

FACULTY HANDBOOK, SECTION 7

Selected College Policies and Procedures

Table of Contents

A.	Faculty Evaluation	
1.	Criteria of Evaluation for Reappointment, Promotion, and Tenure.....	3
2.	Guidelines for Reappointment and Tenure	5
3.	Guidelines for Promotion to Professor	8
4.	Criteria of Evaluation for Library Faculty	9
5.	Guidelines for Review of Library Faculty	10
6.	Personnel Files.....	12
7.	Student Evaluation of Courses.....	13
B.	Teaching Responsibilities and Policies	
1.	Teaching Responsibilities.	15
2.	Policy Regarding Conflicts Between Academic Responsibilities and Co-Curricular/Extra-Curricular Activities.....	20
3.	Academic Honesty and the Code of Academic Integrity.....	22
4.	Sample Syllabus Statements of Policies.	23
5.	Guidelines for Acknowledging Student Contributions	24
6.	Teaching Apprenticeships, Special Topics Courses, Tutorials, and Internships and Practica.....	25
7.	Religious Observance	27
8.	Policy on Faculty Remuneration for Coverage of Colleague Classes.....	27
C.	Departmental Hiring and Curriculum	
1.	Guidelines for Faculty Hires	28
2.	Proposing Changes in the Curriculum	29
D.	Leaves, Employment, and Retirement	
1.	Protocol during Leaves	31
2.	Conflict of Interest for College Employees.....	32
3.	Employment Outside the College	33
4.	Individual Memberships and Dues.....	33
5.	Payments to or on Behalf of College Employees.....	33
6.	Retired Members of the Faculty.....	33
E.	Faculty Governance and Committees	
1.	Appointed Committees of the Faculty.....	35
2.	Procedures for Faculty Elections	39
3.	Terms of Service for the Dean for Curriculum and Academic Engagement and the Dean for Faculty Development.....	42
4.	Faculty Evaluation of the President and Provost.....	43
5.	Procedures for Special Sessions of Faculty Meetings.....	43

F.	Media Resources	
1.	Guidelines for the Ordering of Printed Library Resources for the Libraries ..	43
2.	Putting Library Materials on Reserve.	44
3.	Instructional Media.....	45
4.	Copyright Law	46
5.	Faculty and Student E-Mail Accounts	48
6.	Guidelines for Working with the News Media.	48
7.	Intellectual Property	49
G.	Other Guidelines and Policies	
1.	Major campus policies can be found on the College’s website	55
2.	Scheduling Meetings and Event	55
3.	Pet Policy.....	56
4.	Hospitality, Catering, and Dining.....	56

A. FACULTY EVALUATION

1. CRITERIA OF EVALUATION FOR REAPPOINTMENT, PROMOTION, AND TENURE

The criteria listed below are used by the Committee on Teaching Staff and Tenure in making recommendations with regard to reappointment, promotion, and tenure.

The evaluation of faculty members is based on four areas of performance: teaching ability, scholarship, research, and general value to the College. Among these criteria, excellence in teaching is the preeminent value; and scholarship, research, and general value to the College are each essential qualifications of merit.

- a. Excellence in teaching is essential. To meet this criterion, faculty members should be
- in command of their fields,
 - capable of transmitting knowledge imaginatively, and
 - skilled in challenging students of various abilities and backgrounds to their best efforts.

In assessing teaching ability, the Committee recognizes no single method of teaching as superior to another, given that these may vary with the subject and the level at which one is teaching, but believes that each faculty member should have the skill to use effectively several different approaches to teaching. Whatever the approach, effective teaching should foster

- critical processes of thought,
- clarity of expression,
- comprehension of the subject, and
- enthusiasm for its pursuit.

Essential in faculty members at all levels of teaching, from introductory courses (including First-Year Seminar) to Independent Study, are

- quality of mind,
- breadth of learning, and
- originality and interest.

An essential component of excellent teaching is effective advising. Faculty members are expected to provide students with academic and general advising by:

- being well informed regarding the College's academic policies and regulations,
- assisting students in adjusting to college-level work in First-Year Seminar and other first-year classes,

- guiding students in appropriate choices of courses to meet the graduation requirements and in appropriate choices of majors and courses therein,
- directing students effectively in their completion of Junior and Senior Independent study, and
- assisting students in their vocational and career decisions.

Wooster seeks to realize a high standard of student achievement in a fundamentally humane way. Faculty members are expected to support and encourage the quest for knowledge, understanding and self-discovery by

- being accessible to students,
- recognizing their dignity and integrity,
- being aware of student concerns, and
- adhering to professional standards.

- b. Scholarship is also essential. How this criterion is met may vary from one faculty member to another, but it must include efforts to remain abreast of new developments in one's own discipline and may include efforts to expand one's intellectual interest beyond that discipline.

Particularly in making recommendations for reappointment for tenure, the College must estimate the likelihood of continued intellectual growth and thus welcomes opportunities to judge an individual's quality of mind and commitment to sustained learning. These opportunities may include, for example,

- public lectures,
- seminar presentations,
- review articles,
- participation in professional meetings, and
- exhibitions, recitals, or other public performances.

- c. Research is an essential component of a faculty member's professional development. Research is here defined as efforts to extend the bounds of knowledge and to share the results both with the professional community at large as well as with colleagues at Wooster in ways and forms appropriate to a given discipline. Independent Study depends upon faculty members who have an appreciation of the requirements of research, and, in some departments its vitality depends directly upon the quality of the research of the faculty. It is essential that candidates for re-appointment, promotion, or tenure be capable of systematic exploration and discovery. In order to make a judgment in this matter, the Committee must have opportunities to evaluate specific examples of this capability. These may include, for example,
- papers,
 - articles,
 - monographs,

- creative writing and composition, and
- exhibitions, recitals, or other public performances.

In addition, evaluations of the quality of such work by peers external to the College may be helpful to the Committee in its assessment.

- d. General value to the College is essential and complex in a residential institution.
 - Participation in the intellectual and cultural life of the campus, effectiveness and cooperation in departmental and interdepartmental programs, and professionalism in dealing with colleagues and students are essential. The Committee is also prepared to recognize contributions to the quality of student life, to faculty committees, to the realization of the College's ideal of linking the arts and sciences with service, and to the enhancement of the institution beyond the campus.
 - Wooster takes pride in the versatility of its faculty. The Committee recognizes the values of a faculty which, by its inclusion of individuals of different cultural backgrounds, of minority status, or of special aptitudes and skills, will provide educational resources not otherwise available in a department or program and which may be judged to be desirable in a student body of both sexes, various races, nationalities, and religions, and a range of academic interests and talents.

Final recommendations for reappointment, promotion, and tenure are based on an evaluation of teaching ability, scholarship, research, and general value to the College and are neither made nor refused on the basis of age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, gender identity, or political affiliation. In the President's recommendations to the Executive Committee of the Board of Trustees, these same criteria are employed. The Board of Trustees, of course, retains the final authority in making all re-appointments, promotions, and tenure decisions.

2. GUIDELINES FOR REAPPOINTMENT AND TENURE

Faculty at The College of Wooster are normally evaluated for reappointment in their second and fourth years in rank as an Assistant Professor, and are evaluated for tenure in their sixth year. Faculty are normally reviewed and evaluated in the fall by their chairpersons, in consultation with the department or program, and by the Teaching Staff and Tenure Committee. Both the chairperson and TS&T will make recommendations to the President, who in turn will take his or her recommendation to the Executive Committee of the Board of Trustees in January. If the faculty member will be on leave in the fall, the review occurs in the spring with a recommendation in April.

Early in the fall the faculty member under review and the chairperson will meet to discuss the departmental review process. Typically, the chair and tenured

members of the department will make arrangements to visit the faculty member's classes in the fall. Department chairs have, by *Statute*, the right to access the personnel file in the Office of the Provost; the faculty member under review will need to indicate whether he or she is willing to allow other tenured members of the department also to have this access by sending a memo to that effect to the Provost's office. The chairperson will be able to describe to any other materials that the department may need, as well as features of the departmental review that may be particular to it. In its review, the Teaching Staff and Tenure Committee will look carefully at the chairperson's recommendation.

Below are the procedures that the Teaching Staff and Tenure Committee will follow in its review:

a. Criteria of Evaluation

As stated in Part I of the *Statute of Instruction*, the four criteria of evaluation are teaching, scholarship, research, and general value to the College.

b. Classroom Visits

Normally, three members of TS&T Committee will each visit one of the classes of a faculty member under review during September and October (January/February for Spring reviews). If at all possible, the Provost will also visit one of the classes. Faculty should provide by August 31 (January 10 for Spring reviews) a list of courses that they are teaching, and any dates or times that would **NOT** be appropriate for class visits such as when tests will be given or films shown. Note: While First-Year Seminar is normally not an appropriate class for visitation, given teaching schedules and personal preference, it may make sense to include FYS as one of the courses to be visited if the faculty member would like. Faculty should make every effort to provide ample opportunity for Committee members' visits. Both members of the department and members of TS&T will let faculty know ahead of time when they will be visiting. When observers visit a class, they should be provided with any handouts given to the students.

c. Self-Evaluation and Curriculum Vitae

Faculty under review are asked to submit a self-evaluation to their chair and to the Committee, in which they are to reflect upon their growth and development as a member of the faculty and their performance in respect to the Criteria of Evaluation. The self-evaluation should be thoughtful and be in narrative form (rather than a list) so as to allow for reflection on goals and progress towards those goals. The self-evaluation need not be excessively long - a statement of four to six pages should be sufficient. Self-evaluation should be attached to a copy of the current *curriculum vitae*. The self-evaluation and *curriculum vitae* are due late September or Early October (early February for Spring).

d. Student Evaluation of Courses

The Committee looks carefully at student course evaluations. Faculty under review should check to see that both forms and the summary statements sent to their chairperson since their last review are on file in the Office of the Provost.

Please note that the evaluations of First-Year Seminar that are used for purposes of assessing the program are **NOT** included in a faculty member's file. Faculty may, however, choose to have these or separate evaluations of the course added to their file. If a faculty member has conducted online evaluations of FYS and would like them to be reviewed, they should be sure that they have authorized their release.

e. Additional Materials

Faculty should provide digitally the following additional materials for their file:

- Syllabi for all courses (faculty do not need to provide other materials, such as handouts, that are distributed in your courses)
- Copies of publications, papers delivered, and other evidence of scholarly work and research accomplishments (these will be returned to the faculty member if so indicated).

Faculty members are encouraged to review their file in the office of the Provost to ensure that all the required materials are available there. Materials for the file are due by late September or early October (February for Spring reviews). Please submit all materials **in digital form** to Dottie Sines, Executive Assistant to the Provost, at dsines@wooster.edu. If the nature of a faculty member's work calls for a hard copy, exceptions can be made.

f. Other Evaluative Statements

The Committee will look carefully at statements provided by Wooster faculty and students and by other experts in the faculty member's field.

Statements from external experts are helpful in evaluating faculty performance and potential. Therefore, at least one external evaluation is expected for faculty during their second review at the College (usually during the fourth year of service); and at least two evaluations are expected for faculty being considered for tenure and/or promotion to associate professor (usually during the sixth year of service). Faculty members are not expected to have an external evaluation during their first review. Faculty members undergoing their second review or a tenure and/or promotion review, are asked to submit no later than May 30 a list of three to five experts (including current mailing addresses) in their field who can comment on the quality of their professional work and activity. Faculty are not to contact their reviewers regarding this matter. The Provost will select and contact reviewers from the list to evaluate the materials submitted. Faculty members should indicate any relationship with the potential reviewers. They should not include a dissertation advisor, members of the dissertation committee,

untenured assistant professors, or (if possible) close or current collaborators. They also are asked to submit by July 1* a folder of the materials to be reviewed (*e.g., curriculum vitae, article reprints, grant proposals*). These materials should be submitted as digital files whenever possible. If submitting materials in hard copy, please provide both the originals and three copies to be sent to the external reviewers.

*Faculty members who began employment at the College before the 2011-2012 academic year are to submit their materials for external reviewers by August 31.

If a faculty member has team taught in either a departmental or an interdisciplinary course, he or she may wish to invite a letter of support from the colleague(s) with whom they taught.

In addition, faculty should submit to the Provost's office a list of names (and current mailing addresses) of students who have completed or who are currently engaged in Independent Study with them. This list should reflect a range of student interests and accomplishments. The Provost's office will contact some of these students for letters evaluating their experience. In addition, faculty should provide a list of five to ten current upperclass students who have taken courses with them and who can provide an additional perspective. These lists should be submitted by August 31 to provide time to contact the students and receive their response.

- g. Meeting with Members of TS&T (optional)
If so desired, the Office of the Provost will be pleased to arrange for a lunch meeting with several of the elected members of the Teaching Staff and Tenure Committee to discuss the review process and the faculty member's plans for teaching, scholarship, research, and general participation in the life of the College. This meeting is not a formal part of the review; it is intended to provide the faculty member with the opportunity to meet members of Teaching Staff and Tenure and learn more about the process.
- h. Timeline
The Committee normally completes its review in November and makes its recommendation to the President by mid-December. Every effort will be made to notify faculty of the Committee's recommendation prior to the end of the fall semester.
- i. Post-Review Statement and Meeting
After TS&T has completed its review, the Provost will provide the faculty member and his or her chairperson with a written summary of the Committee's review. This statement, which will be added to the personnel file, will form the basis of the discussion that the Provost will have with the faculty member and his or her chairperson, either jointly or separately, in the following semester.

Additional information about the review process is available from the Academic Affairs website:
<http://www.wooster.edu/academics/affairs/faculty/evaluation/review>.

3. GUIDELINES FOR PROMOTION TO PROFESSOR

Faculty at The College of Wooster normally are in their eighth year in rank as Associate Professor when they are considered for promotion to full Professor. Recommendations for promotion typically come from the chair of the department after consultation with the tenured members of the department. In a case involving a small department that has no other tenured members, or in other special circumstances as appropriate, the Provost in consultation with the Committee on Teaching Staff and Tenure may appoint an *ad hoc* committee of tenured faculty members, normally in the faculty member's academic division, to undertake consultation and to consider making such a recommendation.

