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FACULTY HANDBOOK

FACULTY OF THE COLLEGE OF LIBERAL ARTS

SECTION III: COLLEGE OF LIBERAL ARTS POLICIES AND PROCEDURES

This section includes descriptions and practices that apply to the faculty of the College of Liberal Arts at Rollins.

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A. ADMINISTRATION AND PRACTICES

COLLEGE OF LIBERAL ARTS ACADEMIC ADMINISTRATION AND LEADERSHIP

The Dean of the Faculty leads this school, which offers degrees that challenge students to think independently and creatively. The College of Liberal Arts (CLA) fully immerses students into the arts, humanities, and physical and social sciences. The Dean oversees a staff that includes two Associate Deans. Associate Dean positions have three-year terms, renewable once.

Dean of the Faculty. The Dean supervises the Associate Deans and Department Chairs, with primary responsibility for hiring, development, evaluation, promotion, and tenure for full time faculty teaching in CLA and the Hamilton Holt School (Holt School) undergraduate programs, as well as the non-Crummer Graduate School of Business (Crummer) graduate programs. Responsibilities include oversight of the overall academic operation of CLA, reporting to the Vice President for Academic Affairs and Provost (VPAA|Provost), and working closely with the CLA Faculty Evaluation Committee and the Executive Committee. The Dean advances a culture of scholarship working Corporate and Foundations Research to support faculty in pursuit of external resources for scholarship.

Associate Dean for Academics. The Associate Dean for Academic Programs is responsible for general education (rFLA and RCC), honors, and major and minor programs. Course scheduling, classroom and office space, and registration are the purview of this Associate Dean, as is interfacing with Student Affairs on Leadership and Community Engagement.

Associate Dean for Advising. The Associate Dean for Advising has responsibilities for academic advising, the College's Quality Enhancement Plan (QEP, R-Compass), academic probation, retention work with the Education Advisory Board (EAB) consultancy in collaboration with Dean of Students, Academic Honor Council, Alford and Dean's scholars, liaison with Bonner scholars, tracking registered and unregistered students, and interfacing with Student Affairs on matters related to Disability Services, Student and Family Care, Residential Life and Explorations, and Inclusion and Campus Involvement.

Updated 11/2019 by Office of the Provost

DIVISIONS OF THE COLLEGE OF LIBERAL ARTS

The CLA comprises six academic divisions: Expressive Arts, Humanities, Science and Mathematics Social Sciences, Social Sciences (Applied), and Business.

Expressive Arts	Art and Art History, Music, and Theatre and Dance
Humanities:	English, Global Languages and Cultures, Philosophy and Religion, and Critical Media and Cultural Studies
Science and Mathematics	Biology, Chemistry, Environmental Studies, Mathematics and Computer Science, Psychology, and Physics
Social Sciences	Anthropology, Economics, History, Political Science, and Sociology
Social Sciences (Applied)	Communication, Graduate Studies in Counseling, Education, Olin Library, and Health Professions
Business	Business, Social Entrepreneurship

Division chairs, elected by the faculty of each division, are responsible for consulting the department chairs and faculty of their divisions in order to receive suggestions, criticism, and pertinent information concerning proposed changes in educational programs and policies. Divisions may develop their own guidelines and procedures for the selection and activities of division chairs, consistent with the bylaws and this *Handbook*.

HAMILTON HOLT SCHOOL

The Rollins College Hamilton Holt School (Holt School) is a school at Rollins College that offers late afternoon and evening courses toward the degrees of Bachelor of Arts (B.A.) and the graduate programs of Master of Applied Behavior Analysis and Clinical Science (M.A.B.A.C.S.), Master of Arts in Clinical

Mental Health Counseling (M.A.), Master of Education (M.Ed.), Master of Human Resources (M.H.R.), Master of Liberal Studies (M.L.S.), Master of Arts in Master of Public Health (M.P.H.), and Master of Arts in Teaching (M.A.T.). Holt is administered by the Dean of the Holt School, who reports to the Vice President for Academic Affairs and Provost.

The Holt School is a member of the Association for Continuing Higher Education. For additional information about policies and procedures in the Holt School, consult the Hamilton Holt School Guidelines for Faculty. Faculty who wish to teach in the Holt School should consult with the department chair, their Dean, and the Dean of the Holt School.

Dean of the Holt School. Reporting to the Vice President and Academic Affairs and Provost, the Dean provides leadership in developing the vision and strategy of the Holt School in alignment with College plans and priorities. The Dean works closely with the CLA Dean of Faculty to ensure the undergraduate programs meet programmatic standards and are in keeping with institutional guidelines, resources, and student expectations. The Dean is responsible for the oversight and management of graduate offerings, program development, faculty development in the School, and for managing the Holt budget.

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CORNELL PRE-TENURE FACULTY TEACHING RELEASE PROGRAM

The Cornell Pre-Tenure Faculty Teaching Release Program is designed to offer tenure-track faculty an opportunity to focus on scholarly, creative, and/or professional activities at a critical time during their pre-tenure years. Candidates are eligible for the program when they have successfully completed mid-course review.

The program releases tenure track faculty from teaching one (1) course during their first year and one (1) during the academic year after their successful mid-course review. Faculty who do not take a course release during their first year are eligible for two (2) course releases post mid-course review. The course releases may occur either in one term or distributed over two terms. Or, with the department's and Dean's approval, candidates may teach a 4/0 load and thus have a semester without teaching duties. The specific options for individual faculty members are communicated in an official letter from the Office of the Dean of the Faculty

As the intent of this program is not to create a pre-tenure sabbatical, the candidate is expected to continue with on-going service such as advising, committee work, or other departmental obligations. However, as the focus of this release time is a candidate's professional and scholarly development, the department is expected to help protect the candidate's time against unreasonable demands.

Implementation Process. Both the tenure candidate and his/her department chair share responsibility for actualizing a workable course-release plan. The following procedure provides guidelines for this process.

1. Candidate and department chair receive notification from the Dean indicating successful completion of mid-course review.
2. Candidate and chair meet to discuss possible implementation strategies for the course release. Topics to be resolved include specific courses, terms, student needs, departmental duties, etc.
3. Chair submits letter to the Dean indicating strategy to cover, if necessary, the course release accompanied by the candidate's brief description of his/her action plan for the release time (maximum of three pages).
4. Dean approves department's staffing plan.
5. Chair initiates any necessary scheduling and staffing adjustments and reallocations.
6. Candidate takes course release as per action plan.
7. Candidate addresses the outcome of course-release activity in his/her tenure evaluation file.

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DEPARTMENT CHAIRS

Appointments. The appointment of department chairs is made by the Dean of the Faculty after consultation with the faculty members of the respective departments. The Dean issues letters of appointment and confirmation of reappointment annually, normally in late spring. The standard term of appointment is twelve (12) months, coinciding with the fiscal year (June 1-May 31). As compensation, department chairs may choose to receive annually either of the following.

- A four-semester-hour reduction in the normal teaching load, or
- A salary supplement based on the following formula: **\$2,000 plus \$100 for each full-time employee over** the base number of five (5) in his/her department. A full-time employee is defined as one of the following: regular faculty, lecturer, technical staff, secretary, or administrative staff.

Responsibilities and Authority of Department Chairs. Chairing an academic department is an administrative responsibility requiring faculty leadership. A department chair reports both to his or her faculty colleagues and to the Dean. The chief task is the development and maintenance of a coherent and effective curriculum, reflecting both the traditional approaches and contemporary developments in the field of study. In addition, a department chair is responsible for (and has authority commensurate with) the competent and efficient conduct of, and leadership in, the following departmental affairs.

