uncertainty in the area of the ownership of intellectual property in college and university settings. In addition, the interest in emerging technologies, electronic learning and college partnerships with, and sponsorships from, the private business sector have highlighted the need for Champlain College to update and clarify its policies regarding the ownership and use of intellectual property.

Champlain College recognizes the long standing academic freedom exception to college ownership of traditional faculty produced academic materials. The College adopts this policy to clarify the extent of the preservation of this exception and in the spirit of fairness between the faculty and the College in a new and changing academic environment.

Scope of Policy. Acceptance of this policy is a condition of employment, continued employment, employment renewal or student enrollment at Champlain College. This policy applies to faculty, staff and other College employees, and students of the College. As this policy is designed to clarify and publish current College practices regarding intellectual property, this policy shall also apply to all current faculty, staff and other College employees, and students. Faculty shall include all faculty, adjuncts, visiting professors and faculty hired to teach a specific course, including summer and evening sessions and distance learning. Staff and other employees shall include all other persons employed by the College who are not faculty. Students who are also employed by the College shall be considered other employees for purposes of this policy. Students shall include all full or part-time graduate or undergraduate students, regardless of whether the student receives financial aid from the College. The terms of this policy shall survive the termination of employment of any employee of Champlain College, and the termination or graduation of any student of the College.

Copyright. By way of background, U.S. copyright law generally provides that initial ownership of copyright vests with the author of the work. The “Work for Hire” doctrine codified in the federal Copyright Act provides that in the case of works prepared by employees within the scope of the employee’s employment, the employer is presumed the author of the work and owns all rights in the copyright unless the parties have agreed otherwise in writing. There is no
exception under this Work for Hire doctrine for faculty produced academic course materials and scholarly articles. Champlain College wishes to retain the long standing common law tradition of the “academic exception” to the Work for Hire doctrine for traditional works as set forth below.

A. Traditional Works. Except as otherwise stated in this Intellectual Property Policy, Champlain College adopts as policy the long standing tradition that faculty and students own the copyright to their pedagogical, scholarly, or creative works, and recognizes this policy as an exception to the Work for Hire doctrine. This exception applies to traditional literary works developed from scholarly activities such as books, articles, plays and poetry, and also includes syllabi, lecture notes, tests, online tutorials, and other pedagogical works, regardless of medium, and regardless of whether this information is posted on the Champlain College website, and even though these works may have been created within a faculty member’s scope of employment. To the extent that copyright ownership in these Traditional Works does not automatically vest with the individual faculty member/author of the work, Champlain College hereby transfers and assigns to such faculty member/author all rights, title and interest in the work.

B. Non-Traditional Works and Exceptions. All other works, including but not limited to, materials created for “Master Classes,” “Master Modules,” online courseware for distance learning classes, and works which the College declares itself as the internal sponsor of the work, shall not be considered Traditional Works within the academic exception. These works are generally created jointly with the College, and/or with significant investment by the College. They shall be considered Works for Hire regardless of the amount of College resources actually expended, and Champlain College shall therefore be the author of copyrightable works falling under this category and shall own the copyright in these materials and all of the rights appurtenant to such ownership. A non-exclusive, perpetual, royalty free license is hereby granted to faculty members who create syllabi, lecture notes, tests and other similar Traditional Works used as content delivered under or within the framework of the Master Classes, Master Modules, and/or distance learning programs, allowing the faculty member to use such materials, update and alter them, and make derivative works from them, in their scholarly endeavors at Champlain College or elsewhere.

Programs financed by government grants or governed by contracts with outside parties or sponsors often require the College to agree to certain provisions governing copyright ownership. Some programs require that the copyrights and other intellectual property generated under the funded or sponsored project be donated to the public domain, licensed without conditions or otherwise handled in the interest of the public good. In any event, the College must have full authority to negotiate, enter into and deliver such contracts, including provisions governing copyright ownership. As such, it is the policy of Champlain College that the College shall own the copyright, and retain an irrevocable right to assign the copyright, to all works created pursuant to or otherwise arising under programs or projects financed by government grants or governed by contracts with outside parties or sponsors and the College faculty, staff, other employees and students whose activities are covered by such agreement, in the sole determination of the College, shall do all things necessary to enable the College to fulfill its contractual obligations. In this instance, the College shall notify each dean or project
director of the obligations with respect to copyright relating to his or her particular activities, however the failure of the College to so notify shall not relieve the faculty, staff, other employees or students of their obligations in this regard. It is the intention of Champlain College to attain from government or other third party sponsors the right of student or faculty attribution for such works. In the case of web sites created by faculty and students for third parties, it is generally the intention of Champlain College to transfer ownership of the copyright in the web site and the materials contained therein to the third party while retaining the right of attribution in the faculty, students and the College.

