



NEW COLLEGE of FLORIDA FACULTY HANDBOOK

Office of the Provost

**New College of Florida
5800 Bay Shore Road
Sarasota, Florida 34243-2109**

August 2023

NEW COLLEGE FACULTY HANDBOOK

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In this document, “New College” and “the College” refer to, and are equivalent to, “New College of Florida.”

PRIVACY AND RELEASE OF STUDENT INFORMATION

New College of Florida complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Buckley Amendment), which gives students the right to 1) review and inspect their education records, 2) request the amendment of education records that the student believes are inaccurate or misleading, 3) consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosures without consent, and 4) complain to the U.S. Department of Education concerning alleged failures by New College to comply with the requirements of FERPA.

Further information about the College’s policy with respect to the privacy of student records may be obtained from the Office of the Registrar. FERPA permits the release of directory information by NCF. Directory information includes a student’s name, dates of attendance and enrollment status, date of graduation, and degrees and honors awarded. In addition, FERPA permits the release of student records to education officials under prescribed circumstances. These include faculty and other NCF staff with legitimate educational interests, and officials of other schools in which the student is enrolled or seeks to enroll. Students who do not wish personal directory information to be shared should notify the Office of the Registrar.

FERPA violations may be reported to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

CAMPUS COMMUNICATIONS

The Campus mailing address is 5800 Bay Shore Road, Sarasota, Florida 34243-2109. The Telephone Area Code is 941. Unless noted, campus extensions are 487 plus 4-digit extensions. 487-4XXX numbers are accessible from any phone; to call a campus number internally dial the 4-digit extension. For a campus directory, call Communications & Marketing, 4150.

All students are expected to obtain and monitor an ncf.edu E-mail account. For computer hook-ups, E-mail, and other computer services, contact the Office Manager of your Academic Division or the IT Help Desk, 4350, <https://www.myschoolbuilding.com/myschoolbuilding/myitdrequest.asp>.

Emergencies/Crimes

- *Fire. If fire and/or smoke are detected, use the following guidelines:*
 - Activate the nearest fire alarm pull box;
 - Evacuate the area to assure personal safety;
 - Call New College Police (4210) who will notify the Fire Department;

- Use fire extinguisher for small fires only if the fire is not out of control. Immediate emergency action may be taken to the extent that it will not endanger life or prevent sounding the alarm. This action may include rescuing injured persons and extinguishing small fires that can be suppressed in a short (two-three minute) period. Especially important is closing the doors of unoccupied spaces to prevent the spread of fire and keeping exit corridors free of smoke and flame.
- *Bomb Threats.* Any office receiving a bomb threat should never assume the threat is a hoax. In all cases, the New College Police should be contacted immediately (4210).
- *Reporting of Crimes Against Persons.* In the event of a serious criminal act such as rape, armed robbery, or assault, contact the New College Police by calling 4210.
- *Other Emergencies.* Report any emergency in which there is immediate threat to life or property to the New College Police by calling 4210. Stay on the line until the dispatcher terminates the call. Do not hang up. For major building problems after normal work hours, such as water leaks or mechanical problems, call the New College Police dispatcher at 4210.

INFORMATION FOR FACULTY ABOUT STUDENT LIFE

Residential Life

First- and second-year students are required to live in New College residence halls. In recent years, the percentage of all students living on campus has been over 70 percent, with a goal of 80 percent planned for the future. Of those students choosing to live off campus, the majority reside in house shares and apartments near campus. Thus, New College is very much a residential college participating in the tradition whereby life outside the classroom, laboratory, and library is viewed as important to each student's education.

To support this tradition, the President has under his authority an Office of Student Affairs, described in Chapter II.

Faculty can call upon the Office of Student Affairs for assistance when they or their students want to organize co-curricular events, recreational activities, and the like. For its part, Student Affairs periodically hosts events that welcome active faculty involvement. Student Affairs publishes a *Student Handbook* that contains information for students on New College residential life, student activities and co-curricular planning, student and College judicial procedures, campus governance, cultural opportunities in the region, and the like.

The Office of Student Affairs and Dean of Students, is in HCL-001 and can be reached at 4250. A campus life coordinator, 4250, is available specifically to assist faculty and students with planning and implementing co-curricular and other events and activities.

Students at New College exercise a large measure of self-governance and participate actively in academic governance through representation in the Faculty Meeting and on the faculty's standing committees. The primary vehicle for student governance is the New College Student Alliance (NCSA), which is a constitutional, elected governing body.

Students with Personal Difficulties

New College offers students great freedom, has high expectations for their achievement, and demands an unusual level of personal responsibility on their part. In the context of these desirable challenges, students' personal, family and developmental situations and issues can pose additional challenges. Often faculty are in a position to observe that a student is experiencing personal problems, and often students consult or inform faculty about them. Occasionally, students request faculty intervention in situations extending beyond the academic. One positive response faculty can offer to students is to recommend that they consult the Counseling and Wellness Center, currently located at 5805 Bay Shore Rd (ext. 4254). Faculty also can consult directly with Center professional staff for advice and guidance in working with difficult student life situations.

The Center provides a range of counseling services that include personal counseling, life planning, crisis intervention, testing and assessment, and limited psychotherapy. The Center also offers or hosts support groups and forums to provide information and assistance to students regarding personal and social issues. Consultation and counseling services are confidential and professional staff are appropriately licensed and supervised by the Director of the Center.

CHAPTER I

INTRODUCTION

1.1 Overview of New College

New College is a small, nationally recognized, public liberal arts college offering quality education to academically talented students. It is the residential honors college of the State of Florida.

Founded in 1960 as a private, non-sectarian college, New College merged with the State University System, and became a college of the University of South Florida, a public university, in 1975. In 2001, an Act of the Florida Legislature separated New College from USF and established the College as New College of Florida, eleventh member of the State University System of Florida. The action taken was part of a major reorganization of Florida's public education, and recognized New College's significant achievements as a public honors college with a unique, national identity in its own right. New College is a member of the Council of Public Liberal Arts Colleges (COPLAC), the American Association of Colleges and Universities (AAC&U), the Consortium for Innovative Environments in Learning (CIEL), the American Association of Higher Education (AAHE), and the American Association of State Colleges and Universities (AASCU).

1.1.1 Goals and Mission of New College

New College of Florida prepares intellectually curious students for lives of great achievement. It offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.¹

Commentary on Mission Statement, Including Guiding Principles²

As a member of the State University System of Florida, New College of Florida, the 4-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this mission, New College of Florida has the following goals:

- ❖ To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.
- ❖ To engage in educational reform by combining educational innovation with educational excellence.

- ❖ To provide programs of study that allows students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.
- ❖ To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.³

New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small -group instruction, an emphasis on student/faculty collaboration, a required senior thesis, and innovative approaches to the modes of teaching and learning.⁴

1 As approved by the NCF BOT on January 3, 2014.

2 As approved by the NCF BOT on March 1, 2008.

3 As described in Florida Statutes 240.2011 & Florida Legislature 2001 SB 1162, Section 39 and Florida Statutes 1004.32.

4 As endorsed by New College Faculty, fall 2000.

These practices fulfill the state-mandated Academic Learning Compact of clear goals in communication skills, content knowledge, and critical and creative thinking.

In particular, the College since its inception has subscribed to and attempted to foster the following Founding Principles:

- ❖ *Each student is responsible in the last analysis for their education.*
- ❖ *The best education demands a joint search for learning by exciting instructors and able students.*
- ❖ *Students' progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.*
- ❖ *Students should have from the outset opportunities to explore in depth areas of interest to them.*

The goals and mission of New College evolved out of intensive dialogue about higher education at the College's inception, involving administration, trustees and the charter faculty. Subsequently, the faculty developed a unique curriculum shaped by the four Founding Principles incorporating the College's broad commitment to individualism, pluralism, flexibility, freedom, and excellence.

1.2 Definition and Authority of the Faculty Handbook

The *New College Faculty Handbook* is an official document of the College and is an authoritative source in such matters as faculty rights and obligations; appointment, retention, promotion and tenure of the faculty; academic governance including organization of the faculty and its committees; and the structure and rules of the curriculum.

The *Faculty Handbook* is the official repository of faculty actions. The *General Catalog* derives its authority from the *Handbook* and, in the event of inconsistency between these documents, the *Handbook* prevails.

The announcements, information, policies, rules, regulations, and procedures set forth in this *Handbook* are subject to continual review and to change without notice. The New College Provost and Vice President for Academic Affairs (hereafter, Provost) is the repository of such changes conveyed by agents and agencies of the College, including the New College Board of Trustees and the Florida Board of Governors, that change, amend, repeal, or supplement the policies and procedures in this *Handbook*.

New College regular, tenure-earning or tenured faculty, unless on full-time administrative assignment, are employees of New College of Florida, members of the bargaining unit covered by the 2015-2018 Collective Bargaining Agreement between the Board of Trustees and United Faculty of Florida (UFF). Copies of the Agreement are provided to every member of the bargaining unit.

1.2.1 Revision of the Faculty Handbook

At the end of each Academic Year, the Office of the Provost collects the official actions of the faculty affecting the matters contained in the *Handbook*. The Provost sees that these actions become part of the *Handbook* (see Chapter 7, Amendments).

The Provost has overall editorial responsibility for the *Handbook*, including monitoring of the *Handbook's* coordination with other College, Board of Trustees, and Florida Board of Governors, Collective Bargaining Agreement, and University System documents.

The incorporation of new faculty actions and other revisions can take the form of an insert distributed by the Office of the Provost no later than the September faculty meeting of each academic year. However, at intervals not to exceed four years, the entire *Handbook* shall be revised by the Provost, with actions and revisions to date incorporated into the text. The Provost is responsible for bringing the revisions to the faculty or appropriate standing committees of the faculty for additional discussion and resolution as required.

Changes to the College academic program, including those matters as specified in Chapter 6, Sections 6.1-6.9, and 6.14-6.20 of the *Faculty Handbook* shall be made only in consultation with the teaching-and-research faculty of the College and full-time college librarians on recurring appointments as per Section 4.1.7, which shall be given the opportunity to discuss any proposed change in a Faculty Meeting (as specified in Section 3.2 of the *Faculty Handbook*) and respond to the proposal with a yes-or-no vote prior to its adoption. Before any revisions to the current version are adopted, full consideration shall be given to the vote of the faculty.

1.2.2 Distribution of the Faculty Handbook

The current *Handbook* is accessible at the following website:
<https://www.ncf.edu/departments/provost/>

1.3 Accreditation of New College

New College of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees and Master of Science in Data Science degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of New College of Florida.

CHAPTER II

ADMINISTRATION

2.1 Governance of New College

New College of Florida is governed by the New College of Florida Board of Trustees. In accordance with Amendment 11, the Board of Governors' Resolution of January 7, 2003, and section 1001.72 of the Florida Statutes, the university boards of trustees within the State University System of Florida are comprised of six citizen members appointed by the Governor and five citizen members appointed by the Board of Governors. The Board of Governors' Resolution vests "each state university's board of trustees with the authority to govern its university, as necessary to provide proper governance and improvement of the university in accordance with law and with rules of the Board of Governors." The Chair of the Faculty and the President of the New College Student Alliance are also members of the New College Board of Trustees. The members serve staggered terms of five years. The faculty supports the concept of Shared Governance. "Shared Governance" is the participation of administrators, faculty, staff and students in the decision- and policy-making process. The purpose of shared governance is to provide avenues to College improvement and productivity through the creation of a partnership based on mutual respect and collaboration. Such shared responsibility entails working toward mutual goals established by a fully enfranchised College community and therefore collaborative participation in:

1. the identification of College priorities,
2. the development of policy,
3. defining the College's responsibility for ethical leadership,
4. enhanced community partnerships, and
5. the governance of the College as a whole.

Table 1 provides an overview of campus organization.

2.2 President

The chief executive officer of New College is the President, who reports to the Board of Trustees, and leads the College on behalf of the Board. The President serves at the pleasure of the Board of Trustees and is responsible for the operation and administration of New College in accordance with section 1001.75, Florida Statutes. The President also serves as the corporate secretary of the Board of Trustees. The President may be a member of the faculty admitted to an Academic Division following the procedures described in Chapter 4 of the Faculty Handbook, and works with the faculty through the Provost, the chairpersons of the three Divisions, and faculty committees. The President is the accountable officer for all College budgets. The President recommends candidates for promotion and tenure to the Board of Trustees, after receiving recommendations from the Provost, through the faculty procedures described in Chapter 4 of the *Faculty Handbook*, and works with the Board of Trustees in representing the College to the wider community and in raising funds.

The Office of the President includes a Director of Communications & Marketing, who advises and assists the president in representing the College to the media and in internal and

external communications, and a Dean of Outreach and Engagement/Chief Diversity and Inclusion Officer.

The following positions of the College report to the President: Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, Dean of Enrollment Management, Information Technology, Dean of Students, Director of Communications & Marketing, General Council, Dean of Outreach and Engagement/Chief Diversity and Inclusion Officer and President & CEO, New College Foundation, Inc.

2.3 Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs (hereafter “Provost”) is appointed by and reports to the President. The Provost must be a member of the faculty admitted to an Academic Division following the procedures described in Chapter 4 of the Faculty Handbook. The Provost serves as the President’s liaison with the faculty in all matters pertaining to the academic program, and oversees the various offices that directly support the academic program. The Provost oversees the following units: the Academic Divisions (see 2.4); Dean of the Library and College Librarians; all Interdisciplinary programs; Institutional Research and Assessment; the Office of Research Programs and Services; Study Abroad and the CEO, Center for Career Engagement & Opportunity.

The Director of Institutional Research reports to the Provost and assists in planning, organizing, implementing, and directing institutional research programs and activities at the College. The Director is responsible for the design and execution of all facets of institutional research. The Director coordinates the maintenance of relevant databases and responds to requests from the community, and state, federal, and other external agencies for data about the institution. The Director is responsible for the maintenance and production of the New College of Florida *Fact Book*, and IPEDS and accreditation-related reporting. The Director administers on-going research, assessment, and program review activities that support informed and effective decision-making by the senior staff. In her role of data administrator, the Director works closely with College personnel in integrating and implementing SCT/Banner software systems.

The Director of the Office of Research Programs and Services researches funding sources and assists in the preparation of grant proposals in order to maximize resources for institutional and faculty initiatives in such areas as curricular innovation, international educational exchanges, faculty research and scholarship, academic program development, and infrastructure improvement. The Director is available to provide technical support to individual faculty and faculty committees and task forces, and provides a link between pre-award and post-award functions of externally funded programs.

2.4 The Academic Divisions

The faculty is organized into the Divisions of Humanities, Natural Sciences, and Social Sciences. There are no departments, although the faculty members within a particular discipline work closely together. The Divisions, each with a chairperson, are administrative units that deal with such matters as academic budget, office support, faculty recruitment, and faculty evaluation. As intellectual groupings, the Divisions offer interdisciplinary areas of concentration in the Humanities, Natural Sciences, and Social Sciences. They are the primary sources of general policy and operating decisions concerning the disciplines represented in each Division; for

example, in recommending priorities for new faculty positions, conducting searches for new faculty members, and arranging lectures and faculty forums.