1. Submitting/supervising departmental budgets and administering expenditures of departmental funds as required and where appropriate.
2. Recommending equipment and supplies for purchase, projecting space and equipment needs, and exercising general responsibility for departmental facilities and equipment.
3. Preparing descriptions of majors and courses and other departmentally related copy for College publications, such as catalogues and promotional brochures.
4. Recommending major and minor requirements to appropriate faculty committees, and determining departmental course offerings, class meeting schedules and special programs, after consultation with faculty and in accordance with guidelines issued by the Dean; approving course offerings, class schedules, special course descriptions and staffing for departmentally-related courses in the Holt School, after consultation with faculty.
5. Encouraging faculty research, writing, and creative activity.
6. Encouraging effective classroom teaching, including the application of both innovative and conventional teaching techniques.
7. Evaluating non-tenured (tenure-track and non-tenure track) and tenured full-time faculty, lecturers, adjunct faculty, and entrepreneurs-, executives-, and artists-in-residence based on consultation throughout the year, through duly appointed evaluation committees, which operate according to prescribed procedures and guidelines; see Responsibilities of Department Chairs (Faculty Evaluation Process) in this *Handbook*.
8. Recommending tenure, promotion, and increases in salary to the Dean, in accordance with the guidelines, procedures, and vehicles set forth in the *Handbook* and *Bylaws*.
9. Conducting regular and special department meetings as required, consistent with democratic procedures, sound management, and the academic responsibility and freedom of department members.
10. Supervising and training student assistants, and administering student assistants' programs (where appropriate); submitting requests for student assistants; supervising and training office personnel and departmentally related staff. Evaluating office personnel and coordinating searches for personnel with Human Resources.
11. Advising the College's administrative officer, heads of other departments, heads or Directors of other administrative units of the College, and members of standing and special committees, as needed or requested.

12. Assisting with the active recruitment of students and with the identification of scholarship recipients, as arranged by the Vice President for Enrollment Management and Marketing.
13. Encouraging, aiding, or writing, when requested or needed, research proposals, grant proposals, and other requests for sponsorship generated within the department; approving such proposals before submission to the Dean.
14. Arranging for departmental approval of independent studies, including tutorials, research projects, and internships.
15. Establishing and supervising the program of academic advisement for majors and minors in that department; encouraging alert and effective academic advisement; disseminating information to students about opportunities for graduate study, foreign study, fellowships and job opportunities; approving the use of transfer credit to satisfy departmental requirements.
16. Coordinating selection of students for departmental awards.
17. Encouraging a stimulating intellectual climate for students and faculty in the discipline through such programs as lectures, clubs, attendance at professional meetings and conferences, special colloquia and seminars, and presentations of research work.
18. Providing advisory assistance in staffing interdisciplinary courses, area studies programs, and new curricular offerings.
19. Assisting in the staffing of the department, including office, technical and laboratory personnel and faculty, such as visitors, lecturers, artists-in-residence, executives- or entrepreneurs-in-residence, and adjuncts; coordinating the activities of searches, including requesting positions, developing position descriptions and advertisements, screening applicants, corresponding with candidates, selecting invited candidates, scheduling interviews, and nominating candidates to the VPAA/Provost, all in compliance with equal opportunity guidelines and the personnel policies of the College.
20. Determining, upon request, allocation of special funds made available to the department for distribution to faculty and students (e.g., grant and endowment funds).
21. Assisting the Assistant Vice President for Alumni Relations in identifying distinguished graduates.
22. Maintaining open communications within the department about its affairs, especially concerning such sensitive matters as teaching loads and faculty evaluation; disseminating information to department members regarding special professional opportunities, administrative decisions and policy changes.
23. Carrying out assessment activities and periodic review of the department for accreditation and other purposes as required.
24. Overseeing the implementation of the final examination policy.

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Evaluation of Department Chairs. Department chairs are evaluated by the Dean, using departmental evaluations, those of other faculty and department chairs, and independent judgment. Evaluation as chair is a process independent from faculty evaluation, and conclusions in one are not to affect conclusions in the other. Evaluation is conducted according to the following criteria.

1. Performance of administrative duties normally assumed and assigned, including those listed above.
2. Skill in promoting effective teaching and advising within the department, sound curricula for majors and minors, and new programs which lead to increased academic strength.
3. Ability to function constructively in an administrative capacity with faculty in the department, with the officers of administration, with other department and division chairs, and with other institutional departments when required.

Removal of Departmental Chairs. The chair of a department may be removed for cause when such action is in the best interest of the College and the department. Such action is initiated by the Dean after

consultation with appropriate faculty or by the President of the College. Faculty within a department may petition the Dean for the removal of a department chair. The normal appellate channels and procedures apply, and the Dean must ensure due process in such decisions.

ACADEMIC PROGRAM COORDINATORS

Appointments. The appointment of program coordinators is made by the Dean after consultation with faculty members of the respective departments. The Dean issues letters of appointment and confirmation of reappointment annually, normally in the late spring. The term of the appointment is determined by the needs of the program. Compensation for program coordinators is normally \$1,000.

Responsibilities and Authority of Program Coordinators. Chairing an academic program is an administrative responsibility requiring faculty leadership. A coordinator reports to faculty colleagues and to the Dean. The chief task is the development and maintenance of a coherent and effective curriculum which reflects both traditional approaches and contemporary developments in the field of study. Coordinators must also provide the Office of Student Records with a list of available courses for every semester's Schedule of Classes. For a complete description of the responsibilities of a coordinator, please refer to the list of responsibilities assigned to department chairs.

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B. COLLEGE OF LIBERALARTS ACADEMIC POLICIES

INTRODUCTION

The following policies and procedures describe the basic obligations and responsibilities of faculty, students and administrators at Rollins with respect to the traditional undergraduate programs of the College. For information on curriculum, degree requirements, general education requirements and advising, please consult the *Rollins College Catalogue*.

ACADEMIC INTEGRITY

The students and faculty of Rollins affirm the inherent value and social utility of truthfulness and respect for the rights of other individuals as well as the rights of the community.

The students and faculty particularly affirm the value of academic honesty and accept the responsibility to present as the result of their work only that which is genuinely theirs. Rollins students and faculty shall neither commit nor tolerate cheating, plagiarism, or any other form of academic dishonesty. Academic dishonesty is defined as representing another's work as one's own, active complicity in such falsification, or violation of test conditions. Plagiarism is stealing and using the ideas or writings of another as one's own. (See the Academic Honor Code for specific violations and their definitions.)

In all cases of suspected academic dishonesty, the College follows the procedures outlined in the Academic Honor Code passed by the faculty. The College's Academic Honor Code is available at <http://www.rollins.edu/college-of-arts-and-sciences/academic-honor-code/index.html> and http://www.rollins.edu/catalogue/academic_regulations.html.

Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. All students, faculty, and staff are required to report violations in writing to the Academic Honor Council for disposition. Referrals will be made through the CLA on-line referral system.

1. If a faculty member has a reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred.
2. If the faculty member believes that a violation has occurred, he/she is required to report it. This initial meeting is to clarify if a violation has occurred and not to determine if a known violation is to be reported.
3. If a student has reason to believe that a violation of academic integrity has occurred, he/she is required to report it to the Academic Honor Council. The student who has witnessed a violation can, but is not required to, encourage the student suspected of the violation to self-report. If the student refuses to self-report, then the student who witnessed the violation must report it to the Academic Honor Council.
4. Staff members who believe they have witnessed a violation must refer the case to the Academic Honor Council for disposition.

Complaints must be made in writing through the CLA on-line referral system. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within ten days of the discovery of the alleged violation. Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses, and must be signed. Submissions may also be made online.

ACADEMIC WARNING, PROBATION, SUSPENSION, AND DISMISSAL

Academic Standing. All students must maintain a cumulative Grade Point Average (GPA) of at least 2.00 on a 4-point scale and a single term GPA of at least 1.5 to be in good academic standing.

Academic Warning, Probation, Suspension, and Dismissal. Detailed information on standards for academic warning, probation, suspension, and dismissal may be found the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html.