After the chair of the department or *ad hoc* committee indicates that the faculty member will be recommended for promotion, and if the candidate agrees to be reviewed, the Provost will send a letter outlining review procedures to both the candidate and the chair. A candidate for promotion should review his or her personnel file in the Office of the Provost and add to the file other materials important to the evaluation by the department or *ad hoc* committee and the Committee on Teaching Staff and Tenure. Candidates will be expected to submit a current curriculum vitae, a self-evaluation, names of current students and alumni who can comment on teaching, and the names of colleagues in the discipline from outside the College who can comment on the candidate's scholarly and professional work.

Candidates for promotion will be evaluated according to the "Criteria of Evaluation for Reappointment, Promotion, and Tenure" (published in the *Faculty Handbook* and available on request from the Office of the Provost). The College expects that recommendations for promotion to Professor will demonstrate that the candidate has significant and sustained achievements in the areas of teaching, scholarship, research and general value to the College beyond those that led to tenure and/or the rank of Associate Professor. Candidates should also be aware of specific ways in which the department interprets these criteria, and normally these would be communicated by the chair of the department.

Promotion to Professor before the eighth year is exceptional and must be based upon extraordinary achievement in a career.

4. CRITERIA OF EVALUATION FOR LIBRARY FACULTY

The Committee on Teaching Staff and Tenure is charged by *The Statute of Instruction* with the responsibility of evaluating library faculty for the purpose of

renewal of your contract. *The Statute of Instruction*, IV.9.C.1, states, "The Library Faculty shall be those professionally trained librarians so designated by the Committee on Teaching Staff and Tenure and shall be evaluated according to criteria specified in their contracts." These criteria are

- Effectiveness as a librarian;
- Professional development and scholarship; and
- General value to the College.

Among these three areas, effectiveness as a librarian is the preeminent value; however, professional development and general value to the College are also essential qualifications of merit.

The following questions are designed to provide a framework for the overall evaluation of librarians.

Effectiveness as a librarian

Work with students, staff, and faculty

This could include such factors as

- Consultation and collaboration with Departments, Programs, or other College constituencies in matters related to library service
- Accessibility to library users
- Adherence to professional standards
- Advocacy for the resource needs of liaison departments and programs
- Application of established library policy/procedures
- Promoting awareness and use of library resources and services
- Participation in library services and programs including general and specialized reference, instruction, and collection development and management

Organizational and planning ability

This could include such factors as

- Effective communication
- Effective supervision
- Initiative and resourcefulness
- Realistic goal-setting and achievement
- Solicitation of input from colleagues and library users in decision-making
- Success in working independently and as part of a team of professionals
- Collaboration with library staff to enhance the library program and services
- Timely evaluation, acquisition, and organization of library resources

Teaching

This could include such factors as

- Teaching information fluency skills and concepts (both group and individual sessions)
- Cohesive and logical library instruction sessions and supporting documentation

- Effective communication
- Development and incorporation of appropriate pedagogical approaches

Professional development

This could include such factors as

- Investigating new pedagogical approaches
- Advanced coursework or degree pursuit
- Cognizance of the literature and developments in areas of responsibility
- Current knowledge of changes in resources and technology in areas of responsibility
- Holding office in a professional organization
- Innovation and creativity in administering library programs/services
- Mentoring or training of new professionals
- Participation and/or presentations in conferences or workshops
- Use of leaves
- Professional publications
- Serving on consortial or professional committees

General value to the College

This could include such factors as

- College committee service
- Commitment to the liberal arts
- Contributions to the intellectual growth of the community, both on and off campus
- Contributions to the overall distinction of the institution
- Engagement in co-curricular programs
- Engagement in the life of the campus

5. GUIDELINES FOR REVIEW OF LIBRARY FACULTY

Library faculty will be reviewed and evaluated in the fall by the Director of Libraries and by the Teaching Staff and Tenure Committee. Both the Director and TS&T will make recommendations to the President, who in turn will take his recommendation to the Executive Committee of the Board of Trustees in January.

Early in the fall the faculty member under review and the Director of Libraries will meet to discuss the departmental review process. The Director may request access to the personnel file in the Office of the Provost, and the faculty member will be asked to indicate their approval for this. The Director will be able to describe to any other materials that he or she requires to complete the review. In its review, the Teaching Staff and Tenure Committee will look carefully at the Director's recommendation, which is due to the Office of the Provost by October 30.

Below are the procedures that the Teaching Staff and Tenure Committee will follow in its review.:

a. Criteria of Evaluation

For library faculty, the criteria are:

- Effectiveness as a librarian;
- Professional development and scholarship; and
- General value to the College.

b. Self-Evaluation and Curriculum Vitae

Faculty under review are asked to submit a self-evaluation to the Director and to the Committee in which they describe their educational philosophy and reflect upon their growth and development as a librarian and their performance in respect to the criteria of evaluation. The self-evaluation should be thoughtful and be in narrative form, rather than a list, so as to allow for reflections on goals and progress towards those goals. The self-evaluation need not be excessively long – a statement of four to six pages should be sufficient. Self-evaluation should be attached to a copy of the current *curriculum vitae*. The self-evaluation and *curriculum vitae* are due October 1.

c. Additional Materials

Faculty should provide the following additional materials for their file:

- Evaluations of professional instruction.
- Copies of publications, papers, and other evidence of performance and service as a faculty librarian. (These will be returned to if so indicated.)

Faculty members are encouraged to review their file in the office of the Provost to ensure that all the required materials are available there. Materials for the file are due by October 1.

d. Other Evaluative Statements

The Committee will look carefully at statements provided by Wooster faculty and students and by other experts in the faculty member's field.

Statements from external experts are helpful in evaluating librarians' performance and potential. Therefore, at least one external evaluation is expected for librarians during their second review at the College (usually during the fourth year of service); and at least two evaluations are expected for those being considered for Librarian II (usually during the sixth year of service) or Senior Librarian (Usually in the 14th year of service). Librarians are not expected to have an external evaluation during their first review. For a second review or a promotion review, faculty are asked to submit no later than May 30 a list of three-five experts (including current mailing addresses) in their field who can comment on the quality of their professional work and activity.

The Provost will select and contact reviewers from the list to evaluate the material faculty members submit. Faculty should indicate any relationship

they may have with the potential reviewers. They should not include an advisor, librarians with fewer than seven years of professional experience, or (if possible) close or current collaborators. Faculty members also are asked to submit by May 30 a folder of the materials to be reviewed (e.g., curriculum vitae, article reprints, other examples of professional or scholarly contributions). These materials should be submitted as digital files whenever possible. If submitting materials in hard copy, both the originals and three copies to be sent to the external reviewers should be provided.

If a faculty member has taught library instruction as part of a course, he or she may wish to invite a letter from the instructor of the course.

In addition, faculty should submit to this office a list of names (and current mailing addresses) of students who may be able to comment on the various instructional activities. This list should also be submitted by August 31 to provide time to contact the students and receive their responses. The Provost's office will contact some of these students for letters evaluating their experience.

e. Committee Evaluation and Recommendation

In the fall, while the Committee awaits the self-evaluation and the Director's evaluation and recommendation, faculty are encouraged to invite members of the Committee to visit instructional classes and other presentations offered. Please provide by August 31 a list of courses, dates, and times to indicate when such presentations will be offered.

f. Meeting with Members of TS&T (Optional)

If so desired, the Office of the Provost will be pleased to arrange for a lunch meeting with several of the elected members of the Teaching Staff and Tenure Committee to discuss the review process and the faculty member's professional goals and interests. This meeting is not a formal part of the review; it is intended to give the opportunity to meet members of Teaching Staff and Tenure and learn more about the process.

g. Timeline

The Committee normally completes its review by November and makes its recommendation to the President by mid-December. Every effort will be made to notify faculty members of the Committee's recommendation prior to the end of the fall semester

h. Post-Review Statement and Meeting

After TS&T has completed its review, the Provost will provide the faculty member under review and the Director with a written summary of the Committee's review. This statement, which will be added to the personnel file, will form the basis of the discussion that the Provost will have with the faculty member and the Director, either jointly or separately, in the following semester.

6. PERSONNEL FILES

Personnel files for faculty are located in the office of the Provost in Galpin Hall. Access to one's personal file is available through the procedure described in the *Statute of Instruction, Faculty Handbook, Section I*.

Each faculty member's file is also available for review, in the course of the performance of their official duties, to the following individuals: the elected members of the Committee on Teaching Staff and Tenure, the President, the Provost, and the Dean for Faculty Development.

7. STUDENT EVALUATION OF COURSES

Goals and Purposes

At Wooster, student course evaluations are a vital dimension of the program of instruction, evaluation, and faculty development. They currently serve a number of specific purposes:

- They are a vehicle for important feedback from students and are used by faculty members in their ongoing development as teachers.
- They are used by department chairs in their annual evaluations of department members and in evaluations for reappointment, tenure, and promotion.
- They are used by the Teaching Staff and Tenure Committee in its annual evaluation of members of the faculty and in considering faculty members for reappointment, tenure, and promotion.
- They are used by faculty members to assess course and curricular effectiveness.

Frequency of Evaluation

Members of the faculty are encouraged to arrange for student evaluation in all courses and, if they choose, to submit these evaluations to their chairpersons for inclusion in their personnel file. At a minimum, faculty members teaching full time are required to submit to their chairpersons in each calendar year two sets of evaluations representing two different courses. Members of the faculty teaching less than full time or who are on leave for one semester should adjust the requirement proportionately, with a minimum requirement of one set of evaluations each calendar year. Adjunct members of the faculty are required to submit evaluations for all courses taught.

Recommended Timeline

<u>Course</u>	<u>Evaluations and summary to chair</u>	<u>to Provost</u>
Semester I	March 15	April 10*
Semester II	June 15	August 15

*Faculty and chairpersons should keep in mind that TS&T relies extensively on student evaluations in its annual evaluation of all faculty members and that it

begins its review of these and other materials in late April.

Faculty Member's Summary

Faculty are asked to include with each set of evaluations a summary and analysis of approximately one page. While there is no prescribed form for this, faculty members are encouraged to describe the nature and goals of the course, summarize the qualitative and quantitative information provided in the evaluations, analyze this data to indicate areas of strength and weakness in course design and teaching, and indicate the student response rate. Faculty members may also wish to provide additional materials on such topics as assessment and course development.

Chairperson's Statement

After reviewing the evaluations, and before forwarding them to the Provost, chairs should sign off to indicate that they have received and reviewed the evaluations. They may also take this opportunity to offer comments on the evaluations, comments that TS&T will have available as part of its annual review of the faculty or any major personnel review. Chairs should share any written comments with the faculty member.

Receipt by the Provost

The Office of the Provost shall notify the faculty member and chair promptly when evaluations and summary statements are received.

Forms

Faculty members are encouraged to use the established evaluation forms. If a faculty member wishes to self-design an evaluation form for a course, that form should (a) include the following preamble:

To the student:

By vote of the faculty, all members of the faculty are required to submit at least two sets of student evaluations, together with a summary statement, in each calendar year to their chairperson. The chairperson will forward these to the Provost, who will share them with the Committee on Teaching Staff and Tenure in review of personnel recommendations. In addition, some sets of student evaluations are retained for review by the faculty member but are not submitted to the chairperson or Provost. Evaluations will be kept strictly confidential and will not be read by faculty members until after grades are submitted. The Office of the Provost is ultimately responsible for this procedure, and questions or concerns should be directed to the Provost.

and (b) include questions that address each of the following areas:

1. Instructor's knowledge and competence in the field
2. Course organization (including syllabus and course materials)
3. Quality of presentation (e.g., clarity and communication skill)
4. The classroom environment:
 - class dynamics and level of engagement and interaction

- class openness and freedom from bias or discrimination
5. Course expectations:
 - level of academic challenge and intellectual rigor
 - workload and assignments
 6. Grading and examinations
 7. Instructor's professionalism (*e.g.*, accessibility and feedback)
 8. The overall value and effectiveness of the course

Administering Student Evaluations.

In order to ensure the confidentiality and integrity of the evaluation process, student evaluations should be administered according to the following guidelines:

- Evaluations administered in class
The faculty member may distribute evaluations but should not be present while they are completed or collected. Evaluations should be collected by a department secretary, student assistant, teaching apprentice, or faculty colleague, placed in a manila envelope and clearly identified, and forwarded to the faculty member only after grades have been submitted. Departments may organize these arrangements internally or leave them to the individual faculty member.
- Evaluations to be completed outside of class
"Take-home" evaluations may be distributed by the faculty member in class but should be mailed or submitted in person to the department secretary or chairperson (as arranged) and forwarded to the faculty member only after grades have been submitted.
- Online Course Evaluations
Faculty members may choose to administer course evaluations online. These are available at the following address:

<https://courseeval.wooster.edu/etw/ets/et.asp?nxappid=WCQ&nxmid=start>

The online course evaluation system is managed by the Dean for Faculty Development, with assistance from Cynthia Bernardy. There are a number of available evaluation forms, and faculty members may add their own questions. Please contact either the Dean or Ms. Bernardy for assistance.

B. TEACHING RESPONSIBILITIES AND POLICIES

1. TEACHING RESPONSIBILITIES

Definition of a Course. A course is defined as a unit of study that occupies one-fourth of a student's time each semester, or approximately twelve hours per

week. Each Wooster semester course is equivalent to 4.0 semester hours (5.0, in the case of science courses with labs).

Teaching Load. Full-time faculty members are expected to carry a teaching load of from 5.5 to 6 courses per year (consult with the Dean for Faculty Development for further details on how teaching loads are calculated). Given staffing and curricular needs, loads may need to fluctuate from year to year. Faculty are therefore permitted to bank excess teaching loads and if possible reduce the teaching load in a subsequent year. Use of banked credits is dependent on the curricular needs of the department or program, and faculty may cash in no more than one credit per calendar year. Please note that departments or programs will not normally be granted an adjunct faculty position to replace the courses lost.