The chairs of the three academic Divisions report to the Provost.

2.5 Vice President for Finance and Administration

The Vice President for Finance and Administration reports to the president and serves as chief financial officer of the College. The V.P. for Finance and Administration prepares and oversees the budget and College financial transactions and oversees the following units: Budget and Finance; Facilities Planning; Police Services; Physical Plant; New College Human Resources; the Controller; New College Purchasing; Information Technologies and the New College Cashier.

2.6 Jane Bancroft Cook Library

The Jane Bancroft Cook Library is a joint-use facility serving New College and USF Sarasota/ Manatee. The Dean of the Library reports to the Provost of New College and is responsible for the oversight and administration of all Cook Library services. The Dean oversees the following units: Academic Resource Center; Educational Technology Services; Language Resource Center; and the Quantitative Resource Center. The Academic Resource Center (ARC) is a place for study and collaboration on academic projects. Located on the first floor of the Jane Bancroft Cook Library, the ARC houses Educational Technology Services, the Language Resource Center, Quantitative Resource Center and an open-use computer lab. Educational Technology Services provides faculty and student technology support for academic projects as well as an open-use computer lab and a media lab with video editing and scanning workstations. The Language Resource Center provides audiovisual technology and print resources to support students in the following languages: Arabic, Chinese, French, German, Hebrew, Latin, Spanish, and Russian. The Quantitative Resource Center provides tutoring and support in mathematics and statistics, as well as software such as SAS, SPSS, Excel, MatLab, and GIS

The primary goal of the Cook library facility is to provide access to collections and high quality service for all users of both New College of Florida and University of South Florida Sarasota/Manatee.

2.7 Dean of Enrollment Management

The Dean reports to the President and oversees the Office of Admissions, Financial Aid and the Registrar's Office. The Dean is responsible for the full integration of enrollment services, which includes recruitment, candidate evaluation and selection, need- and merit-based aid programs, and maintenance and security of student records.

2.8 Vice President Of Student Affairs

The Vice President of Student Affairs reports to the President and oversees all aspects of student life including residence life and food service, student activities, diversity and gender programming, extracurricular community engagement, the campus fitness center, social discipline and the Counseling and Wellness Center. The Office of Student Affairs includes specialists in student wellness and counseling, co-curricular education, diversity and gender programming,

conference planning and event management, and residence life programming and facility management.

2.9 The Dean of Studies

The Dean of Studies is appointed for a term of three years by the Provost from among currently tenured faculty of the college and reports to the Provost. The overarching mission of the Dean is to support student academic success. Internally, they work closely with Enrollment Services, the Registrar, and the Dean of Students to identify students of academic concern and connect them with campus support services. The Dean of Studies serves as a liaison between the Office of the Provost and faculty committees, such as the Educational Policy Committee and the Student Academic Status Committee. More generally, the Dean of Studies provides advising support for students and faculty, including but not limited to diversity and retention, and recommends actions on student appeals related to academic standing and those of academic rules, policies, and administrative actions. The Dean of Studies supervises the Director of Writing. They also assist the Provost in dealings with the State University System, the Board of Governors, Board of Trustees, the United States Department of Education, and the Southern Association of Colleges and Schools.

2.9.1 The Director of Writing

The Director of Writing reports to the Dean of Studies, and works closely with them, the Writing Advisory Committee, and other faculty to support the development of student writing. The Director supervises the Writing Resource Center, including the Assistant Director and Student Writing Assistants. The Writing Resource Center provides peer support, web-based resources, and writing workshops to students requiring or interested in assistance with writing. Faculty may consult the Director of Writing concerning particular students so that coordinated programs of skill development can be formulated for these students. In addition, following approval by the faculty of the instructional assignment at the point of hire, the Director teaches, as appropriate, courses, individual and group tutorials, and ISPs focused on the improvement of student academic writing. These activities and other elements of the campus-wide writing program are developed in consultation with the Dean of Studies and the Writing Advisory Committee. The Director is responsible for the campus-wide tracking and assessment of student writing.

2.10 Shared Services

Certain New College operating units under the direction of New College officers provide services to students, faculty, and/or staff of the University of South Florida at Sarasota-Manatee. Certain units of USF at Sarasota-Manatee and/or USF at Tampa provide services to students, faculty, and/or staff of New College. Services wherein a unit of one institution provides services to the other institution are termed “Shared Services.” Shared services are contractual, and may change as mutually agreed and in accordance with the terms of the contracts. The Shared

Services in effect at the time of publication of this *Handbook* are referenced in the Table of Organization, 2.12.

2.11 Categories of Personnel at New College

There are four types of employees at New College: Faculty; Administrative and Professional, or “A&P”; University Support Personnel System, or “USPS” (the support staff in the divisional offices and throughout the campus; and Other Personal Services, or “OPS” (short-term, temporary staff, usually clerical but also temporary adjunct faculty). Note: Some non-faculty administrative professionals may from time to time be on Faculty employment lines for reasons having to do with the manner in which resources are allocated to the College; these personnel are not members of the New College faculty, membership in which is determined according to procedures set forth in this *Handbook*.

2.12 [Table of Organization](#)

CHAPTER III

THE FACULTY: DEFINITION AND ORGANIZATION

3.1 Definition

The faculty consists of all persons at the College who specifically have been given faculty status in the College through faculty appointment procedures (see Chapter 4).

3.2 Faculty Meetings

Faculty meetings are the legislative assembly of the New College faculty. The officers of the faculty are the President, the Provost, the Chairperson of the Faculty, and the Vice Chair of the Faculty. The election of the Chair and the Vice Chair of the Faculty will follow a preferential vote format, as described in Section 3.7.3 and 3.10.

The Chairperson is elected for a three year term and the Vice Chair is elected for a two-year term; the election will normally be conducted by the FASC during the fourth week of the Spring semester. Candidates for Chair of the Faculty must be tenured members of the faculty. Any tenured or tenure-track member of the faculty may stand for election as Vice-Chair, with tenured faculty getting priority.

The Chair of the Faculty is considered full-time faculty with a half-time administrative appointment. The Chairperson of the Faculty serves ex officio on the Academic Administrative Council (AAC) and as chair of the Faculty Planning and Budget Committee (FPBC), and as the designated Faculty Trustee, a voting member of the New College of Florida Board of Trustees. The Chair of the Faculty is exempt from election to the Provost's Advisory Committee (PAC) during the period of service as Chair. The Chair and Vice-Chair of the Faculty also serve as the New College faculty representative to the Advisory Council of Faculty Senates. The Vice Chair of the Faculty is exempt from serving on any other committee during the period of service as Vice Chair of the Faculty.

The faculty meets regularly on the second Wednesday of each month during the academic year. The Chairperson of the Faculty presides at faculty meetings. When the Chairperson of the Faculty is unable to be present at faculty meetings, the Vice-Chair of the Faculty presides. Special meetings may also be called and regular meetings canceled by the Chairperson of the Faculty as determined by the Chairperson of the Faculty in consultation with the Provost. The Vice Chair of the Faculty produces the minutes, which must include at a minimum a record of attendance, a copy of the agenda, brief summaries of announcements and reports, and the text of all motions discussed at the meeting. The Vice Chair of the Faculty records the text of all motions passed by the Faculty and retains copies of all materials included in the meeting packet. The Vice Chair of the Faculty is responsible for providing all the aforementioned materials to the Provost's Office, where the permanent, official file is maintained. The Office of the Provost makes the official files available to the faculty upon request, and assists in conducting research regarding the files.

Meetings are conducted according to Robert's *Rules of Order*. The Chair of the Faculty also serves as the Chair for Committee of the Whole (COW) meeting (see section 3.3). Five students are invited to faculty meetings with voting privileges. These are the President of the New College Student Alliance, one of the Division Representatives from each Division, and one additional student to be selected by student procedures. The President of the New College Student Alliance shall be responsible for informing the Chairperson of the Faculty and the Office

of the Provost of the names of the voting student members of the faculty meetings. For certain types of business, consonant with state regulations, the faculty may enter into executive session (e.g., degree granting meetings); otherwise, faculty meetings are open to all members of the New College community who wish to attend.

Whenever referring to "voting members of the faculty/division" throughout the handbook, the following eligibility criteria are applied: The President and faculty who are appointed to the Provost's Office (e.g. those who work directly in said office, in positions with titles "Provost", "(Vice-)President", "Dean") are not eligible to vote during faculty and divisional meetings. Faculty who are in administrative positions appointed by the Provost's Office (e.g those who report to said office, in positions with titles "(Co-)Director", "(Co-/Vice-)Chair") are eligible to vote only if they are tenured and teaching at least half-time during that AY. For all other faculty, they are eligible to vote at faculty meetings in all matters in case they are: tenured; tenure track; in a shared-line appointment. Faculty in full-time recurring, non-tenure earning appointments (as indicated in their letter of appointment, e.g. permanent, full-time college librarians, instructional faculty, etc), are eligible to vote at faculty and divisional meetings in all matters except tenure and promotion guidelines. Visiting faculty on at least their 2nd consecutive one-year appointment are eligible to vote at faculty and divisional meetings in all matters except tenure and promotion guidelines and tenured/tenure-track hiring decisions. Adjunct faculty, and shorter-term visiting faculty, are not eligible to vote at faculty and divisional meetings. (Feb 2023)

3.3 Summer Committee Activity: The Committee of the Whole

In general, faculty committee activity ceases during the summer months when the College is not in regular session. There are, however, two exceptions:

- 1) The Student Academic Status Committee meets to review the records of students who are subject to dismissal and/or were on probation in spring term. Once faculty go off-contract (approximately June 1), any outstanding SASC reviews during the summer are completed by the Division Chairs.
- 2) All faculty who are available during the summer constitute the Committee of the Whole (COW). If the current Chairperson of the Faculty cannot serve as COW chairperson, the faculty shall elect a COW chairperson at its final meeting of the academic year. The Committee of the Whole is empowered to act for the faculty on matters that may arise between graduation in May and faculty orientation in August. Meetings will normally take place on Wednesdays with notification one week in advance; prior notice of motions shall also be made one week before the meeting.

3.4 Academic Administrative Council

Membership: The Provost, the Chairperson of the Faculty and the Chairs of the Academic Divisions serve on the Academic Administrative Council. The Provost chairs the council meetings.

Charge:

1. Oversees the administration of the academic program and the relationship of the academic program to its support groups. Significant changes in policy, programs, rules, and procedures are to be made only after consultation with the faculty.
2. Serves as the administrative liaison between the academic program and the academic support groups. To this end, the Academic Administrative Council will meet once a month with the Dean of Enrollment Services, Dean of the Library, and Dean of Students, to discuss administrative issues regarding the ongoing relationship of the academic program and the academic support groups. A student representative is normally invited to these meetings. The Academic Administrative Council will meet other weeks to consider issues of common concern in the administration of divisional business.
3. Collaborate with the President's Office on the vetting of nominations for Honorary Degrees (see 6.23 Appendix 3: Awarding of Honorary Degrees).
4. Addresses matters relating to Admissions and Financial Aid by:
 - a. Gathering and communicating faculty views and information concerning admission and financial aid policies and procedures;
 - b. Reviewing admissions and financial aid programs and assisting as appropriate in carrying out these programs;
 - c. Serving as an appeals court for matters pertaining to admissions and financial aid.
5. Addresses matters pertaining to Library Services by:
 - a. Developing and communicating faculty views and information concerning library procedures and policies;
 - b. Representing the faculty in the development of plans for new library facilities;
 - c. Undertaking as necessary an assessment of library services, reviewing library operations and communicating the results to the faculty and the Dean of the Library;
 - d. Representing the faculty and New College on the Joint Library Committee.
6. Addresses matters pertaining to Student Life by:
 - a. Representing the faculty in all of those matters concerning residential life that affect New College students' educational environment.
7. Addresses matters pertaining to physical space and facilities planning by:
 - a. Working with the President and the Vice-President of Finance and Administration on all questions involving the use of campus space and facilities planning;
 - b. Monitoring, reviewing and making recommendations on reassignments of space and generally to assist in short-range planning;
 - c. Participating and making recommendations on all revisions of the Master Plan and all long-range planning, particularly the siting and character of new buildings;
8. Representing the faculty and New College on the Joint Facilities and Campus Planning Committee.
9. Represents the faculty in the Joint Computer Services Committee and other Joint College-USF at Sarasota-Manatee Committees not explicitly mentioned in the charge.
10. Conducts assessments as necessary of the offices that provide support functions, including but not limited to the Writing Resource Center, Quantitative Resource Center, Educational Technology Services, Campus Computing, and Career Services.
11. Monitors the College's adherence to the College's affirmative action plan as it pertains to Faculty hires.

12. The Academic Administrative Council may form Ad Hoc Committees to handle short-term special issues regarding these (and other) areas. (See section 3.5.5)
13. Coordinates and administers the activities associated with external scholarships, fellowships, and honors, including where appropriate conducting student interviews, normally done through an Ad Hoc Committee.
14. The Provost is responsible for coordinating and supervising the work of the Academic Administrative Council and reports regularly to the faculty on the work of the Council.
15. The Academic Administrative Council makes the Agenda and Minutes of the meetings available to the Faculty upon request.

3.5 Faculty Committees

The present faculty committee structure is a result of a reorganization approved by the faculty in 2005. The faculty recognizes five types of committees requiring faculty participation, plus faculty membership on student-organized committees.

1. **Standing Committees:** Continuing faculty committees, reporting to and representing the faculty as per their charge and following the general procedures established below (3.6). There are six such committees: Faculty Planning and Budget Committee, Educational Policy Committee, Faculty Appointments and Status Committee, Student Academic Status Committee, Institutional Review Board, and the Provost's Advisory Committee. Members of the FPBC, PAC and EPC are elected. Each division, through established procedures, appoints members to the FASC, IRB, and SASC. The FASC is responsible for constituting the Provost's Advisory Committees in accordance with the procedure laid out in 3.6.4. Members are expected to serve on these committees for two-year staggered terms, with the exception of the IRB where members are appointed for three-year staggered terms.
2. **Joint College-USF at Sarasota-Manatee Committees:** Continuing committees which serve in a consultative relationship with campus administrators, bringing administrator concerns to the faculties and bringing faculty concerns to an administrator. The Chairs of Academic Divisions represent the faculty in such committees. Additionally, student representatives from New College are chosen through student-determined procedures. Representation from New College must sustain agreed-upon proportion in relation to representation from USF at Sarasota-Manatee. Major recommendations to an administrator should normally be approved by the faculties before being finalized. The New College component of the committees may meet separately for concerns exclusively applicable to the College. These include: the Standing Inter-Institutional Library Committee (SILC).
3. **Academic Program Committees:** Continuing committees set up to coordinate interdisciplinary academic programs. The chairpersons of the Divisions normally will appoint members annually. There are three such committees: the Environmental Studies Steering Committee, the Gender Studies Steering Committee and the International Studies Committee.
4. **Administrative Search Committees:** Each Division selects its faculty representatives for administrative search committees, with equal representation among the Divisions.