Minimum Academic Standards. Detailed information on standards of academic scholarship is available in the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html.

ACADEMIC WARNING SYSTEM

Faculty complete academic warning forms for students who are performing at unsatisfactory levels in their courses during weeks four (4) to twelve (12) of each term. Unsatisfactory academic performance includes poor attendance, lack of participation, failure to complete assignments on time, poor test and quiz grades, poor quality of written work, studio work, or laboratory work, or an estimated grade of 'C-' or lower in the course. The withdrawal without penalty deadline occurs in the tenth week of each semester; students may exercise their one-time, late CR/NC option through 5 p.m. on the last day of classes each term. Additional information on the College's Academic Warning System is available at http://www.rollins.edu/catalogue/academic_regulations.html.

Academic warnings are sent via campus e-mail to the student, faculty advisor, and professional advisors. Students receiving warnings are directed to meet with the professor of the course, as well as their faculty advisor, to discuss issues of concern, strategies for improvement, and other options including withdrawal from courses or exercise of the Late Credit/No Credit (CR/NC) option.

In addition to these interventions, the Academic Advising Services staff also contacts students when they have been referred to the Tutoring and/or the Writing Center, or if they are deemed academically "at risk" for other reasons (multiple academic warnings, students with learning disabilities, and those on academic probation).

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ADVISING

Academic advising is an important aspect of each faculty member's service to the College. Beginning in the second year of teaching at Rollins, all full-time faculty teaching credit-bearing courses participate in the academic advising program on a regular basis. Other members of the faculty (e.g., library faculty and College administrators) may be asked to advise students as well. Good advising requires an understanding of the Rollins curriculum and support services, familiarity with appropriate graduate programs and reasonable availability for consultation with advisees. The College catalogue details necessary information about the academic program, College policies, and requirements in each major area.

All first-year students are assigned a faculty academic adviser and a student peer adviser by a team of selected faculty and administrators. This adviser teaches their RCC course. Transfer students are assigned faculty advisers. Whenever possible, students are assigned to advisers in their expressed area of academic interest. Department chairs assign advisees in the major to faculty with reasonable regard for equity in numbers. Students choose a major and arrange to become the advisee of a faculty member in the major department or program no later than the end of their sophomore year. The student is responsible for informing the Student Records of any change in adviser by submitting a form signed by the new adviser. The form is sent to the first adviser, who then forwards all records to the new adviser.

Additional information on academic advising is available in the *College Catalogue* and on the CLA Academic Advising website at http://www.rollins.edu/catalogue/academic_regulations.html and <http://www.rollins.edu/academic-advising/index.html>.

CLASS ATTENDANCE

It is the responsibility of faculty to publish attendance policies for their courses in their course syllabi. Any distinction between "excused" absences and "unexcused" absences must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy.

Exceptions exist for absences owing to religious observances and college business. If a student misses a class because of either situation, then the student must confer with his or her professor as to how and when the make-up work will be done, which includes the possibility of turning work in early. Absences will be addressed by the faculty member in accordance with his or her attendance policy. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the competencies of the course. The student's class participation grade in the course, though, may be affected.

- In regard to absences due to religious observances, a student must communicate any attendance conflicts to his or her professor before the end of the official add/dropperiod.
- In regard to absences due to college business, a student must present to his or her professor written evidence of an upcoming absence as soon as he or she is aware of the conflict. It is the student's responsibility to discuss with his or her professor how and when makeup work should be completed before missing class.

If the student feels he/she must be absent from class for any other reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when a student must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed. See the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html for additional information.

Attendance Policy passed by the A&S Faculty 10/29/11 - Effective Spring 2012 - Posted 11/30/11

COURSE REGISTRATION AND WITHDRAWAL

Each academic department and program submits to the Office of Student Records its proposed course schedules for each term. The schedules must balance requirements and electives, courses for majors and non-majors, upper-level and lower-level courses and the time and day of courses. Proposals to offer courses cross-listed between departments must be endorsed by the chairs of both departments. Faculty are required to notify the Office of Student Records of any corrections to their course rosters no later than the end of the schedule change (add-drop) period. Faculty post all final, official grades by published deadlines at the conclusion of each academic term.

Students who do not attend the first class meeting are subject to removal from the class at the discretion of the instructor. To ensure accuracy of registration records, students are responsible for verifying their registration each term and submitting an official drop form for all classes not attended. Students unable to attend due to circumstances beyond their control must notify the Dean of the Faculty or the instructor prior to the first day of classes.

Students may add and drop courses during the first week of classes in the fall and spring terms, and may continue to drop courses through the second week, without a notation appearing on the academic transcript. After the second week of classes, the instructor's signature is required to drop a course.

Verbal notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a withdrawn failing grade, "WF."

Additional information on Course Registration and Withdrawal is available in the College Catalogue at http://www.rollins.edu/catalogue/academic_regulations.html.

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CREDIT HOURS AND LEVEL OF COURSES

Most courses that meet a minimum of 150 minutes a week for up to 13 weeks each term and include an additional exam period earn four (4) semester units of credit (semester hours). Non-laboratory courses that meet a fourth or a fifth hour a week earn a maximum of five (5) credit units (semester hours). Laboratory courses earn up to five or six credit units depending on the length of the laboratories (two or four hours). Studio and performance courses generally earn two to three credit units. Credit units for short-term courses of variable length are awarded based on the following calculations: each unit of credit requires a minimum of 8.125 contact hours per term.

As part of course requirements, Rollins faculty expect students to spend considerable time outside of class each week working on course-related activities. Students should expect to spend three hours out of class for every hour in class. The credit hours and levels of courses are determined by departments and are reviewed and approved by the appropriate governance committee.

Additional information is available in the Academic Regulations section of the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html and in College Policy *AC 2000 Academic Credit Hours and Levels of Courses* (click link to access).

FINAL EXAMINATIONS

The last week of classes in the fall and spring terms is reserved for final examinations. All courses include a final examination, with possible exceptions for performance, writing, independent study, or seminar courses where other means of evaluation are more appropriate.

The final examination **must** be offered in the time period scheduled in the examination matrix prepared by the Office of Student Records, unless the Dean and the Provost have approved a change. An alternative period for unusual examination procedures, such as an oral examination, may be used provided the students involved do not thereby encounter conflicts with other scheduled examinations.

Tests or examinations may be offered through the penultimate week of classes but must not be employed in lieu of a final examination. Final papers, research reports and other similar assignments, except those in lieu of a final examination, should be due before examinations begin to help students avoid conflicts.

If a student has more than two final examinations scheduled in one day, s/he has the right to reschedule one examination to an open date within the final examination period. Arrangements will be made through the Dean of Students or program Dean in consultation with the faculty members involved.

Department chairs are responsible for overseeing the implementation of the final examination policy. Additional information on Final Examinations may be found in the Academic Regulations section of the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html.

GRADING

Letter Grades. Student grade reports are based on the following definitions.

Grade 'A' reserved for work that is exceptional in quality, and shows keen insight, understanding, and initiative.

Grade 'B' given for work that is consistently superior and shows interest, effort, or originality.

Grade 'C' a respectable grade. A 'C' average (cumulative GPA of 2.00) is required of all students for graduation. It reflects consistent daily preparation and satisfactory completion of all work required.

Grade 'D-' the lowest passing grade. It is below the average necessary to meet graduation requirements (cumulative GPA of 2.00) and ordinarily is not accepted for transfer by other institutions.

Grade 'F' failing.

Students' cumulative grade point averages are based on a four-point scale. Letter grades are assigned the following approximate numerical equivalent Quality Points (QPs).