C. Computer Software. Copyright in computer software (which term shall include user manuals and other accompanying explanatory materials and related computerized databases) created by an individual member of the faculty or a student for their scholarly activities will generally reside with the author under the academic exception mentioned above. However, copyright in computer software created by faculty, staff, other employees or students shall reside with the College in the following circumstances:

(i) When the computer software has been developed for use by the College; or pursuant to an agreement between the College and an outside party or sponsor in which case copyright ownership shall be governed in accordance with the terms of the agreement;
(ii) When development has been a joint or team effort such that the identity of the project resides with the College and not with particular individuals;
(iii) When there has been substantial or special use of College resources, or resources specifically earmarked for the computer software development, or the assistance of College personnel including students; and
(iv) When Champlain College declares prior to the creation of the computer software that it is the internal sponsor of the work because the identity of the project is expected to reside with the College, or substantial College resources are expected to be used or are earmarked for the project, or the ownership of the copyright in the computer software is otherwise in the best interests of the College or in furtherance of the College’s mission.

Champlain College shall determine in its sole discretion whether a work falls under subparagraphs (i)-(iv) above, with the understanding that the use of College resources or personnel commonly available to all faculty, staff, other employees and students, such as libraries, offices, staff or secretarial support, and office equipment shall not constitute substantial or special use of College resources. Such determinations shall be binding upon all persons covered by this policy.

Faculty who intend to create computer software should reach agreement with the College’s Senior Vice President for Finance & Administration in writing on copyright ownership prior to the creation of the software.

When copyright in computer software resides with the College, the College may choose to assign the copyright to the faculty member or student involved in the creation and the College, as a condition of such assignment, may retain rights in the copyright, including the right to...
receive royalty or other income payments. If no assignment occurs, the faculty or students involved in the creation of the computer software (as reasonably determined by the College) are hereby granted a non-exclusive, perpetual, non-transferable, royalty free license to use the software for scholarly purposes at Champlain College or elsewhere.

**Patents.** The owner of the copyright to a work pursuant to this policy shall have the exclusive right to apply for, pursue, register and own one or more patents on or related to such work, including computer software that is also patentable. All faculty, staff, other employees and students agree to execute such documents or render such assistance, and take such other actions as the College may reasonably request, at the College’s expense, to apply for, register, perfect, confirm or protect the College’s right to pursue this intellectual property; and the College similarly agrees to execute such documents or render such assistance, and take such other actions as the individual faculty member, staff, or student may reasonably request, at such individual’s expense, to apply for, register, perfect, confirm or protect such individual’s right to pursue this intellectual property.

**Use of Consultants and Independent Contractors.** Under copyright law, copyright ownership of works created by outside consultants and independent contractors generally resides with the outside consultant or contractor, and not with the College or the person hiring the outside party. As such, College personnel hiring outside consultants and independent contractors (keeping in mind that in many instances students may also be considered independent contractors) shall observe the precaution of using a written agreement including the assignment of copyright and other intellectual property rights to the College. Assistance in drafting this agreement, or in obtaining a form agreement, is available from the Office of Finance & Administration.

**Prosecution of Infringements.** The copyright owner shall have the right to prosecute infringements. In the event that the College is not the owner, the owner fails to prosecute an infringement upon the demand of the College, and the College is receiving income from the copyright or shall otherwise benefit from prosecution, the College shall have the right to prosecute the infringement and receive any resulting awards or settlements.