5. **Ad Hoc Committees:** Temporary committees created for specific short-term projects or tasks, appointed by the President, by the Provost, by the Academic Administrative Council, by a Standing or Joint Committee of the Faculty, or by vote of the faculty at a faculty meeting. Such ad hoc committees would expire at the end of the academic year unless specifically reconstituted. The charge, composition, length of existence, and reporting mechanism of an ad hoc committee are to be specified and announced when the committee is established. Student representation is included when appropriate. Ad hoc committees may be formed during the course of the academic year in response to unforeseen circumstances. Ideally, however, the need for specific ad hoc committees will be established at the beginning of each academic year so that faculty can make the appropriate plans.
6. **Extra-collegiate or state-wide committees:** From time to time the Provost may nominate faculty members to represent New College on extra-collegiate or state-wide committees. Faculty members may accept or decline the nomination.

Note: A) Any faculty members serving on committees formed by the student government will be elected by the faculty following normal election procedures, upon request by the students (for example, the Capital Improvement Trust Committee).

B) In cases where service on a committee, or service as Chair or Secretary of the Faculty, creates an exemption for service on the PAC, a faculty member replacing a member of the committee, or the Chair or Secretary of the Faculty, is exempt from standing for election to the PAC for at least a semester.

3.6 The Standing and Academic Program Committees of the Faculty

3.6.1 Educational Policy Committee (EPC)

Membership: Six faculty, two from each Division; three student members, to be chosen by student-determined procedures. Elections for the faculty representatives are conducted by the FASC during the seventh week of the Spring semester, after the election of the PAC. (Section 3.7.3). Faculty are not required to stand for election to the EPC. Faculty representatives are elected for staggered terms by the entire voting faculty. EPC members serve two-year terms but are not eligible for successive terms. Service on the EPC excuses faculty members from standing for election to the PAC during the time of service on the EPC. The Provost is an ex-officio, non-voting member. The Provost is responsible for ensuring that matters appropriate to the EPC, in its function as the College-wide committee charged with matters pertaining to the academic program (curriculum, policy, and personnel), are brought to that committee for deliberation and presentation to the faculty.

Charge:

1. To consider all matters affecting the academic program (curriculum, policy, and personnel) and to make reports and recommendations concerning policy and programs to the faculty. This includes such matters as long-range academic program planning; growth (faculty line allocations [4.2] and student enrollment); admission and financial aid policies and procedures; educational policy; special programs, such

as those for first-year seminars and cross- or multi-disciplinary courses; summer school programs and activities; off-campus study; advising; student academic status criteria; and other relevant areas as they become apparent.

2. To serve as a forum for faculty and student discussion of all matters affecting the academic program (curriculum, policy, and personnel);

3.6.2 Faculty Appointments and Status Committee (FASC)

Membership: Three faculty members, one from each Division, appointed by the Divisions as the need to fill committee positions arises. The Provost and the Division Chairs are ex-officio, non-voting members attending meetings only as required. Faculty appointments to the FASC are made by the eighth week of classes of the Spring semester or no later than the April Division meeting.

Voting: Only faculty members vote on item (1) in the charge; all members participate in committee activities when deemed appropriate by the faculty members on the committee.

Charge:

1. To recommend action to the faculty in the following areas:
 - a. Faculty rules and regulations;
 - b. Matters affecting faculty welfare and morale.
2. To conduct elections (see 3.7.3), for the:
 - a. Chair and Secretary of the Faculty (during the fourth week of the Spring semester) (see 3.2);
 - b. PAC (during the fifth week of the Spring semester, after the elections for Chair and Secretary of the Faculty, but before the EPC) (see 3.6.4); and
 - c. EPC during the seventh week of the Spring semester, after the election of the PAC (See 3.6.1).
3. To carry out the New College faculty evaluation of the Provost and the President.
 - a. Around the middle of the spring semester, the Committee circulates secure online questionnaires to the entire faculty, including the voting student representatives to the faculty meeting. The questionnaires are to serve for evaluating the Provost and the President. The questionnaires will include several questions concerning the Provost's and the President's leadership, commitment, openness, administrative accessibility and competence and other aspects of their performance. The questions will call for narrative answers. The questionnaires will be brief, and space will be provided for faculty members to provide additional comments as well as answers to direct questions. The completed questionnaires may be signed or returned anonymously, and will be returned to the FASC via the online survey service.
 - b. After the deadline for the receipt of questionnaires, the FASC chair, in consultation with the entire committee, will review the responses and develop written summaries of them, which will include a statement of the number of responses received. The Provost's summary will be forwarded to the President, as the faculty's evaluation of the Provost. The President's summary will be forwarded to the Chair of the Board of Trustees as the

faculty's evaluation of the President. Both will be accorded the same treatment with regard to privacy as are other evaluations at the College.

3.6.3 Student Academic Status Committee (SASC)

Membership: Three faculty members (excluding the divisional chairs), one from each Division determined by automatic rotation according to the order in a divisional list of faculty available to serve in the SASC; two students from different Divisions (in their areas of concentration) chosen by student procedures. SASC members serve two-year terms but are not eligible for successive terms. Faculty members are expected to serve on the SASC unless they have served on either the PAC or the SASC in the previous three years. Service for three or more full semesters in the SASC makes the faculty member exempt from service in that committee the following two years. Faculty members who have been elected or appointed for service as Chair or Secretary of the Faculty, to the PAC, the EPC, the FASC or the IRB, are exempt from serving on the SASC during the period of their service in those positions. The Division Chairs manage the lists of available faculty and supervise the procedures in their divisions. Selection procedures and exemptions are described in Section 3.7.3.

Charge:

1. To act for the faculty, on all individual matters as opposed to general policy, on questions regarding the academic status of students (see Chapter 6 especially 6.5.5, 6.10, and 6.13);
2. To suggest to the Educational Policy Committee desirable policy changes based upon the SASC's accumulated experience.

3.6.4 Provost's Advisory Committee (PAC)

Membership: Two or three separate entities, each comprised of six tenured faculty, two members from each Division. PAC members serve two-year terms except when there are three PACs, when some members will serve one-year terms (see 3.634.3).

Selection Process:

1. Every spring, the FASC should evaluate the expected PAC workload for the coming academic year and decide whether two or three PACs should be elected for the following year. Following this decision, the FASC divides up the expected workload as equally as possible into two or three groups, depending on how many PACs will be constituted in the next academic year. This workload includes scheduled second-year reviews, fourth-year reviews, seventh-year reviews of associate professors, and all cases of tenure and promotion. It also includes the responsibility of counting ballots for retention votes and for seventh-year reviews of tenured faculty. The group with the least work should be identified and named PAC 1; if the workload is even, one group should be randomly assigned as PAC 1. This PAC will be responsible for any later additions to the PAC calendar for that

year, including cases of emeritus status (4.1.1) and retention reviews (4.3). The continuing members of the PAC remain in the groups of three they had formed in the previous year, and are assigned as a group at random to the new PACs. It is important to ensure neutrality by creating the lists first and then randomly assigning faculty to them.

2. The FASC assembles a list of all faculty expected to be tenured in the fall by the fifth week of the spring semester, grouped by division. Exempt from this list are:
 - a. Those who have served on the PAC for a year or more in the last three years;
 - b. The division chairs and the chair of the faculty;
 - c. Faculty members with continuing terms on the IRB, EPC, SASC and as Faculty Chair. Faculty members serving in their final year in these positions are not exempt;
 - d. Any faculty member with a scheduled leave, such as assigned research, in the next four semesters; except, if there is an insufficient number of eligible faculty to fill three PACs, only faculty members with a scheduled leave in the next two semesters are exempt;
 - e. Others as determined by the Provost, who should grant such exemptions very rarely.
3. In years when two PACs are to be elected, the Faculty will vote for six members from this list, two members from each division, and the FASC will randomly assign them to two groups, ensuring two members of each division in each group. In years when three PACs are to be elected, the faculty will vote for 12 members from this list, 4 members from each division. The top two members after preferential balloting will be elected to two-year terms, while the third and fourth members will be elected to one-year terms. The FASC will randomly assign these members to three groups, ensuring two members of each division in each group.
4. Each PAC should elect a chair or co-chairs, who develop a schedule of reviews for each semester. PAC chairs should share and if desirable revise their proposed schedules at the beginning of each semester, in an attempt to spread the burden for each division's staff and voters across the whole semester.
5. In case of a vacancy in a PAC, the FASC should maintain a list of the votes of the previous election and select the next highest vote-getter as a replacement. One semester replacement does not entitle a faculty member to the standard exemption, but a year or more of service does entitle the faculty member to the standard exemption.

Charge: The PAC oversees the process of faculty review, retention, tenure, and promotion, as described in detail in Chapter 4. A summary of its activities is presented below.

1. Divisional ballots on retention, promotion, and tenure, and seventh-year reviews of tenured faculty, are tallied by the PAC.

2. If a faculty member receives a negative retention third year retention vote, then the PAC reviews the candidate's file and makes a recommendation to the Provost.
3. The PAC reviews all candidates for tenure and promotion, and makes a recommendation to the Provost.
4. The PAC meets with faculty members holding tenure-earning appointments at the end of the second and fourth tenure-earning years of service to review their performance. A PAC review of a retention, tenure, or promotion vote in the same year will serve as a substitute for this review. Tenured Associate Professors are reviewed at seven-year intervals after tenure is granted. If a tenured faculty member is considered for promotion, the calendar for the seven-year review is reset to seven years after the most recent consideration for Promotion.
5. Tenured Full Professors, having passed the tenure and promotion levels, are reviewed not by the PAC but by a committee consisting of the Chairs of the three Divisions. The purpose of the seven-year review is to provide a thoughtful peer assessment of the performance of a tenured faculty member. The review does not result in a positive or negative conclusion, but a listing of strengths and weaknesses of the faculty member.

Definition: For purposes of election to the PAC, a faculty member is considered "tenured" when their application for tenure has been approved by New College and forwarded to the New College Board of Trustees. If the faculty member's application for tenure is subsequently denied by the New College Board of Trustees, the faculty member is no longer considered "tenured" for purposes of election to the PAC. If such denial occurs before the PAC election, the faculty member is not eligible to stand for election. If such denial occurs after the PAC election, and if the faculty member has been elected as a member (or an alternate) to the PAC, an election will be held to fill that faculty member's position on the PAC.

3.6.5 Institutional Review Board

Membership: In compliance with federal regulations (CFR Part 46, §46.107) on the protection of human subjects, the Institutional Review Board (IRB) is made up of at least five members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB shall include at least one member whose primary concerns are in scientific areas, at least one member whose primary concerns are in nonscientific areas and at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution. Three faculty members, one from each Division, shall be appointed by each Division according to the procedures outlined in Section 3.7.3 of the Handbook. The Provost, in consultation with the members of the IRB and ORPS, shall appoint all other members. Faculty members appointed to the IRB are expected to serve a

three-year period. Service on the IRB excuses faculty members from standing for election to the PAC during the time of service in the IRB.

Charge: The primary mission of the New College IRB is to safeguard the rights and welfare of human participants in research conducted by New College of Florida faculty, students, and staff. The rights of human participants are to be safeguarded before, during, and after their involvement in any research study.

The IRB will implement policies and procedures to ensure that research involving human subjects adheres to the guidelines specified by the Department of Health and Human Services policy on Protection of Human Subjects (Title 45 CFR 46). The IRB also will enforce an ethical code of conduct based on the “Belmont report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.”

Responsibilities of the IRB include, but are not limited to:

1. Review, approve, require modifications to, or disapprove proposed study protocols and consent forms for research involving human subjects. Notify researchers as appropriate of its decisions;
2. Ensure that researchers and IRB members have completed recommended federal training modules;
3. Monitor the progress of ongoing research at intervals appropriate to the degree of risk, but not less than once each year;
4. Carefully document all IRB meetings, actions, and communication.

3.6.6 International Studies Committee

Membership: The Committee consists of the Director of International Studies and four other faculty members, one from the Foreign Languages and Literatures, one from the Social Sciences, and two at-large members. The Director of International Studies is appointed by the Provost after consultation with ISC, normally for a term of at least two and no more than three years. The Director may be reappointed, but should not serve more than six consecutive years. The person filling this position should be a tenured faculty member teaching in one of the fields related to International Studies and should have served at least two of the previous five years on the ISC at the time of appointment. Other committee members are appointed by the Division Chairs annually with the consent of their Divisions. At-large committee members are appointed after consultation with the Director of International Studies. Preference for the first at-large member goes to the Division of Natural Sciences. If that Division does not have staff with international interests available to serve on the ISC, the other two Divisions should share the slots. Three student members are elected by the student body from among active participants in the curriculum or internationalization efforts in the New College community. These student members have voting privileges. Ex-Officio members are the Director of the Office of Career Services and Off-campus Study and Director of Research Programs/Services.

Charge:

- 1) The ISC
 - a) Promotes and coordinates the internationalization of the New College program and community
 - b) Oversees the International and Area Studies AOC
 - c) Advises students in the AOC
 - d) Promotes engagement with the local community on international issues
 - e) Reports regularly to the faculty
- 2) The Director of International Studies
 - a) Executes the policies and programs approved by the ISC.
 - b) Takes the lead in working with the College administration, EPC, and external organizations on curricular and community programs
 - c) Takes the lead in working with the College administration and the New College Foundation on funding and fundraising priorities of the ISC

3.6.7 Environmental Studies Steering Committee

Membership: The Division Chairs, with the consent of their Divisions, annually each appoint one member of their Division to serve as a divisional representative to the New College Environmental Studies Program.

These three divisional representatives serve, together with the faculty and administrative director(s) of the Environmental Studies Program, as members of the Environmental Studies Steering Committee; one position will also be created for student participation on the Committee whenever not prohibited by state or college regulations.

Charge:

1. The Environmental Studies Steering Committee has responsibility to provide guidance for the academic aspects of the program, specifically, to:
 - a. define, in consultation with the Provost, the aim and scope of the program;
 - b. discuss and propose requirements for graduation for an area of concentration in Environmental Studies
 - c. propose and review environmental studies curriculum;
 - d. review and screen faculty and courses for the program;
 - e. advise the director(s) concerning expenditure of funds for student research support and for educational equipment.
2. Divisional representatives act as liaisons to their respective Divisions, and accept responsibility to teach one course per year or to enlist some other Division member to do so; such courses include application and approaches of disciplines of their Division to environmental matters.
3. Divisional representatives prepare, prior to each semester, a list of courses relevant to Environmental Studies to be offered by members of their Division. Divisional representatives should also encourage their fellow Division members to offer courses of interest to environmental studies students (these courses may sometimes be one module in length). The Environmental Studies Steering Committee should then issue, prior to each semester, a list of courses of special interest to environmental studies students.