Grade A	4.00 QPs	Grade C-	1.67 QPs
Grade A-	3.67 QPs	Grade D+	1.33 QPs
Grade B+	3.33 QPs	Grade D	1.00 QPs
Grade B	3.00 QPs	Grade D-	.67 QPs
Grade B-	2.67 QPs	Grade F	0 QPs
Grade C+	2.33 QPs	Grade WF	0 QPs
Grade C	2.00 QPs		

Incomplete Grades. A mark of 'I,' indicating that the work of a course is incomplete, may be assigned only when serious and compelling circumstances beyond the control of the student – such as illness or necessary absence from the campus – have made it impossible for the student to complete course work within the normal period. Students are responsible for completing, seeking approval signatures for, and submitting to the Office of Student Records the Contract for an Incomplete Grade form available on the Office of Student Records webpage <http://www.rollins.edu/student-records/forms/index.html>. Students contracting for a mark of 'I' in the fall term must complete the course work no later than the end of the second week of the succeeding spring term. Students contracting for an 'I' in the spring term must complete the work no later than the end of the second week of the succeeding fall term. Failure to complete the course in the designated time will result in a grade of 'F.'

Faculty may not assign a grade of 'I' without the Contract for an Incomplete Grade, nor may a faculty member not assign a grade, a de facto Incomplete. Faculty who fail to submit a grade for a student by the deadline set by the College will be penalized at the discretion of the Dean in consultation with the Provost.

Credit/No Credit. Students who wish to take a course on a credit/no-credit (CR/NC) basis rather than for a letter grade must complete the appropriate Request for CR/NC form, available on the Office of Student Records webpage <http://www.rollins.edu/student-records/forms/index.html> no later than ten (10) class days after the beginning of the fall or spring terms. Courses normally offered for a letter grade, in which the student has elected to change to a CR/NC grade, may not be used to fulfill general education, major, minor, or concentration requirements. Information on CR/NC grading options is available in the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html.

One-Time, Last Day of Class Credit/No-Credit Declaration. Students have the ability to exercise a one-time option of “Last Day of Class” Credit/No Credit declaration. For additional information on this one-time option, please see http://www.rollins.edu/catalogue/academic_regulations.html, the Academic Regulations section of the *College Catalogue*.

Grade Appeals. Students wishing to appeal a grade will first consult with the instructor of the course to determine whether an error has been made or the instructor wishes to reconsider the grade. If this is the case, the instructor submits a grade change request to the Dean of Faculty. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, s/he will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The department chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade at this point. (Should the instructor be the chair of the department; a tenured member of the department will be selected by the department to serve as mediator. If this is not possible, then the Dean of Faculty will serve in this capacity.)

Perceived or actual differences in grading policies or standards between instructors, which are not a violation of College policies, are not a basis for further appeal. Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters

unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies. The Dean of Students, President of the Faculty, and chair of the faculty member's department (should the instructor be the chair of the department, a tenured member of the department or division will be selected by the department) must agree by two-thirds that it can be plausibly argued that these conditions are met in order for the appeal to proceed to the CLA Curriculum Committee.

If these conditions are met, the student may proceed with the appeal to the CLA Curriculum Committee by submitting a letter describing the situation to the Dean of Faculty. This appeal must be made within one (1) year of the conclusion of the course. The Dean of Faculty will request from the department chair a written account of the mediation process described above and its results, if any. The Dean of Faculty may also request any other appropriate documentation. The Dean of Faculty prepares all documents related to the case for submission to the CLA Curriculum Committee. These documents are made available to the student and instructor to review and respond. Their responses, if any, are included with the materials submitted to the CLA Curriculum Committee. The Dean of Faculty shall receive the recommendation of the CLA Curriculum Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the Dean of Faculty is final. Additional information on grade appeals may also be found in the *College Catalogue* at http://www.rollins.edu/catalogue/academic_regulations.html

POSTHUMOUS DEGREES *[Note: This procedure applies to all schools at Rollins.]*

In the event of a student dying before finishing coursework at the College, a posthumous degree may be awarded if the student had completed a substantial amount of the coursework required for the major and degree.

Procedure. A posthumous degree can be requested by either the student's family or the department in which the student was a major. The request must first be approved by the major department and then forwarded to the appropriate Dean. Upon approval of the Dean and VPAA|Provost, the College's Board of Trustees will be asked for final approval.

If the request for the posthumous degree comes from the student's major, the Provost will first confer with the student's family to see if the request is acceptable before the approval process begins.

Upon approval of the Board of Trustees, the degree will either be mailed to the family or presented to them in a private ceremony. The student's name will be included in the Commencement list of graduates.

The degree will be posted on the student's permanent record as follows (example):

Degree Awarded
 Artium Baccalaureus 8-MAY-2011
 Primary Degree
 Major: English Minor: Writing

Passed by A&S Faculty 11/17/2011 - Posted 11/30/11

STUDENT EVALUATION OF INSTRUCTION

Near the end of each term, faculty solicit student responses to Course and Instructor Evaluations (CIE) available online through FoxLink. Students receive electronic reminders to complete the evaluations. After the term has ended and grades have been assigned, instructors are encouraged to read the completed evaluations.

C. FACULTY POLICIES AND PROCEDURES

The following policies and procedures apply to all full-time and part-time instructors in all undergraduate and graduate credit-bearing programs of the College of Liberal Arts (CLA).

ABSENCE FROM CAMPUS

Instructors shall notify the department chair and the appropriate Dean when they plan to be absent from the campus or when absence is unexpectedly necessary. This provision applies in case of illness or any absence involving more than one class. When possible, arrangements to cover classes should be made in advance.

COURSE GUIDELINES

New Course Approvals. New courses proposed for fall or spring term should be described in detail on a [New Course Proposal Form](#), click link at left to access. After initial departmental approval, the CLA Curriculum Committee reviews all new course proposals and makes recommendations to the department and the Dean. The [Community Engagement \(CE\) Designation Form](#), required for review and approval of courses that meet community engagement criteria, is also available online, click link above to access. Courses to be approved for a given fall semester must be submitted no later than **February** of the preceding academic year. Proposals for spring terms courses are due in **September**.

Syllabi. Instructors are expected to develop course outlines that explain learning outcomes, course objectives, requirements, methods of evaluation and attendance and grading policies. Statements required for all syllabi, Academic Honor Code, Credit Hours, Disability Services, and Title IX, are available online at <https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx>.

New syllabi should be first reviewed by department chairs and then sent to the Dean of the Faculty for final review. After the review process is complete, at the beginning of each term, instructors are required to submit copies of syllabi to their respective academic department's administrative assistants.

It will be the responsibility of each Dean to ensure that collection of syllabi occurs for their respective programs. These syllabi should be retained for three years. It will then remain the responsibility of each Dean to ensure that, after three years' retention, syllabi are transmitted to the College Archives according to the Recommended Collection Guidelines for the Rollins College Archives established December 13, 2000, or as amended. Departments and programs must also keep files of the syllabi of their own courses for three years. Some syllabi may be available online.

Updated 11/2016 by Office of the Provost

FACULTY EVALUATION PROCESS

(Note: faculty shall also consult their departments, college or school Bylaws, and All-Faculty Bylaws.)

The quality of the educational experience at Rollins College depends very heavily upon the quality of the faculty. It follows, therefore, that the institution must have an effective system for the evaluation of faculty for reappointment, promotion, and tenure. The system should serve the long-term needs of the institution while also promoting the professional development and improvement of individual faculty. The criteria and procedures of the *Bylaws* provide the structure and symmetry of an evaluation system. The effectiveness of the system, however, depends primarily on the seriousness of purpose and preparation which faculty bring to it. The guidelines and descriptions of responsibilities delineated below are intended to assist faculty in preparing effectively for evaluations.

Responsibilities of the Dean.