Classes. Classes should be held as announced in the Course Schedule in respect to location, assigned time slot, and contact hours. Any significant changes of place, time, or frequency should be authorized by the Registrar or the Dean for Curriculum and Academic Engagement, as appropriate. Faculty may reasonably expect that students will arrive for class punctually. Correspondingly, faculty should take care to begin classes on time and to dismiss students to allow sufficient time to relocate for the subsequent time period.

Syllabus. Faculty should provide for each course a syllabus that includes the texts and/or other materials required for the course, the schedule of readings and assignments, deadlines for major papers and dates of examinations, discussion of student responsibilities, required activities outside of class (such as films and field trips), and information regarding office hours and communications with the instructor. Mandatory course requirements cannot be added to a syllabus after it has been distributed to the class. *Faculty are strongly encouraged to include in the syllabus statements on the following issues and policies:*

- Academic Honesty and the Code of Academic Integrity
- Policy Regarding Conflicts with Academic Responsibilities
- Policy Regarding Final Examinations
- Learning Center: Academic Support and Disabilities

For examples of statements that can be used on the syllabus regarding these policies and issues, see below, "Sample Syllabus Statements of Policies."

Graded Assignment Prior to the End of the Sixth Week. Faculty should inform students throughout the term as to how they are performing with regard to the criteria of evaluation (see below, "Interim Reports"). *Each student must receive a grade in one major course assignment in each course prior to the end of the sixth week of class (i.e., before the last day to "drop" a course).*

Interim Reports. To assist students in meeting their academic responsibilities (and in particular first-year students unfamiliar with Wooster's standards and

expectations), the College has adopted a system of interim reports. Instructors are strongly urged to complete an interim report on each student performing below a level of 'C'. Faculty are asked to submit interim reports as early as possible in the semester, if possible prior to the end of the sixth week of class (*i.e.*, before the last day to "drop" a course, see below, "Grades"). Faculty should use the interim evaluation form accessible on the Academic Affairs webpage. Use your Novell user name and password.

In addition to providing opportunities for counseling and intervention, these reports provide valuable information to the Committee on Academic Standards as it reviews students' performance and makes decisions about their academic status.

Mid-Term Examinations, Tests. Please note that mid-term exams or tests cannot be scheduled for times outside of the class as a requirement for your students (these could be optional at mutual agreement). For example, if you teach a class MWF at 9 a.m., you cannot require your students to take an exam in the evening or on weekends. All such tests/exams are to be administered during the regular class time.

Final Examination or Another Integrating Assignment. A final exam or another integrating assignment is mandatory in all courses except in Independent Study and fractional courses. No more than one-half of the final grade may come from a single assignment, including the final examination. Final examinations are to be given only at those times scheduled for each particular class. No final examinations are to be given during the last week of classes or on reading days. Students who wish to reschedule a final exam must petition the Dean for Curriculum and Academic Engagement in writing in advance of the examination. The student must confer with the instructor before submitting a petition, and the instructor should indicate to the Dean if he or she supports the petition. *Normally, such petitions are granted only for health reasons. If other reasons necessitate a request for a change in a final exam, the request must be submitted three weeks in advance of the examination.*

Reading Days and Examinations. No co-curricular or extra-curricular activities, or programs by departments and academic programs, are permitted during the period reserved in the academic calendar each semester for Reading Days and Examinations with the exception of the following: activities which are clearly related to preparation for final examinations (*e.g.*, review classes, group study sessions); rehearsals and other events associated with Commencement; and previously scheduled intercollegiate athletic games and tournaments. Any exception to this policy needs to be reviewed and approved by the Dean for Curriculum and Academic Engagement in consultation with the Dean of Students.

Examples

Allowed:

- *Informal* social gatherings that do not require an officially scheduled place
- Specific stress relief events (example: study-break sessions organized by Dean of Students office or other departments)

Disallowed:

- Academic events that do not encompass review sessions and/or test preparation
- Organized extra/co-curricular events that require or encourage student attendance and participation
- Organized events by external agents on campus that involve our students' participation

Activities Outside of Class. Faculty teaching courses during the regular time slots (8 a.m. to 3:50 p.m. Monday through Friday and evening classes on Tuesday, Wednesday, and Thursday between 7:00 p.m. and 9:40 p.m.) are asked to respect the time from 4:00 to 6:00 p.m., which is reserved for practices and rehearsals (e.g., in performance courses in Music). By faculty legislation, no courses will be scheduled in the Tuesday, 11:00-11:50 a.m. time slot, which is reserved for departmental seminars, departmental Independent Study programs, and college-wide academic events.

Co-curricular and extra-curricular activities begin at 4:00 p.m. In the event of a conflict between, for example, an afternoon class and a mid-week off-campus co-curricular event, the student is required to discuss the conflict with the instructor well before the event. It is also a good idea for faculty to make their policies known in the syllabus. Please refer to "Policy Regarding Conflicts between Academic Responsibilities and Co-curricular/Extra-curricular Activities."

Field Trips. Field trips can be a valuable addition to classroom academic activities. If you incorporate such activity into your course, please be aware of these guidelines. Field trips during a regular academic class time cannot extend beyond the scheduled end of the class. Field trips that cut across other scheduled class times cannot be required. An all-day field trip during a regularly scheduled academic day cannot be required. Even making the trip optional encourages students to miss other regularly scheduled classes. Accommodation needs to be made for those students who have other classes/obligations. Please refer to "Policy Regarding Conflicts between Academic Responsibilities and Co-curricular/Extra-curricular Activities."

There are serious liability concerns involved with students transporting themselves on a field trip. College-sponsored field trips must use a College vehicle with a certified driver. Students who drive other students, even in their own vehicle, must have completed the driver-certification course. The College cannot reimburse students for mileage for class time; students are not considered employees in this case. Any field trip off-campus requires a signed liability release from each student. The form used for First-Year Seminar field trips is available on the Academic Affairs website, and can be adapted to your course. Students must be accompanied by the course instructor as the person in charge.

Failure to follow established procedures/certification could result in not only College liability issues, but also personal liability.

Faculty Absences. Faculty members are expected to teach all classes as scheduled. Whenever possible, attendance at conferences and other professional activities should be scheduled to avoid conflicts with classes. *If a professional responsibility requires missing a class, faculty should report the absence to the department chairperson.* The faculty member should consider scheduling an activity for which the instructor's presence is not essential: an examination, a relevant film or video, or a collaborative activity. Unexpected illnesses should be reported to the department or program administrative coordinator, who will notify the class. *Faculty may not cancel classes on the days preceding a break (such as Thanksgiving, fall and spring break, etc.), as this may encourage students to miss other classes. Faculty must be present during final exam week and for Commencement.* Any extended period of absence (*i.e.*, beyond one week in length) should be reported to the Dean for Faculty Development. (*Statute, Article II, Section 10.C.*)

Learning Center: Academic Support and Disabilities. The Learning Center offers services designed to all help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.

The Learning Center also offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the Learning Center at the start of the semester to discuss reasonable accommodations.

For further information about the services at the Learning Center and the College's policies and procedures in relationship to ADA mandates regarding nondiscrimination and equal access to the academic program, contact Pam Rose, Director of the Learning Center.

For a brief statement that can be used on the syllabus to comply with ADA mandates regarding nondiscrimination and equal access to the academic program, see "Sample Syllabus Statements of Policies."

Grades. Each faculty member has the obligation to inform students at the beginning of each course of the means of evaluation for the course and the factors to be considered in the evaluation process (*e.g.*, mastery of course material, use of evidence, ability to generalize, writing ability, verbal ability, mathematical ability, logical ability, ability to meet deadlines, class presence) and a weighted breakdown of the various grading components (*e.g.*, three tests 60%, homework 10%, term paper 10%, final exam 20%).

In addition to Senior Thesis, which is graded H, G, S or NC, students are permitted to elect up to four full course credits or their equivalent graded S/NC out of 32 credits required for graduation. The minimum equivalent grade to earn S in courses graded S/NC is C-. First-Year Seminar in Critical Inquiry and College Writing course will not be graded S/NC. Transfer students are permitted to have one-eighth of the courses remaining to be taken at Wooster graded S/NC. Courses taken S/NC are not permitted in either the major or minor unless specific exceptions to this regulation are stated by individual departments.

Teaching Apprentices and other students assisting instructors in their classes may not be involved in evaluating student performance, assigning grades to individual assignments, or determining final grades.

Final Grade Submission. Grades are due at times to be announced by the Office of the Registrar. All grades are submitted via Scotweb, using your Novell name and password. *Grades must be submitted on time, unless permission is granted by the Dean for Curriculum and Academic Engagement. If for any reason grades cannot be submitted by the deadline, immediately contact the Dean for Curriculum and Academic Engagement. Faculty must be particularly attentive to the deadline for seniors in their last semester because this will impede their ability to graduate.*

Incomplete Grades. The grade of 'I' (incomplete) indicates that a **small portion** of the work in a course is unavoidably unfinished. Please assign 'I' grades only after you and the student have agreed on the work that is yet to be completed. Students on academic probation are reminded that they may not request or receive Incompletes without written approval from the instructor in the course and the Dean for Curriculum and Academic Engagement. *Work in a course for which a student has received an 'I' must be completed before the end of the first week of classes of the following semester, including work for Semester II that must be completed before the end of the first week of Summer Session.* If the work is not completed within this timeframe, the 'I' automatically becomes an 'F.' Please remember that incomplete grades given to seniors may remove the student from the Commencement list. The grade of 'I' is the only way in which work that is required for a course may be submitted after the end of the semester. All other grades are to be considered final, and the "Change of Grade" form should be used only when there has been an error or a miscalculation.

S/NC Grades in the Major. Under the existing grading policy, "departments may establish limitations as to the applicability of S/NC courses to the major, and these regulations must be stated in the *Catalogue*." The Educational Policy Committee recommends that except for special curricular situations students not be permitted to take courses on an S/NC basis in the major department. Each department and curriculum committee should have a statement of its policy on this matter in the *Catalogue*.

W Notation (Withdrawn). The faculty has approved the notation 'W' for use on student transcripts when withdrawal after the drop deadline has been approved on petition to the Dean for Curriculum and Academic Engagement. Such "late drops" are granted only in extenuating circumstances, and primarily for health and medical reasons. Academic difficulty and/or poor grades do not constitute an extenuating circumstance. Students who have submitted such petitions should be advised to continue to attend the class until they receive an official response. Petitions which are approved for late course adjustments are subject to a fee of \$100 per course adjustment. This fee applies equally to full and fractional credit courses.

2. POLICY REGARDING CONFLICTS BETWEEN ACADEMIC RESPONSIBILITIES AND CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES

The College of Wooster's fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement, one that will support their development as independent, responsible, and creative human beings. As a result, students are expected to give the highest priority to their academic commitments.

The academic program is complemented by other opportunities that are designed to broaden and enrich the development of each student. These complementary programs include athletic, cultural, educational, and volunteer activities. Sometimes conflicts arise for students between academic commitments and co-curricular/extra-curricular activities. Students, faculty, staff, and administrators all share the responsibility of recognizing, minimizing and resolving these conflicts.

College Recognized Conflicts.

The academic day extends from 8 a.m. to 4 p.m. Monday through Friday and includes regularly scheduled evening classes on Tuesday, Wednesday, and Thursday between 7:00 p.m. and 9:40 p.m. In addition, no co-curricular/extra-curricular activities will be scheduled for Tuesday and Thursday 11:00 - 11:50 a.m.; this time is reserved for department seminars, departmental Independent Study programs, college-wide academic events, and other academic activities. Co-curricular and extra-curricular activities begin at 4:00 p.m. The time between 4:00 p.m. and 6:00 p.m. is normally reserved for practices and rehearsals, though some performance courses in Music and Theater meet after 4:00 p.m. and/or in the evening. Sometimes a student's academic commitments in a regularly scheduled class cannot be fulfilled by 4:00 p.m. (*e.g.*, completing a lab experiment), and in such cases the student's academic commitment will assume priority over co-curricular/extra-curricular activities.

When a conflict arises for a student between a regularly scheduled class and co-curricular/extra-curricular activities (*e.g.*, performances, field trips, moot court competition, and athletic competitions), the Dean for Curriculum and Academic

Engagement is responsible for identifying “College Recognized Conflicts.” *The recognition of a conflict between academic commitments and other activities does not imply that a student is excused from class and other academic responsibilities, such as a lab or final exam.* There are no conflicts for which students are automatically excused from class or other academic commitments. Practice for a co-curricular/extra-curricular activity and preparation for practice (e.g., suiting-up) will not be recognized as a genuine conflict. In addition, students who are on academic probation may not miss a regularly scheduled class or other academic responsibilities related to the class to participate in a co-curricular/extra-curricular activity.

The official recognition of a conflict between a regularly scheduled class or other academic commitment and a co-curricular/extra-curricular activity is the starting point of a conversation between the student and faculty member. The student and faculty member are encouraged to work together to achieve a reasonable accommodation that resolves the conflict without sacrificing the academic integrity and rigor of the course.

Specific Responsibilities.

Faculty and Staff who direct a co-curricular/extra-curricular program have the following responsibilities:

- to minimize conflicts for students by attempting to schedule events that do not conflict with regularly scheduled classes;
- to inform the Dean for Curriculum and Academic Engagement, at the beginning of the semester or as soon as possible, of events that conflict with the regular academic day; (This will include the location, date, time of the event, as well as, the time at which the student is expected to be present for preparation or departure.);
- to clearly indicate to the students his or her policies and expectations for participation in the co-curricular/extra-curricular program;
- to inform the students of conflicts with the regular academic course schedule as soon as possible; and
- to remind students of their responsibility to contact each professor regarding potential conflicts;
- to provide reasonable accommodations to students in situations in which the student chooses to give priority to his or her academic responsibilities.

The Dean for Curriculum and Academic Engagement has the following responsibilities:

- to record and review information about conflicts between regularly scheduled classes and other academic commitments (e.g., labs and final exams) and co-curricular/extra-curricular activities;
- to officially acknowledge “College Recognized Conflicts”;
- to provide information to students, faculty, staff, and administrators concerning College Recognized Conflicts (This will usually be accomplished

through the Academic Affairs website.); and

- to provide consultation in special circumstances (e.g., post-season tournaments) and in situations when the student, faculty and/or staff member cannot reach an acceptable resolution to the conflict.

