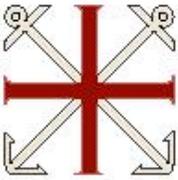


HOLY CROSS
COLLEGE 
at Notre Dame, Indiana

Faculty Handbook

Policy & Procedure Manual

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I. Faculty Appointment and Review

The Holy Cross College faculty consists of all teaching faculty, administrative faculty, adjunct faculty, administrators with faculty appointment, and librarians, academic advisors, and counselors.

Ranked faculty members are employees of the college who hold one of the four regular academic faculty ranks. Ranked faculty members, ordinarily having full-time teaching duties, may have other duties such as academic administration, librarianship, advising, or counseling.

Administrative faculty are staff employees of the college who may have significant teaching responsibilities but do not hold one of the four regular academic faculty ranks and are not eligible for promotion or tenure.

In order to realize its aim as a college of educational excellence and distinction, Holy Cross College holds specific expectations of its faculty. Faculty members must:

- embrace and enhance the Catholic mission of Holy Cross College
- exhibit excellence in teaching and professional service
- possess a breadth of intellectual interests and scholarship
- understand and appreciate the liberal arts tradition
- be committed to preparing graduates to reach decisions using critical and creative thinking as well as moral reasoning
- contribute to the entire institutional program including college and community service.

A. Ranked Faculty

1. Faculty Ranks

At the time of appointment to the faculty of Holy Cross College, members of the faculty, excluding administrative faculty, will be assigned to one of the rankings listed below:

a. Instructor

To be eligible for the rank of instructor, faculty members must demonstrate ability for college teaching or professional expertise in an area of specialization and hold a master's degree in the appropriate subject from an accredited institution.

b. Assistant Professor

To be eligible for the rank of assistant professor, faculty members must demonstrate excellence in college teaching or professional expertise in an area of specialization and hold an appropriately earned doctorate, a terminal professional degree, or show documented accomplishments recognized as equivalent.

c. Associate Professor

To be eligible for the rank of associate professor, faculty members must demonstrate excellence in college teaching or professional expertise in an area of specialization and hold an appropriately earned doctorate or a terminal professional degree. Additionally, faculty members must show potential for continuing effective contributions to a particular academic discipline and to the academic program at the college and must have served a minimum of five years at the rank of assistant professor.

d. Professor

To be eligible for the rank of professor, faculty members must hold an appropriately earned doctorate or terminal professional degree, have at least 10 years of college-level teaching experience or professional service in the appropriate discipline, and have served a minimum of six years at the rank of associate professor. Ordinarily, the college does not appoint new faculty members to the rank of professor.

2. Appointment Policy for Ranked Faculty

The college will state the terms and conditions of every appointment to the faculty in the letter of appointment including the designation of rank, salary, and type of appointment.

There are three types of appointments for ranked faculty: term, tenure-track, and tenured.

a. Term Appointments

Term appointments, issued for terms of one year or other stated periods, may be renewable or non-renewable as stipulated at the time of appointment. According to the academic needs of the college, term appointments may be described in one of the following ways:

- no limit placed on the number of further appointments that may be offered
- a limited number of subsequent appointments may be offered
- no further appointments would be expected; possibly involving visiting faculty, replacing faculty members on a leave of absence, or meeting short-term teaching needs.

Faculty with term appointments are not eligible for promotion or tenure.

b. Tenure-Track Appointments

Tenure-track appointments, issued to full-time ranked members of the faculty, are probationary appointments that are expected to lead to tenured employment agreements subject to tenure review policies.

c. Tenured Appointments

The college may issue tenured appointments to full-time ranked members of the faculty who have satisfied the requirements for tenure as established by the college.

3. Evaluation Criteria for Ranked Faculty

No single statement can fully capture the qualities that Holy Cross College values most in current and prospective members of the faculty. Still, it is important for faculty that Holy Cross College describes the criteria for appointment, renewal, promotion, and tenure.

The following four criteria do not constitute a simple checklist, but serve as a single, articulated set of guidelines used in evaluating faculty for which the college strives to make reasonable and equitable judgments. The four evaluation criteria are:

- effectiveness in teaching
- scholarship
- service to the college community
- commitment to mission

While these four criteria are relevant in all decisions regarding appointment, renewal, promotion, and tenure of faculty, one principle remains constant: teaching effectiveness within the context of the Catholic, Holy Cross mission is the most important criterion. Weakness in this area cannot be compensated for by excellence in any or all of the other three areas.

a. Effectiveness in Teaching

At Holy Cross College, effectiveness in teaching within the context of the College's mission is the most important attribute of faculty members. Some of the many characteristics that contribute to teaching effectiveness are:

- a command of the subject
- knowledge of the relationship of the discipline as an integral component of the liberal arts and the Catholic intellectual tradition
- pedagogical skill
- on-going assessment of student learning and course development
- the ability to advise students both in the classroom and with their academic planning
- availability for student contact through maintenance of regular office hours

Teaching effectiveness, not amenable to precise quantification or reducible to any simple list of qualities, can take many forms including:

- the clear presentation of important content and concepts
- guidance of student discussion-led classes
- open-ended exploration of ambiguities in texts
- collaborative learning

Whatever combination of teaching strategies faculty members employ, they should challenge students of all abilities to do their best work while adjusting expectations accordingly.

Effective teaching, shown not only in class or in office hours, but also in course design and the nature of assignments, entails formal assessment of student learning and ongoing reflection by faculty members on what is effective and what ought to be modified. Holy Cross College looks for evidence that faculty members have taken assessment results and the feedback received from students and others seriously and have responded constructively.

b. Scholarship

Assessing faculty members' dedication to scholarship involves a complex judgment by peers and others. Some indicators of scholarship are:

- intellectual sharpness and vitality as evidenced by the quality of such things as publications, continuing studies, research, creative work, and public lectures
- breadth, depth, and current knowledge of the discipline and clarity in its explanation
- the capacity to place knowledge and skills into significant context
- grant writing
- interdisciplinary interests and activities
- regular involvement in professional, scholarly, and educational societies and organizations
- the quality of the contributions to intellectual discourse with students and peers

Of particular importance at Holy Cross College is the scholarship of teaching and learning within and across disciplines.

c. Contributions to the Community

Faculty members' involvement with the college community extends beyond the limits of the classroom. Faculty members are academic advisors, departmental and divisional colleagues, members of committees and the Faculty Assembly, examples to students in the context of campus life and co-curricular learning, and participants in the governance of the college. Faculty members' contributions to our community include:

- constructive participation in college committees and faculty and departmental/division meetings
- helpful and supportive relationships with colleagues
- responsible academic and co-curricular advising of students
- active support and counseling of students beyond immediate academic matters
- participation in college functions and events
- service to the larger local community

d. Commitment to Mission

Commitment to mission implies that faculty embrace and enhance the mission of Holy Cross College both as a Catholic, Holy Cross institution and as a liberal arts college in which teaching and learning are in the Catholic intellectual tradition.

The Mission of Holy Cross College is to educate and form global citizens with the competence to see and the courage to act. Holy Cross is a Catholic college that advances the apostolic mission of the Brothers of Holy Cross. Our practical, experiential, liberal arts curriculum applies timeless truths to contemporary life and leads people to wholeness in the image of Christ.