1. The Dean is responsible for the timely notification of candidates either for their evaluation for reappointment or for their eligibility to be evaluated for tenure and/or promotion. Notification shall be given no later than April for evaluations in the following fall semester.
2. The Dean is responsible for maintaining the records and files which are appropriate for use in reviewing the performance of a faculty member being evaluated for reappointment, tenure, and/or promotion. The Dean shall also insure the appropriate level of consistency and clarity in evaluations by requiring that candidates submit evidence of their work, personal assessment statements, *curriculum vitae*, and course syllabi in a standard form.
3. The Dean is responsible for conferring with candidates and working with department heads to assure that all participants are appropriately prepared before the formal meeting of an evaluation committee. It is particularly important to assure that candidates and department chairs communicate clearly about whether or not satisfactory progress is being made toward reappointment, tenure and/or promotion.

Responsibilities of Department Chairs.

1. The department chair should, on a regular basis, examine the course syllabi, student evaluations, and other materials relevant to the evaluation of faculty who are eligible for reappointment, tenure, and promotion.
2. The department chair should consult with other faculty about the progress of candidate faculty. The chair should share the appropriate information (s)he acquires through these consultations with the candidate well in advance of any formal evaluation procedures.
3. Department chairs are responsible for conferring regularly with candidates for the purposes of discussing their professional development and progress toward reappointment, tenure, and promotion. In a system of peer evaluation all faculty bear a responsibility for conferring with candidate faculty. Department chairs bear a special and formal responsibility.
4. Department chairs should observe candidate faculty teach. The chair will determine the appropriate nature and frequency of observation based upon the presumptive evidence of a candidate's effectiveness in teaching. Candidate faculty should be consulted well in advance of such class observations.
5. The department chair should work with candidate faculty in preparing professional assessment statements and other documents appropriate for use in an evaluation.
6. Department chairs are responsible for collecting the materials necessary for the evaluation of candidate faculty and making them available to the evaluation committee in a timely manner.

Responsibilities of Evaluation Committee Members.

1. All members of the department evaluation committee should review the departmental criteria for reappointment, tenure, and promotion, the College of Liberal Arts *Bylaws*, this *Handbook*, and the *Bylaws* of the College.
2. Members of the department evaluation committees should attempt to familiarize themselves with the professional record of candidate faculty as early as possible.
3. Evaluation committee members should examine carefully the record of the candidate faculty and the appropriate materials. These examinations should occur well in advance of the formal meeting of the evaluation committee.
4. If committee members develop any concerns about the candidate faculty's performance or progress toward reappointment, tenure, or promotion, they shall inform the candidate in a timely manner and discuss their concerns with the candidate.
5. Committee members may observe the classroom performance of a candidate faculty. The member(s) should always seek the permission of the candidate to observe classes.

Responsibilities of the Candidate Faculty.

1. Read carefully those sections of the College *Bylaws* pertaining to evaluation. Also, read the criteria of the department, the College of Liberal Arts *Bylaws*, and this *Handbook*.
2. Consult with the department chair and other colleagues to insure their familiarity with your performance and your familiarity with their expectations and impressions of your performance.
3. Prepare a professional assessment statement as required by the *Bylaws*. Confer with the department chair and Dean about the format and contents of this statement.
4. Consult with the department chair and Dean to assure that the appropriate materials are prepared in the appropriate format for the evaluation committee.

FACULTY SELF- ASSESSMENT REPORT (FSAR)

These annual self-assessments are used to prepare institutional reports, to update publicity materials, and to inform decisions regarding salary adjustments or increases. The FSAR is part of a faculty member's permanent record and therefore needs to be accurate and complete. All candidate and faculty evaluation committees require the FSAR to make decisions regarding mid-course, tenure, promotion, and post tenure reviews. FSAR's are also employed for awarding internal funding and selecting award recipients.

The FSAR report form is located in the College's secure [FoxLink](#) system (click link to access) on the Faculty tab. Faculty are required to respond to each item on the form and submit reports by August 31st at 11:59 p.m. following the end of the prior academic year.

GOVERNANCE

The faculty delegate certain responsibilities to standing committees. Faculty are expected to participate in governance and to attend faculty meetings.

IMPROVEMENT OF TEACHING AND TEACHING ASSESSMENT

The following program is a recommendation based upon best practices for the comprehensive evaluation of teaching at Rollins.

There are two separate and distinct approaches to assess teaching, as described below.

1. **Summative assessment.** The purpose is to assess whether a faculty member has reached a certain standard. This is the predominant style used in assessing a candidate for tenure and promotion.
2. **Formative assessment.** The purpose is designed to help the teacher improve his/her teaching, rather than rating the teacher's performance. Records of formative assessment are not kept or used in tenure or promotion purposes.

While Assistant and Associate professors must have summative assessments for promotion and tenure, all faculty may request a formative assessment at any time for their professional development. The formative evaluation process would be confidential and used for the development and improvement of the faculty member's teaching.

Recommended Principles for Summative Evaluation of Teaching. Teaching should be judged for quality, not quantity; that is, teachers should be assessed for the quality of their teaching rather than for what and where they teach. For example, teaching RCC courses, study abroad courses, or overloads does not necessarily indicate excellence in teaching. In line with the mission of the institution, teachers should be evaluated on content, pedagogy, student engagement, professionalism, and other factors relevant to learning outcomes.

Summative Evaluation of Teaching. Peer Review is an evaluative process by colleagues or peers designed to examine a wide range of teaching-related activities. Components of Peer Review may include the

evaluation of course materials, student evaluations, course portfolios, teaching portfolios, documented teaching philosophies, teacher self-assessments, classroom observations, and other activities that may be appropriate to a discipline.

Informed Use of Course and Instructor Evaluations. Results from Course and Instructor Evaluations (CIE) should be used *only* as they were designed to be used. Evaluators should review both narrative and numeric results available in CIE reports. The level to which comments indicate a legitimate concern about a candidate can be confirmed or contradicted by the numeric data. Likewise, numeric data often depends on narrative responses to provide clarification and aid in interpretation. If evaluators ignore either narrative or numeric results, they risk making faulty decisions about the candidate.

Ultimately, it is up to candidates to make their case for tenure and promotion. Because CIE results are used in the evaluation process, candidates should take an active role in framing their results, and providing a context that aids interpretation. To effectively achieve this goal, candidates must educate themselves on how to interpret and present their CIE results.

Recommended Principles for Formative Evaluation of Teaching. The purpose of formative evaluation is to help faculty improve teaching, and to facilitate a campus-wide dialogue about pedagogy. In order to be effective, formative evaluations should be optional and confidential. When confidentiality is assured, teachers are far more likely to disclose areas needing development, and evaluators may be frank without fear it will have negative consequences for the faculty member in tenure and promotion decisions.

A comprehensive formative evaluation could include the following.

1. **Peer review.** Visits to classrooms by experienced Rollins faculty to assess teaching in a way that will best help the faculty being evaluated.
2. **Formative Evaluation.** In addition to peer review, there are a variety of other formative evaluation techniques. Faculty members may choose from the following recommendations.
 - a. Consult with CAJ Center for Teaching and Learning for available resources.
 - b. Visit peers' classes.
 - c. Participate in internal and external faculty development seminars.
 - d. Produce a teaching portfolio that would include reflection on student evaluations.
 - e. Explore general best teaching practices.
 - f. Explore discipline-specific best teaching practices.
 - g. Investigate the relevant research literature on student learning.

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NON-TENURE TRACK FACULTY DEFINITIONS

Part-Time Adjunct Faculty. Adjunct faculty are part-time instructors whose primary responsibilities are not to Rollins and who provide instructional services for a maximum of two (2) courses per term across all programs of the College – CLA, Holt School, or Crummer. Adjuncts must hold an earned doctorate or master's degree in the teaching or related discipline, or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in discipline). Rollins staff members providing instructional services for the College outside contractual obligations are considered adjunct faculty. For additional information see College Policy [AC 2001 Academic Faculty Credentialing](#) (click link to access).