4. The Environmental Studies Steering Committee includes, as part of the requirements for an area of concentration in Environmental Studies, a requirement that each student take an Environmental Studies course in each academic Division and that each student choose at least one faculty member from the Environmental Studies Steering Committee to serve on their Baccalaureate Committee.
5. The ESP director(s), subject to the availability of external funding designated for use in the Environmental Studies Program, may propose for each semester no more than three adjunct faculty to teach Environmental Studies. These proposed faculty must submit a course syllabus and meet with the Environmental Studies Steering Committee before being recommended to an appropriate Division for adjunct faculty status in that Division with responsibilities to teach and evaluate the specifically approved courses. A Divisional recommendation to appoint an adjunct is forwarded to the Provost for final approval.
6. The Environmental Studies Steering Committee report regularly to the faculty, as would any other faculty committee.

3.6.8 Writing Advisory Committee

Membership: Three faculty, one from each division, appointed by division Chairs; one student, to be chosen by student-determined procedures. Faculty members serve two-year terms.

Charge: The committee works closely with the Associate Provost and the Director of Writing to support the development of student writing on campus. The Committee has particular responsibility to help ensure that courses, tutorials, and other initiatives developed by the Director of Writing align with the goals and needs of the academic program. The responsibilities of the committee include:

- Maintaining a direct line of communication between the Divisions and the work of the Director of Writing and Dean of Studies;
- Assisting the Director of Writing and Dean of Studies in the development of long and short-term plans geared toward the improvement of student writing;
- Participating in the tracking and assessment of the effectiveness of programs and initiatives directed at student writing, including but not limited to WRC usage and effectiveness, as well as courses and tutorials offered through the WRC;
- Participating in the annual evaluation of the Director of Writing.
- Acting for the Faculty in authorizing the Assistant Director of Writing to offer, as instructor of record, courses, tutorials, and ISPs focused on student writing. The Committee considers all information deemed relevant (including syllabi, evaluations of student work, and student instructional evaluations of teaching), as well as the place of the proposed courses, tutorials, and ISPs as proposed by the Assistant Director of Writing within the larger program of offerings designed to support student writing. Approval requires support from a majority of the group comprised of the WAC, the Director of Writing, and the Associate Provost.

3.6.9 Faculty Planning and Budget Committee (FPBC)

Membership: Three tenured faculty members, one from each Division, plus the Chair of the Faculty (ex officio) and the Provost and Vice-President for Academic Affairs (ex officio). The Vice President for Finance and Administration (ex officio) and the Finance Controller (ex officio) serve as non-voting staff. A faculty member, normally the Chair of the Faculty, serves as Chair. The committee meets year round in order to respond to State budget cycles; faculty serving on the FPBC will receive a stipend for summer work. Elections for faculty representatives are conducted by the FASC after the elections for the PAC. Faculty members are not required to stand for election to the FPBC. Faculty members already elected to serve on the PAC are not eligible to run for the FPBC. Faculty committee members are elected by the entire voting faculty, usually for a two year term. To preserve the continuity of the committee, while at the same time maintaining two year terms as much as possible, when there is a need to elect three new faculty members (excluding the Chair of the Faculty) in the same year, one faculty member will be elected to a one year term. Faculty members elected to the FPBC are expected to serve their full term, without interruption, and must be available for meetings during the summer. If, for circumstances unforeseen, a faculty member is forced to interrupt their term of service on the committee, a new committee member from the appropriate Division will be elected for a term of at least two years. Faculty members are eligible to run for one successive term.

Charge: The Faculty Planning and Budget Committee advises the President and communicates with faculty and staff on all matters related to the College's budget, including procedures for determining budget allocations, and long term budget planning. The committee may request, and will be provided with, all information deemed necessary for the execution of its charge. The committee's charge requires the following:

1. Comprehensive review of the College's budget on an appropriate multi-year cycle.
2. Regular consultation either as a committee or as individual committee members with College officers including the academic Division Chairs, the Deans, the Vice Presidents, and the President, regarding budget allocations, expenditures, priorities, and planning.
3. Regular consultation with the Chair of the EPC regarding academic planning conducted by the EPC.
4. Development of a process for current year budget planning and resource allocation that aligns with institutional priorities, and responds to new opportunities.
5. Development of a process for long-range budget planning in alignment with strategic plans of the administration and the faculty.
6. Consultation with the President or other officers of the College on any matters they, or committee members, wish to bring to the committee.

Committee members will facilitate communication and enhance understanding, among all stakeholders, of the College's resources, needs, and limitations. Members of the

committee will speak for the faculty as a whole, not as representatives of specific units or subdivisions. Further, members of the committee will strive to gain an understanding of the budgetary needs of all units, both academic and non-academic, of the College. The committee issues one full written report each year and gives regular updates at Faculty Meetings.

3.7 General Committee Procedures

3.7.1 Committee Reports

In addition to presenting any recommendations for faculty action, committee chairpersons may report on committee activities at the regular faculty meetings. When appropriate, written reports pertaining to specific issues may also be distributed to the faculty in written form or through the New College Website (under Faculty Committees).

3.7.2 Prior Notice Rule

All motions to be brought before the faculty shall be brought to the attention of all those eligible to vote by a written memorandum not less than 48 hours before the meeting at which said business is to be considered. These written recommendations should be accompanied by relevant background information, a rationale for the action, and a discussion of its implications.

3.7.3 Committee Election Procedures

1. For all committees except the FPBC, the PAC, the SASC, and the EPC, faculty representatives of each Division shall be appointed by the Division. Such appointments will occur as the need to fill committee positions arises. If there were need for an election, the election shall be by majority vote of the members voting. The Divisional appointments for the IRB and the FASC are made by the eighth week of the Spring semester, or no later than the April Division meetings.
2. Elections for FPBC, PAC, Chair of the Faculty, Alternate Chair of the Faculty, Secretary of the Faculty, and EPC shall follow preferential vote format, following the rules outlined in Appendix 1 (3.10).
3. Service on the SASC is determined by automatic rotation according to the order in a divisional list of available faculty to serve in the SASC.
Tenured faculty members are included in the list of available faculty IF they are not in service or have not been elected or appointed for service as Chair or Secretary of the Faculty, to the FPBC, the PAC, the SASC, the EPC, the FASC or the IRB.
Tenure-track faculty members are included in the list of available faculty in their second year at NCF (as they are not expected to serve before their third year) IF they are not in service or have not been elected or appointed for service as Secretary of the Faculty, to the EPC, the FASC or the IRB.
A faculty member on assignment as Chair or Secretary of the Faculty, and in the FPBC, the PAC, the SASC, the EPC, the FASC or the IRB, is taken off the list during the time of their service, and is returned to the bottom of the list after completion of service in the following order (from farthest away to closest to

immediate service): PAC, SASC, Chair of Faculty, Secretary of Faculty, FPBC, EPC, IRB/FASC. Faculty who have completed service in the PAC or the SASC are not expected to serve in the SASC before a period of three years after the end of their prior service in the PAC or SASC. The Division Chairs manage the lists of available faculty and supervise the procedures in their Divisions. A faculty member is exempt from standing for election to the PAC if, at the time of the election, that faculty member has served on the PAC in the previous three years. A faculty member is exempt from standing for election to the PAC, if at the time of the election, that faculty member is on the IRB, EPC, SASC, serving as Faculty Chair, or is a Division Chair in the current year. A faculty member who has already been approved for leave and/or assigned research, or is scheduled to take leave, in the following two years is exempt from standing for election to the PAC. If there are insufficient eligible faculty to fill three PACs, the exemption is only for those planning leave in the following year.

4) Limitations:

- a) With the exception of the PAC, members shall not serve on more than one standing committee to which they are elected;
- b) PAC members may serve on only one additional committee to which they are elected;
- c) With the exception of Ad Hoc Committees, no faculty member serving on more than one committee shall be chairperson of any committee.

3.8 Faculty and Student Representatives to New College Foundation Board of Trustees' Meetings

All members of the Educational Policy Committee, the chairpersons of the standing faculty committees, and three student representatives (chosen from the current voting representatives at faculty meetings) traditionally have been invited to attend meetings of the New College Foundation. The usual procedure is for the faculty representatives to sit with the appropriate Foundation trustee committees and in non-executive sessions of the general meetings.

3.9 Status and Election of Divisional Chairpersons

Chairs are full-time faculty with a half-time administrative appointment. The term of office for a chair is three years. No one may serve as Division Chair for more than two terms in succession. The chair participates in short- and long-range planning for the Division and the college, including academic matters, building planning and renovation, budget, equipment needs, and faculty and staff needs. The chair represents the Division to the Provost and others, and participates in other activities concerning the Division.

The chair provides information and advice to faculty concerning their work, and, after reviewing their Annual Activities Report submitted in May, discusses their job performance with them individually. The Chair writes Assignment of Duties Letters and Annual Letters of Evaluation, and provides the required comments on candidates for promotion and tenure. The Chair also provides information to the Provost for use in determining merit and discretionary salary increases. The chair writes annual performance evaluations for divisional USPS personnel

who they supervise. The chair administers the Division budget, divisional decisions on personnel, and other divisional business.

In early April of the third year of a chairperson's term, a list of faculty members willing to serve as divisional chairperson will be drawn up. Secret balloting of the regular divisional faculty will be conducted at a meeting of the divisional faculty and will continue until someone receives a majority of the Division (not a majority of those present). First-year faculty may abstain from voting, but if so, will not vote on any ballot. The results of each ballot will be made known to the Division and the final results will also be made known to the Provost. If the individual selected by this procedure is not satisfactory to the Provost, the Division will continue to vote on the remaining candidates until the Division and the Provost reach agreement.

By May 15 every year, each faculty member will submit a report to the Division chairperson on their own performance for the year, according to the criteria adopted by the faculty. This report will serve as the basis for the discussion with the Division Chairperson. Following that discussion, the Division chairperson will file an annual letter of evaluation. If this letter is not acceptable to the faculty member in question, that faculty member is entitled to submit a formal rejoinder.

The Provost writes an annual performance evaluation for each of the Division Chairs. In carrying out this responsibility, the Provost takes into consideration the views of the faculty members in the appropriate division. The Provost works with the college's legal counsel to construct an appropriate evaluation mechanism, which is approved by the faculty prior to implementation.

3.10 Appendix 1: Preferential Voting Rules

If there is a single nominee for an office, the faculty will be asked to cast an approval ballot for that person. Approval shall be attained with a majority approval vote of the members voting.

If there are at most two nominees for an office, election shall be by majority vote of the members voting. If there are more than two nominees for an office, the election shall be conducted on the basis of a preferential voting system.

On the preferential ballot—for each office to be filled—voters are asked to indicate the order in which they prefer all the candidates, placing the numeral 1 beside their first preference, the numeral 2 beside their second preference, and so on for every possible choice.

Faculty need not rank all candidates; Faculty may assign ranks to just one or to as many candidates as they like. However, such a course is discouraged. The vote will always stay with the highest-ranking candidate until or unless that person is eliminated in a series of rounds as described below.

In counting the votes for a given office or question, the ballots are arranged in piles according to the indicated first preferences—one pile for each candidate. Votes that do not follow instructions are disqualified.

The number of ballots in each pile is then recorded for the tellers' report. These piles remain identified with the names of the same candidates throughout the counting procedure until all but one are eliminated as described below. If more than half of the ballots show one candidate indicated as first choice, that choice has a majority in the ordinary sense and the candidate is elected or the proposition is decided upon. But if there is no such majority, candidates are eliminated one by one, beginning with the least popular, until one prevails, as follows: The ballots in the thinnest pile—that is, those containing the name designated as first choice by the fewest

number of voters—are redistributed into the other piles according to the names marked as second choice on these ballots. The number of ballots in each remaining pile after this distribution is again recorded. If more than half of the ballots are now in one pile, that candidate is elected or decided upon. If not, the next least popular candidate is similarly eliminated, by taking the thinnest remaining pile and redistributing its ballots according to their second choices into the other piles, except that, if the name eliminated in the last distribution is indicated as second choice on a ballot, that ballot is placed according to its third choice. Again the number of ballots in each existing pile is recorded, and, if necessary, the process is repeated—by redistributing each time the ballots in the thinnest remaining pile, according to the marked second choice or most-preferred choice among those not yet eliminated—until one pile contains more than half of the ballots, the result being thereby determined. The tellers' report consists of a table listing all candidates, with the number of ballots that were in each pile after each successive distribution.

If a ballot having one or more names not marked with any numeral comes up for placement at any stage of the counting and all of its marked names have been eliminated, it should not be placed in any pile, but should be set aside. If at any point two or more candidates are tied for the least popular position, the ballots in their piles are redistributed in a single step, all of the tied names being treated as eliminated. In the event of a tie in the winning position—which would imply that the elimination process is continued until the ballots are reduced to two or more equal piles—the election should be resolved in favor of the candidate that was strongest in terms of first choices (by referring to the record of the first distribution).

When electing a member and an alternate, the alternate will be the second to last remaining candidate in the process. The same procedure is followed when two or more members must be elected.

The preferential voting and counting rules stated above are based on those described in Robert's Rules of Order, Newly Revised, 10th edition, 2000, Section 45 (Voting Procedure), but they have been modified to fit the needs of New College of Florida.

CHAPTER IV
THE FACULTY:
APPOINTMENT, LINE ALLOCATION, RETENTION, PROMOTION, AND TENURE

4.1 Appointments

4.1.1 Regular, Visiting, and Emeritus Appointment

In addition to classification by rank (i.e., instructor, lecturer, assistant professor, associate professor, professor), faculty appointments are also distinguishable as regular, visiting, or emeritus. Regular appointments are defined as: tenured, tenure earning, *including shared-line appointments*, and those made on a continuing basis, including permanent, full-time college librarians as indicated in the letter of appointment. Regular appointments are renewable by means of the faculty procedures with respect to retention, promotion, and tenure. Visiting appointments, also classified by the ranks mentioned above, may either be for one or two semesters, or for one module. Instructors hired on a continuing basis without a terminal degree should be considered as regular faculty for purposes of retention and review procedures, except that years of service prior to obtaining the terminal degree will not be counted towards tenure.

The initial appointment process for regular faculty begins with a recommendation, based on a majority vote from the appropriate Divisional regular faculty and student representatives, to the Provost. Such a recommendation requires a positive vote from at least two-thirds of the faculty representatives to that Committee. (See also 5.2.2. For visiting appointments, see 5.2.3. For adjunct appointments, see 4.1.3 and 5.2.4).

The precise terms and conditions of appointment are stated in writing, and are in the hands of both the appointee and the College before the appointment begins.