Specifically, faculty are called to assist students in their formation to be Christ-like students and thus must embrace and advance the Holy Cross mission of the College in all professional activities.

4. Evaluation Policy for Ranked Faculty

In all organizations, periodic evaluation of employees is essential for growth and continuous improvement. This is especially important in an educational institution where it is also required by our accrediting organizations. Decisions regarding reappointment, promotion, tenure, and post-tenure review are components of faculty evaluation.

Given that the college is a community composed of diverse disciplines, the faculty evaluation system provides a fair and flexible means to accommodate discipline-specific issues, while at the same time recognizing norms common to the entire faculty. The success of the system depends on the willingness of the participants to be objective, introspective, honest, and most of all, actively involved in the system. The opportunity for professionals to engage in self-critical assessment, coupled with fair and honest feedback from fellow professionals, is both a privilege and a responsibility.

The *Faculty Peer Review Committee* (FPRC) provides for the orderly peer review of the qualifications of individuals recommended for promotion or tenure applying the criteria described in this *Faculty Handbook*. Recommendations for promotion or tenure approved by the FPRC must then be approved by the college administration, and ultimately by the Board of Trustees of the college.

To be eligible to serve on the committee, faculty members must be full-time, tenured, and hold the minimum rank of associate professor. The chief academic officer, appointing the chair and the members of the FRPC, will announce the members of the committee to the faculty.

a. Evaluation of Faculty Holding Term Appointments

Faculty members with term appointments will be reviewed on an annual basis by their immediate supervisor or the chief academic officer. The review will be based on the

faculty member's fulfillment of the job description and the relevant criteria outlined in this handbook.

b. Evaluation of Faculty Holding Tenure-Track Appointments

It is understood that in tenure-track appointments, the years before being awarded tenure are considered a probationary period; faculty on tenure-track appointments will receive regular, formative retention reviews as described under **Application Procedures for Promotion and Tenure**.

c. Evaluation of Faculty Holding Tenured Appointments

Recognizing that evaluation is part of learning and growth, tenured faculty members also will participate in the formal review procedure every five years from the date of the last formal review. This evaluation process intends to provide information important to maintaining effective performance and/or to establish a recommendation for promotion.

5. Promotion Policy for Ranked Faculty

Consideration of faculty members for promotion to a higher rank is an integral part of the evaluation process and of utmost importance for a faculty member's career development. The primary goal of promotion is formally to acknowledge the development of a tenure-track faculty member's role both within their discipline and within the college.

Faculty members may apply for promotion after meeting the requirements stated in this handbook. Only faculty members with tenure-track or tenured contracts are eligible for promotion.

Faculty members seeking promotion will prepare a portfolio with the proper forms and evidence of eligibility for promotion, the primary criteria for which are effectiveness in teaching, scholarship, contributions to the college community, and commitment to mission. Evidence of the above will be included in the faculty member's *promotion portfolio* and submitted to the appropriate individuals as specified in the **Application Procedures for Promotion and Tenure**.

Time in rank beyond the minimum required to be eligible for promotion is not in itself the major component of the decision process; rather, promotion is an acknowledgment of merit and achievement.

The college uses the same criteria categories for awarding promotion and tenure and for conducting post-tenure review.

6. Tenure and Post-Tenure Review Policy

Tenure at Holy Cross College is the granting of continuous contract status to ranked faculty members by the Board of Trustees, as recommended by the president. The college awards tenure as a deserved recognition of outstanding academic achievement, collegiality,

professionalism, character, and quality of services. Its purpose is to assure academic freedom and research within the context of a church-based institution and to afford a basic security that will attract capable men and women to the college. The enjoyment of tenure implies recognition by faculty members that, concurrent with the honor and privileges accorded, there are reciprocal obligations and courtesies due Holy Cross College.

Conferral of tenure means the college explicitly guarantees that faculty members, after a probationary period, continue full-time appointment until retirement or resignation unless there is adequate cause, prolonged mental or physical illness, financial exigency, or significant changes in the educational program.

7. Application Procedures for Promotion and Tenure

Before formal application, candidates should meet with the chief academic officer or a designee to clarify the standards of performance expected, and any institutional consideration affecting a candidate's application. Faculty must apply for tenure when they become eligible to receive consideration.

Candidates must make formal application to their immediate supervisor and the FPRC by **June 15th** of the calendar year in which the promotion or tenure decision will be made. Candidates must then compile all materials bearing on the application into a print or electronic portfolio, to be delivered to the FPRC no later than **September 15th** of that same year.

The FPRC will hold closed meetings to discuss applications for promotion or tenure and to review portfolios. By **November 15th** of that academic year, the committee will make a recommendation to the chief academic officer to approve or disapprove requests for promotion or tenure.

The chief academic officer will then review portfolios and indicate agreement or disagreement with the decisions of the committee. The chief academic officer will notify the committee and the applicant of his/her decision by **December 15th**.

Faculty members must provide sufficient evidence to the FPRC that they have met the qualifications for promotion or tenure. The FPRC will approve or deny promotion or tenure based on the evidence provided by the applicant. The committee is not required to consider the applications of candidates whose portfolios are incomplete.

a. Formative Retention Reviews

Given that, for tenure-track appointments, the years before being awarded tenure are considered a probationary period, faculty on tenure-track appointments will receive regular, formative retention reviews. The components of a formative retention review are as follows:

- at least one classroom observation by the faculty member's immediate supervisor
- a separate review of course evaluation forms by the immediate supervisor
- a formal discussion of performance between the chief academic officer and the immediate supervisor that will focus on the stated criteria for evaluation, especially teaching effectiveness and collegiality/professionalism as a member of both the department and the larger body of faculty

The immediate supervisor will present to the chief academic officer a written, formal evaluation based on the above components. If the faculty member is in the first year of his or her appointment, the results of the formal evaluation will be presented to the faculty member being reviewed by **April 15th** of that same academic year. For all subsequent reviews, the results of the formal evaluation will be presented to the faculty member being reviewed by **December 15th** of that same academic year.

Using the same criteria, non-tenured division chairs will undergo the same periodic faculty evaluation by the chief academic officer. All other non-tenured faculty will undergo the same periodic evaluation by their immediate supervisor. The immediate supervisor will present the written results of the evaluation to the chief academic officer and the faculty member. If the faculty member's immediate supervisor is the chief academic officer, the evaluation will be conducted in consultation with the president.

As to reviews of faculty members who receive tenure-track appointments during these initial one-year probationary appointments.

- If the review reveals a consistently positive evaluation of the faculty member contributions to student learning and collegiality, the faculty member will receive a three-year probationary appointment.
- If further review is needed, the faculty member may be given another one-year appointment and undergo another formative review toward the end of that appointment.
- If the comprehensive review has revealed significant problems with the faculty member's ability to perform his or her job, the faculty member's appointment will not be renewed.

Before the end of his or her three-year probationary appointments, each faculty members will undergo another formative retention review.

- If the formative review is favorable, the faculty member will receive another three-year appointment during which he or she will become eligible to apply for promotion and tenure. The faculty member must apply after they become eligible in order to receive consideration for promotion and tenure.
- If this formative review is not favorable, the college will not renew the faculty member's appointment.