Students have the following responsibilities:

- to inform the faculty member of potential conflicts as early as possible; and
- to work with faculty and/or staff members to resolve College Recognized Conflict without sacrificing the academic integrity and rigor of the course.

Faculty have following responsibilities:

- to clearly indicate in the syllabus for each course the policies and expectations for class attendance, assignments, and examinations;
- to inform the students of any special class activities which fall outside the regular class period (e.g., a field trip or a guest lecture);
- to remind students of their obligations regarding conflicts between academic commitments and co-curricular/extra-curricular activities;
- to verify that a conflict is a College Recognized Conflict; and
- to work with the student to resolve the College Recognized Conflict without sacrificing the academic integrity and rigor of the course (Faculty are encouraged to make reasonable accommodations.).

For a brief statement of this policy that can be used on the syllabus, see “Sample Syllabus Statements of Policies.”

3. **ACADEMIC HONESTY AND THE CODE OF ACADEMIC INTEGRITY**

The Code of Academic Integrity. The College’s understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in *The Scot’s Key* and form an essential part of the implicit contract between the student and the College. *The Scot’s Key* is available on the College’s website. Any questions regarding the Code and its implementation should be referred to the Dean for Curriculum and Academic Engagement.

Communicating Expectations. The College makes considerable efforts to communicate to students the meaning and the importance of academic integrity, including attention during new student orientation and in conjunction with the First-Year Seminar Program. As also indicated in the Code of Academic Integrity, “The faculty member shall inform the students of regulations that apply to academic integrity in work for the course and make clear to what extent he/she will accept prior work, papers submitted for another course, collaborative effort, and the exchange or use of information.” Faculty should consider taking advantage of the following opportunities for such

communication:

- a statement in the course syllabus (see sample statement);
- discussion in class at one or more points in the course;
- individual student conferences, as appropriate; and/or
- conversations between students and the teaching apprentice or upperclass majors.

Additional opportunities for such communication will arise in connection with writing assignments and bibliographic instruction. Faculty are encouraged to direct relevant inquiries on such matters to the Director of Writing, to the Writing Center, and to any of the reference librarians. Particular attention also should be directed to appropriate use of materials available on-line through the internet.

Violations of the Code of Academic Integrity. Faculty confronting instances of academic dishonesty should follow the policies as described in the Code of Academic Integrity. After a faculty member has established to his or her own satisfaction that an incident of academic dishonesty has taken place, and if the faculty member chooses to deal with the incident directly (rather than refer the matter to the Judicial System), he/she should take care to:

- arrange for a conference with the student before assigning a grade;
- consult with the Dean for Curriculum and Academic Engagement prior to a response, to determine if there is evidence on the part of the student of previous violations of the Code;
- determine a proper response or penalty (faculty may wish to consult with the Dean for Curriculum and Academic Engagement or with their department or program chair in this regard); and
- file a full and documented report with the Dean for Curriculum and Academic Engagement, which shall be entered in the personnel file for the student.

Faculty who suspect an infraction of the Code of Academic Integrity at the end of a semester and need additional time before submitting a final grade should assign a grade of "I" (incomplete).

For a brief statement of this policy that can be used on the syllabus, see "Sample Syllabus Statements of Policies."

4. SAMPLE SYLLABUS STATEMENTS OF POLICIES

Sample Statement: Academic Honesty and the Code of Academic Integrity

The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student

must learn to use his/her mind rigorously, independently, and imaginatively.

The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in *The Scot's Key* and form an essential part of the implicit contract between the student and the College. The Code provides a framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by the rules of the institution as described in *The Scot's Key* and the *Handbook of Selected College Policies*.

Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an "F" for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, crossing the boundary of what is allowed in a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and lying in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available through the Internet. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

Sample Statement: Policy Regarding Conflicts with Academic Responsibilities

The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them.

As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

Sample Statement: Policy Regarding Final Examinations

No final examinations are to be given during the last week of classes or on reading days. Students who wish to reschedule a final exam must petition the Dean for Curriculum and Academic Engagement in writing in advance of the examination. The student must confer with the instructor before submitting a petition, and the instructor should indicate to the Dean if he or she supports the petition. *Normally, such petitions are granted only for health reasons. If other reasons necessitate a request for a change in a final exam, the request must be submitted three weeks in advance of the examination.*

Sample Statement: Learning Center: Academic Support and Disabilities

The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.

The Learning Center also offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with Pam Rose, Director of the Learning Center, at the start of the semester to discuss reasonable accommodations. You may contact the Learning Center at ext. 2595 or through email at prose@wooster.edu.

Statement on Recording Classroom Activities. No student may record or tape or photograph any classroom activity without the express written consent of the faculty member. If a student believes that he/she is disabled and needs to record or tape classroom activities, he/she should contact the Office of the Secretary to request an appropriate accommodation.

5. GUIDELINES FOR ACKNOWLEDGING STUDENT CONTRIBUTIONS

Faculty members should acknowledge work contributed by students to their scholarly products, by appropriate means. The precise nature of the acknowledgement may depend on the quality, nature and amount of work, and disciplinary practices. For example, a student's contribution may be recognized through co-authorship or a statement in the acknowledgment section in a publication or a presentation. If a student's contribution is utilized in a scholarly work, the faculty member is expected to inform the student, clarify the nature of the acknowledgment, and provide, if applicable, a copy of the document.

If the student is no longer at the College, a good faith effort to contact the student should be made.

6. TEACHING APPRENTICESHIPS, SPECIAL TOPICS COURSES, TUTORIALS, AND INTERNSHIPS AND PRACTICA**Teaching Apprenticeships**

Students serve as Teaching Apprentices in departmental courses across the College as well as in the First-Year Seminar program. Many students have benefited from this experience of working in a different way with familiar material, from the relationship with the faculty mentor, and from the opportunity to share their enthusiasm for a subject with other students. Student peers, faculty members, and Teaching Apprentices themselves regularly speak about the importance of the Teaching Apprentice's roles as a mentor, a model of academic participation, and a tutor in the course.

Guidelines for the Teaching Apprenticeship

1. Following an invitation by a faculty member to serve as a Teaching Apprentice, a student may register for Teaching Apprenticeship (IDPT 398) for 1.000 credit. Teaching Apprenticeships should be arranged with the faculty member in the previous semester, and students are strongly recommended to complete registration for IDPT 398 at the regular registration time. Registration requires the completion of a form, available at the Registrar's office, and the approval of the instructor, adviser, and Dean for Curriculum and Academic Engagement. Students on Academic Probation may not register for IDPT 398. Students placed on Academic Probation after they have registered for IDPT 398 will be removed from the course.
2. Normally the student will serve as a Teaching Apprentice in a course only after successfully completing the course in an earlier semester.
3. No more than 2.000 credits of IDPT 398 may be counted toward the 32.00 credits required for the B.A.
4. The faculty member and the student should agree in advance on the student's goals for the Teaching Apprenticeship, on the student's responsibilities in the course, and on the method and criteria for evaluation of the student's work. In keeping with the general goals of the Teaching Apprenticeship, the student should have the opportunity to reflect on the challenges and methods of designing and teaching the course.
5. Expectations for workload, time investment on the part of the student, and standards for evaluation should be the same as for any other 1.000 credit course.
6. Conferring with the faculty member about course grades and grading practices may be one of the student's responsibilities as a teaching apprentice, but Teaching Apprentices should not be asked to grade student papers or exams. Under no circumstances should Teaching Apprentices assign grades. Teaching Apprentices should not have access to any course grades.
7. Books or other materials to be used by the Teaching Apprentice should be purchased by the student just as students purchase textbooks in other courses.
8. Contents of student advising folders, including test and placement scores, application essays, letters of reference, and other such materials are confidential and may not be shared with Teaching Apprentices.

Special topics courses

Special topics courses proposed on an experimental or 'one-time only' basis shall be indicated in the Course Schedule (and when possible in the *Catalogue*) by the number 19900, 29900, or 39900, in order to suggest better the level of the course and its suitability for students in different class years or majors.

Tutorials

Courses assigned the number of 40000 are tutorials (normally one-course credit). Students may register for this course with the special form available at the Office of the Registrar. Registration requires the approval of the instructor, the department chairperson, and the faculty adviser. Faculty should consider carefully the appropriateness of the proposed tutorial before agreeing to supervise it.

Internships and Practica

An internship or practicum is a supervised work situation in which a student may test concepts learned in the classroom and at the same time extend their knowledge through experience. The aim is to provide a laboratory-like experience to explore the multiple dimensions of complex problems. Internships are usually off-campus, but some on-campus situations may be approved by the faculty. In order to receive academic credit for an internship, the student must arrange the internship **in advance** through the appropriate department or program, register (and during the Summer Session, pay the tuition fee). Students may register for a maximum of six internships for a total of no more than four credits to count toward graduation. All internship courses are graded S/NC.

Many internship experiences are available to majors in particular departments and programs. Students may participate in a multidisciplinary or interdisciplinary structured off-campus experience (IDPT 40700, 40800) if it fits into his or her academic program. Internship opportunities available to students more generally are described in the *Catalogue*.

To ensure the academic value of such experiences, internships or practica should include the following:

- a. A definition of the area of classroom instruction which can be explored in practical ways through the internship. Before or during the program students shall be provided with an appropriate conceptual base through required courses, papers, and books from which they may examine critically the work in which they engage while on the internship or practicum. If at all possible, a post-internship seminar or other academic work should be required.
- b. If the internship is off-campus, there should be provision for an on-site supervisor who will be in liaison with a member of the Wooster faculty. This liaison person should be provided with a statement of the goals and objectives of the program and with a list of responsibilities vis-a-vis his or her supervision of the student activity. Every effort should be made to insure that the student is placed in the institution or agency in a responsible and significant position.
- c. A screening of potential interns to insure readiness for the experience and a definition by the student, supervisor, and faculty member of the responsibilities of the intern while on the job.

- d. Definition in advance of the methods of evaluation and grading which will be used to assess the performance of the student. The evaluation should include a paper or journal by the student examining the conceptual base of the experience from the perspective of the experience itself.

For more information on internships, see the *Catalogue* and consult the chairpersons of relevant departments and programs.

7. RELIGIOUS OBSERVANCE

The College is a diverse community whose members belong to many faiths and religious traditions. While the College doesn't have a formal policy on religious observance, some students may make a personal decision to observe the holidays of their faith. In that instance, it will be the student's responsibility to discuss with faculty members, well in advance, any conflicts which may arise with the student's academic commitments and responsibilities, including class attendance. Faculty members who can make accommodation are encouraged to do so, if the accommodation doesn't result in an unreasonable burden on the faculty member or in unfair treatment of other students. It is the faculty member's prerogative, however, to decide whether or not any special accommodation can be made. Should a conflict with regard to religious observance arise which cannot be resolved by the student and faculty member, it should be referred to the Department Chair. If it cannot be resolved at the departmental level, it should be referred to the Dean for Curriculum and Academic Engagement.

In consultation with the Office of Campus Ministry, the offices of the Dean of Students and the Dean for Curriculum and Academic Engagement will provide information to the campus community about the major religious holidays of the faiths most frequently represented in the College community.

8. Policy on Faculty Remuneration for Coverage of Colleague Classes

Should a faculty member be absent from regularly scheduled classes for a period exceeding two consecutive weeks due to illness or family emergency, faculty members assuming responsibility for the classes will be paid a stipend or provided teaching credit for their time in covering the classes, to be determined by the number of weeks involved and the level of preparation required. The amount of stipend or teaching credit will be determined by the Dean for Faculty Development.

C. DEPARTMENTAL HIRING AND CURRICULUM

1. GUIDELINES FOR FACULTY HIRES

After a department has received approval to hire a multi-year or tenure-track faculty member, a search committee, composed of at least three members, shall be formed to conduct the search and select the most qualified candidate. The search committee may include the entire department and must include at least two members of the department. In addition, there will be one representative from outside the department into which the new hire is made. This outside person, a full member of the committee, brings a college-wide perspective to a departmental hiring process and represents to applicants the institution's commitment to cross-departmental connections.

The department chair shall either act as or appoint a chair of the search committee and appoint at least one other member from the department. To determine who the outside member will be, the search committee chair shall, in collaboration with the department, submit a list of three recommended candidates from outside the department and a rationale for each candidate to the Provost. These candidates may include faculty serving on elected and appointed committees. The Provost, in consultation with the search committee, shall choose which faculty member from the list he/she deems most suitable and inform the department and the outside faculty member of his/her decision in an expedient manner.

Because it remains an institutional priority to continue to diversify the faculty of the College, departments and search committees shall, in collaboration with the Provost, craft and pursue plans to cultivate outstanding pools of candidates, diverse in those backgrounds and identities that are underrepresented or historically marginalized in higher education. In cases where the department and the Provost cannot reach agreement about which candidates should be invited to campus, the Teaching Staff and Tenure Committee shall review the arguments and serve as a mediator.

As a general guideline, faculty or instructional staff should hold a terminal degree (generally a Ph.D.), but at the very least should hold at least a Master's degree in their field. Exceptions may be made for very specialized skills classes.

For the detailed procedures of administering a search, please refer to the guidelines entitled, "Searches for Multi-Year Visiting and Tenure-Track Positions," which are maintained and distributed by the Provost's office.

After the on-campus visits are completed, the department deliberates and sends its ranking of the top three finalists, together with a rationale, to the Provost, who, after receiving written approval from the President, makes a job offer to the top candidate. If the Provost does not agree with the ranking he/she shall present his/her arguments to the department, and the

two parties shall deliberate and agree on an acceptable ranking. In cases where the department and the Provost cannot reach an agreement, the Teaching Staff and Tenure Committee shall review the arguments and serve as a mediator. If no agreement is reached, the President makes the final decision.

2. PROPOSING CHANGES IN THE CURRICULUM

Curricular review and revision are essential to maintain the quality of the College's educational program, and departments and interdepartmental programs should regularly reflect on how well their curriculum serves the needs of students.