**Use of Copyrighted Material by Faculty, Staff and Other College Employees, and Students of the College.** Champlain College, as an educational institution that is both a consumer and producer of information, supports the College community’s responsible and good faith exercise of fair use of copyrighted materials in pursuit of the College’s educational mission. The College is committed to complying with laws protecting the rights of copyright holders, while recognizing that those rights are limited by fair use and other provisions of copyright law. The College provides information and resources to educate members of the College community about copyright law, the rights of copyright holders and the exercise of fair use. The faculty, staff and other College employees, the students of the College, and all members of the College community have an obligation to make informed and responsible decisions regarding their use of copyrighted materials and are obligated to comply with copyright law.
Effective Date and Amendment. This policy shall be effective as of July 1, 2010 and replaces the policy dated July 1, 2008. It may be reviewed periodically by the College and revised in the College's discretion.
10.4 APPENDIX 4 EVALUATION FORMS (Requires Login)

10.4.1 2013 ADMIN FACULTY SELF EVALUATION FORM

10.4.2 2013 ADMINISTRATIVE FUNCTION EVAL FOR ADMIN FACULTY
https://erc.enwisen.com/Hr/Champlain/Posts/446a90fa-7675-4f74-9d83-e70c8692eee3.pdf

10.4.3 2013 FACULTY SELF EVALUATION FORM
https://erc.enwisen.com/Hr/Champlain/Posts/c56902d1-f6dd-4092-b510-010c3c3ae6e3.pdf

10.4.4 2013 SUMMATIVE ADMIN FACULTY EVALUATION
https://erc.enwisen.com/Hr/Champlain/Posts/e47dc0a9-ae69-493b-9763-58c2be4d9c49.pdf

10.4.5 2013 SUMMATIVE FACULTY EVALUATION FORM
https://erc.enwisen.com/Hr/Champlain/Posts/a0d54553-22b2-4ebf-b84f-cc6b35c88e65.pdf

10.5 APPENDIX 5 STUDENT ACADEMIC POLICIES

10.5.1 ACCOMMODATIONS
http://catalog.champlain.edu/content.php?catoid=10&navoid=249#Accommodations

10.5.2 FERPA GUIDELINES
http://catalog.champlain.edu/content.php?catoid=10&navoid=251#Confidentiality_of_Records

10.5.3 STUDENT ATTENDANCE
http://catalog.champlain.edu/content.php?catoid=10&navoid=248#Attendance

10.5.4 ACADEMIC PROBATION AND ACADEMIC DISMISSAL
http://catalog.champlain.edu/content.php?catoid=10&navoid=248#Academic_Probation_and_Academic_Dismissal

10.5.5 STUDENT ACADEMIC GRIEVANCE PROCEDURE

10.5.6 ACADEMIC HONESTY
http://catalog.champlain.edu/content.php?catoid=10&navoid=248#Academic_Honesty

10.5.7 CLASSROOM BEHAVIOR
http://catalog.champlain.edu/content.php?catoid=10&navoid=248#Classroom_Behavior
10.6 APPENDIX 6 ACADEMIC HONESTY VIOLATION REPORT FORM

http://www.champlain.edu/Documents/academic-affairs/Academic%20Honesty%20Violation%20Form_Final2.pdf

10.7 APPENDIX 7 LINKS TO ADDITIONAL COLLEGE POLICIES

10.7.1 CAMPUS CLOSING IN INCLEMENT WEATHER
http://www.champlain.edu/faculty-and-staff/campus-information/emergencies-and-closures-fac

10.7.2 BIAS INCIDENT PROTOCOL
http://catalog.champlain.edu/content.php?catoid=10&navoid=263#Discrimination_and_Harassment

10.7.3 DRUG, ALCOHOL AND WEAPONS ABUSE
http://catalog.champlain.edu/content.php?catoid=10&navoid=263#Drug_and_Alcohol_Policy

10.7.4 EMPLOYEE ASSISTANCE PROGRAM
https://erc.enwisen.com/ASI/Page.aspx?Name=Home&header=on

10.7.5 BENEFITS
https://erc.enwisen.com/ASI/Page.aspx?Name=Home&header=on

10.7.6 FAMILY MEDICAL LEAVE
https://erc.enwisen.com/ASI/Page.aspx?Name=Home&header=on

10.7.7 LEAVE REQUEST-OTHER THAN FMLA
https://erc.enwisen.com/Hr/Champlain/Posts/cc2d3297-f36c-4ca9-ae6d-b77222d67184.pdf

10.7.8 DISCRIMINATION, HARASSMENT AND HAZING PREVENTION
http://catalog.champlain.edu/content.php?catoid=10&navoid=263#Discrimination_and_Harassment