If the application for promotion and/or tenure is successful, the faculty member will receive a promotion and/or a tenured appointment.

- Faculty members denied tenure have the right to reapply within that same three-year probationary appointment, subject to continued employment under the terms of the appointment letter.
- If denied again within that three-year appointment, the college will not renew the faculty member's appointment.

Faculty members with significant experience at a different educational institution who receive tenure-track appointments may be eligible to apply for tenure at the end of the second year of their first three-year appointment.

- A faculty member awarded tenure will be issued a tenured appointment.
- If a faculty member is denied tenure, the appointment will be extended for an additional two probationary years during which time the faculty member has the right to reapply for tenure subject to continued employment under the terms of the appointment letter.
- If denied again within that two-year period, the appointment will not be renewed.

b. Portfolio Preparation

The portfolio is an assemblage of materials that demonstrates a faculty member's effectiveness and professionalism. Best thought of as a documented statement of a faculty member's teaching responsibilities, philosophy, goals, and accomplishments, it is a flexible document that may be compiled in a number of ways depending upon needs and interests. It can be an extensive collection of information, or something more compact and limited. It should anchor itself in the faculty member's current curriculum vitae as much as in the essay-like character of the statement of teaching philosophy. The portfolio must be factually based and should be rich in insight.

Faculty members eligible for promotion and/or tenure will construct their portfolios in ways that provide comprehensive views of their work for the reviewers to consider in their assessments. The reviewers will be able to provide the most productive feedback and make the wisest recommendations when presented with the clearest possible picture of faculty members' work in relation to the four evaluation criteria for appointment and renewal.

A few elements of the portfolio are required for all evaluations, but faculty members also have considerable choice in selecting items to be included in the portfolio. A self-evaluation, a current vitae, division and program evaluations, student course evaluations, and selected course materials are all required elements of any portfolio and are described more fully below:

- *Formal Application.* Candidates make application for promotion or tenure by sending formal correspondence to their immediate supervisor and the chief academic officer and attaching supplemental documentation.
- *Current Curriculum Vitae.* Commonly referred to as the "CV," the curriculum vitae is a faculty member's academic biography. It contains information on educational experience, awards and honors, regional and national leadership roles in their field, teaching and mentoring, and evidence of scholarship. Because the CV is a "living" document, faculty members must constantly update it as they complete new achievements or experiences. Faculty members must submit the CV, which is used as part of the faculty member's performance reviews and as part of the portfolio for academic promotion and tenure.
- *Self-Evaluation.* Faculty members eligible for review must submit a self-evaluation for the reviewers. The self-evaluation will provide critical thoughts and reflections on faculty performance as measured by the four criteria for evaluation. In addition, self-evaluations allow the faculty member to write more generally about their intellectual interests and plans and about pedagogical issues that go beyond any particular course. In particular, it is useful for the reviewers to hear directly from faculty members about their intellectual and academic pursuits in a way accessible for non-specialists. Candor and realism are important qualities of these self-evaluations especially with regard to teaching and working with colleagues. The reviewers, expecting that there will have been challenges or failures, are particularly interested in seeing the way faculty members respond to and evaluate patterns of feedback from students and colleagues. Finally, faculty members should indicate their future development and aspirations.
- *Division and Program Evaluation.* Evaluations from the faculty member's division may be in the form of a consensus letter or separate letters from each member of the division. Faculty members should also include evaluations from members of programs to which the candidate makes integral contributions. The most informative divisional and program letters provide honest evaluations of faculty members with respect to the criteria, including ways in which faculty members fit in a division or program and its anticipated future. Assessments by divisions and programs based on clear and direct evidence of the faculty member's performance such as class observations, team teaching, and division and program collaborations, are most convincing. Reviewers rely heavily on these components in assessing both the faculty member's quality of mind and specific fit of their abilities and interests with curricular and other needs.
- *Student Course Evaluations.* All teaching faculty are required to have their courses evaluated by students on a regular basis. Teaching faculty may submit students' evaluations for courses taught since the last review. Faculty members may wish to submit, and the reviewer may request, evaluations from courses prior to the last review.
- *Course Materials and Assessment Data.* Faculty members should include syllabi/course descriptions for their courses and select additional course

material (e.g. handouts, discussion questions, and writing, research, and laboratory assignments) as appropriate. Most importantly, faculty must provide assessment data and evidence of course development based on assessment results.

- *Evidence of Professional Development*. Faculty members should share information about involvement in professional organizations, attendance at professional conferences or workshops, readings related to their discipline, or grant writing.
- *Optional Materials*. Faculty members may include other material or information such as copies of published articles, books or essays, and supporting letters.
- *Reviewer-requested Information*. The reviewers may request elaboration from faculty members or additional, relevant information provided by faculty members seeking promotion.

c. Appeal of Reappointment, Promotion, and Tenure Decisions

Even with the best practices and procedures, faculty members, believing that they have been improperly or unjustly treated, may wish to appeal a decision regarding reappointment, promotion, or tenure.

The purpose of the appeal process is to determine whether appropriate procedures were followed in making the decision and to determine if significant information not available at the time of the decision could have changed the outcome.

A faculty member who has been denied reappointment, promotion, or tenure may file a written appeal with the president. The faculty member must state the grounds for appeal and include evidence that best supports his or her case. The faculty member must file their appeal within ten days of notification of the decision. The president will render a decision on the appeal within ten days of receipt of the appeal, unless extenuating circumstances require an additional, reasonable period of time for response.

8. Administrative Faculty

Administrative faculty members, like ranked faculty, are subject to the general employment policies of the college unless otherwise stipulated in this handbook. Administrative faculty hold one-year appointments, do not have faculty rank, and are not eligible for tenure.

The criteria for hiring and renewing the contracts of administrative faculty are parallel to the four criteria for ranked faculty: teaching effectiveness, scholarship, contributions to the community, and commitment to Holy Cross College's mission; however, administrative faculty members are also evaluated under a fifth criterion, administrative effectiveness.

a. Teaching Effectiveness

Effectiveness in the classroom is as important in the evaluation of administrative faculty with significant teaching duties, as it is in the evaluation of faculty who teach full-time;

therefore, administrative faculty members are held to the standards of teaching as outlined in this handbook.

b. Scholarship

For administrative faculty, scholarship involves competence in, and knowledge of, their administrative field. Considerations include (though not exclusively) the faculty member's familiarity with recent developments in the field; involvement in professional organizations, publications, and public presentations; and the ability to incorporate new techniques or ideas into work at the college.

c. Contributions to the College Community

Administrative faculty members' involvement with the college community extends beyond the limits of the office or classroom. Administrative faculty members are colleagues, members of committees and the Faculty Assembly, participants in student life, engaged in the governance of the college, and may serve as academic advisors. Administrative faculty members' contributions to our community may take many forms such as constructive participation in faculty and division meetings, and college committees.

d. Commitment to Mission

Commitment to mission implies that faculty embrace and advance the Holy Cross mission of the College in all their professional activities.

e. Administrative Effectiveness

Administrative effectiveness is weighed most heavily in appointment decisions and evaluations. Skills and attitudes to be considered may include, but are not limited to being good stewards of time, resources, and budget; setting and achieving appropriate goals and developing meaningful projects; following through on activities; responding to those served; working effectively with colleagues; and possessing supervisory skills and problem-solving abilities.