The Educational Policy Committee (EPC) will review all new courses and other major changes to existing curriculum. Proposals to change the curriculum should come from the chair or have a chair's letter of support and be submitted to the Dean of Curriculum and Academic Engagement. EPC typically asks four questions of any proposed change:

1. Does the course or curricular proposal contain a coherent and consistent set of educational goals?
2. Are the methodologies (and pedagogical techniques) of the course or curricular proposal appropriate to those educational goals?
3. Are the assignments and requirements of the course appropriate given the educational goals?
4. How does the course or curricular proposal contribute to Wooster's graduate qualities?

If you determine changes should be made, please follow these procedures. (For sample proposals, email the Dean of Curriculum and Academic Engagement.)

To change title and course description

Chairs should indicate minor changes when reviewing and revising *Catalogue* copy. Minor changes to title and course description do not need to be reviewed. However, significant changes to course content and pedagogy should be treated as new course proposals.

To add general education credit to an existing course

Criteria determining whether any given course meets a liberal arts core requirement are designated in *A Wooster Education*. Faculty members can

ask for their course to fulfill a core requirement by filling out the appropriate form, which can be found either in Section 8 of this Handbook or on the Academic Affairs website.

To propose a new course

To propose a new course, faculty members and department chairs should jointly submit a proposal to the Educational Policy Committee. Proposals for new courses should be submitted in time to allow for review and presentation to the Faculty so that changes can be included in the Course Schedule for the upcoming semester. Specific deadlines for proposals can be found in the "Annual Schedule of Department/Program Chair Responsibilities."

Proposals should include:

1. The *title and number* of the course and the description exactly as it should appear in the *Catalogue*.
2. A proposed *syllabus*, including learning objectives for the course and typical readings, assignments, and method for calculating final grades.
3. A *rationale* for how the course aligns with the program's or department's objectives, helps to fulfill the College's mission, and works toward one or more of the College's five identified graduate qualities. (If the course fulfills a liberal arts core requirement, please submit the appropriate form as an appendix.)
4. A description of the proposed course *demographics*. Is it intended for majors or non-majors? If for majors, is it required or elective? Indicate any prerequisites for the course.
5. A description of any effect the course may have on *other departments and interdepartmental programs*. Have appropriate department and program chairpersons been advised of the proposal? Include statements of support from any relevant chairpersons.
6. A note indicating the College's existing *resources* (library, software, lab, etc.) support the course.
7. A *Chair's support letter*, which should include: (1) a schedule indicating how frequently the course is to be taught and whether it will replace any of the current offerings in the department or program; and, if this course is not replacing an existing course, (2) a model of department or program staffing for a three-year period indicating any effect the changes will have on course rotation, teaching load, and the ability of the department or program to meet its responsibilities to majors, non-

majors, and the College's interdepartmental programs.

To substantially revise existing curriculum

Chairs should submit proposals to the Educational Policy Committee no later than February 1 of the academic year before the change will take effect.

Proposals should include:

1. An *overview* that succinctly describes the proposed changes.
2. A description of the department or program's *student learning goals*.
3. A *rationale* for the proposed changes, including a description of common practices in the field, a history of the major, a description of shortcomings in the existing curriculum, and an explanation for how the proposed changes will address these shortcomings.
4. A *chart* that lists current and suggested curriculum.
5. An *explanation of resources*: Will the proposed changes require any additional faculty or make the department less able to participate in interdepartmental teaching, such as FYS? Will the proposed changes require any additional material resources, such as lab equipment or space?
6. An *explanation of new or revised courses*, including each course's goals, prerequisites, and position vis-à-vis the proposed curriculum. You should also include sample syllabi as an appendix to the proposal.

D. LEAVES, EMPLOYMENT, AND RETIREMENT

1. PROTOCOL DURING LEAVES

As a general context, the language of the *Statute* on leaves reads "Ideally, the faculty members on leave reside in communities outside Wooster, take advantage of different cultural associations, and return to teaching at Wooster with fresh perspectives and renewed enthusiasm." In an era of dual-career families and also when research resources are far more easily available than was the case in the past, this expectation may well have become dated, and many faculty members pursue highly successful leaves while remaining based in their homes.

However, the spirit of the leaves program does imply a general separation from the life of the College itself. While this separation should not be taken to an extreme of feeling unwelcome on campus and at College events, the principle of creating a space away is an important one

to preserve. It is also important that leaves do not impinge upon the active teaching and learning work of the College. With this principle in mind, we offer the following response to questions that have been raised:

- *Is it appropriate to use the College Libraries to access physical journals?* Certainly.
- *Is it appropriate to use departmental printers to print online articles?* Certainly, but this should be done so as not to interfere with the work of teaching colleagues. For instance, avoiding peak periods before and during semesters and peak times of days would be expected.
- *Is it appropriate to use departmental copying facilities?* Yes, with the same provisos as for printing.
- *Is it appropriate to use Office Services for copying and printing?* Yes, within the usual guidelines for such jobs.
- *Is it appropriate to ask the departmental Administrative Coordinator to perform secretarial work while a faculty member is on leave?* Not regularly. Other than activities directly related to the leave, such as the forwarding of business-related mail, the Administrative Coordinators should not normally be asked to provide support to those on leave. Support for the currently teaching faculty must always take priority over requests from faculty members on leave. The Administrative Coordinators may be asked to provide support for work directly related to teaching in the semester following the leave.
- Asking Administrative Coordinators to handle personal issues—checking homes, watering plants, etc.—is a delicate matter and has the potential to become an inappropriate expectation. Under no circumstances should faculty members on leave ask Administrative Coordinators to handle their personal affairs during the working day. If an Administrative Coordinator is freely willing to take on such responsibilities, any such arrangements must be made privately and compensated by the faculty member.
- *Is it appropriate to seek assistance from IT?* Only for issues directly related to College-owned computers and software.
- *Is professional development funding available during a leave?* The Faculty Travel Benefit is available during a leave; the Faculty Development Fund is not.

2. CONFLICT OF INTEREST FOR COLLEGE EMPLOYEES

A conflict of interest would be deemed to exist if an employee would derive directly or indirectly a material benefit, financial or otherwise, through an interest which might run counter to the obligations which that person has to the College by reason of his or her relationship to the College.

In any case where a conflict of interest exists, or may exist, or the appearance of a conflict of interest may exist, it is the duty of the person covered by this policy to disclose his or her interest including such benefit as may accrue to the person's immediate family because of the person's association with the College.

The disclosure of a conflict of interest or a potential conflict of interest shall be made in a timely way and shall include all material facts, circumstances, relationships and transactions as follows:

- Officers shall report to the President.
- Faculty shall report to the President who will consult with the Dean for Faculty Development.
- Other employees shall report to their immediate supervisors who shall keep the appropriate officers of the College informed.

At the discretion of the person receiving it, the report shall be made in writing and signed by the person making the disclosure.

3. EMPLOYMENT OUTSIDE THE COLLEGE

During the time in which they are under contract, full-time members of the faculty may not accept employment outside The College of Wooster without prior written approval from the Provost.

4. INDIVIDUAL MEMBERSHIPS AND DUES

Memberships and dues for full- and time and part-time members of the faculty and staff are unallowable costs unless there is a direct affiliation with their duties and responsibilities to the College. Payments or reimbursements for memberships and dues to an organization, for journals or other subscriptions and publications are unallowable costs unless there is a direct affiliation to the College. Full- and part-time members of the faculty are instructed to request approval from the Provost. Full- and part-time members of the staff are instructed to request approval from their appropriate Vice President.

5. PAYMENTS/GIFTS TO OR ON BEHALF OF COLLEGE EMPLOYEES

Payments to College Employees. There are two types of payments that are appropriate to be made to or on behalf of faculty, staff, students, or other College employees: (i) payroll payments for services rendered, and (ii) reimbursements for budgeted expenses that have been incurred, are integral to the College's program, and if over a specified minimum are backed up by receipts. Except as described below, no other types of payments are to be made to or on behalf of employees. In particular, the following limitations hold for gifts and bereavement flowers.

Gifts to College Employees. College funds spent for gifts for College employees are limited to (i) service recognition gifts provided by the Human Resources Office at the time of the annual Service Recognition Luncheon; and (ii) retirement gifts provided from time to time to faculty and administrative staff through the Office of the President. Annual budgets for departments other than Human Resources and the office of the President shall not include amounts for College employee gifts. Any gift to a College employee for birthdays, holidays, or other personal occasions shall be paid for personally by individuals.

Bereavement Flowers. On the occasion of the death of an employee's parent, spouse, or child, the Office of the President shall send flowers on behalf of the College. No other College funds shall be used for such purposes. The President's Office should be notified of such events.

6. RETIRED MEMBERS OF THE FACULTY

Faculty who have retired continue to have library privileges, Novell access, and an e-mail account, use of the facilities of the Physical Education Center, use of the Faculty Lounge, tickets for cultural events and athletic events at faculty fees, faculty discounts at the Bookstore and the golf course, and use of their College personal charge accounts. Retired faculty may enjoy one meal each week in the Faculty Lounge at the expense of the College.

Retired faculty may attend faculty meetings. Upon request, retired faculty will be sent a copy of the agenda for faculty meetings via e-mail. Requests should be directed to the Dean for Faculty Development at the beginning of each academic year.

The College is neither obligated nor expected to provide offices to retired faculty. When office space is available in an appropriate building, the Dean for Faculty Development may arrange for an office. Retired faculty wishing to be considered for an office should make a request in writing to the Dean for Faculty Development. Preference will be given to emeritus faculty who are under contract from the College or whose work continues to contribute directly to the academic program and the work of students and faculty.

All office assignments for retired members of the faculty are strictly on an

annual basis. The Dean will determine the most advantageous arrangement each summer. Retired faculty who have been assigned an office in a given year and wish to be considered for an office for the following year should indicate this in writing to the Dean for Faculty Development by the end of the academic year. Retired members of the faculty may request a faculty carrel in Andrews Library. Contact the Director of Libraries.

Retired members of the faculty who have been assigned an office should use the telephone for professional purposes only. Retired members of the faculty may use any copier/printer on campus for photocopying materials necessary for their research projects. A College ID card is required to use the copier/printer.

The College is pleased to be able to provide various forms of support to retired members of the faculty. Correspondingly, it asks retired members of the faculty to respect the differences between active members and retired members and to take care that their activities do not interfere with the responsibilities of active faculty. In particular, retired members of the faculty are reminded that they may not offer formal course instruction to students or serve in the capacity of a student's academic adviser, without the explicit permission of the chairperson of the department, nor may they serve as the primary advisers or readers on Independent Study. With the permission of the department chairperson, they may offer their advice, counsel, and expertise to I.S. students who seek out their help, and they may participate in workshops or other events that are not publicized as open to the public.

Administrative coordinators may provide assistance to emeriti faculty for professional purposes only when and if they have time after handling responsibilities delegated by active teaching faculty and after completing their own regular assignments. When retired/emmeriti faculty are contracted for non-departmental work, secretarial support should be provided by the contracting office. Due to the current staffing situation in User Services and Instructional Technology, the College is not able to provide IT support for emeriti faculty and other retired College personnel. The Help Desk does try to accommodate modest requests for accessing e-mail, library and VPN services, but an outside vendor, i.e. ComputerMixx, must be contacted for non-College licensed software. Retirees are welcome to participate in various College workshops, i.e. Excel. Pearl House is a College-owned property with College-owned equipment, and IT staff can provide support while working under OSHA regulations. The College staff cannot provide IT support in personal homes.

By action of The Board of Trustees, Emeritus/Emerita status is formally conferred on a faculty member who is retired from the College, provided that he or she is 60 years of age at the time of retirement, has completed 15

years of continuous service at Wooster, and holds the rank of Associate or Full Professor.

E. **FACULTY GOVERNANCE AND COMMITTEES**

1. **APPOINTED COMMITTEES OF THE FACULTY**

All continuing faculty members, tenured and non-tenured, are eligible to serve on the following committees.

The President is a member of all faculty committees except the Committee on Conference with Trustees.

Academic Standards Committee

Committee Membership: Eleven. Dean for Curriculum and Academic Engagement, Dean of Students, Associate Dean of Students, Dean of Admissions (or a designate from that office), Registrar, four faculty members.

Purpose and Responsibilities: The purpose of the Academic Standards Committee is to review at the end of each semester students' progress toward acquiring a degree from the College. The Committee, following the rules established by the faculty, is empowered to issue academic warning letters, place students on academic probation, continue students on academic probation, and remove from academic probation students who have achieved their grade point targets. The Committee may also require students to withdraw from the College for failure to meet minimum academic requirements; the Committee also considers for readmission those students who were withdrawn for academic failure. When circumstances seem to warrant, the Committee is empowered to exercise discretion for exceptions.

The Committee meets three to four times per year.

Alumni Council

Committee Membership: Two. Two faculty members

Purpose and Responsibilities: The purpose of the Alumni Council is to plan activities to strengthen the relationship between the College and its alumni and to support the College in a variety of ways. It holds events such as phone-a-thon, Homecoming Weekend, Alumni Weekend, and plans ways for alumni to assist students.

The Council meets twice a year, once each semester. Ideally service on Alumni Council is for two years.

Assessment Committee

Committee Membership: Nine. Three faculty members. Two students from different divisions, appointed by the Student Government Association. Two academic affairs/support staff from different departments/programs, appointed by the Provost. Director of Educational Assessment (*ex officio*) and Chief Information and Planning Officer (*ex officio*). The chair shall be one of the three faculty members.

Purpose and Responsibilities: The committee facilitates outcomes-based assessment of student learning and development in order to enhance the educational program of the College. Responsible for providing a forum for discussion of assessment issues as well as for recommendation of assessment practices to support a culture of student learning and development, from which will naturally arise a culture of assessment that is faculty-driven and institutionally supported.

This committee meets approximately every other week throughout the semester.