A specific statement of duties, obligations, and eligibilities accompanies an offer of a visiting appointment. A visiting faculty member whose appointment is for a full academic year is eligible, in addition to offering courses for transcript credit, (a) to sponsor Independent Study Projects; (b) to sponsor student contracts; to sponsor senior projects and theses; (d) to serve on baccalaureate committees; (e) to sign area-of-concentration forms; (f) to be appointed to and serve as a non-voting member on Academic Program Committees and Ad Hoc committees; (g) to be an active, but non-voting, participant in divisional and faculty meetings. None of these eligibilities (a) through (f) extends to visiting faculty members whose appointments are for less than one year. Visiting faculty members are not eligible to vote on personnel matters, nor in campus-wide elections, and they shall not be assigned student advisees. Emeritus status is awarded in recognition of a distinguished career at New College, as evidenced by significant contributions in the areas of teaching, scholarship and service to the College, the profession and beyond, as well as a commitment of active participation as a member of the academic community. Any faculty member holding an appointment in the associate or full professor ranks may be nominated to be considered for emeritus status normally within the three years of official date of retirement. Only those who have been regular faculty members at New College for at least five years immediately prior to retirement are eligible for this status. An eligible member may be proposed as a candidate

for such consideration to her/his corresponding Division by any regular member of the faculty. A vote within the appropriate division will be considered positive if three-fourths of the votes of regular faculty of the Division are positive. Faculty who started their regular appointments during the candidate's last year of service or after her/his retirement may abstain from voting on this matter and their abstentions will not count as negative votes. In the case of a positive divisional vote, the Division Chairperson presents the nomination to the Provost who, in consultation with the PAC, will evaluate the merits of the nominee and will make a recommendation to the President either to confer or deny the honorary title. In the case of a negative divisional vote, the Division Chairperson informs the Provost of the Division's decision. In either case, if the Provost does not concur with the Division's vote, the Provost will ask the PAC to initiate a review of the case. At least five votes are necessary in the PAC to recommend overriding the divisional vote. Any faculty member (whether an associate or full professor) who receives emeritus status will receive the official title of Professor Emeritus/a. Faculty who have been officially awarded the honorary title of Emeritus/a are entitled to the following amenities: the use of New College stationery and a divisional mailbox for correspondence associated with their professional activities; a College email account; status as a nonvoting member of the faculty; borrowing privileges at the Jane Cook Library; a New College I.D.; and free parking. Depending on availability and needs, Emeriti/ae professors will be given access to laboratory and/or office space. Professors Emeriti/ae may sponsor tutorials, theses, ISPs, and serve on Baccalaureate Committees. Any course or courses they plan to offer must be arranged by discussion with colleagues in their relevant discipline(s) and approved by the appropriate Division.

The Faculty of New College hold that tenured faculty are full-time faculty, *which includes those faculty sharing a full-time line*. Any faculty member who wishes to assume part-time status must resign tenure. Please see Section 4.9 (“Extension of Service Beyond Retirement”) regarding post-retirement service.

4.1.1.1 Shared Appointments

Shared-appointment faculty position: A shared faculty position is defined as two persons appointed to share a regular faculty tenure-earning/tenured line. Each contract will cover an agreed-upon percentage of one full-time tenure line, normally 100% (one full-time tenure line, or 1.0 FTE) or 150% (1.5 FTE), to be determined according to the college's usual procedures for hiring or the adjustment of assignments (as enumerated, for example, for “Flex Time” in Section 4.8.1b). The proportions should normally be divided evenly (50%-50%) and barring exceptional circumstances will remain stable over time. (Proportions cannot change without approval of the divisional Chair and the Provost.)

Courses will include an equitable division of lower- and upper-division courses and fall and spring teaching. Service and advising duties will be shared equitably based on the expectations for the position's agreed-upon FTE.

Hiring: (Sharing a line currently filled by one individual): On the rare occasion where a current faculty member requests sharing their current position with another person, the college must certify that: (1) The person's credentials and knowledge are suitable for the current position, and (2) the person is a strong candidate for tenure and promotion at New College within the framework and

timeline established in the Faculty Handbook. This vetting requires a $\frac{3}{4}$ positive vote by the division as well as positive findings from both the Provost and the President. If successful, the college will then follow the standard job offering process, including negotiating base salary pay.

New Hires (Hiring two people to share one line): If a pair applies for a shared appointment, each applicant will be evaluated individually as to her/his fit for the advertised position and suitability as a candidate for tenure and promotion at New College within the framework and timeline established in the Faculty Handbook. They should be considered qualified to share a position only if both are individually qualified for the advertised position.

Salary: The actual annual salary that each faculty member receives will be one's own base salary multiplied by the appropriate percentage of the position that each faculty member covers (normally 50% or 75% each). The base salaries of the faculty members shall be determined individually at time of hiring by rank, years of service, and other appropriate comparative measures as used for all other regular (full-time) faculty. Any across-the-board increases will be applied to each salary proportionately, and any discretionary increase will be applied individually to each salary.

Medical and health benefits: Both faculty members should receive medical and health benefits.

Retirement benefits: Retirement contributions will follow the normal procedures and will be based on the base salary of each individual and their respective percentage of the FTE.

Fringe benefits: Shared-appointment faculty members shall be eligible for faculty enrichment programs (conference travel, summer support, etc.).

Service: Service responsibilities should be in proportion to respective assignments equivalent to total FTE. The shared-appointment faculty cannot be members of the same committee simultaneously. If one member has earned an exemption from a specific service (e.g., PAC membership), then the other will share that exemption.

Facilities: Computer support, secretarial support, access to library and information services, and access to divisional resources will be comparable as for other regular faculty members. Shared-appointment faculty members shall be provided with available office space, supplies, and equipment; shared-appointment faculty members may be required to share office and lab space.

Tenure: In annual evaluations, merit salary reviews, and tenure and promotion reviews, the work of each is assessed separately with reference to the individual's portion of the position and with reference to the usual standards of kinds and

quality of work. Annual evaluations and pre-tenure reviews of each individual occur on the same schedule as for other faculty.

Voting: Each faculty member has full participatory rights in faculty and division meetings, except that they will share one ballot in any instance where paper ballots are distributed (this includes, but is not limited to, votes on tenure and promotion).

Assigned research leave: Each shared-appointment faculty member is eligible for Assigned Research Leave. Leave time accrues as with regular faculty members but at the prorated FTE; for example, every 6 years a faculty member is eligible for Assigned Research Leave at their own prorated FTE salary. Both individuals need not apply for such leave in the same year. The salary received by either individual during the leave will be based on that individual's share of the position's salary. There is no presumption that one faculty member will take over the full appointment whenever the other is on leave.

Unpaid leave: Shared-appointment faculty members are eligible for unpaid leave under the same regulations applied to regular faculty members. If one member of the shared appointment takes unpaid leave, the other faculty member will normally take over the appointment at 1 FTE for the period of that unpaid leave.

Departure of one faculty member: If one member of the shared appointment leaves, the other faculty member, if tenured, will normally take over the appointment at 1 FTE.

If not tenured, the college may declare the entire position open or elect to keep the untenured faculty member.

Overload teaching: Each individual is eligible for overload assignments in a comparable way to other tenure-line faculty and will be similarly compensated. Additional teaching will be considered an overload when the total of assignments for the shared position is greater than the position's agreed-upon FTE (1.0 or 1.5 FTE). Any percentage-based compensation will be calculated on the faculty member's base salary.

4.1.1.2 Interdisciplinary Joint Appointments

“Joint appointments” of faculty describe a position shared between an academic Division and an interdisciplinary program. Proposals for joint appointments must be discussed in advance with the Provost and the relevant Division Chair and Program Director.

A joint position will usually be shared equally by the two academic units hiring the individual, but in some cases such an appointment may be based primarily in one unit with a secondary obligation to the other unit. The Provost, in consultation with the relevant Chair and Program Director, will determine where the joint appointment will be primarily based and define expectations for both in

the initial appointment letter e.g., 75% of teaching in one unit; 25% in the other, etc.).

Courses to be taught by the holder of a joint appointment may come from the existing course pool, or they may be additions for one or both of the academic units. This understanding must be clarified and recorded before initiating the search.

Early in the process of initiating a joint appointment, the two academic units should consult and clarify teaching responsibilities and service, annual reviews and evaluation, promotion and tenure. These details must be concretely determined in advance of a formal job offer and agreed to by all concerned parties.

If the individual holding such an appointment should leave, the search for a replacement will seek to replace the loss. In the case of a joint appointment with equal participation and duties to both units, plans for replacement must include both units. In the case of an appointment with unequal distribution, the search will usually revert to the primary unit; in that case, the new search may involve a different pairing of academic units.

Interdisciplinary academic units include faculty from multiple disciplines including affiliated and core faculty. “Core” faculty attributes will be determined by individual programs, but core faculty will include a program’s director, faculty jointly appointed to the program, and other faculty who may be designated as “meeting the requirements of the program for core faculty”, e.g., 1) who express a desire to belong to the core; 2) who teach a minimum of 1 course every 2 out of 3 consecutive years; 3) who contribute service to the program across years (i.e., program committee, other service positions/roles); 4) who demonstrate/document research interest/expertise in the interdisciplinary program’s area; 5) who are so designated by agreement with all relevant parties (i.e. Chairs, Director) and approved by the Provost. Program directors of established programs with core faculty will be selected through a defined and inclusive process by designated faculty in the interdisciplinary program and confirmed by the Provost by letter of appointment.

Process Leading to Initial Appointment

This process begins at the moment the search is determined and continues through tenure and promotion.

If the appointment is to be in different units (i.e. Divisions, Interdisciplinary Programs), [a] The Division Chair/Program Director involved both meet with candidates for the position, collaborate to write the initial appointment letter, and hold annual meetings with the faculty member; Or [b] The Provost may designate the Divisional Chair or Program Director involved to be responsible for meeting with candidates, writing the appointment letter and holding annual meetings with the faculty member. The other Chair/Program Director will be consulted throughout the process and the one holding primary responsibility is also

responsible for such consultation and for incorporating the other Chair/Director's feedback.

The initial appointment must be approved by separate votes of the tenure-track members in the Division and core faculty in the Program.

Appointment letter

The initial appointment letter should state where the position is based; if it is a position equally shared by the Division and the Interdisciplinary program, the letter must clearly state this to be the case. As a rule, the individual's teaching will be evenly divided between the two. If a differential distribution is negotiated at the time of search or hire, the letter must establish the specific division of teaching responsibilities between the two academic units (e.g., 75% of teaching in one unit; 25% in the other, etc.).

If any special considerations have been made regarding the distribution of courses when the individual is on Assigned Research or other leave for part of the year, that should also be indicated in the letter. Changes in the distribution of courses between the two components of the joint appointment would require the support of the chair/director of each academic units, followed by approval by the Provost. When a faculty member holding a joint appointment requests Assigned Research, a proposal and plan for covering the relevant teaching will be submitted to both units and both units faculty will discuss and vote to approve the request. The two affected units may elect to work together to request replacement instruction, or they may seek replacement separately.

The appointment letter should also indicate clearly specific procedures for carrying out the annual reviews of those appointed to the rank of Assistant Professor.

Any special expectations regarding service, location of the individual's office, etc. should also be stated in this letter. Divisions and programs need to be sensitive to the fact that the individual may be faced with "double duty" in terms of meetings, attendance at sponsored events, advising, job searches, independent studies, and the like.

Thereafter, the Division Chair and Program Director will both sign Assignment of Duties letters each term.

Evaluation

Annual Review: Each division or program will carry out separate annual evaluations of its non-tenured individuals holding joint appointments, just as it does with individuals holding full appointments (i.e., Chair/Director's Annual Review). Each unit will also make its evaluation available to the Chair or Director of its counterpart.

PAC 2nd & 4th-year reviews: PAC reviews will be conducted as stipulated by FHB with input from both units: i.e., annual review letters from both units, General File, Evaluation file, letters about the candidate to the PAC.

Third-Year Retention vote: Each academic unit will examine the file submitted by the candidate.

Each division or program will carry out 3rd-year retention votes, reported separately. If a unit [program] has fewer than five eligible people to serve as “core faculty” for retention, tenure, or promotion, then ad hoc “core” member(s) will be appointed in accordance with outlined procedures.

In case of a negative retention vote by either unit as established in FHB, the PAC will review the file and make a recommendation to the Provost concerning retention.

Promotion & Tenure

Each academic unit will examine the file submitted by the candidate. Calendar, file, review procedure, and vote are conducted as established in FHB. List of possible external reviewers is developed in consultation with both the Chair and Director of the units. In case of disagreement, the Division Chair and Director, and the Candidate each select 2-3 names.

“Core” program faculty in the candidate’s Division may participate in the discussions in both the Division and the program, but may only vote in the program. The Director of a Program and faculty holding a joint appointment in the interdisciplinary program and an academic Division are automatically considered Core faculty in the interdisciplinary program. (Other members of the program’s core faculty are determined by the criteria noted above.)

If a unit (i.e., program) has fewer than five eligible core faculty to represent the program by voting on retention, tenure, or promotion, then an ad hoc core member(s) will be appointed by the Provost with agreement on the part of the faculty member, the Divisional Chair, and the Program Director.

Process

1) VOTING: The academic units will conduct their voting at approximately the same time (not more than 3 weeks apart) and independently of each other.

2) PAC:

- a. The votes are reported separately to the PAC as information.
- b. Both votes are combined into a composite single recommendation which the PAC then considers for tenure and for promotion according to established procedures for Divisional votes in the FHB 4.12 (i.e. the ballot weighting operates as if this were a simple Divisional vote, but includes all votes submitted).
- c. The PAC then proceeds per FHB procedures to produce a recommendation to the Provost (vote, rationale, etc.).

3) CHAIR/DIRECTOR(S): At approximately the same time, the Chair/Director of each unit write a letter of recommendation to the Provost. They do this independently from the PAC and from each other.

4) PROVOST: The Provost receives these three recommendations and makes a decision and a recommendation.

The process then proceeds per the FHB (i.e. candidate rebuttal rights, President, BOT). Promotion to full Professor will follow the same procedure as for promotion to Associate Professor.

4.1.2 Research Scholar Appointments

The Provost may appoint for a limited period of time up to three years a non-affiliated academic as Research Scholar, upon nomination by a majority vote of the appropriate Divisional regular faculty and student representatives. Such a person should have credentials comparable to those of regular faculty members. Such an appointment would entitle the person to use the college library, use New College stationery, receive mail, and enjoy other amenities, but would not entitle the Research Scholar to receive compensation.

4.1.3 Adjunct Faculty Appointments

From time to time, as deemed appropriate to provide for the teaching of specific courses or other group studies that meet specific curricular needs, the College appoints adjunct faculty. In general, the College does not rely heavily on adjunct appointments. An adjunct faculty member's letter of appointment specifies the course(s) and/or other endeavor(s) to be taught. An adjunct appointment letter is for one semester or less or one January Interterm. Adjunct faculty teach only the activity or activities specified in the appointment letter and do not (unless specified in the letter) offer tutorials, independent reading projects, or the like. Adjunct faculty do not vote in divisional or faculty meetings. They do not sponsor contracts or senior theses/projects. They do not serve on baccalaureate committees except as the third or fourth member when specified in the appointment letter. All such appointments need to be approved by a Division vote. Because adjuncts are employed for highly specific purposes, such as for the teaching of one course that complements the regular offerings of the faculty, their credentials, while generally of the same level as the regular faculty's, may be highly specific to the subject matter in question. Thus, while a Juris Doctor or a Master of Public Administration might not qualify as appropriate terminal degrees for regular faculty positions at New College, they may be appropriate for an adjunct appointment. (See also 5.2.4)

4.1.3.1 Policy on Evaluation of Adjunct and Non-Tenure Faculty

Evaluation of adjunct faculty and other out-of-unit non-tenure-track instructors of record: The teaching of each adjunct faculty member and each non-tenure track out-of-unit instructor of record will be evaluated in writing by

the appropriate Division Chair according to the schedule in the table below.