9. Adjunct Faculty

Adjunct faculty members, usually hired as part-time, temporary employees of Holy Cross College for specific instructional tasks, do not carry the wide range of responsibilities associated with full-time ranked faculty. Appointed to teach a particular course or courses on a semester basis, they are not eligible for tenure, employee benefits, or promotion beyond their rank at the time of appointment. Selection of adjunct faculty will be consistent with the academic standards of the college. Persons appointed as adjunct faculty must meet or exceed the minimal requirements set forth for their rank at the time of appointment. The chair of the division will evaluate them before the end of their first semesters and periodically thereafter. The college does not generally appoint adjunct faculty members to teach more than six credit

hours per semester. Because the appointment is on a per-course basis, the college will not notify adjunct faculty members of the non-renewal of their appointments.

II. Separation from the College

A. Resignation

Faculty members choosing to terminate their employment agreement are expected to give written notices to their supervisor, or the chief academic officer, at least thirty days prior to termination of the employment agreement.

B. Retirement

The college encourages faculty members to make retirement a planned process rather than an abrupt event. The college's goal in its retirement policies is to honor tradition within the college, while providing for orderly transition of academic life.

In compliance with federal and state laws, faculty members are not required to retire at any specific age. Faculty who intend to retire should submit a letter stating the effective dates of retirement to their immediate supervisor or the chief academic officer, at the earliest opportunity, preferably no later than the beginning of their intended final academic years. Faculty members typically retire commencing on the last day of the academic year in which the faculty member plans to retire.

1. Phased Retirement

Holy Cross College makes available to eligible faculty members an opportunity for a phased approach to retirement that allows faculty members to move into retirement gradually, and enables departments to plan for the replacement of faculty members in advance of their actual full retirement. Faculty members may choose to enter this program that provides for a reduced level of active involvement in teaching or service requirements, together with a commensurate adjustment in salary. Faculty members and the college will agree on the terms of the voluntary program.

Only tenured faculty who meet all the following criteria qualify for phased retirement:

- At least seven years of full-time, continuous, completed service to Holy Cross College.
- Being at least 60 years of age by the time phased retirement commences.
- Completion of phased retirement no later than two years after it commences.

Eligible faculty members who elect to participate in the program will retain their professional ranks and their full range of rights and responsibilities. They will also continue to be eligible for all college benefits available to full-time faculty with the understanding that salary-

sensitive benefits, such as retirement contributions and life insurance coverage, are based on the actual rate of compensation.

2. Emeritus Status

Retiring tenured faculty members with ten years of service or more to the college may request consideration for emeritus status. During the final year of employment at the college, eligible faculty members may send a written request for emeritus status to the president of the college, who will review and forward the request to the Board of Trustees. The Board may grant, deny, or refer the request to the FPRC for a recommendation. Emeritus status, if granted, will be with a rank equivalent to the highest rank held by the faculty member during employment. Faculty members with emeritus status may be:

- listed among the full-time faculty of the college in all publications.
- provided with library and technology privileges accorded to faculty members.
- provided with a small stipend for continued professional affiliations as a college representative.
- considered for employment on an adjunct basis as needed.

C. Termination of Employment

Termination of employment occurs when the college terminates the services of ranked faculty members before expiration of their employment agreements. Faculty members can find procedures associated with termination of employment in the *Holy Cross College Employee Handbook*.

The immediate supervisor and the chief academic officer, upon deciding to discontinue or change an academic division, department, or program, may terminate employees' contracts. Decisions take into account review of academic programs, enrollment trends, and the strategic direction of the college.

The college may choose to reduce workforce for an indefinite period with no reasonable expectation of a faculty member's recall or return to work. The college makes its decision based upon the long-term interests of the college, with the review of the Board of Trustees, and supporting evidence related to the college's overall financial performance and strategic direction.

1. Termination of a Tenured Faculty Member's Employment

Though tenured faculty members can usually expect continuing employment until retirement, the college may terminate tenured faculty members for cause. Cause for termination is defined as gross misconduct; a serious failure of a faculty member to discharge his or her obligations to the college in an appropriate manner; or a serious financial exigency requiring the college to reduce its financial obligation to tenured faculty. Termination for cause based on misconduct or failure to perform obligations may or may not be preceded by corrective

disciplinary action at the college's discretion based on the circumstances. In the case of serious financial exigency, the college, considering the needs of the academic program, will generally terminate the services of non-tenured members of the department or program before tenured members unless extenuating circumstances require otherwise.

2. Nonrenewal of Appointment

If the college decides not to renew a faculty member's term appointment, the college will make every reasonable effort to notify the faculty member on or before **April 15th**, prior to expiration of the non-renewing appointment. For faculty members on tenure-track appointment, the college will base its decision not to reappoint on the evaluation procedures contained herein.

3. Disciplinary Action

All faculty members have an obligation to comply with the rules and regulations of the college that protect the rights and freedoms of all members of the academic community. Disciplinary action may occur when faculty members engage in conduct unbecoming members of the faculty; interfere with the operations of the college or the rights of others; violate the law; engage in conduct prejudicial to the teaching, research, or welfare of the college; or undermine the mission of the college.

- If there is evidence that a faculty member has neglected professional standards, duties, and/or responsibilities, then the faculty member's supervisor, in consultation with the chief academic officer, may issue a written warning, which shall specify the basis upon which the warning is warranted and suggest appropriate remedial action(s). The supervisor, or chief academic officer, may also invite the faculty member to respond in writing or in person. The written warning and any written response by the faculty member shall become part of the faculty member's personnel file.
- Following two such written warnings, and in the absence of evidence that the faculty member's conduct has substantially improved, the faculty member's supervisor shall consult with the chief academic officer regarding the proposed disciplinary action.
- The supervisor, may then either issue another warning or recommend that the chief academic officer impose a specific disciplinary action or actions. The chief academic officer, concurring with the recommendation, shall send written notice to the faculty member and apply the specific disciplinary action or actions.
 - *Sanctions.* The chief academic officer may impose sanctions that include, but are not limited to, an oral reprimand, a written reprimand, denial of specific faculty privileges, reassignment of teaching duties, or removal from assignments or administrative duties.
 - *Suspension.* The chief academic officer may suspend a faculty member if there is cause to believe that the faculty member would endanger the safety

and wellbeing of other members of the college community or would substantially impair or disrupt the functions of the college.

III. Faculty Professional Development

In order to send forth students who are critical and creative thinkers ready to influence the world, faculty must be excellent teachers and scholars and thoughtful about what it means to teach at a Catholic institution committed to the liberal arts as a means of educating the whole person. Faculty must be able to articulate the links among their teaching, scholarship, and service, working within the Catholic perspective that Holy Cross College and its mission hold. They are called to assist students in their formation and to advance the mission of the college in all of their professional activities. Therefore, the college seeks faculty who show promise of fulfilling these expectations and expects them to grow as committed teachers and scholars throughout their careers at the college. To aid faculty in this continuing endeavor, the college seeks and creates support for a variety of faculty development programs that include attending conferences and other professional meetings, additional training, internal or external experience, or research.