Campus Council

Committee Membership: Six. Dean of Students, Provost, Vice President for Finance and Business, three faculty members. (Also listed on Campus council's sheet: Student Government Association President, Student Government Association Vice President for Student Affairs, Student Activities Board President, International Student Association President, Representative for The Volunteer Network, Representative of IGC, Representative of BSA, three other student members.)

Purpose and Responsibilities: The purpose of Campus Council is to join in membership the administration, faculty, and students in order to legislate in the areas of student life and extracurricular affairs and to issue advisory opinions and make recommendations to the President of the College, the Board of Trustees, and other campus organizations.

In addition to sub-committee meetings, the full Council meets one hour per week.

Campus Sustainability

Committee Membership: Fourteen. Three Faculty Members (other members include two students, and representatives from the staff).

Purpose and Responsibilities: The committee is charged to review campus practices and make recommendations for changes in those practices that will reduce harmful effects on the natural environment; reduce energy consumption and employ sustainable energy sources when possible; enhance awareness and experience of the natural world on campus; advance adherence to The Colleges

Commitment to Environmental Stewardship.

Copeland Fund for Independent Study

Committee Membership: Five. Five faculty members. Membership must include one representative from each of the academic divisions.

Purpose and Responsibilities: The committee is responsible for determining the policies for granting awards from the Copeland fund, and for determining the recipients of the awards. The Copeland Fund for Independent Study provides awards to Juniors (in the summer before their Senior year) and Seniors to enhance the Senior Independent Study projects.

Cultural Events Committee

Committee Membership: Six. Three faculty members, two students and one administrator (ex officio).

Purpose and Responsibilities: The purpose of the Cultural Events Committee is to pass judgment on funding requests from departments and programs. Top priority is given to events (speakers, etc.) that will enhance the academic life of the College.

The Committee meets six or seven times per year.

Faculty Research and Development Committee

Committee Membership: Dean for Faculty Development (Chair), Three tenured faculty members.

Purpose and Responsibilities: The committee is responsible for overseeing faculty development opportunities and providing counsel to the Dean for Faculty Development in developing teaching, learning, and research opportunities for faculty. The committee approves applications to the Faculty Development Fund and the Faculty Development Fund for Advancing Strategic Priorities, and it awards grants to the Luce Fund for Distinguished Scholarship.

GLCA

Committee Membership: Two. Two Faculty Members.

Purpose and Responsibilities: The members of this committee represent the College at meetings of the Academic Council of the Great Lakes Colleges Association. Each member campus sends two representatives to the Academic Council. Of these twenty six, three are selected as a [steering committee](#) to represent the Council on the Board of Directors. The charge of the Academic Council is to consider current issues in curriculum and other faculty-related

matters for two chief purposes: 1) advising GLCA as to timely areas for program development and 2) informing campus discussions with knowledge of current issues on similar campuses. Each member of the Council is charged with reporting to the Council on behalf of his or her campus and with reporting back to his or her Curriculum/Academic Programs Committee on Council discussions.

Honorary Degrees Committee

Committee Membership: Six. Four faculty members, two students.

Purpose and Responsibilities: The purpose of the Honorary Degrees Committee is to choose recipients for honorary degrees given at Commencement. The Committee requests suggestions from the faculty early in the fall for that year's Commencement.

The Committee meets six to ten times per year.

Human Subjects Research Committee

Committee Membership: Six. Four Faculty Members, the Dean for Faculty Development (ex officio), The Chief Information and Planning Officer, and a member of the community.

Purpose and Responsibilities: The Human Subjects Research Committee (HSRC), or "Institutional Review Board (IRB)" for federal purposes, is a specially constituted review body established or designated to protect the welfare of human subjects recruited to participate in research studies or assessment projects. The committee reviews all proposals from any member of the College community seeking to conduct research using human subjects.

The Committee meets every other week.

Institutional Animal Care and Usage Committee

Committee Membership: Six. Three Faculty Members, the Provost (ex officio), the College veterinarian, the animal intern, and a member of the community.

Purpose and Responsibilities: The Institutional Animal Care and Usage committee is a specially constituted review body established to protect the welfare of animals used in research studies or in teaching.

Judicial Board

Committee Membership: Eleven members (five alternates). Six faculty members. Four voting student members (and three student alternates). One administrative voting member (and two alternates).

Purpose and Responsibilities: The purpose of the Judicial Board is to provide a forum in which complaints concerning academic, community, or individual misconduct can be heard, and the rights of both accuser and accused may be upheld. The Board is empowered to hear complaints regarding misconduct brought by members of the campus community, to hear the defense offered by the accused for the behaviors giving rise to the complaints, and to assess appropriate sanctions.

The faculty member usually serves on hearing boards (Judicial Board and Dean's Hearing Board) on a rotating basis as needed.

The faculty member is asked to participate in bi-monthly training sessions in the fall semester, and as needed during the spring semester. A weekend training workshop (Friday evening and Saturday morning) takes place on campus prior to the Thanksgiving Break.

Library, Information Resources, and Technology Committee

Committee Membership: Eleven. Provost, Dean for Faculty Development, Chief Information and Planning Officer, Director of Instructional Technology, Manager of User Services, Director of the Libraries, three faculty members, two students. Chair to be elected by the committee from among its members.

Purpose and Responsibilities: The purposes of the Library, Information Resources, and Technology Committee are to foster communication between faculty, staff, and students on issues relating to the College libraries and to IT and instructional technology and to engage in short and long range planning for the establishment of facilities, services, and information content to meet the learning, research, and administrative needs of the College.

The committee meets monthly and reports to the faculty once each semester and whenever need arises.

Publications Committee

Committee Membership: Five. Two faculty members, three students (two selected by SGA, the other selected by Campus Council). Ideally service on publications is for two years.

Purpose and Responsibilities: The purpose of the Publications Committee is to assure the free and open expression of ideas in campus publications funded by Campus Council. The Committee recognizes the College's intellectual and educational purposes by supporting publications of the highest quality.

The Committee meets as needed throughout the academic year.

Research and Study Leaves Committee

Committee Membership: Six. Provost, Dean for Faculty Development, four faculty members (who have had research or study leave(s) of at least two semesters, either consecutively or separately, as granted by The College of Wooster's Research and Study Leaves Program). The Committee on Committees will pay particular attention to divisional representation in appointment this committee.

Purpose and Responsibilities: The purpose of the Research and Study Leaves Committee is to evaluate and rank the leave proposals submitted in a particular year and make recommendations to the Trustees.

The Committee meets one to two times in the late Spring.

2. PROCEDURES FOR FACULTY ELECTIONS

General Principles

a. The responsibilities of the Committee on Committees include: 1) to conduct nominations for and elections to the **elected committees** (Teaching Staff and Tenure Committee, Faculty Grievance Committee, Educational Policy Committee, Committee on Conference with Trustees, Financial Advisory Committee, the Committee on Committees); 2) to nominate to the Faculty candidates to other faculty committees; and 3) to fill unanticipated vacancies in faculty committees. The following procedures specify the method by which these responsibilities are to be carried out.

b. Service on faculty committees is considered to be part of a faculty member's duties at The College of Wooster and is one of the factors used in evaluating a faculty member under the "General Value to the College" criterion. Individuals who believe that they are not able to serve on any committee during a particular year or believe that it would be inappropriate for them to serve on a particular committee shall notify the Committee on Committees in writing and that person's name shall be removed from the list of eligible candidates prior to the nominating process.

c. For the purposes of these elections, the slate is the list of nominees still under consideration, *i.e.*, those who have been neither elected nor eliminated; a ballot is the nominees for which an individual has voted; and a vote is the selection of a nominee on a ballot. A simple majority is defined as more than one-half of the ballots cast in that round.

Elected Committees

- a. The elected committees of the faculty shall be elected in the Spring Semester prior to the May faculty meeting for terms beginning the following academic year.
- b. Faculty members will be elected to committees for three-year terms, except for the Committee on Committees, which has a two-year term.
- c. Vacancies on elected committees shall be filled in the following manner:

1. Nominating Process and Initial Slate of Nominees

The Committee on Committees will prepare for each of the six elected committees (plus the chair of the faculty meeting) a list of faculty members eligible for service. These lists will include information on continuing members and the number of vacancies on the respective committee. (Faculty members already serving on an elected committee who are not in the last year of their term are not eligible for election to another committee.) A list of eligible candidates will be distributed to all faculty eligible to vote at least two weeks prior to the formal election. Each faculty member may nominate for each committee the same number of persons as there are vacancies on the committee.

For each elected committee, the initial slate of nominees will contain a list of candidates at least three times as numerous as the number of vacancies. The Committee on Committees will certify as nominated the candidates receiving the highest number of nominating votes. In case of ties at the bottom of the list, all those ties shall be included on the initial slate of nominees.

2. Order of Elections

Vacancies on committees will be filled in the following order: Chair of the faculty meetings, Teaching Staff and Tenure Committee, Faculty Grievance Committee, Educational Policy Committee, Committee on Conference with Trustees, Financial Advisory Committee, and the Committee on Committees. During the course of the elections, faculty members who are elected are ineligible for all subsequent elected committees and are removed from all remaining lists of nominees.

3. Election

- a. Each election will be conducted by secret ballot.
- b. On a ballot each faculty member may vote for the number (remaining) to be elected and may vote for a nominee only once.

- c. The Committee on Committees will certify as elected those candidates who receive both the highest number of votes and a simple majority. In the case of a tie between candidates with a majority, there will be a run-off election between these candidates.
- d. If the election is not completed, then those certified as elected shall be removed from the slate of candidates, and the slate of remaining candidates will be reduced by one-third (rounding to the nearest whole number) as long as the resulting slate is at least one more than the number to be elected. The candidate(s) to be removed is the one receiving the least number of votes. In the case of a tie between candidates with the fewest votes, the Chair of the Committee on Committees will draw names to determine which name shall remain on the slate.
- e. If after a total to two round of voting all the vacancies on the committee are not filled, on the third round the candidate(s) receiving the highest number of votes is elected. If this third round results in a tie, then there will be a run-off election between these candidates. In the case of a tie in the fourth round, the Chair of the Committee on Committees will draw names to determine who shall be elected.

4. Unanticipated Vacancies

An unanticipated vacancy occurring between elections shall be filled at the next regular faculty meeting. The Committee on Committees will present, as nominees, the names of the three eligible individuals receiving the next highest number of votes for that committee in the last election. The Committee on Committees will certify as elected the candidate who receives both the highest number of votes and a simple majority. Members filling such vacancies shall serve the remainder of the vacated term.

At the discretion of the Committee on Committees, elections shall be held at a regular or special legislative meeting or by electronic means. In either case, a quorum (a minimum of 50 percent of faculty members eligible to vote) is required for the election to be valid.

Other Faculty Committees Under the Jurisdiction of the Committee on Committees

- A. Other committees of the faculty shall be approved at a faculty meeting in the Spring Semester after the elections of the elected committees for terms beginning the following academic year.

B. Faculty members will be appointed to committees for one-year terms, except for Campus Council, which has a three-year term.

C. Vacancies on these committees shall be filled in the following manner:

1. The Committee on Committees will nominate the faculty members for the committees. Nominations may be made from the floor. Election shall be by a simple majority.

2. An unanticipated vacancy occurring between elections in these committees shall be filled at the next regular faculty meeting. The Committee on Committees will nominate the faculty member(s) for the committee. Nominations may be made from the floor. Election shall be by a simple majority. Members filling such vacancies shall serve for the remainder of the vacated term.

3. TERMS OF SERVICE FOR THE DEAN FOR CURRICULUM AND ACADEMIC ENGAGEMENT AND THE DEAN FOR FACULTY DEVELOPMENT

The Statute of Instruction (Article IV, Sections 3, 4) outlines procedures for appointment of the Dean for Curriculum and Academic Engagement and the Dean for Faculty Development. In May 2010, the faculty voted this additional legislation:

Three years of service will qualify the Deans for a guaranteed leave of at least one semester. Faculty may elect to combine their service as Dean with any prior teaching service they accrued (and for which they are eligible for a leave) for purposes of determining an appropriate leave amount to be awarded upon stepping down. The final determination of the length of leave beyond the guaranteed one semester will be made by the President, the Provost, and the Leaves Committee. Normally, the Dean for Curriculum and Academic Engagement and the Dean for Faculty Development shall serve a maximum of two terms in either position.

4. FACULTY EVALUATION OF THE PROVOST AND THE PRESIDENT

The faculty will conduct regular evaluations of the President and the Provost every three years. The presidential evaluation should be coordinated with the presidential evaluation by the Board of Trustees. The presidential evaluation committee, which is appointed by the Committee on Committees, should consider suggestions from the trustees about questions that they might consider including in their evaluation.

5. PROCEDURES FOR SPECIAL MEETINGS OF THE FACULTY

If in consultation with the Dean for Curriculum and Academic Engagement, the Provost, and the chairs of TS&T, EPC, FA, CoC and CWT, the Dean for Faculty Development identifies an issue of central importance of the faculty meriting broader discussion, a portion of a faculty meeting might be scheduled for structured discussion. Such changes to the format of the faculty meeting shall not interfere with the legislative work of the faculty, and will be scheduled no more than once a semester.

F. MEDIA RESOURCES

1. GUIDELINES FOR THE ORDERING OF PRINTED LIBRARY RESOURCES FOR THE LIBRARIES

All orders for books and periodicals should be made through the department or program library agent.

Faculty ordering printed materials should carefully consider whether the book or periodical meets the following criteria:

- will provide significant support for courses and Independent Study, both for faculty in course preparation or for students in their academic work;
- is in a language that can be read by a reasonable number of students in the department or program;
- is familiar to members of the department or program and judged to be of sufficient academic quality; and
- will continue to be relevant to faculty and students in the future.

For books:

Designate as "Priority 1" orders for items that definitely should be bought for the College of Wooster collection, either as circulating or as reference works. Designate as "Priority 2" items that should be purchased by the College of Wooster Libraries if there is not already one circulating copy in CONSORT (and which may be requested and received within 3-4 working days). Designate as "Priority 3" items which should be purchased by the College of Wooster libraries if there are not at least four available circulating copies in OhioLINK (and which may also be requested and received within 3-4 working days).