Full-Time Non-Tenure-Track Faculty. Evaluations of all full-time non-tenure-track faculty will be conducted by the Chair of the Department or Program Director on an annual basis. Salary adjustments will be consistent with faculty raises each year.

Artist-in-Residence. The position of Artist-in-Residence is full-time, but not tenure-track. Artists-in-Residence usually hold a terminal degree in the field in which they teach, but this requirement may be

waived for those with significant professional experience who hold a B.F.A. or M.A. degree. Artists-in-Residence normally teach a 4/4 load of undergraduate courses. Duties are normally limited to teaching, with no expectation of scholarship, but may include department service and student advising responsibilities. These positions may include artistic duties in lieu of some teaching responsibilities. Appointments are granted by the VPAA|Provost for a single or multi-year periods with renewal possible.

Executive- Or Entrepreneur-in-Residence. These positions are full-time, but not tenure-track. The Executive- or Entrepreneur-in-Residence must hold a Master's degree in the teaching discipline. Executive- or Entrepreneurs-in-Residence normally teach a 4/4 load of lower division undergraduate courses. Duties are normally limited to teaching, with no expectation of scholarship, but may include departmental service and student advising responsibilities. Appointments are granted by the VPAA|Provost for a single or multi-year periods with renewal possible.

Instructor. Instructors may be hired as visitors or for tenure-track positions. They are individuals who have completed all requirements for the doctoral degree other than dissertation(A.B.D.) and whose rank will be changed as soon as they are awarded their doctoral degree requirements are satisfied.

Lecturer. The position of Lecturer is full-time, but not tenure-track. Lecturers must hold a minimum of a Master's degree in the field in which they will be teaching. Lecturers normally teach a 4/4 load. Duties are normally limited to teaching, with no expectation of scholarship, but may include departmental service and student advising responsibilities. Appointments are granted by the VPAA|Provost for a single or multi-year period with renewal possible.

Visiting Professor. The position of visiting professor is full-time, but not tenure-track. Visiting professors must hold a terminal degree in the field in which they will be teaching (see College Policy [AC 2001 Academic Faculty Credentialing](#) for information on terminal degrees). Teaching load is normally 4/4. Duties are normally limited to teaching, with no expectations of scholarship, but may include departmental service and student advising responsibilities. Appointments are granted by the VPAA|Provost and vary in length from one semester to three years. While appointments may be renewed, they may not last for more than six (6) consecutive years.

OFFICE HOURS

All full-time faculty are required to post and keep reasonable and regular office hours (a minimum of three hours per week is suggested, in addition to appointments). Office hours should be:

1. held on campus, preferably in faculty offices for confidential discussions;
2. clearly stated in the syllabus and posted outside the faculty member's office, where possible;
and
3. conducted during business hours appropriate for the particular school/college.

Faculty teaching in the Holt school are asked to offer office hours in the hour before Holt classes, where possible.

PERSONAL RECORD

All full-time and part-time instructors shall provide a complete record of their professional preparation and achievements, including official transcripts, research and original works, book reviews, critiques and articles published, music composed or arranged, paintings or drawings produced, and public performances of all types. Reprints of publications should be filed. This record will be brought up to date each year using the Faculty Self-Assessment Report form (FSAR.)

PROFESSIONAL DEVELOPMENT

Full-time CLA faculty in are eligible to apply for grants for professional development. Recipients of grants will submit a report on their accomplishments to the Dean by the first day of the spring term following a

summer grant, or no later than four months after the fall or spring semester during which a grant is received.

SALARY INCREASES FOR PROMOTION

For faculty promoted to the rank of Associate Professor, annual salary will be increased by \$3,500. For faculty promoted to the rank of Professor, annual salary will be increased by \$6,000. (Approved May 2015.)

SENIOR LECTURER AND SENIOR ARTIST-IN-RESIDENCE REVIEWS

After five years' service to Rollins College, lecturers and artists-in-residence become eligible to be evaluated for promotion to senior lecturer or senior artist-in-residence. Reviews for promotion to senior lecturer and senior artist-in-residence are conducted in the academic year preceding the award. Promotions commence September 1 the academic year following the review.

Responsibilities of the Dean.

Each year, the Dean of the Faculty notifies, in writing, those faculty members eligible for promotion to senior lecturer and senior artist-in-residence. The Dean of the Faculty provides her/him with a timetable for the evaluation process and a description of the materials each candidate must assemble for the evaluation file. Having received the Dean of the Faculty's notification of eligibility, candidates seeking evaluation must inform their department chair and the Dean of the Faculty in writing.

Based on a review of the candidate's file, class visit, and meeting with the candidate, the Dean of the Faculty conducts a separate evaluation. The Dean of the Faculty submits a report and recommendation to the Provost. Candidates must receive a positive recommendation from both the CEC and the Dean to be promoted to senior lecturer/senior artist-in-residence.

Responsibilities of the Candidate Evaluation Committee.

Based on a review of the candidate's file, class visit, and meeting with the candidate, the Candidate Evaluation Committee submits a report and recommendation to the Dean of the Faculty and the Provost.

Responsibilities of the Provost.

Assessing the recommendations from the Candidate Evaluation Committee and the Dean of the Faculty, the Provost makes the final decision.

SPECIAL AWARDS FOR FACULTY

The Hugh and Jeannette McKean Grant. Inaugurated in the 1982-1983 academic year, as a gift of Hugh McKean, the tenth President of Rollins College, this grant is a \$15,000 cash award to enable a faculty member to undertake a research project, an artistic work, or a teaching project that will contribute to the educational mission of the College. The VPAA|Provost (or his/her designee) issues a call for proposals in the fall, with a submission deadline to the Office of the Provost, generally in early February. Only tenured or tenure-track faculty are eligible to apply. Past McKean Grant recipients are ineligible. Recipients of the award are selected by an external jury of Rollins alumni who are prominent in academe.

The following criteria are used to evaluate faculty proposals for McKean Grants.

1. Potential contribution of proposed project to scholarship, teaching, or the creative arts. Importance, originality, and cogency of the proposal.
2. Apparent ability of the candidate to carry the project to completion. Where appropriate, candidate's expressed knowledge of previous work in the field.
3. Likelihood that the completed project would benefit the faculty member and the Rollins community.
4. Evidence that the McKean Grant would facilitate a project that otherwise might not be possible.

The Bornstein Award for Faculty Scholarship. The Bornstein Award recognizes Rollins faculty whose outstanding scholarly achievement or creative accomplishment has helped bring national prominence to Rollins College. The Award also helps to encourage future scholarship among Rollins faculty. Established by the Rollins College Board of Trustees in 2003, and named in honor of Rollins' 13th president, the Award honors Rita Bornstein's leadership and contribution to the academic vitality of the College. The awardee receives a \$10,000 cash stipend to be used at his/her discretion.

Only tenured and tenure-track Rollins faculty members who will not be on leave or on sabbatical during the following academic year are eligible for the Bornstein Award for Faculty Scholarship. Candidates are selected based on outstanding scholarly achievement or creative accomplishment that has helped bring national prominence to Rollins College. Special consideration may be given to a faculty member's cumulative scholarship. Past recipients of the Bornstein Award for Faculty Scholarship are ineligible for the same award in the future.

The VPAA|Provost (or his/her designee) requests nominations from the deans and the Director of the Olin Library. After providing the opportunity to review the nominations, the VPAA|Provost (or his/her designee) convenes a meeting of these individuals and up to four of the most recent past recipients of the Bornstein Award to discuss the nominations submitted and to select the Bornstein Faculty Scholar. The VPAA|Provost announces the Bornstein Faculty Scholar at Commencement.

The Cornell Distinguished Teaching Award. This Cornell Award recognizes Rollins faculty who have distinguished themselves and the College through outstanding teaching. The Award was established by the Board of Trustees of Rollins College in 2004, in honor of Rollins' beloved alumnus and longtime trustee George Cornell, whose generous bequest made the award possible. The awardee receives a \$10,000 cash stipend to be used at his/her discretion.