A. Faculty Development

Because faculty members' primary roles are teaching and advising students, and serving the college community, faculty development activities include the following areas:

- skills related to effective teaching.
- knowledge of best-practice techniques related to assessment of student learning in their field or academic discipline.
- knowledge about college programs, services, and requirements.
- curriculum development, assessment and revision.
- leadership skills for college service.
- knowledge and experience in the field or academic discipline.

The college offers opportunities during the year for faculty to participate in faculty development workshops, peer evaluations, and other faculty development projects.

1. New Faculty Orientation Workshop

The president conducts an orientation session to newly-appointed faculty members before the beginning of each new semester that usually takes place on or about the first day of the effective date of the appointment period. The president familiarizes new faculty members with the Holy Cross campus, historical mission, student body composition, current programs, policies and facilities, and topics related to teaching effectiveness. All new faculty members are required to attend, while returning faculty members are always welcome.

2. Faculty Development Workshops

Before the beginning of each semester, faculty members attend a faculty development in-service workshop, which usually includes information for the current semester. Participation is required. Faculty members are also periodically invited to attend other workshops related to their professional development.

3. Peer Evaluation

Faculty members may request peer evaluations any time to help them improve teaching effectiveness or specific teaching strategies. Members of the faculty also may have classes videotaped for analysis in private or with a peer evaluator.

Each faculty member on annual appointment will receive a peer evaluation of at least one course each year. Peer evaluations conducted by request of other faculty for guidance in professional development and especially in classroom teaching are confidential and thus do not need to be included in the file for promotion.

4. Personal Professional Development Plan

The college needs expert and creative approaches in many areas, and faculty need the freedom to develop as individuals and professionals.

Faculty members' personal professional development plans shall relate to the various aspects of their current and potential responsibilities. Faculty members are required to submit their plans for promotion and tenure as part of their professional portfolios. Faculty members should also consider the long and short-range plans of the college in formulating their development plans and explore a variety of avenues for improvement and development of their skills, knowledge, and talents.

5. Faculty Development Grants

The college will allot institutional resources for improving the competence of all faculty members through professional development activities. When possible, the college will provide funds from the budget, foundations, and/or friends of the college for a variety of faculty development projects. Members of the faculty may apply for these grants as they become available.

Faculty members submit applications to their immediate supervisors, who review the applications and forward them to the chief academic officer, who then submits applications to all of the division chairs for their recommendations. The chief academic officer will consider input from the division chairs and the strategic priorities of the college and then forward a decision to the administrative council, who will consider the request.

Participation in a faculty development program requires faculty to report on their work to their immediate supervisors who will then forward the report to the chief academic officer. If faculty members receive faculty development funds but do not submit required final reports,

resign or are dismissed from the college before the completion of their funded work, they shall be obligated to refund all faculty development funds that the college awarded. Furthermore, faculty members who do not fulfill reporting requirements will not be eligible for any subsequent support until they have completed the obligations the relevant program requires.

6. Sabbatical Leave

The college, recognizing the value of opportunities for uninterrupted research, writing, or new educational experiences, grants sabbatical leaves to tenure-track and tenured faculty members. Faculty members are eligible for sabbatical leave after completion of seven years of full-time service at the college.

Faculty members holding the rank of associate or full professor and working at the college for at least seven years may apply for sabbatical leave that may extend for one semester at full pay or for one academic year at one-half pay. During the period of the sabbatical, the college will continue appropriate fringe benefits. The college will include compensation from outside sources for the specific activities of the sabbatical in computing full-and part-time salary. The college assures faculty members on sabbatical leave continuance of rank and contract upon return to work at the college, except in the case of financial exigency.

Faculty members addressing their requests for sabbatical leave to their immediate supervisor and the chief academic officer should include:

- outlines of their plans for rest, travel, research, and professional growth, and an explanation of the sabbatical's contribution to their professional growth and the benefit to the college
- an account of any monetary compensation related to the sabbatical
- a commitment to stay in the employment of the college for at least two consecutive academic years from the date of return
- a statement from the chief academic officer or immediate supervisor explaining how the faculty member's duties will be handled in the absence

The chief academic officer will make the final approval for sabbatical leave. At the conclusion of sabbaticals, faculty members will report their professional development activities to their immediate supervisors and the chief academic officer. After claiming sabbatical leaves, faculty members shall not be eligible for additional sabbatical leave for a period of six full years.

7. Educational and Professional Leave

All tenure-track faculty members are eligible to apply for educational leave of up to two semesters after three years of service to the college. The college may grant educational

leaves for completing doctoral requirements, other formal training needed for professional development, or requirements for promotion.

The time of the educational leave does not count toward promotion in rank or tenure. The college will not compensate faculty members for educational leave nor provide fringe benefits; however, faculty members may continue such benefits during the period of the leave by paying the college's portion of benefit costs.

The college grants professional leaves for one or two semesters under special circumstances such as Fulbright teaching grants, teacher exchanges with other academic institutions, or other opportunities for professional development. The experience gained by faculty members applying for leaves should clearly benefit the college in terms of increased expertise and/or broadened experience but should not cause serious inconvenience to the college. Faculty members, their immediate supervisors, and the chief academic officer must agree upon the conditions. The college assures that faculty members granted this type of professional leave will continue their rank and contract at the end of the leave period absent financial exigency.

8. Travel and Professional Conferences

The college will pay the travel and program expenses of faculty members approved for traveling to special meetings, workshops, and conferences; however, because of budget limitations, the college may prioritize funding for faculty members who are chairpersons of a session, discussion leaders, or presenters/speakers. Upon return, faculty members must have approved expenses documented with receipts in accordance with the requirements of the business office.

IV. Faculty Rights and Responsibilities

When a faculty member accepts an agreement for employment with Holy Cross College, the college presumes that the faculty member knows and accepts the fundamental purposes of the institution specified in the mission statement. Faculty members are responsible to respect and promote the efforts of the institution to fulfill its mission.

A. Faculty Responsibility

The college assumes that its faculty is composed of mature and conscientious persons who fulfill their responsibilities without close supervision and meticulous rules. The primary responsibility for faculty members is effective teaching. All are expected to gain a clear understanding of their particular responsibilities and to fulfill them on their own initiative in their own creative manner.

The primary aim of Holy Cross College is teaching students in the context of the Catholic Church and the liberal arts tradition and to assist them in their formation to be Christ-like. Therefore, the college intends to recruit, develop, promote, and retain those faculty members

who passionately share the knowledge and benefit of their academic disciplines with the students enrolled at the college. Exceptional faculty members have an interest in and a concern for students that extends beyond the classroom and even beyond the academic discipline they cherish. For the founder of the Congregation of Holy Cross, Fr. Basil Moreau, the educational experience that faculty members should offer their students is much more than intellectual or practical. Rather, the best teachers offer their students "...the knowledge that leads to the totality and completeness of the Christian life."(Christian Education, Fr. Basil Anthony Moreau)

B. Academic Freedom and Responsibility

"Freedom in research and teaching is recognized and respected according to principles and methods of each individual discipline, so long as the rights of the individual and of the community are preserved within the confines of the truth and the common good." (Ex corde Ecclesiae, General Norms, Art. 2, §5)

Institutional vitality is dependent on, among other factors, the freedom of members to teach and research without fear of reprisal that is essential to scholarly work. Academic freedom in its proper sense means freedom to seek the truth and to communicate that truth to others. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the concomitant responsibilities that academic freedom entails. To this end, faculty members devote energies to developing and improving their scholarly and creative competence.