Term of Engagement of Adjunct Faculty Member	Due Date for Evaluation
Fall semester or one mod course in fall semester	End of fourth week of spring semester
January ISP	End of fourth week of spring semester
Spring semester of one mod course in spring semester	One month after last day of classes of spring semester
Full academic year	One month after last day of classes of spring semester
Summer ISP	End of fourth week of classes of fall semester

While adjunct appointments are made only for a single semester, an evaluation needs to be made only annually in cases in which a fall-semester adjunct is re-engaged for the spring semester.

In doing an evaluation, the Division Chair will take into account student evaluations of teaching, course syllabi, and other evidence that the Chair considers relevant. The Chair will discuss the evaluation with the faculty member, and where appropriate, discuss ways to improve teaching effectiveness and course goals. This discussion may take place face-to-face, on the telephone or through email. The faculty member should sign the evaluation, indicating that they have read it, and may, if desired, append their own comments. The evaluation (with any appended comments) will be entered into the faculty member's permanent file.

4.1.4 Recurring Non-tenure earning Appointments

The College on rare occasions may make recurring non-tenure earning appointments as instructor or associate. This may occur when (a) the teaching demands on an existing discipline exceed the capacity of the tenured and tenure-earning faculty in that discipline and (b) an additional tenure track position not yet been assigned to that discipline. Such faculty will work under full-time contract, with duties that are limited to classroom teaching and closely related activities such as lab supervision. The qualifications for such positions are the same as those of adjunct faculty (see 4.1.3). Such faculty may sponsor tutorials, but they may not sponsor contracts. They may serve on baccalaureate committees as the third or fourth committee member, but they may not sponsor senior theses/projects. Such faculty may not serve on standing faculty committees. They have the right to vote at divisional and faculty meetings in all matters except personnel decisions and tenure and promotion guidelines. Annual evaluation of such faculty is

made by the Division Chair, in consultation with the tenured and tenure-earning faculty in the discipline. Appointments are made for one year on the initiative of the discipline and with the approval of the Division, and are renewable for up to three years. Thereafter, the faculty member occupying the position may be reappointed for three-year terms, upon the recommendation of the Division Chair, the tenured and tenure-earning faculty in the discipline, and a positive vote from their Division (see 4.3.1 for Retention: General Procedures).

4.1.5 Continuing Part-Time Lecturer Appointments

The College may make continuing part-time appointments at the rank of Lecturer. In general, these are defined as opportunity hires of candidates already affiliated with New College (e.g., spouses or partners of current or prospective faculty, long-serving adjuncts, etc.) Candidates for such appointments should have credentials comparable to those of regular faculty members (in most cases, the Ph.D. or other terminal degree, although master's degrees may be appropriate for certain kinds of appointments). Lecturers may sponsor tutorials and ISPs and serve on baccalaureate committees, but may not sponsor theses or contracts, nor serve on faculty committees. Lecturer appointments are not tenure earning and are not convertible to full-time ranked faculty appointments. Lecturers are appointed for up to three-year terms and are renewable, subject to the conditions stated below.

Lecturers are appointed to part-time status, which shall be no less than 0.25 FTE (3 contact hours per week) and no more than 0.5 FTE (6 contact hours). The precise assignment is determined by the qualifications of the candidate and the needs of the college, and is specified at the time of hire and/or renewal. Compensation for these appointments is prorated based on a full-time equivalent salary and is subject to collective bargaining between the college administration and NCUFF.

Approval of Lecturers follows the following procedures:

1. A candidate for a part time Lecturer appointment is nominated by a member of the tenured or tenure-track faculty to the Office of the Provost.
2. The candidate for Lecturer prepares a file for review. Normally, this file should include a letter of application, including statement of teaching interest, the letter of nomination from a member of the College faculty, two external letters of recommendation, sample syllabi, and evidence of teaching effectiveness (Instructional Evaluation forms from New College or the equivalent from another college or university).
3. The Provost sends the nomination to the appropriate division or interdisciplinary group (hereafter described as the review group) and to the Chair of the Educational Policy Committee (EPC) to begin the review process. (For policies governing interdisciplinary or joint appointments, see section 4.1.1.2 above).
4. The review group study the candidate's file, interview the candidate (in person or via videoconference), and vote by secret ballot. A simple majority of the voting members of the faculty review group is required for approval.

5. Concurrently with the review process described above, the EPC reviews the candidate's file and prepares a report to the Provost, which should address the following questions:

- To what degree does the candidate's area of expertise align with the college's needs and priorities, as designated through line allocation and academic planning discussions, faculty workload data, and student expressions of interest?
- To what degree does the candidate contribute to institutional goals such as diversity, internationalization, interdisciplinarity, and community outreach?

6. After the review processes are completed, the results of these processes are sent along with the candidate's file to the Provost. If the recommendations are positive and the Provost concurs, the Provost gives final approval for the appointment of the candidate to a three-year term and determines the level of FTE at which the candidate will be appointed.

Once appointed, Lecturers are expected to coordinate their course offerings and other duties with the full-time regular faculty in their areas and with the appropriate division chair or interdisciplinary program director, who will oversee their assignment of duties and review their performance.

Review and Renewal of Lecturer Appointments:

Lecturers will be reviewed annually by the appropriate division chair or by another supervisor, such as an interdisciplinary program director, designated by the Provost. These annual review letters will form part of the files when Lecturers are considered for renewal.

In the spring semester of the third year of the Lecturer's appointment, they may request renewal for a new three-year appointment. The review file will consist of the initial application file, annual review letters from the chair or supervisor, letters submitted by members of the New College community (faculty, students, and alumni), syllabi, narrative evaluations, and evaluations of instruction from the period under review. Voting members of the review group will review the file during the first week of March and will vote yes or no on renewal for another three-year period.

The members of the PAC will count the renewal ballots and tabulate the votes. If the vote is positive (a majority of the voting members of the division), it is forwarded to the Provost for review. In the case of a negative vote, the PAC will review the candidate's file and make its own recommendation to the Provost. The Provost reviews the recommendations and makes the final decision regarding renewal.

4.1.6: Part-Time Status as Phased Transition to Retirement

Full-time, tenured members of the faculty may request a part-time appointment for a single term of up to three years as part of a phased transition to retirement. Such appointments are similar to the part-time Lecturer appointments described in section 4.1.5 above, but faculty may retain their prior rank (e.g. Professor or Associate Professor)

during their term of part-time status, and their compensation is prorated based upon their prior full-time salary and the percentage of FTE assigned to them during their term of part-time service. Unlike part-time Lecturers, part-time Professors or Associate Professors may continue to sponsor theses and contracts, but will no longer be expected to serve on faculty committees.

Faculty seeking to exercise the option of a phased transition to retirement should inform their division chair at the beginning of the academic year. The faculty member's personnel file will be made available to the voting members of the division in the first week of October, who will vote on the request prior to fall break. If a majority of the voting members of the division approve the request, it is forwarded to the Provost for final approval.

As indicated in section 4.1.1 of the Handbook, full-time, tenured faculty who wish to assume part-time status must resign tenure. Upon the completion of the approval process, and no later than the end of the fall semester, the faculty member seeking part-time status should submit a written resignation of tenure to the Provost, effective at the end of the following spring semester.

Once the resignation of tenure has been received, the division votes on a rationale either to retain the tenure-track line within the same discipline, or to reassign it, as stipulated in section 4.2 of the Handbook below. The rationale is then presented to the Provost and circulated to the full faculty. The Provost may then authorize a search to hire a new full-time faculty member to the vacated tenure-track line.

At the conclusion of the term of part-time appointment, the faculty member may apply for emeritus status, as described in section 4.1.1 of the Handbook. Normally, part-time appointments as part of a phased transition to retirement are not renewable.

4.1.7: Permanent, Full-time, Non-tenure earning Librarian Appointments

The College will appoint recurring non-tenure earning librarians at the rank of assistant, associate, or full college librarian. The initial appointment process for full-time, non-tenure, permanent librarians begins with a recommendation, based on a majority vote from hiring committee, to the Dean of the Library. The Dean of the Library may make a recommendation to the Provost. The precise terms and conditions of appointment are stated in writing and are in the hands of both the appointee and the College before the appointment begins. A specific statement of duties, obligations, and eligibilities accompanies an offer of appointment. Such faculty may sponsor tutorials and ISPs after approval by respective divisions, but they may not sponsor contracts. They may serve on baccalaureate committees as the third or fourth committee member, but they may not sponsor senior theses/projects. Annual evaluations of college librarians are made by the Dean of the Library.

4.1.8. Minimum Qualifications for Faculty

New College of Florida strives to follow the guidelines adopted by the College Delegate Assembly of the Southern Association of Colleges and Schools Commission on Colleges, December 2006, which specify the degrees and coursework qualifications that are appropriate to different kinds of instructional assignments:

- 1) Faculty teaching undergraduate courses: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- 2) Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

Exceptions: The academic credential guidelines above should be used as the primary means of qualification for all instructors of record. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by case basis by the relevant discipline in consultation with the Division Chair and Provost. Other qualifications may include, as appropriate, professional licensure and certifications; diplomas or certificates earned; publications and presentations in the field; honors and awards; relevant professional work / industry experience; and, other demonstrated competencies and achievements.

4.2 Line Allocation

In cases of resignation, retirement, or death, a faculty member is normally replaced by a new hire with comparable expertise in the same discipline. The Division Chair consults faculty in the discipline and the Division to determine whether there is a compelling reason not to allocate the line to the same discipline. If the Division recommends that the line be retained in the same discipline, the Division Chair presents the Provost with a rationale for the recommendation. Copies of this rationale are distributed to the full faculty for their information. If the Division recommends not to replace the vacated line, then the line is reallocated in accordance with the College's priorities as determined by the procedures outlined below, with preference given to existing priorities within the relevant Division.

Every three years, or as directed by the Provost, the Office of the Provost coordinates a College-wide discussion to establish priorities for the allocation of new lines for faculty and academic support staff. The discussion begins at the divisional level, where the Division Chairs lead a discussion that emphasizes College-wide interests and needs for new areas to be added or enhanced. These discussions are open to representatives of current interdisciplinary and interdivisional areas. The following questions should be addressed in these divisional discussions:

What are the current most pressing needs for additional faculty lines? What is the rationale for each? In what ways would these lines contribute to our ability to achieve the best balance between breadth and depth in our curriculum in light of our mission as a liberal arts college?

Important factors considered in these discussions should include: data collected from peer and competitor institutions; student interest, including inquiries from potential applicants as well as enrollment patterns; balance and equity among existing disciplines and Divisions; balance and equity in faculty work load; opportunities for interdisciplinary or cooperative appointments with

other Divisions; need for greater diversity among faculty; and need for adequate academic support staff. Information from external consultants can also be considered in the discussions. The Office of the Provost is responsible for the collection and dissemination of internal and external data.

The results of the Divisional discussions are reported to and discussed by the full faculty at a faculty meeting. Further discussions of priorities for line allocations then take place among the EPC, Division Chairs and the Provost. As part of these discussions, the Division Chairs and the EPC, together with the Provost, arrange meetings with representatives from current and potential interdisciplinary and interdivisional areas. The Chairs, the EPC, the Provost, and the President then prepare a statement of priorities that is discussed by the faculty before being finalized.

Final authority for the allocation of all faculty lines rests with the President, who makes decisions in consultation with members of the faculty, and specifically with the EPC, the Division Chairs, and the Provost. The President works with the New College Board of Trustees to ensure that, to the extent possible, endowed positions are coordinated with College-wide priorities for new lines.

4.3 Retention

1. General Procedures

A regular faculty member's retention is voted upon by their Division in February of the third tenure-earning year of service, or in the fourth continuous year in a regular appointment, whichever comes first. The faculty member will be asked to provide to the Division, and the Division asked to review, the personnel record [for contents see Section 4.10]. Regular, tenured, and tenure-track faculty members who have completed their first year of employment in a tenure-track position are eligible to vote. Faculty members on assigned research leave or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting for retention. An abstention by any other eligible voter is counted as a negative vote. Regular part-time faculty members vote only on their own retention. Ballots shall be composed to require an assessment of quality in the areas of teaching, scholarship and service, as well as a composite assessment of the three areas.

2. A Positive Divisional Vote for Retention

A positive vote in favor of retention requires at least a three-quarters majority, in whole numbers. A faculty member receiving a positive divisional vote shall be retained for three more years. (The faculty member would normally stand for tenure in their sixth tenure-earning year. The provisions of this paragraph are not intended to supersede in any way established procedures connected with the granting or denial of tenure.)

3. A Negative Divisional Vote for Retention

The case of a faculty member who does not receive a positive (three-quarters majority) vote from the Division is reviewed by the PAC which has been designated as PAC 1 by the FASC; all mentions of the PAC in section 4.3 refer to PAC 1. The PAC creates a written review and votes on retention. Five votes in favor of retention are required in the PAC in order to override the divisional vote and recommend retention. Otherwise, the PAC will recommend non-retention to the Provost.

- a. If the PAC upholds the Division vote and recommends non-retention, and the Provost agrees, the Provost forwards a recommendation of non-retention to the President. A detailed memorandum accompanies the Provost's recommendation to the President, and is shared with the faculty member, the PAC, and the appropriate Division Chair. If the President agrees with the Provost's recommendation, the Provost notifies the faculty member that the fourth year's appointment will be the final one. The President may overturn the Provost's recommendation only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the Provost, which is shared with the faculty member, the PAC and the appropriate Division Chair. In such a case, the faculty member will be retained for three more years.
- b. If the PAC upholds the Division vote and recommends non-retention, and the Provost disagrees, the Provost forwards a recommendation of retention to the President. The Provost may disagree with the PAC recommendation for non-retention only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the PAC, which is shared with the faculty member and the appropriate Division Chair, who will inform the Division of those circumstances. If the President agrees with the Provost's recommendation, the Provost notifies the faculty member of retention for three more years. The President may disagree with the Provost's recommendation and reinstate the PAC's recommendation of non-retention; in such a case, the President notifies the faculty member that the fourth's year appointment will be the final one. The President will state the reasons for overturning the Provost's recommendation of retention in a written memorandum to the Provost, which is shared with the faculty member, the PAC and the appropriate Division Chair.
- c. If the PAC overrides the divisional vote and recommends retention, and the Provost agrees, the Provost notifies the faculty member of retention for three more years. The Provost will explain the reasons for overriding the divisional vote in a detailed memorandum to the appropriate Division Chair, who will inform the Division of those reasons.
- d. If the PAC overrides the divisional vote for non-retention and recommends retention, and the Provost disagrees, the Provost forwards a recommendation of non-retention to the President. A detailed memorandum accompanies the Provost's recommendation to the President, and is shared with the candidate, the PAC, and the appropriate Division Chair. If the President agrees with the Provost's recommendation, the Provost notifies the faculty member that the fourth year's appointment will be the final one. The President may overturn the Provost's recommendation only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the Provost, which is shared with the faculty member, the PAC and the appropriate Division Chair. In such a case, the President notifies the faculty member of retention for three more years. (A faculty member who is retained would normally stand for tenure in their sixth tenure-earning year. The provisions of this section are not intended to supersede in any way established procedures connected with the granting or denial of tenure.)