Only tenured and tenure-track Rollins faculty members are eligible for the Cornell Distinguished Teaching Award. Candidates are selected based on outstanding teaching, with special consideration given to a faculty member's cumulative record of teaching excellence. This may include demonstration of high competence in the teaching field and the ability to convey knowledge of this field to students; to organize and teach coherent, enlightening, and dynamic courses; to communicate effectively with students; to stimulate student thought and challenge student assumptions; to use appropriate and innovative teaching methods and techniques; to establish high standards and demanding, yet realistic, expectations; to foster student learning and achievement; and to inspire students to become lifelong learners. Past recipients of the Cornell Distinguished Teaching Award are ineligible for the same award in the future.

The VPAA|Provost (or his/her designee) requests nominations from the deans and from the Director of the Olin Library. After providing the opportunity to review the nominations, the Provost (or his/her designee) convenes a meeting of these individuals and up to four of the most recent past recipients of the Cornell Distinguished Teaching Award to discuss the nominations submitted and to select the Cornell Distinguished Teaching Award recipient. The VPAA|Provost announces the Cornell Distinguished Teaching Award recipient at Commencement.

The Cornell Distinguished Service Award. This Cornell Award recognizes Rollins faculty who have distinguished themselves and the College through outstanding service. The Award was established by the Board of Trustees of Rollins College in 2004, in honor of Rollins' beloved alumnus and longtime trustee George Cornell. The awardee receives a \$10,000 cash stipend to be used at his/her discretion.

Only tenured and tenure-track Rollins faculty members are eligible for the Cornell Distinguished Service Award. Candidates are selected based on outstanding service, with special consideration given to a faculty member's cumulative record of service. This may include effective participation in the intellectual life of the College; availability and receptivity to students' academic and advising needs beyond the classroom; support of student activities and events; extent and quality of service in College governance; chairing committees and performing special services for the College; contribution to professional, collegial, and effective dialogue within and across College programs; holding official positions in professional associations or chairing meetings; the impact of leadership in civic organizations; and personal and student service in local and global communities. Past recipients of the Cornell Distinguished Service Award are ineligible for the same award in the future.

The VPAA|Provost (or his/her designee) requests nominations from the deans and the Director of the Olin Library. After providing the opportunity to review the nominations, the Provost (or his/her designee) convenes a meeting of these individuals and up to four of the most recent past recipients of the Cornell Distinguished Service Award to discuss the nominations submitted to select the Cornell Distinguished Service Award recipient. The Provost announces the Cornell Distinguished Service Award recipient at Commencement.

The Cornell Distinguished Faculty Award. Each year Rollins bestows the Cornell Distinguished Faculty award to recognize exceptional professional accomplishments in at least two of the faculty's three primary emphases of teaching, research, and service. Because teaching is the first priority at Rollins, it is expected that all awardees will have established a record of excellence in instruction. With the exception of holders of endowed chairs, all tenured faculty in the College of Liberal Arts are eligible for consideration.

Recipients hold the title of Cornell Distinguished Faculty for three academic years. In each year of the award, the Cornell Distinguished Faculty member receives a \$5,000 stipend. One can receive

a Cornell Distinguished Faculty award no more than twice, only once during a ten-year period, and no more than once in any rank (at the time of the appointment of the award).

At the end of each academic year, awardees submit reports to their appropriate dean or director in which they summarize their activities in teaching, scholarship, and service. In the third year in which they hold the Cornell Distinguished Faculty award, recipients give public presentations in which they report on a recent, distinctive accomplishment.

Selection Process. The selection committee for these awards – proposed by the Dean of the Faculty for approval or amendment by the Faculty Affairs Committee – is comprised of five faculty members and an alternate. The alternate member participates in the committee’s deliberations when one of the regular members is not available to serve. The committee includes holders of endowed chairs, current Cornell Distinguished Faculty, or former Cornell Distinguished Faculty who are not eligible for the award. Each member serves for two years, with half the committee rotating off each year. To the degree possible, the membership of the selection committee reflects the diversity of the faculty.

By September 1 of each fall, the selection committee distributes a call for nominations for the Cornell Distinguished Faculty awards. All individuals with faculty rank in the College of Liberal Arts are eligible to submit nominations of their colleagues. A nomination consists of a letter setting forth the achievements of an individual who is worthy of recognition. By October 1, all nominees are notified and invited to submit to the selection committee, by November 1, a C.V. and statements in which they summarize their achievements in the areas of teaching, scholarship, and service. They may also submit supporting documents such as recent FSARs; course evaluations and other evidence of excellent teaching; syllabi and other instructional material; copies of publications, presentations, or performances; and accounts of service to the campus and the community. Nominees may also request up to two letters of support from professional colleagues at Rollins particularly in the areas of scholarship, creative accomplishments, or service outside the campus community. The selection committee makes its recommendations on the basis of the nominations, the nominees’ responses, and materials available in the office of the appropriate dean or director; the committee may also consult with the appropriate dean or director.

The selection committee forwards its recommendations to the VPAA|Provost for presentation to the President in time for an announcement at the final faculty meeting of fall term or the first meeting of spring term.

Arthur Vining Davis Fellowships. Three Arthur Vining Davis Fellowships are awarded to faculty each year at Commencement. Students and faculty are asked to nominate one or more faculty members who have made significant contributions by virtue of "outstanding teaching, scholarly work and publications, completion of significant research projects, accomplishments in the fine arts, important contributions to the educational goals of the College or outstanding contributions to the cultural, economic, and social community of Central Florida." Self-nomination is discouraged. Valid nominations must be accompanied by a narrative explaining the reasons for the nomination of the faculty member. The final selection committee is convened by the VPAA|Provost (or his/her designee) and includes the outgoing President of the Student Government Association, the three current Fellows, and the three most recent prior Fellows. At least four faculty Fellows must be on the selection committee. Faculty receiving the award within the past five years are ineligible. The Fellowship carries a stipend of \$3,000.

SPONSORED RESEARCH

Guidelines for sponsored research have been prepared to assist faculty and staff members in applying for and managing externally funded research and other sponsored projects (see "Procedures for Monitoring Grant Proposals and Managing Grant-Funded Accounts for Rollins College" in Section II: All Faculty Policies & Procedures of this *Handbook*). Faculty and staff members should be aware that funds accepted

by the College become the responsibility of the College. The College is accountable for and liable for any errors or omissions. Therefore, the policies and procedures described in the College *Handbook* are applicable to all requests for grants and subsequent grant funds administered by the College.

STRATEGIC FACULTY COMPENSATION

Rollins College Philosophy of Faculty Compensation, College of Liberal Arts

In concert with our mission to “value excellence in teaching, and rigorous, transformative education,” the objectives of the College of Liberal Arts’ faculty compensation philosophy are to attract, retain, and reward qualified and talented faculty and promote collegiality. Rollins College values the work and contributions of all faculty members and is committed to their ongoing professional development. The administration recognizes that it would not be possible for the College to meet its mission without the contributions of the faculty of the College of Liberal Arts, particularly in the areas of teaching, scholarship, and service.

Principle of Equity

- In keeping with our mission, our culture, and our value of collegiality, the first principle in our philosophy of compensation is to strive for equity in and across departments. Faculty salaries will comply with College policies and legal requirements prohibiting discrimination.
- Sex/gender inequities, compression, and inversion will be examined regularly and redressed.
- Faculty salaries will be examined annually through statistical analysis according to time in rank and years of service. Faculty salaries should not be below their predicted values.

Principle of Growth

- Fair and just salaries will be a budget priority, with the goal to expand the pool of resources allocated for all faculty salaries and compensation.
- Salary adjustments will reflect increases for inflation.