The faculty members of the college are citizens of the nation, state, and community, and members of their learned professions. When speaking or writing as citizens, faculty members should be free from institutional censorship or discipline, but should also keep in mind that this special position in the community imposes special obligations. As members of their learned professions, they should remember that the public might judge the profession and the institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, and make every effort to indicate that they are not institutional spokespersons.

"Academic freedom is an essential component of a Catholic [college]. The [college] should take steps to ensure that all professors are accorded a 'lawful freedom of inquiry and of thought, and of freedom to express their minds humbly and courageously about the matters in which they enjoy competence.' In particular, '...those who are engaged in the sacred disciplines enjoy a lawful freedom of inquiry and of prudently expressing their opinions on matters in which they have expertise, while observing the submission [obsequio] due to the magisterium of the Church." (Vatican II, Pastoral Constitution on the Church in the Modern World, *Gaudium et Spes*, 62; Code of Canon law, Canon 218)

C. Religious Freedom

As a Catholic institution, Holy Cross College is committed to respecting the religious freedom of members of the academic community. It accepts the doctrine stated by the Second Vatican Council in the Constitution, "Declaration on Religious Freedom":

It is . . . completely in accord with the nature of faith that in matters religious every manner of coercion on the part of man (woman) should be excluded. In consequence, the principle of religious freedom makes no small contribution to the creation of an environment in which man (woman) can without hindrance be invited to Christian faith and embrace it of his (her) own free will, and profess it effectively in his (her) whole manner of life. (Paragraph 10)

D. Shared Governance

Shared governance is the set of practices under which Holy Cross College faculty and staff participate in significant decisions concerning the operations of the college. It is widely understood that broad participation in decision-making increases the level of employee investment in the institution's success and that the perspective of all personnel is invaluable in making sound decisions about allocating resources, setting goals, selecting institutional leaders, guiding student life, and making curricular recommendations and decisions.

1. The Faculty Assembly

The Faculty Assembly shall include all individuals identified as faculty above. The Faculty Assembly, required to meet at the beginning of each semester, shall elect members to the Faculty Executive Committee and delegate its legislative authority to this Committee. The Committee conducts business as defined by its by-laws as outlined in Appendix A.

2. The College Senate

The College Senate of Holy Cross College is a formal partnership among the administration and the constituencies of faculty, staff, and students. As a vital component of shared governance, the Senate provides a forum for the campus community to participate in the initiation, development, and implementation of the educational mission of the college. The Senate conducts business as defined by its by-laws as outlined in Appendix B.

With five representatives, the faculty shall be the majority membership of the College Senate. They will be represented on the Senate by delegates appointed from the Executive Committee of the Faculty Assembly.

E. Academic Honesty

Holy Cross College is committed to intellectual development and the pursuit of truth and knowledge. In that pursuit, all members of the community - students, faculty, staff and administrators - remain committed to honesty in all personal and professional activity related to the mission of the institution. As a Catholic community, faculty, staff, and students have a moral

and ethical responsibility to uphold the principle of unquestioned honesty and refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity.

Faculty members have the responsibility to refer to the college policy on academic honesty at the beginning of each course. Faculty shall foster the honesty of their students by conducting each course in such a way as to discourage cheating or plagiarism. Faculty members must follow the procedures outlined in the Holy Cross College *Student Handbook* regarding possible violations of academic honesty.

F. General Policies Regarding Assigned Academic Duties

1. Advising

Academic advising is a critical component of student success and retention. When conducted properly, advising can help students hone responsibility and decision making skills necessary to be successful. Faculty members serve as academic advisors to students either by formal assignment or as a natural outcome of classroom contact with students.

The preferred approach to advising, known as “developmental advising,” is a shared approach, which builds upon the skills identified by the College-wide Competencies. The advisor is responsible for assisting students with program requirements, course planning, and college policies and practices. Students are responsible for taking active roles in their educational and post-graduate planning.

To meet the goals of advising, faculty will demonstrate the following:

- commitment to a holistic approach to student development;
- understanding of the faculty advising handbook and the goals and theories that are central to the advisement approach espoused in the handbook;
- current knowledge of academic policies, advising procedures, and student success strategies;
- communication of current information regarding academic requirements;
- guidance in academic program planning and post graduate plans; and
- collaboration with staff and faculty concerning referrals and retention.

Faculty members with advising duties will follow all guidelines outlined in the *Handbook for Academic Advisors*.

2. Assessment of Student Learning

Formal college procedures for assessment of student learning are important for maintaining academic standards, ensuring and improving the quality of instruction, and providing documentation necessary for continued accreditation. The college expects all faculty members to engage in assessment practices pertinent to their disciplines, to follow college assessment policies, to apply assessment data to course improvement and professional

development plans, and to provide assessment data when asked to do so by their immediate supervisor or the director of assessment. Faculty will follow procedures for assessment of student learning published on the college's assessment website.

3. Center for Global Perspectives

Faculty that agree to participate as advisors in the global perspectives curriculum are expected to accept and adhere to the guidelines of the Center for Global Perspectives.

4. Class Attendance and Observance of Excused Student Absences

The faculty and administration of Holy Cross College believe that attendance in courses is essential to academic success therefore faculty are required to take attendance at every class meeting and maintain an accurate record of attendance for each class. Faculty may consider attendance in determining course grades. It is the responsibility of students to know and comply with the attendance policy for each course in which they are enrolled. Faculty members must state the attendance policy on course syllabi.

When students are required to be absent from class because of an authorized college-sponsored or athletic function, faculty members will afford students the opportunity to fulfill required academic obligations without academic penalty. Students must provide reasonable advance notice.

5. Class Meetings

Faculty shall conduct their classes as scheduled. Faculty members who anticipate being absent from their classes must notify the academic secretary immediately. They must also inform either their immediate supervisor or the chief academic officer, and use the college portal to inform all of their students by e-mail.

6. Committees

Full-time faculty members are required to be available for service on college committees. Committee assignments may be established through the Faculty Assembly, volunteering, administrative appointment, or ex officio appointment.

7. Course Materials/Intellectual Property

Faculty members are required to follow all legal requirements, including current copyright laws, in the selection, purchase, sale, and use of course materials.

8. Course Policies (Syllabi)

Faculty members will provide students with written statements on course policies for each course. Course policy documents will follow the standard guidelines and templates for course syllabi as stipulated by the college.

9. Engagement in the Life of the College

The college expects faculty members to attend designated campus events such as in-service meetings, the Convocation Mass, honors convocation, Baccalaureate Mass, Commencement, department and division meetings, and meetings of committees on which they hold membership. When academic attire is required, the college will make it available. It is expected that faculty members will attend a variety of student-centered campus events such as athletic contests, student performances, academic speaking events or other student activities throughout the academic year.