4. Other Procedures

The divisional vote on retention is tallied by the PAC, in accordance with Section 3.6.4. The Chair of the PAC informs the Divisional Chair of the results of retention ballots conducted in the relevant Division. The Divisional Chair then informs the individual faculty member of the results of their retention ballot. The Division Chair is also responsible for informing the Division, in a timely manner, of the outcome of the divisional retention vote. (The report of the actual numerical results is at the discretion of the Division Chair.) The Chair of the PAC also informs the Provost of the results of retention ballots in all Divisions. The Chair of the PAC likewise informs both the individual faculty member and the appropriate Division Chair of any recommendation it makes to the Provost regarding the faculty member's retention or non-retention. The Chair of the PAC is also responsible for informing the Faculty as a whole of any such recommendations. In addition, the Provost shall announce to the Faculty as a whole any recommendation the Provost makes in a 3rd-year retention case.

4.4 Promotion

In April the Provost notifies all regular faculty members holding the rank of Assistant or Associate Professor that they are eligible to be considered for promotion, and that if they wish to be considered for promotion, they should inform the Provost and the Division Chair, in writing, on or before May 31st, submitting names and addresses of possible references at that time. The Provost notifies the PAC by June 15th which faculty members will appear on their respective divisional promotion ballots. Letters soliciting outside references will be sent out no later than June 15th. (Note: Faculty members who elect to have their names appear on the divisional promotion ballot are responsible for seeing that their evaluation file [see Section 4.10] is up-to-date and contains all relevant material, including outside letters of reference.) The divisional vote on promotion will be conducted in November, but at least one month after the end of the first module. Regular, tenured, and tenure-track faculty members who have completed their first year of employment in a tenure-track position are eligible to vote. Faculty members on assigned research leave or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting for promotion. An abstention by any other eligible voter is counted as a negative vote. A majority of at least two-thirds, in whole number, constitutes a positive divisional recommendation for promotion. (Note: "A majority of at least two-thirds, in whole number," means that all fractions are rounded up to the nearest whole number in determining the required number of positive votes; for example, if there were fourteen eligible votes, ten positive votes would be needed to constitute "at least a two-thirds majority, in whole number," despite the fact that $2/3$ of 14 equals 9.3333. Nine votes would not be sufficient, since $9/14$ equals .643, which is less than two-thirds.) The same provision regarding abstention specified (above) for retention voting applies to voting for promotion.

A divisional recommendation for promotion is a recommendation to the PAC, which, in turn, recommends, positively or negatively, to the Provost. (See Table 3, Section 4.11.) If the faculty member fails to receive the necessary two-thirds majority of the divisional vote, they can either withdraw the request for promotion or have the request reviewed by the PAC. The PAC then recommends, positively or negatively, to the Provost. In such a case, at least five positive votes for promotion are required in the PAC in order to constitute a positive recommendation to the Provost. The Provost makes a recommendation to the President. A detailed memorandum accompanies the Provost's recommendation to the President. The Provost shares this

memorandum with the candidate and the PAC. The President may overturn the Provost's promotion recommendation only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the Provost, who shares it with the candidate and the PAC. The final decision rests with the President.

Promotion to the rank of associate professor normally, though not necessarily, also confers tenure. Promotion to the rank of professor confers tenure. Initial appointments at either of these two ranks normally requires a year or two of teaching at New College before tenure is conferred. A minimum of 5 years at rank will normally be required to achieve and collect a strong file for promotion to full Professor.

4.4.1 Tiered Associate Professor

New College designates three tiers within the rank of Associate Professor, the second and third of which are each associated with an approximately 3% base salary increase. Faculty promoted to Associate Professor begin at Tier I. Tiers II and III reward faculty for exemplary contributions at the Associate Professor level, distinct from standing for promotion to full Professor.

On the occasion of the regular 7-year review, tenured Associate Professors are automatically considered for promotion to Tier II or Tier III Associate Professor. In the event of an unsuccessful bid for promotion to full Professor, the PAC may recommend and the Provost may grant a promotion in tier if at least six years have passed since original promotion to Associate Tier 1 or at least three years have passed since promotion to Tier 2. A faculty member may only receive a tier promotion once through this mechanism. Multi-tiered promotions are not permitted. Promotion to the next tier includes an approximately 3% increase in base salary at each step (this increase is in addition to any regularly bargained CBA salary increases). For example, an Associate Professor at their first 7-year review might be recommended and receive the promotion to Tier II, including a 3% addition to base salary. At the next 7-year review, if the candidate has not yet been promoted to full Professor, the candidate would automatically be considered for promotion to Tier III, with an additional 3% addition to base salary if successful. To achieve the full 9% associated with promotion to full Professor, the candidate must stand for and earn promotion to full Professor.

The PAC review should indicate whether the candidate is recommended for promotion to the next tier of Associate Professor based upon the file, including the Divisional vote. In accordance with current practice, candidates are free to include in the 7-year review file additional materials beyond the required contents (for example, candidates for a tier promotion on the basis of scholarship may choose to include external letters or printed reviews of their work).

The Provost, based upon the file and the PAC recommendation, makes the final determination on a Tier promotion.

Associate Professors who, during the review period, broadly demonstrate strength to the level expected of full Professor in one area (teaching, service, or scholarship/creative

work per 4.6. and 4.6.1–3), while sustaining Associate-level performance in the other two, have shown exemplary work worthy of promotion to Tier II. Tier II Associate Professors who broadly demonstrate strength to the level expected of full Professor in two areas (teaching, service, or scholarship/creative work), while sustaining Associate level performance in the other area, have shown exemplary work worthy of promotion to Tier III.

4.5 Tenure Procedure

In May the Provost notifies all non-tenured faculty members who will be in their sixth full year of eligibility toward tenure the following September that they are required to be considered for tenure, and that they will be considered unless they notify the Provost in writing by the second week in August of their intention not to be considered for tenure. The Provost then notifies the PAC by the fourth week in August which faculty members will appear on their respective divisional tenure ballots. Candidates for tenure should submit references and prepare their files as specified above in Section 4.4, “Promotion”.

Prior service, up to a maximum of three years at other institutions, may be counted toward eligibility for tenure consideration at New College. A recommendation regarding the amount of prior service to be thus credited is made by the Faculty Appointment and Status Committee as part of its initial appointment recommendation to the Provost, and the amount of time that will be taken into account is specified in the initial letter of appointment. The mandatory tenure ballot for persons whose first appointment at New College is at the rank of associate professor or professor comes in the third year of service at New College. [Editor’s Note (7/31/00): The Florida Administrative Code specifies the maximum number of years to be applied as credit: two years at the assistant professor level, three years at the associate professor level, and four years at the full professor level.]

The names of untenured faculty members do not normally appear on a tenure ballot prior to the mandatory year of eligibility just specified. However, a faculty member's name may be included on the tenure ballot in an earlier year at their own request. A faculty member who decides to stand for tenure before the mandatory year and is not awarded tenure may stand again in the mandatory year without penalty. Absence of a three-fourths vote by a Division is construed as a negative divisional recommendation for earlier consideration for tenure, but it does not preclude consideration of the case by the PAC.

Members of the faculty holding administrative positions are eligible for tenure in their capacity as regular faculty members. Tenured status does not apply to administrative positions.

The divisional voting on tenure conducted by the PAC takes place in November. Prior to that vote, the divisional members of the PAC call a meeting of the divisional faculty to discuss the tenure candidacy or candidacies in the Division. The candidate or candidates do not attend this meeting, and no minutes of it are recorded.

Regular, tenured, and tenure-track faculty members who have completed their first year of employment in a tenure-track position are eligible to vote. Faculty members on assigned research leave or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting for retention. An abstention by any other eligible voter is counted as a negative vote.

A recommendation for tenure by the Division requires at least a three-fourths majority, in whole number.

The same provision for abstention specified (above) for retention and promotion voting applies to voting on tenure.

A divisional recommendation for tenure is a recommendation to the PAC, which, in turn, recommends, positively or negatively, to the Provost. (See *Table 3*, Section 4.11.)

The divisional vote, the PAC vote, and the divisional chair's recommendation are reported separately to the Provost, as well as to the candidate. At the time it announces its recommendation with regard to a tenured candidacy, the PAC makes public an inventory of the types of documents it took into account in its deliberation.

The Provost makes a recommendation to the President, who subsequently makes a recommendation to the Board of Trustees. A detailed memorandum accompanies the Provost's recommendation to the President. The Provost shares this memorandum with the candidate and the PAC. The President may overturn the Provost's tenure recommendation only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the Provost, who shares it with the candidate and the PAC. The final decision rests with the Board of Trustees.

*Language adopted March 2021: COVID Tenure Clock Policy

- Before a tenure track faculty member's fifth year, they may notify the Provost by May 31st that they would like to be considered for tenure and promotion (Note: this would be the timeframe for what NCF historically has referred to as "early tenure")
- Before a tenure track faculty member's sixth year, they may notify the Provost by May 31st that they would like to be considered for tenure and promotion*
- Unless already considered for tenure and promotion, tenure track faculty members will be considered for tenure and promotion in the seventh year, unless they notify the Provost in writing by the second week in August of their intention not to be considered for tenure and promotion.
- Expectations for faculty standing for tenure and promotion will remain the same regardless of the year in which they stand (5th, 6th, or 7th).
- COVID-19 related circumstances will be taken into consideration when evaluating faculty standing for tenure and promotion.
- This policy is meant for any faculty member who is pre-tenure during the time of the COVID pandemic. It will be reevaluated each year.

* Please note that the Faculty Handbook separates the tenure and promotion processes, and while faculty normally come up for tenure and promotion to Associate Professor at the same time, the Handbook provides room for exceptions.

4.6 Criteria for Retention, Promotion, and Tenure

In general, teaching of the highest quality, a coherent and substantive program of scholarly research or creative activity, and regular service are required for retention, promotion, and tenure. In the case of promotion to full Professor, candidates must be excellent teachers; in addition, they must have a coherent record of scholarly research/creative accomplishments and demonstrate meaningful service to New College. Promotion always requires external peer-review of the candidate's scholarly and/or artistic work in accordance with common academic practice.

Promotion from Assistant to Associate Professor is a recognition of achievement and the promise of further growth and contributions in Teaching, Scholarship and Creative Work, and Service to the institution, profession, and community. Promotion to the rank of Associate Professor assumes a commitment on the part of both the candidate and the institution to their mutual benefit and recognizes the expectation of an ongoing and fruitful academic career at the New College.

Within the rank of Associate Professor, the college recognizes three tiers. See section 4.4.1 for procedure and criteria.

Promotion from Associate to full Professor recognizes, beyond the promise of future achievements, a record of committed contribution and leadership in Teaching, Scholarship and Creative work, and Service. Promotion to full Professor marks a progression in the candidate's role at the institution in these areas and carries with it the expectation of further and more significant impact. It is not a reward solely for strong scholarly or creative output, although it is not awarded without scholarship or creative work beyond what was accomplished at promotion to Associate Professor. A minimum of 5 years at rank will normally be required to achieve and collect a strong file for promotion to full Professor (see 4.10 for guidance on the materials that must be included in the file).

In considering promotion to full Professor, NCF is aware that faculty members' contributions will vary over time and from one faculty member to another. Thus, in our deliberations on promotion, we reflect on the benefits to the College of a range of attributes and accomplishments. Given the primary mission of the College, candidates for promotion to full Professor must be strong teachers. The committee will also expect strong work across scholarship or creative work and service. In rare cases, truly extraordinary contributions to at least one of the three areas may merit special recognition.

4.6.1 Teaching Effectiveness

Teaching of the highest quality is given top priority at New College in any assessment of a faculty member's overall performance.

1. All teachers are expected to be:
 - a. Academically demanding in their classes and tutorials, as well as in whatever Independent Study Projects, Independent Term Projects, or Senior Projects they may sponsor.
 - b. Fully prepared, well organized, informative and intellectually stimulating in their teaching.

- c. Open to trying new teaching techniques.
- d. Most conscientious and speedy in their evaluations and discussions of assigned student work during the term.
- e. Prompt in their official evaluations of student work at the end of the term;
- f. Willing, outside of class, to discuss the special academic interests and problems which students may want to discuss with them.
- g. Accessible, helpful, and responsible academic advisors to their advisees.

2. Methods of Evaluation:

Evidence for teaching will include both quantitative and qualitative information for the period under review. Quantitative data will include the numbers of students enrolled in regular courses, tutorials, and ISPs; sponsorship of student contracts; and thesis sponsorship and service on baccalaureate committees. Qualitative material will include course syllabi, student course evaluations, narrative evaluations of students, contracts, and contract certifications, as well as letters from students, alumnae/i, and colleagues, and other materials listed below:

- a. Student evaluations—by both current and previously enrolled students.
- b. Peer evaluations; Administrative evaluations.
- c. Course materials such as syllabi (see Appendix 3); Other material may be included at the candidate's discretion.
- d. Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office).

The numbering of the above criteria and methods of evaluation does not fix the order of their relative importance.

3. The Need for Awareness in Reading Evaluations:

Evaluation of faculty may reflect biases that exist in the broader culture, such as those based on race, ethnicity, color, marital status, sex, religion, national or regional origin, age, sexual orientation, gender identity, gender expression, veteran status, neurodiversity and varying physical abilities, and other categories of difference. In reviewing evaluations, including student instructional evaluations and other evaluative material, review committees and divisions should take care to maintain awareness of this possibility.

Teaching Expectations for Promotion to full Professor

Excellent teaching performance remains the highest priority among the criteria for promotion to full Professor. A candidate for promotion is expected to demonstrate continued excellence in classroom teaching, with particular attention to their maturation as a teacher and responsiveness to the needs of students and colleagues.

The committee will also evaluate candidates' records based on the following criteria:

Curricular innovation or development: The candidate may provide evidence of the development of new courses and/or or new pedagogies, including the integration of innovative research, new technologies, and/or the promotion of core skills such as writing. The candidate may also demonstrate leadership in the development of academic programs and College-wide curricular initiatives.

Strong mentorship: A candidate may provide evidence of effective academic and pre-professional advising. This may include regular student advising, the assistance of students with particular needs or goals, and extracurricular student support—e.g. through students' participation in conferences and exhibitions, publication in journals, and strong postgraduate performance.