For periodicals:

New periodicals, whether print or electronic, should be ordered using the periodical subscription request form and submitted to the department for review. Because new periodical subscriptions represent a continuing commitment of College funds, often at high rates of inflation, departments and programs are asked to monitor the use of periodicals and consider canceling infrequently used subscriptions.

2. PUTTING LIBRARY MATERIALS ON RESERVE

Faculty may place items on print reserve by remitting their reserve list at the Reserves Desk in Gault Library. Faculty may also place items on electronic reserve using ERes. These materials are password-accessible via the Web only to students enrolled in the course. Faculty may use the same Reserve Form for both print and electronic reserves. Please refer to the Libraries' policy on Fair Use of Copyrighted Materials for Library Reserves when preparing materials for reserves.

Fair Use of Copyrighted Materials for Library Reserves at The College of Wooster

The policy governing reserve materials is based on the provisions of fair use of the United States Copyright Act of 1976. Section 107 of the Copyright Act expressly permits the making of multiple copies for classroom use. In determining fair use there are four factors to be considered:

- **Purpose:** the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit education purposes;
- **Nature:** the nature of the copyrighted work;
- **Amount:** the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- **Effect:** the effect of the use upon the potential market for or value of the copyrighted work.

Purpose of Course Reserves. The College of Wooster course reserves provide access to supplementary course materials in support of the College's academic mission. The following policy refers to materials that are *copied* by members of the College faculty to be placed on course reserve, not to complete works such as books, issues of journals, musical scores, etc. that are placed on reserve in their original form.

Methods of Access. Access to print reserves is in person, upon presentation of a valid College I.D. at the Library Reserves Desk. Access to electronic reserves for a particular course is limited to students with valid College I.D.s who are currently enrolled in that course and have received course-specific passwords from their instructors. Electronic reserves for one course are not available to students in other courses, and no electronic reserves are available to the general public.

General Procedures.

1. All materials placed on reserve will be at the initiative of faculty for non-commercial, educational use by students.
2. All copies must include a notice of copyright: year of publication if known, name of copyright holder if known, and a full bibliographic reference (author, title, journal title or book publisher, and date). Materials submitted

without a full citation may be returned for the addition of the required information.

3. Whenever possible, materials to be used for reserve will be those purchased or licensed by the Libraries.
4. The Libraries will not place materials on reserve if they judge that the nature, scope, or extent of the copied material is beyond the reasonable limits of fair use.
5. The Libraries will not place course packs or articles included in course packs on reserve.
6. Users may make one copy for private study, personal reading, research, scholarship, or education.
7. The Libraries will remove print materials that are no longer on reserve for a particular course and will remove electronic materials from access on the system.

Procedures for Electronic Reserves.

1. The system will permit simultaneous use by multiple authorized users.
2. Authorized users may view, download, or print copies from the system.
3. Complete or longer works, such as books, will not be scanned for electronic reserves.
4. On a preliminary or introductory screen the system displays a copyright notice, consistent with the notice described in section 108 of the Copyright Act:

NOTICE: The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies of copyrighted materials. The person using this system is liable for any infringement.

Electronic copying and scanning of copyright-protected works for library reserve systems and distance learning are unsettled areas of the law that may be addressed in future revisions of the copyright law or through adjudication. The College of Wooster will monitor legal developments concerning fair use to ensure that the library services are in compliance with U.S. Copyright Law.

Acceptable Use of Electronic Content.

College of Wooster students, faculty, staff and walk-in library users may download, store and/or print electronic content for individual educational and research purposes, subject to the following limitations:

Content may not be systematically downloaded using web-crawling software or scripts and may not be systematically transmitted to others or used for commercial purposes. Prohibited activities include downloading, storing or printing:

1. entire issues of journals or books,
2. substantial portions of the entire run of a journal or substantial numbers of sequential articles or chapters, or
3. multiple copies of articles, chapters or substantial sections of a given work.

Julia Gustafson, Access Services Librarian, ext. 2315, can answer specific

questions.

3. INSTRUCTIONAL MEDIA

Films to be rented or purchased, regardless of format (including film, VHS tape, and DVD), may be requested using an Instructional Media request form at least four (4) weeks in advance of the show date. The Media Library Manager will process the order within 2-3 working days, but the suppliers request a longer lead time. The department chairperson must sign the request form authorizing the expenditure. Phone orders will not be accepted.

It is important that the date given for screening the film be accurate and that alternative dates be indicated whenever possible. Due to high demand, distributors are not able to reschedule confirmed show dates. Both the Media Catalog and the CONSORT catalog contain the complete listing of College-owned film title available for classroom support.

There are several rooms in Gault and Andrews libraries for film screenings. The Media Library Manager can furnish more information and take reservations.

Showing Films at Wooster.

Most films, in any format (including film, VHS tape, and DVD), that are purchased by the College, rented from vendors, or borrowed from other libraries carry permission for "home viewing" or viewing in educational classroom settings only. The same is true of films that faculty, staff, and students may have purchased or rented personally. Any other showing/venue requires permission for "public performance" and usually requires the payment of a fee to the company that owns the copyright or licensing arrangement for the film. (The purchase/rental of some films may carry public performance rights, but this is the exception.)

Showing a film during a class meeting as part of the regular requirements for the class is generally considered to be a permissible use. If it is necessary to schedule a special time for the film, or to complete the showing of a film that runs more than the class period, the audience should be limited to the class members and the faculty member or another person designated to show the film. Otherwise, permission for public performance must be obtained.

It is the responsibility of the person requesting, borrowing, or showing a film to use it in accordance with the College's licensing agreement and U.S. copyright law. Patti McVay Gorrell, Media Library Manager, ext. 2285, can answer specific questions.

4. COPYRIGHT LAW

The College of Wooster adheres to U.S. copyright law by following the requirements of the Copyright Act of 1976 and the guidelines endorsed by Congress concerning educational use.

- I. Basic Principle. Except as permitted by the "Fair Use" doctrine described in II-V below, no photocopying of copyrighted material will be done without the copyright owner's written permission. This applies whether or not the copying is for educational use.
- II. Fair Use Doctrine. Section 107 of U.S. copyright law permits copying without permission in certain limited situations. Factors considered in determining this are:
 - A. Purpose and character of the use (i.e., educational vs. commercial).
 - B. Nature of the copyrighted work.
 - C. Amount and substantiality of the portion copied in relation to the whole work.
 - D. Effect of the use upon the potential market for the work.

No one factor alone determines fair use, but the guidelines below are derived from these factors and are considered to constitute fair use.

- III. Single copy. There is no automatic exemption for making even one unauthorized personal copy of any work. However, a teacher may make a single copy, for scholarly research or for use in teaching or preparing to teach a class, of the following works:
 - A. a chapter from a book;
 - B. an article from a periodical or newspaper;
 - C. a short story, short essay, or short poem;
 - D. a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
- IV. Multiple copies for classroom use. Multiple copies (not to exceed one copy per student) may be made by or for the teacher, provided that the copying meets the tests below for brevity, spontaneity, and cumulative effect, provided that every copy includes the notice of copyright, and finally provided that none of the prohibitions in V. below is violated.
 - A. Brevity: (i) poetry -- a complete poem if less than 250 words and printed on at most two pages, or an excerpt of at most 250 words from a longer poem; (ii) prose -- a complete article, story, or essay if less than 2,500 words, or an excerpt of at most 1,000 words or 10% of the work, whichever is smaller, of a longer work; (iii) illustration -- one chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue; (iv) no more than the smaller of two pages or 10% of the words of "special" works, such as

children's books, that combine language with illustrations and fall short of 2,500 words total.

- B. Spontaneity: (i) the copying is at the inspiration of the individual teacher, and (ii) the moment of inspiration and the moment of use for maximum teaching effectiveness are so close in time as to make unreasonable the expectation of a timely reply to a request for permission.
- C. Cumulative effect: (i) the copying is for only one course; (ii) not more than one short poem, article, story, essay, or two excerpts from such may be copies from the same author, nor more than three from the same collective work or periodical for one class term; and (iii) there shall be at most nine instances of all such multiple copying for one course in any one term. [(ii) and (iii) do not apply to newspapers or current news periodicals.]

V. Prohibitions. If any of the items below is violated, fair use fails.

- A. Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works, regardless of whether or not the copies are bound together.
- B. There shall be no copying of or from consumable items, such as workbooks, standardized tests, etc.
- C. Copying shall not: (i) substitute for purchase of books, publisher's reprints, or periodicals; (ii) be directed by higher authority; and (iii) be repeated for the same item by the same teacher for two or more terms.
- D. No charge to the student may exceed the actual cost of photocopying.

Office Services in Lowry Center will not accept copyrighted material for copying unless the page with copyright notice is included, and unless either written permission is enclosed or else the material clearly meets the guidelines for fair use. Questionable cases will be referred to the Office of the Dean for Curriculum and Academic Engagement or the Provost. The faculty member must sign each copy request, and a cumulative file of such requests will be kept.

For a fuller statement see Questions and Answers on Copyright For the Campus Community, a small brochure available at the Bookstore.

The Office Services staff has the right to refuse to photocopy materials if the requested duplication does not conform to legal limits described in this copyright memorandum.

5. FACULTY AND STUDENT E-MAIL ACCOUNTS

(a) Faculty members are expected to keep an active College of Wooster e-mail account. Faculty e-mail and Novell file space will be set-up soon after a signed contract is received. New faculty members will also be added automatically to the Faculty Listserv. E-mail and network accessibility will be available to visiting faculty and adjuncts until the end of the second week of the semester following the end of their contract. In addition, faculty members who prefer not to list their home telephone number in the College Directory should leave a telephone number (cell or home) where they can be reached with the Dean for Faculty Development office. This is important in case of questions arising in relation to student grades and deliberations of the Committee on Academic Standards.

(b) Students are expected to keep an active College of Wooster (@wooster.edu) e-mail account and to keep in mind that the administration, faculty, and various offices at the College may send both official and unofficial communications to them by e-mail. If students prefer to use a different e-mail address than that provided by the College, they should set their College of Wooster account to forward their mail automatically to their preferred account. Questions should be directed to the office of User Services and Information Technology.

6. GUIDELINES FOR WORKING WITH THE NEWS MEDIA

Working with the news media is one important way to increase public awareness and understanding of The College of Wooster. That is why the Office of Public Information works hard to connect reporters with Wooster sources whose expertise can help illuminate complex issues; assists faculty in the development and placement of op-ed pieces; and pitches story ideas to a variety of local, regional, and national media outlets.

The Office of Public Information is the clearinghouse for media inquiries on college news, policies, facts and figures, including requests for information whose release is strictly governed by FERPA and other regulations. The Director of Public Information and the Associate Vice President for College Relations and Marketing serve as the College's official spokespersons, or determine when it is more appropriate for another member of the administration to do so.

When a reporter calls, remember:

- Write down his or her name, phone number, and the name of the media outlet.
- If the questions relate to institutional news, policy, or facts, refer the reporter to the Office of Public Information (ext. 2145) or College Relations (ext. 2082).
- If the questions relate to your area of professional expertise, but you need to collect your thoughts, don't feel you have to answer at once. Tell the reporter you will call back in 15 minutes or so, think through what you want to say, then do it.

- Have a message in mind. Rehearse the two or three critical points you want to make before you speak.
- Anticipate the tough questions and develop your answers in advance. (Public Information can help you prepare.)
- Don't repeat negatives. Reporters often frame their questions to bring out the conflict in a story. Frame your answer in positive terms; don't repeat negative words from the question.
- Be brief. The average TV soundbite is eight seconds. Print reporters can present more detail, but pith should still be your goal.
- Be clear. Use short, declarative sentences. Avoid technical terms where possible. If you don't know the answer, say so.
- Be friendly. But don't be lulled into a false intimacy. Assume everything you say to a reporter, even when the notebook is closed and the camera turned off, will appear in print or on the air.
- Be honest. This above all else.

7. INTELLECTUAL PROPERTY

This policy shall apply to all persons employed (either full- or part-time) by The College of Wooster, including faculty and staff of the College, to students enrolled at the College, and to any persons using the College's facilities and resources to any significant degree. Contracts for works for hire between the College and independent contractors should define the rights and responsibilities of the parties with respect to ownership of any Intellectual Property developed as a result of the contract.

I. Policy

It is the policy of the College to: (1) encourage inventions and the production of copyrightable works by members of the College community; (2) facilitate the use of Intellectual Property for the benefit of the public and the College community; and (3) share equitably the proceeds derived from the commercial exploitation of Intellectual Property which the College owns in whole or in part pursuant to this policy.

Intellectual Property developed by persons to whom this policy applies shall be the sole and exclusive property of the College if the subject Intellectual Property is (1) developed within the person's scope of employment, (2) developed in the course of a project sponsored by the College, (3) developed with the significant use of the College's facilities, services, or equipment (personal office space, libraries, and personal

computer provided by the College excluded), or (4) developed in the course of a project arranged, administered, or controlled by the College whether or not the project is sponsored by persons, agencies or organizations external to the College, absent prior written agreement to the contrary. With respect to students, unless otherwise specified by the College, use of resources and facilities typically available to students in their educational activities shall not be considered “significant.”

Incidental Intellectual Property, developed outside an employee’s scope of employment, on the employee’s own time, and without the use of significant College resources, shall be the sole and exclusive property of the Inventor or Author. In consideration of the College’s support in evaluating the Intellectual Property, seeking patent protection, and/or pursuing commercialization activities, the College and the Inventor or Author may agree to assign all or a portion of the ownership rights to his or her invention or work to the College. In addition, in recognition of the general contribution made by The College of Wooster as a whole in support of faculty research, Inventor(s) agree to grant to the College an irrevocable, perpetual, non-exclusive, royalty-free, world-wide right to use Incidental Inventions in the College’s non-profit educational and research activities.