10. Grade Reporting

Each class instructor is required to include a final examination providing for meaningful reflection on, study and application of the course material covered during the semester. The process applicable to this Final Examination Procedure is set forth in Appendix C.

11. Guidebook for Students with Disabilities

Faculty members are responsible for reading the *Guidebook for Students with Disabilities* and are held to the policies contained therein.

12. Independent Study

In order to take a course in independent study, a student must ask a faculty member to agree to supervise the student in an independent study project. If the student and faculty member agree on the subject matter, learning objectives, and the course requirements, the faculty member will submit a syllabus to their immediate supervisor or the chief academic officer for approval. If the chief academic officer approves, the faculty member will submit the syllabus to the registrar, who will process the request and add the student to the course. The registrar will file the syllabus in student's folder as documentation of the content of the independent study.

13. Knowledge of College Policies

Faculty members must be familiar with the policies outlined in the *Holy Cross College Employee Handbook*, the *Faculty Handbook*, the *Student Handbook*, the Faculty Assembly Bylaws, all standard operating procedures contained in the *Holy Cross College Employee Handbook* and other general policies of the college. It is the responsibility of the faculty member to remain current with any changes or additions to the college's policies and procedures.

14. Office Hours and Availability

Faculty members shall establish and inform students of their regular weekly office hours. Faculty should be available for a sufficient number of office hours to allow students time to speak with them outside of the classroom, generally defined as from one to 1.5 hours for each

credit hour they teach. Faculty members will list office hours on class syllabi, post them on their office doors, and observe them.

15. Outside Employment, Consulting

Holy Cross College recognizes that outside employment in many fields provides experience complementary to that gained through teaching, study, and research which contribute to professional growth and which can contribute to the prestige of the college. Outside employment, however, must not interfere with the performance of academic duties or conflict with the interests of the college. Full-time employment at the college takes precedence over any other employment. If outside employment interferes with a faculty member's duties at the college, the college reserves the right to review the faculty member's commitments to full-time status and take appropriate action when necessary. All faculty members who maintain employment outside the college must inform the chief academic officer.

16. Summer Workload

The college typically limits faculty members to six credit hours of summer session courses. The chief academic officer must approve any exceptions to the six credit-hour limitation.

17. Testing and Evaluation

Within a reasonable time following its submission but no later than one week after submission, faculty shall return to students an evaluation of their work, supplying comments, scores and/or grades as appropriate. Faculty members will use assessment rubrics as provided through the college's assessment resources. Faculty shall follow final examination procedures as outlined in Appendix C of this handbook.

18. Workload

The teaching load for full-time faculty members usually consists of 12 credit hours per semester that ordinarily is equal to 12 instructional hours weekly. Additional instructional activities associated with classroom teaching duties include pre-class preparation; the preparation and evaluation of formative and summative assessments; the development of course syllabi; and assistance to students.

The division chair, in consultation with the chief academic officer, determines workload equivalents for instructional services other than classroom instruction. Examples where workload equivalents may be determined include supervision of student teachers, supervision and coordination of student service experience, supervision and coordination of the Capstone activities and student internships, and supervision and coordination of the international experience.

The number of class preparations per year (fall and spring semesters) is recommended to be limited to a maximum of six different courses. Equitable adjustments in workloads for full-

time faculty will be determined through a yearly review of faculty responsibilities with the chief academic officer. Variables that should be taken into consideration for adjustments in teaching loads include class size, number and type of preparations, administrative commitments, and number of advisees.

G. College Policies Regarding Faculty Employment

1. Calendar Year and Academic Year Appointments

Faculty members receive either *calendar year* or *academic year* appointments. Typically, fulltime teaching faculty receive academic year appointments while faculty with other duties such as academic administration, librarianship, advising, or counseling receive calendar year appointments.

a. Ranked Faculty with Calendar Year Appointment

Year-round ranked faculty members with calendar year appointments receive adjusted rates of compensation based on the established faculty pay scale and vacation time commensurate with that of all year-round employees of the college. While faculty can expect flexibility in hours on campus during semester breaks and part of the summer, year-round ranked faculty members are expected to be available during these times, especially for committee work and scheduled appointments. All faculty members are expected to check their college e-mail regularly and respond as promptly as possible throughout the calendar year, regardless of appointment status.

b. Ranked Faculty with Academic Year Appointment

Faculty members with academic year appointments are paid according to the standard faculty pay scale and are considered to be working as fulltime faculty throughout the academic year. The academic year is typically defined by a given period of time prior to the fall in-service through a given period of time following commencement. Faculty members on academic year appointments can expect significant flexibility in hours on campus during semester breaks and most of the summer. The college expects department and division chairs and other faculty members in positions of leadership to be available during these times for committee work and scheduled appointments. All faculty members are expected to check their college e-mail regularly and respond as promptly as possible throughout the calendar year, regardless of appointment status.

V. Appendix A- The Faculty Assembly

The Faculty Assembly shall include all individuals identified as faculty in the Faculty Handbook. The Faculty Assembly is required to meet at the beginning of each semester and at the end of the academic year to conduct elections. The Faculty Assembly shall elect an Executive Committee and delegate its legislative authority to this body.

At least 15 members of the Faculty Assembly must vote on an issue in order for the decision to be valid. At least a two-thirds majority of voting members is necessary for approval.

The Executive Committee may call additional meetings of the Faculty Assembly to hold interim elections or to discuss issues deemed important to the faculty.

A. The Executive Committee

The Executive Committee of the Faculty Assembly (henceforth referred to as the Executive Committee) shall represent the faculty as a whole in the formulation of policy on any substantive matter affecting the faculty-at-large as members of the College Senate.

1. Membership on the Executive Committee

The Executive Committee will consist of a President, Vice President, Secretary, and four other representatives of the faculty elected at-large by the Faculty Assembly. Elections will take place every year, at the end of the academic year. Members of the Executive Committee will be elected by a two-thirds majority of those faculty voting and be elected for two-year terms with terms starting and ending immediately upon election. At least 15 members of the Faculty Assembly are required to vote in an election in order for the results to be official. At least a two-thirds majority of voting members is necessary for approval. Terms for the seven members will be staggered so that at least two members are elected each year. Should any office become vacant during the term, it should be filled as soon as possible by election by the full Faculty Assembly unless the vacancy will last thirty days or fewer. The Executive Committee is responsible for carrying out these elections. No member elected to the Executive Committee shall hold that office for more than two consecutive terms nor may serve again in that office until out of office for one full term. Any person who serves one-half or more of a term shall be considered to have served one term.

The President shall be a full-time member of the faculty and have worked in this capacity at the college for at least three years.

The Vice President shall be a full-time member of the faculty and have worked in this capacity at the college for at least three years.

The Secretary will record and distribute minutes of faculty meetings and other pertinent materials in a timely manner. The Secretary will serve both the Faculty Assembly and the Executive Committee. The Secretary shall be a member of the faculty and have worked in this capacity at the college for at least two years.

The at-large representatives serving on the Executive Committee shall be members of the faculty and have worked in this capacity at the college for at least two years.