Principle of Competitive Salaries

- The median base salaries of faculty of the College of Liberal Arts at Rollins College, based on time in rank and years of service, will align with the median base salaries of the faculty at the schools in our benchmark group, as identified by our approved methodology.
- To ensure that Rollins College continues to attract quality faculty, prior experience, qualifications, teaching, scholarship, and service will be taken into account when determining starting salaries.
- Starting salaries and internal disparities attributable to external market conditions should be constrained to the greatest degree possible.

Principle of Transparency

- To ensure open communication regarding compensation policies, a subcommittee of the Faculty Affairs Committee, along with the Provost, will annually review and report de-identified salary information and the measures by which starting salaries are established and salaries are adjusted to the College of Liberal Arts faculty.
- The process of selecting recipients of major awards and endowed chairs must be open and transparent. Faculty should be able to nominate and self-nominate in all cases.

TEACHING LOAD/EMPLOYMENT

Standard appointment to a position in the faculty is considered full-time employment. All faculty members are expected to give full attention to their faculty responsibilities. Overload teaching that serves the College and/or outside work/employment that contributes to professional life and development may be

permitted unless it detracts from the normal faculty duties. It is expected that overload teaching or administrative duties be limited to one course per term or the equivalent, not to exceed six (6) semester hours, and that outside work/employment be restricted to the equivalent of one day per week. Faculty should not regularly engage in both overload teaching and outside work/employment. Any overload teaching at Rollins or elsewhere, or any other outside work/employment, must be approved by the appropriate Dean. Overload teaching in terms where course release for administrative or other reasons is taken is not permitted.

Faculty Teaching Load Calculations. The faculty teaching load is calculated using the procedure below. All teaching in any Rollins program, including the College of Liberal Arts, Holt School undergraduate or graduate programs, and Crummer (with the exception of independent studies, which will be compensated on an individual basis), is included in this load accounting system. Departments are permitted to establish alternative accounting policies, which must be approved by the Faculty Affairs Committee.

To Determine Faculty Load.

1. List all courses in descending order of enrollment.
2. Determine the semester hour (SH) and weighted semester hour (WSH) value of each course. The semester hour (SH) value of a course is the semester hour value as published in the schedule of classes at the time the course is taught. The WSH value is the SH value multiplied by the number of students enrolled at the end of the drop-add period, divided by 25. The maximum number of students in a single class, for purposes of calculating the WSH, is 50 and any enrollment above 50 will be counted as 50 in the calculation.
3. Assign the larger of the SH or WSH values to each course.
4. Sum the teaching load values (as determined in Step 3) of each course using the course sequence determined in Step 1. If the sum exceeds the contract load, the overload value is determined by the procedure below.

Overload Determination. The overload value of all courses above the contract load is counted as in step 3 (above) if the enrollments are at least five (5) students. If the enrollment in a course is less than five (5) students, the overload value is determined by multiplying the number of students by one-fifth (.20) of the SH value. The sum of the overload values of all courses above the contract load is the overload value.

Field studies tied to specific semester-long courses required by a major should be permitted to be taught on-load. The associated load for these courses would then be applied as follows.

- Field courses taught in the winter intercession will have the load applied in that academic year.
- Field courses taught May-August will have the load applied in the following academic year.

Faculty Compensation for Field Study Courses and Short-Term Abroad

Field Study Courses – Faculty as Program Administrator & Course Instructor	8-12 students	13-24 students (requires 2 faculty members)
1 semester hour (SH) of credit	\$2,500	\$5,000 (\$2,500 ea.)
2 SH of credit	\$3,000	\$6,000 (\$3,000 ea.)
4 SH of credit <i>and</i> 4-SH Maymester course with embedded field study	\$4,000	\$8,000 (\$4,000 ea.)
No-Credit International Field Study – Faculty as Program Administrator		
	8-12 students	13-24 students (requires 2 faculty members)
5 to 21 days: Flat starting rate of \$1,500 for five days, plus \$100 per day for additional days	\$1,500 plus \$100 per day over 5 day minimum	\$3,000 plus \$100 per day (\$1,500 ea.)
Short-Term Study Abroad – Faculty as Program Administrator		
		8-30 Students
4 SH of credit		\$3,000
8 SH of credit		\$4,500

Policy on Directed Independent Study (DIS) Reimbursement. In undergraduate programs, individual faculty members are reimbursed at a rate of \$250 per DIS above and beyond four (4) per year. Individual faculty members shall not supervise more than eight (8) DIS per year unless exceptional circumstances prevail and the exceptions are approved by the appropriate departmental chair and Dean. Independent studies do not affect load or overload.

Professional Standards Committee; April 26, 1994.

Overload Compensation. Overload courses contracted in the graduate programs of the Holt School and Crummer (i.e., those not designated as part of the regular faculty teaching load) are counted separately for overload compensation. Otherwise, the overload compensation is determined by rounding the overload value down to the nearest semester hour. A maximum of one (1) course, not to exceed six (6) semester hours, of overload per term in all programs of the College (including courses in the graduate programs of the Holt School and Crummer) will be compensated for teaching or administrative assignments. Overload teaching in terms where course release for administrative or other reasons is taken will not be compensated.

With the approval of the appropriate Dean, the normal 24 semester hour teaching load may be reduced, provided the department concerned is properly staffed. Such consideration will be given to a faculty member for:

1. special activities such as theatrical, musical, or athletic presentations; or
2. approved research or administrative work important to the academic welfare of the College; and serving as an officer of the faculty.

Adjunct and Overload Pay. Adjunct faculty may be appointed to teach a maximum of two (2) courses per term. This two-course limit applies whether courses are offered in The College of Liberal Arts, Crummer, Holt, or any combination of these programs. Adjunct faculty will normally be limited to a maximum of five (5) courses per academic year (September 1 through August 31). Exceptions to this policy may be recommended by the appropriate Dean(s) and must be approved by the Provost. In no case will the number of courses in the aggregate be considered to constitute full-time, rather than adjunct, employment or to count toward eligibility for tenure. The adjunct and overload pay rates, per standard

undergraduate course, as of September 1, 2021, is \$4,000. Note that a standard course in the College of Liberal Arts and Holt School is four (4) semester hours. Courses with a different semester hour value, such as lab courses, are paid on a pro-rata basis. In exceptional circumstances, the Dean of a particular academic program may take into account market conditions or other considerations (*e.g.*, outstanding teaching performance over a period of time, national reputation in the field) and award a discretionary amount per course.

TENURE - STATEMENT OF POLICY ON GRANTING OF

Tenure is a prerogative of the Board of Trustees. Tenure is the right to regular annual reappointment subject to the conditions of employment and assignments in effect each year. Tenure may be granted to faculty within the guidelines and time limits stated in the appropriate publications of the American Association of University Professors (AAUP), and according to the College *Bylaws*.

TRAVEL POLICY

College of Liberal Arts faculty members are eligible for institutional support to further their professional development by attending professional meetings. Intent to travel forms must be submitted to the appropriate Dean at stipulated semester deadlines. Faculty who attend only one meeting during the year without participating will receive 80% of travel and living expenses. Faculty who participate in at least one meeting during the year will receive 100% of travel and living expenses for one meeting, and 80% of travel and living expenses for the other meeting.

“Participation” in the above guidelines is defined as: presenting a paper or performance, responding to a paper or speaker, serving on a panel, serving as an officer of the professional association (including program or membership chairperson), and presenting a formal report. Evidence of participation shall be the submission of a copy of the relevant section of printed program to the appropriate administrator. Travel forms and their deadlines are described in Section II: All Faculty Policies & Procedures of this *Handbook*.

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Rev 4-6-15 (Section C, Office Hours)

Rev 8-1-14; Rev. 1-19-12

Rev. 11-30-11

Rev. 10-4-11

Rev. 9-29-11

Rev. 2-15-21

Rev. 8-26-22

Rev. 3-8-23

Rev. 4-12-23