The College shall assert ownership of Copyrightable Works (listed at the end of this document), trademarks and wordmarks, but not Scholarly Works. Disclosure of Copyrightable Works is required. Nothing precludes the mutual written agreement between the College and persons to whom this policy applies wherein either party may waive rights under this policy. *This policy supersedes all previous College of Wooster policies covering this subject matter.*

II. Rights and Obligations of Inventors and Authors

Before the College provides support (for example, released time or funding) to a person to whom this policy applies, where that support could reasonably be expected to result in Intellectual Property with commercial value, the College and the person(s) receiving that support shall agree in writing whether any Intellectual Property potentially arising from the supported activities would qualify as a Scholarly Work and what obligations the person(s) receiving that support have for remuneration to the College for any funding released. Persons to whom this policy applies shall promptly and continuously disclose to the College in a timely way and in writing their Inventions or Work which could reasonably be expected to have commercial value. A disclosure document is available from the Office of the President for this purpose. The Inventor or Author shall fully cooperate with other College personnel in the disclosure process and in other subsequent activities associated with patenting and/or commercialization of the Intellectual Property.

If two or more persons are entitled to claim ownership of Intellectual Property, the Inventors or Authors shall agree between or among themselves regarding relative contributions for the purposes of distribution of Net Income from the Invention or Work. That agreement shall be in writing and notarized and will be required before the President's initial decision regarding whether to pursue patent protection or commercialization of the Intellectual Property.

Inventors should particularly note that certain acts (e.g., a lecture or an enabling disclosure of the Invention in an academic journal) can constitute a statutory bar to patent protection. An Inventor contemplating public disclosure activities before filing an Invention Disclosure Form should contact the Office of the President before engaging in those disclosure activities. Authors should note that there are advantages to registering Works with the U.S. Copyright Office within three (3) months of their publication.

Tangible Research Property should not be disseminated without prior written approval of the President of the College or designee, and such dissemination may require one or more preconditions: (i) limitation to non-commercial use of and/or prohibition on further transfer of the Tangible Research Property; (ii) recipient responsibility to cover the cost of shipping and handling for the Tangible Research Property; and (iii) the possibility of biohazard or other risk associated with transport, storage, or use of the Tangible Research Property.

III. Rights and Obligations of the College

The President is ultimately responsible for decisions regarding ownership of Intellectual Property and for the decision of whether to pursue patent protection or commercialization of any Intellectual Property. Decisions are to be made by the President based on the recommendations of The Wooster Technology Group, Ltd. (described below) and any additional counsel sought by the President from other sources. The President will inform the Inventor or Author of his or her decision in writing.

If the College decides neither to seek patent protection for, nor to pursue commercialization of any Intellectual Property, including cessation of ongoing activities in this regard, the President may decide to assign the College's ownership interest to the Inventor or Author.

For Inventions made in the course of a project funded in whole or in part by the Federal Government, the Bayh-Dole Act (37 CFR 401) imposes certain reporting requirements associated with the technology transfer process. The President shall designate the party responsible for ensuring that those reporting requirements are satisfied.

If an Inventor or Author disagrees with an initial decision of the President, he or she may request a re-evaluation by the President and may submit additional documents or other evidence in support of his or her position. If still dissatisfied, he or she may appeal decisions of the President to the Chair of the Board of Trustees, whose decision shall be binding and final. Any re-evaluation request or appeal must be received within thirty calendar days after notice of the previous decision.

IV. Wooster Technology Group, Ltd.

The College has created a separate legal entity, The Wooster Technology Group, Ltd. (hereafter called WTG), for the purpose of facilitating the potential commercialization of intellectual property in which the College has an interest as specified in this document. The activities of the WTG include, but are not limited to:

- Advising the President on the ownership, patentability, and/or commercial potential of the applicable Intellectual Property. WTG shall have the ability to interview the Inventor or Author and other persons as needed to make this evaluation. A patentability evaluation may include a thorough evaluation of acts by the Inventor or items of prior art which would bar patent protection. WTG shall provide the President with its recommendations as to ownership of the Intellectual Property, whether patent protection should be sought, and whether to seek commercialization opportunities. It shall conduct investigations, with outside assistance, as it deems necessary to prepare its recommendations to the President. WTG shall also generally advise the President on all matters relating to this policy.
- Resolving questions concerning the “significant use” of College facilities and resources by persons covered under this Policy in consultation with the Provost.
- Seeking patent protection, copyright registration, and/or commercialization for Intellectual Property in which the College is deemed to have an ownership interest. All direct costs associated with those activities shall be borne by the College through WTG.
- Negotiating license or royalty arrangements with third parties for Intellectual Property owned by the College and monitoring compliance with such arrangements
- Reporting annually to the President on the Intellectual Property activities at the College and to the Board of Trustees as requested.

V. Income from Intellectual Property

Gross Income derived from the commercialization of Intellectual Property in which the College has an interest shall be first applied toward any direct expenses incurred by the College (including WTG) in seeking

patent protection or copyright registration or in pursuing commercialization of the Intellectual Property.

Net Income will be divided annually between the College and the applicable Inventors or Authors.

Annual Net Income will be distributed according to the following formula: (i) 33% to all the Inventors or Authors who created the Intellectual property that gives rise to the Net Income and (ii) 67% to the college.

Unless otherwise directed by the Board of Trustees of the College, the portion of the Net Income that The College of Wooster retains shall be distributed according to the following formula: 60% to the general institutional budget to support first the activities of WTG and as an offset to general support costs after that and 40% to the Provost to be used at his/her discretion to support the academic program of the College. Such support might include, but not be limited to, developing faculty research grants, support of academic departments, and equipment. The Provost shall report annually to the Financial Advisory Committee and the Educational Policy Committee how these funds were distributed.

The College may, subject to the approval of the Board of Trustees, accept equity in lieu of cash in total or partial consideration for use of the College's Intellectual Property rights. Dividend and other income received from the sale of equity shall be divided in accordance with the distribution rules adopted by the College as described above. The College shall not be required to distribute any equity to an Inventor or Author until the College disposes of such equity for cash or comparable consideration.

VI. External Sponsorships and Consulting

When Intellectual Property is developed under research sponsored by external sources (including federal and state agencies), the research agreement typically provides the sponsor with certain rights to that material and may impose other obligations, such as advance notice of publication. Persons covered by this policy shall consult the WTG prior to signing an external sponsorship agreement, and the WTG should be consulted for assistance in understanding and complying with terms of such agreements.

To avoid conflicts with third parties, persons covered by this policy should carefully examine the intellectual property provisions of any consulting agreements with third parties and should seek assistance from the WTG if problems arise or issues are not clear. Persons covered by this policy should avoid signing any agreement with a third party that is

inconsistent with this policy. For instance, assigning ownership of inventions in a consulting agreement is problematic when the consulting services overlap with research conducted at the College.

Definitions

“Author” is the person(s) responsible for creation of a copyrightable work.

“College” is The College of Wooster and its constituent and affiliate institutions including the Wooster Technology Group (WTG).

“Copyrightable works” include original works of a single author or a group of authors, appearing in a tangible medium such as:

- Literary works, databases, computer programs and instructional materials;
- Computer software;
- Musical works;
- Dramatic works, choreographic works;
- Artistic works, video productions, sound recordings; and
- Any other copyrightable works

“Gross Income” is proceeds from the sale or licensing of Intellectual Property by Wooster, including the sale of equity received from exploitation of Intellectual Property.

“Intellectual Property” includes not only concepts, ideas, information, Inventions and Copyrightable Works, but also Tangible Research Property.

“Invention” is any discovery, invention, new use or application, process, composition of matter, article of manufacture, know-how, design, model, technological development, or biological material.

“Including,” “include,” or word of like import means including but not limited to.

“Inventor” is the person(s) responsible for conception of an idea(s) leading to an invention.

"Net Income" is Gross Income received minus the direct costs associated with patent prosecution, copyright registration, commercialization, defense, maintenance, and administration of Intellectual Property.

"Scholarly works" include articles written for publication in academic journals, textbooks, works of art, musical compositions, and literary

works. Theses and dissertations are not, for the purposes of this Policy, scholarly works. Works by non-faculty employees shall not, for the purposes of this policy, be considered scholarly works.

"Scope of employment" refers to activities which have been assigned to an employee of Wooster by his or her supervisor or which are performed during normal working hours or which fall within the employee's job description.

"Significant use" means use of funds, personnel, facilities, equipment, materials or other resources resulting in a cost to Wooster (direct, indirect, or depreciative) of more than \$2,500 (in constant 2009 dollars).

"Tangible Research Property" means the physical or tangible embodiments of a technology or Intellectual Property. Examples include biological organisms, products or devices (including prototypes and drawings), plant varieties, and computer software.

"Work" is any copyrightable material, such as literary works; musical works, including any accompanying words; dramatic works; music; choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; sound recordings; architectural works; computer software or databases; circuit diagrams; architectural and engineering drawings; and lectures other than for normal classes.

Referenced Materials

Bayh-Dole Act (37 CFR 401)
Copyright Act of 1976
TBD Copyrightable Work Disclosure Form
TBD Invention Disclosure Form
TBD Student Confidentiality Form
Purdue University Policy on Intellectual Property

Chronology

Nixon Peabody LLP; Revised May 2009 (version 1.0.1)
Approved by the Executive Committee of the Board of Trustees on May 29, 2009

G. OTHER GUIDELINES AND POLICIES

- 1. MAJOR CAMPUS POLICIES CAN BE FOUND ON THE COLLEGE'S WEBSITE**
- 2. SCHEDULING MEETINGS AND EVENTS**

Departments and faculty members organizing presentations,

performances, department and committee meetings, and other activities involving College facilities *must* schedule these events through the College Facilities Scheduling Office (or during the summer, with the Summer Conferences Office). Please note that classroom space may not be reserved for meetings or events during class hours (8:00 a.m.-4:00 p.m.) until classroom assignments have been finalized (typically, after the second week of classes each semester). In most cases, the Facilities Scheduling Coordinator can arrange for basic equipment: podium, microphone, chalkboard. The Coordinator can also direct inquiries about audio-visual and computer needs to the proper office.

As necessary, the Coordinator will make additional arrangements with those responsible for the scheduling of particular facilities, including the Ebert Art Center, Freedlander Theatre, Libraries, Physical Education Center, Scheide Music Center, and the interactive computer classrooms and labs. Those with responsibilities for these facilities should keep the Facilities Scheduling Office fully apprised of events they have scheduled and provide necessary support and assistance to others making use of the facilities.

In planning College-sponsored events, every effort should be made to avoid conflicts with other significant events. Particular care should be given to the scheduling of important community occasions—consult the official College Calendar for the dates of New Student Orientation, Registration, Opening Convocation, Homecoming Weekend, Family Weekend, Reading Days, Final Examinations, Commencement Weekend, Alumni Weekend, and meetings of the Board of Trustees; these events will take precedence over all others. Attention should also be given to avoiding conflicts with scheduled faculty meetings, the Wooster Forum, I.S.-related events, and other major cultural events on campus. Consult the College’s web site. The Facilities Scheduling Coordinator can provide valuable advice on the most advantageous scheduling of events and useful information on advertising and promotion.

Be aware that scheduled events have implications for other departments and offices, such as Safety and Security, User Services and Instructional Technology, Instructional Media Services, Hospitality Services, Transportation, Buildings and Grounds, Custodial, and The Wooster Inn. Care should be taken with events co-sponsored with the larger Wooster community and in inviting external groups to campus. Organizers of such events should provide visitors with directions, parking instructions, and contact information; as appropriate, visitors should be reminded that the College is a private institution. All use of PEC facilities, including athletic fields, must be approved and scheduled in the academic year through the Office of the Director of Physical Education. During the summer, PEC facilities are scheduled by the Summer Conferences Office.

Arrangements to bring visitors and groups to campus that involve a stipend or other remuneration should not be made until the funding of the event has been finalized.

The primary purpose of all such events shall be their educational value for the College community, but their effect on the College's external constituencies shall be considered in the planning and scheduling process.

3. PET POLICY

Pets, other than service animals, are not permitted in faculty or administrative offices, at worksites, or in community spaces on campus, such as, but not limited to, the libraries, classroom buildings, computer labs, dining areas, the Longbrake Student Wellness Center, or the Scot Center.

4. HOSPITALITY, CATERING, AND DINING

The Business Office and Hospitality Services maintain a number of campus-wide policies related to hospitality, catering, and dining. Below are summarized a number of these policies as they related to faculty and academic departments.

a. On Campus Approved Hospitality Expenses:

1. Expenses relating to the recruitment of faculty, staff or students, including search and screen committees;
2. Receptions for which the purpose is the attendance and benefit of a group of students or potential students
3. Official business of the Board of Trustees;
4. Formal campus-wide, divisional employee recognition functions;
5. The President, Provost, and Vice Presidents may approve other hospitality expenditures such as official or ceremonial functions of the college including departmental, divisional and campus-wide committee meetings held during a normal meal time.

b. Catering (please see full policy at <http://www.wooster.edu/Student-Life/Dining/Catering-and-Special-Packages/>):

1. The College of Wooster Campus Dining services department is the exclusive food provider for The College of Wooster.
2. Campus Dining Services reserves the "first right of refusal" prohibiting The College of Wooster funded catering events to be provided by an outside caterer without permission from the direction of Campus Dining Services through the use of a Catering Exception Request Form. There are two exceptions:

- when students, faculty, and/or staff meet with students, food may be purchased outside of Campus Dining Services
 - providing the cost does not exceed \$8 per person and the total cost does not exceed \$250.
 - when an exemption is approved by the director of Campus Dining Services using the Catering Exemption Request form.
3. Food may be brought to an event by an employee if that event is strictly for employees, members of an official College sponsored group, and/or students (e.g. a “Carry-in” or “Potluck”).
- c. Academic Affairs Exceptions to College Policy:
1. When chairs convene a group of faculty for discussions of curriculum, departmental matters, or mentoring of junior faculty, refreshments or light meals may be charged to the departmental budget through College sources such as College Catering Service, Faculty Lounge, Old Main, Mom’s, or MacLeod’s. Please note that these expenses need to be kept within the departmental budget of what is available to spend for entertainment.
 2. Departments or programs may entertain a non-college guest (i.e. external reviewers or speakers) at a local restaurant, provided the expenses are reasonable. As is true with our travel policy, the College will support one alcoholic drink per person.