2. Meetings of the Executive Committee

Meetings of the Executive Committee shall be held throughout the academic year. The President of the Executive Committee will create a schedule of regular meetings and present the schedule to the Faculty Assembly at the first regular meeting of the semester of the Faculty Assembly. The President will also set and distribute meeting agenda at least two days before each meeting. The Secretary will record minutes of each meeting and will distribute them and other relevant documents no later than one week after the meeting.

At least four members of the Executive Committee must be present to hold a meeting. Unless warranted by unusual circumstances, any member of the Executive Committee missing two meetings during a semester will be dismissed from the Executive Committee and an election will be held to fill that position. The President of the committee may convene extraordinary sessions of the Executive Committee.

3. Recommendations

A recommendation requires the approval of at least four members of the Executive Committee in order to pass. The recommendations of the Executive Committee shall be submitted by the President of the Executive Committee to the appropriate body (e.g. the Academic Council, the College Senate, the Faculty Assembly) or administrator.

B. Rules of Order

Robert's Rules of Order shall guide the deliberations of both the Faculty Assembly and the Executive Committee.

C. Amendments

The Faculty Assembly shall approve amendments to these by laws and recommend revisions and/or amendments to the *Faculty Handbook*. The Secretary will record amendments and changes and will maintain them electronically. The electronic version of all documents will be considered the most current version.

VI. Appendix B- The By-Laws of the College Senate

The College Senate of Holy Cross College is a formal partnership among the administration and the constituencies of faculty, staff, and students. As a vital component of shared governance, the Senate provides a forum for the campus community to participate in the initiation, development, and implementation of the educational mission of the college. The Senate conducts business as defined by its By-Laws.

A. Purpose of the College Senate

As a legislative body of representatives, the Senate is responsible for review of college policy and procedure, and for making recommendations on such matters to the President. In so doing, the Senate serves as the official voice of the college through which the administration, faculty, staff, and students engage in the governance of the college. It shall concern itself particularly

with curriculum and instruction; admission, retention, and graduation standards for students; faculty and staff welfare; student welfare; budget and staff allocations; college priorities and planning; the mission of the college; and by-laws and elections.

B. Composition of the College Senate

With five representatives, the faculty shall be the majority membership of the College Senate. They will be represented on the Senate by delegates appointed from the Executive Committee of the Faculty Assembly.

Staff will elect two representatives to the College Senate. The terms of service will be staggered, with each representative serving for two years. The staff representatives on the Senate should be full-time employees with at least two years of service at the college. Service on the College Senate by staff members will be considered part of their regular duties.

The term of office for faculty and staff members of the Senate shall be two years. No one will be eligible to succeed themselves after serving two consecutive terms.

There will be one administrative representative at each Senate meeting, depending on the topic of discussion. The administrative representative may be the President, the Executive Vice President, one of the Vice-Presidents, or their designee. The administrative representative will be a non-voting member of the Senate.

The Student Government Association will appoint one student representative to the College Senate. The student representative will be a non-voting member of the Senate.

The Administrative Council and Student Government Association will determine their own criteria for participation on the Senate.

Should any office become vacant during the term, it should be filled as soon as possible unless the vacancy will last thirty days or fewer. Vacancies of faculty or staff members will be filled by election.

1. Officers of the College Senate

The Senate will elect officers from its membership each year. There will be a President, a Vice-President, and a Secretary. The President will serve as the presiding officer of the Senate. If the President is unavailable, the Vice-President will serve in place of the President. The Secretary will record and maintain the minutes of the Senate meetings.

2. Service on the Board of Trustees

Members of the College Senate will participate on committees of the Board of Trustees. Appointments will be made in relation to the issues at hand, the expertise of the members of the Senate, and the suggestions of the President of the college.

C. Meetings of the College Senate

The President of the Senate will preside at all meetings of the Senate. Meetings should be held at least 3 times per semester and once during the summer. The president shall also prepare an agenda for each meeting and circulate the agenda to all senators at least two days before each meeting. The Secretary will record minutes of each meeting and distribute them and other relevant documents no later than one week after the meeting. At least four elected members of the College Senate must be present to hold a meeting. Unless warranted by unusual circumstances, any faculty or staff member of the Senate missing two meetings during a semester will be dismissed from the Senate and an election will be held to fill that position. The President of the Senate may convene extraordinary sessions of the Senate.

D. Recommendations

A recommendation shall pass according to a count of the votes, which requires the approval of at least four voting members of the College Senate. The President of the Senate shall submit recommendations of the College Senate to the President of the College.

E. Rules of Order

Robert's Rules of Order shall guide the deliberations of the College Senate.

F. Amendments

The College Senate shall approve amendments to these by-laws and recommend revisions and/or amendments to these by-laws. The Secretary will record amendments and changes and will maintain them electronically. The electronic version of all documents will be considered the most current version.

VII. Appendix C- Final Examination Procedure

A. Statement of Procedure

The Holy Cross College ("College") curriculum provides its traditional and nontraditional students with the information, formation and transformation they need to exercise leadership in our complex world. The Academic Council ("Council") has determined that an integral part of the College's curriculum is the inclusion of a final examination . Accordingly, to achieve consistency in the application of final examinations the Council adopts this Final Examination Procedure ("Procedure"):

Each class instructor is required to include a final examination providing for meaningful reflection on, study and application of the course material covered during the semester. The process applicable to this Final Examination Procedure is set forth below.

The Dean of Faculty is responsible for ensuring effective implementation of this Procedure.

This Final Examination Procedure including its process was adopted by the Academic Council on February 12, 2014. The effective date for this Procedure is August 1, 2014.

B. Applicability

This Procedure applies to all classes given during the Fall and Spring academic semesters and the Summer academic sessions.

C. Final Examination Process

1. Each class instructor must include a *final examination* consistent with this Procedure.
2. The date and location for *final examinations* will be provided by the College Registrar and must be included in each class syllabus.
3. *Final examinations* will begin on the Monday immediately following the last week of classes and will end on that Thursday.
4. Except as provided in item #6, students may not be exempted by their instructors from their *final examinations* for any reason, including, but not limited to, grades, attendance, or, travel.
5. If, in lieu of a written *final examination*, a substitute exercise¹ is assigned, the due date must, to the extent possible, fall on the same date and time as the scheduled *final examination*.
6. In the event that a student believes that he or she has a serious conflict with the scheduled date of a *final examination*, the student must notify the class instructor of this conflict two weeks before the *final examination* date. The Dean of Faculty, after consultation with the instructor's division chair, will determine whether the conflict is sufficient to permit administration of the *final examination* at an alternate time.
7. The week of classes immediately prior to the scheduled *final examination* should be used primarily for continued instruction and may include the introduction of new material.
8. Grades for graduating seniors will be due by 3:00 pm on the Friday immediately following the scheduled *final examination* date. Grades for all other students will be due by 3:00 pm on the Tuesday that immediately follows the week of *final examinations*.
9. Any exception to the *final examination* process must be approved by the Dean of Faculty after consultation with the applicable division chair.

¹ If the substitute exercise is the use of multiple semester examinations, the last of such examinations must either be due or taken on the date and time of the scheduled *final examination*.