4.6.2 Scholarly and Professional Activities

Scholarship and Professional Activities. To assure scholarly growth, faculty are under special obligation to improve their mastery of their disciplines and to keep up with new trends and developments in their fields. It is understood that faculty should incorporate their new findings in their teaching as appropriate. The purpose of scholarly or creative activity at New College is to make a substantive contribution to the body of knowledge and understanding in one's field. For tenure to be granted, a faculty member is expected to establish an original, coherent, and meaningful program of research/creative activity that adds substantively to the body of knowledge or practice within that field.

The list below, while not exhaustive, includes many common forms of scholarly and professional activities for consideration when faculty are being reviewed for tenure and/or promotion. Faculty members are expected to justify, in their written statements submitted to the PAC, the reasons that their work should be factored in evaluation of their scholarship when not immediately obvious. Whereas the faculty recognize that peer-reviewed work is the most important evidence of a record of scholarship, other scholarly contributions can add to one's record.

Evaluation of scholarly and professional contributions should take into account the following. This list is not exclusive.

1. Published Work

- Publication of books (monographs, edited volumes, textbooks, etc.)
- Publication of articles in refereed journals
- Invited articles in journals or anthologies and chapters in edited volumes
- Pedagogical publications (peer-reviewed or not, print or new media, monograph or collaborative, etc.)
- Editions or translations (of primary texts or resources, etc.)
- Technical reports
- Publication in non-refereed journals
- Book reviews of scholarly or professional works in professional

- publications
 - Publication of creative works such as novels, short stories, poetry, dramatic works, musical compositions, etc.
 - Criticism of creative work
 - Citation of candidate's work as it pertains to the work's significance to the field
2. Presentations and Lectures
 - Campus or community lectures, performances or art exhibitions
 - Refereed or invited papers and posters presented at professional meetings
 - Participation in professional seminars or symposia
 - Attendance at professional meetings and official duties in professional organizations
 - Invited lectures or presentations at other institutions
 - Public research presentations for a general audience
 3. Performances and Public Exhibitions
 - Professional performances in the performing arts
 - Exhibition of works of art such as paintings, drawings, sculpture, etc. in juried shows or selective galleries
 4. Professional Activities Demanding Expertise
 - Pursuit, receipt, and fulfillment of grants, scholarships, and fellowships
 - Service as a referee on grants, books, and articles
 - Service for professional conferences (reviewing proposals, hosting and organizing, etc.)
 5. Professional Development
 - Development of new areas or levels of academic competence
 - Continuing education through workshops and short courses
 6. Public-Facing Scholarship:
 - Articles, opinion pieces, or interviews in public media that are related to professional standing and expertise
 - Creation or hosting of public-facing symposia, lecture series, or creative work, related to scholarly expertise, in collaborations with community organizations
 - Intellectual, artistic, critical, and historical work in one's area of scholarly expertise that contributes to public debates and/or produces a public good
 - Serving on external boards or foundations related to scholarly expertise and/or representing the college or higher education.

The ordering of the above activities does not fix the order of their relative importance. Electronic and online publications will be treated, in accordance with the conventions of the field, as equivalent to similar types of print editions or sited exhibitions/performances.

Guidelines in Assessing Significance: The peer review process is the best means of judging significance and contribution of the candidate's scholarly/professional work. A strong tenure and/or promotion file will in most cases include some peer-reviewed or juried work. The quality of refereed journals and presses by which the candidates' work is published may be considered.

Objective peer review of the candidate's work by scholars external to the College is required. In addition, evaluative review by the candidate's Division Chair and Provost is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications, performances, or exhibitions.

Scholarship or Creative Work Expectations for Promotion to Full Professor

Because of New College's emphasis on student research and independent work, it is important that faculty be active scholars or artists who themselves produce high quality work, characterized by insightful formulation of questions, thoughtful design of inquiry, and strong analysis, or by original contributions to the creative arts. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research or artistic production that might be appropriate at a research university. We embrace a broad understanding of scholarly work that recognizes a variety of intellectual engagements that have positive impacts on the intellectual life and mission of the College.

At tenure we ask for evidence of ability to design and complete scholarly or creative work that moves beyond the dissertation or work offered for terminal degrees in the creative arts. We also require evidence of the promise of a continuing research or creative trajectory. At the time of promotion to Professor, we look for evidence of continuing scholarly growth in developing other significant research or creative work, and the impact of such work on both the field to which it belongs and the College.

The impact of a candidate's work on the field to which it belongs may be demonstrated through publication and presentations at conferences or other professional venues, such as exhibits and performances. In addition to peer-reviewed scholarship or creative work, wider recognition of a candidate's work may be demonstrated by citations of the candidate's work by other scholars, reviews of the candidate's published work, invited lectures or contributions to edited volumes, leadership roles in professional organizations, grants and awards, collaborative projects across institutions, engagement as a peer reviewer, and the scholarly or artistic success of the students the candidate trains. The impact of the candidate's scholarship on the College's intellectual life can be demonstrated through a variety of initiatives, such as the construction and maintenance of high quality laboratories, studios, and work spaces; the development and support of working groups and active seminars; and the scholarly achievements of the students with whom the candidate works.

4.6.3 Service

Service must also be considered in evaluating all faculty. Types of service include:

1. Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.

2. Participation in the governance processes of the institution through significant service on committees, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular divisional or College meetings.
3. Other assigned College duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee. (from New College UFF Collective Bargaining Agreement, Article 10.4).

Service Expectations for Promotion to full Professor

A successful promotion candidate is expected to demonstrate the ability to contribute to the division and college in meaningful ways through past service and the promise of future leadership. Candidates for promotion to full Professor are expected to document both “citizenship” (regular attendance and engagement at faculty and division meetings, participation in regular committee service, and participation in academic program reporting, maintenance, and development, etc.) and institutional leadership. Such leadership should be evidenced by documenting one’s role in activities that have had a substantial impact on the college. Similar leadership in one’s profession beyond the college or to the local or national or international community is also highly valued, but does not completely replace the expectation of significant contributions to the college for promotion.

Any leadership position on a college committee should be documented in the Promotion application along with a brief list of accomplishments in that position. Significant impacts resulting from other service roles should also be documented.

Service to the scholarly community—such as serving in elected or voluntary office in professional organizations, planning professional meetings, etc.—is valued, and such contributions should be considered as part of the promotion review. Contributions to the local community should also be considered, particularly if the service makes use of the professional expertise of the faculty member or engages the college more powerfully in the local community. Similarly, service that engages the candidate and by association the college at the state, national, or international level should also be considered. Service that is particularly demanding is a sign of institutional leadership beyond good citizenship; such service should be strongly considered in evaluating the application for promotion. Examples of such service roles include serving as Chair of a Division, Chair of the Faculty, or Chair or regular member on committees that make key decisions about the fate of the college. In such cases, candidates should list their accomplishments in these activities and their impacts; the importance of this service for the health of the institution should be valued in the review process. In assessing the file, the reviewers should seek to balance the demands for both scholarship and institutional service with the needs of a small institution for faculty governance.

4.6.4 General Conditions of Tenure

The appointment of a tenured faculty member is not terminated except for adequate cause. “Adequate cause” is defined as follows:

1. Neglect of duty and responsibilities that impairs the performance of a faculty member's normal and expected services to New College;
2. Failure without justifiable cause to perform the terms of employment, or willful violation of the rules and regulations of the College;
3. Physical, mental, or professional incompetence or failure or inability to discharge assigned duties effectively;
4. Conduct, professional or personal, involving moral turpitude;
5. Violation of the ethics of the academic profession;
6. Actions that impair, interfere with, or obstruct, or aid, abet, or incite the impairment, interference or obstruction of the orderly conduct of the processes and function of New College.

4.7 Policy on Assigned Research

The Faculty of New College concur with the following ideas expressed in the Faculty Assignment of Duties letter:

Our primary responsibility is to teach courses, seminars, and tutorials and supervise independent study projects and senior theses in our respective fields.

To assure scholarly growth, we are under special obligation to improve our mastery of our disciplines and to keep up with new trends and developments in our fields. It is understood that we should incorporate our new findings in our teaching as appropriate. Original scholarly research, contributions to learned journals, creative works in print, performance, or display, and presenting papers at professional meetings are among the most visible means of demonstrating such scholarly growth among the faculty.

To accomplish these aims, New College should ideally follow the generally accepted academic custom on sabbaticals; upon completion of 6 years of full-time service, faculty members should receive a one-semester sabbatical with full pay. For the purpose of calculating credit toward Assigned Research Leave, "full-time service" means any appointed and compensated 1.0 FTE service for the semester, including cases of approved medical, emergency and/or family leave, regardless of the specific assigned duties. Faculty in permanent positions at less than 1.0 FTE will accrue leave on the same schedule but with compensation according to their FTE.

Funds for replacing faculty members on sabbaticals should be provided. Since the faculty consider time away from regular teaching duties an absolute necessity for all faculty members, the College has instituted a program of assigned research, to be sustained by limited funding for adjunct replacements and by mutual cooperation among the faculty.

Upon completion of six years of full-time service, all regular faculty members are eligible to apply for a full-time research assignment for one semester. Alternatively, upon completion of three years of full-time service, a faculty member may apply for a full-time research assignment for one module. Arrangements for a half-time research assignment may be possible in exceptional circumstances. Faculty hired without tenure in a regular, tenure-earning appointment who have successfully completed the 3rd year retention ballot may apply for one semester of assigned research. For these faculty, the period of assigned research would normally be held in the fall term following the third-year ballot. Eligibility for assigned research is calculated from the end of the last period of assigned research or from the date of hire, whichever is most recent. In cases where faculty choose to postpone application for assigned research, credit for years of service

shall be carried over into the next period of eligibility. In the case of faculty hired with credit toward tenure, eligibility for assigned research should be clarified as part of the letter of appointment.

To receive this assignment, eligible faculty must have a research project acceptable to the divisional faculty (submitted in writing and approved by the Division in the academic year preceding the research assignment) and must agree to report the results of the research assignment back to the Division in a timely manner. The proposal must be approved by a majority of the regular divisional faculty. The proposal should include a description of the project(s) to be undertaken and the expected outcomes; a rationale for the timing of the request, including an indication of which semester or module is more desirable; and an explanation of how the advising duties, sponsorships of senior theses, and other tasks of the faculty member on assigned research will be accommodated. The expectations for the period of assigned research should be clearly written into the faculty member's Assignment of Duties letter. At the conclusion of the period of assigned research, the faculty member should submit a written report to the Division; the faculty member may also choose to make a presentation at a divisional Forum or offer a talk for the Faculty Lecture Series.

Faculty on research assignment are released from responsibility for sponsoring Independent Study Projects. This exemption applies to one ISP period for every full semester of research assignment. Faculty on research assignment are exempt from committee service for the semester or module of research assignment, but they are expected to resume such duties at the end of their research assignment.

Normally, only one person from each discipline will have a research assignment in any given academic year. Leaves without pay (with or without outside grants) and visiting appointments at other institutions are encouraged, provided that they receive the required approvals and that replacements are made without serious hardship to the academic program. Funds permitting, courses normally taught by the faculty member with a research assignment will be taught by full- or part-time replacements. If funds are not available, courses in the Division will be rearranged as needed to accommodate student interests. Finding replacements for colleagues on assigned research or leave without pay is the task of the Division. The faculty member in question must give adequate notice and assist the Division in securing a suitable replacement.

4.8 Alternative Assignment of Duties

New College is committed to academic excellence. Although in general faculty on full-time teaching assignments best achieve this, there are circumstances in which alternative assignments are necessary or appropriate. Assignment of duties for faculty serving as Division Chairs (see Status and Election of Divisional Chairpersons, 3.9) recognize the need for part-time administrative service, while assigned research leaves (see Policy on Assigned Research, 4.7) recognize the need for faculty release from teaching in order to devote their full attention to research. Beyond circumstances addressed by these two forms of alternative assignment, there are other circumstances in which an alternative assignment of duties may be in the best interest of the institution. These circumstances include, but are not limited to, the receipt of a major research grant or an opportunity for service to national scholarly organizations. To pursue such opportunities without taking a leave of absence, faculty may petition the College for a temporary alternative assignment. Normally, such assignments will not exceed one year.

The appropriate steps for requesting an alternative assignment are:

1. Application letter that includes:
 - a. Written rationale for the need of alternative assignment.
 - b. Explanation of disciplinary plans for replacement or assumption of duties and for supervising student theses.
2. A majority vote by the Division, which serves as a recommendation to the Provost.
3. Provost's decision based on 1 and 2 above.

If the alternative assignment of duties concerns a faculty member's receipt of a major award (e.g., a Fulbright or similar award that enhances the college's reputation), the following guidelines (rather than the steps outlined above for most alternative assignments) apply.

1. At the first indication that the faculty member's application may be seriously considered for the award (i.e., additional interest in the application beyond its initial acceptance), the faculty member will notify their discipline, Division Chair, and the Provost that they may receive an award that will require that faculty member to be away from campus for a semester or longer. An internal approval process involving the Division Chair and the Provost will then be initiated. Approval should not be contingent on accumulated research credit and should not require the faculty member to use their research credit to accept the award.
2. If the faculty member receives the award, that faculty member will not be required to use their research credit to fulfill the opportunities afforded by the award, although they will not earn research credit during the award period.
3. Faculty stipends associated with the award will be considered salary, and New College will top off the stipend amount to bring it to the level of the faculty member's normal base salary or take similar appropriate actions (e.g., accept the stipend to offset the faculty member's absence and provide the faculty member with their full salary and benefits) as well as helping the faculty member maintain benefits at their normal level. The amount to be topped off should not normally be more than half of the faculty member's salary. Faculty cannot receive greater than their 1.0 FTE salaries during the award period, however, they may receive appropriate compensation to offset travel, insurance, and living expenses related to activities related to the award.
4. There should be an interval of at least 4 years between the completion of an award period and the approval of a second award. Leaves associated with awards should not normally be longer than one academic year.

4.8.1a Uncompensated Leaves

The faculty bodies (Divisions and Provost) will normally not recommend uncompensated leave for a period of more than one full year, nor more than a total of one year of uncompensated leave within every five years. The appropriate steps for requesting uncompensated leave are:

1. Application letter that includes:
 - a. Explanation of the need for uncompensated leave.

- b. Explanation of curricular plans for replacement or assumption of duties and for supervising student theses.
2. A vote by the Division, which serves as a recommendation to the Provost.
3. Provost's decision based on 1 and 2 above.

4.8.1b Flex Time

Flex time is the ability to take a temporary reduction of one course per semester for a temporary .25 reduction in FTE. In no circumstances can a faculty member be forced to take flex time.

Flex time should only be granted in specific circumstances, which must be specified in the application letter. Flex time of more than one period consisting of either one semester or two consecutive semesters in a six year period will normally not be granted, though exceptional consideration will be given to members who are elected to public office. Flex time is not to be used on a permanent basis during an individual's employment.

The appropriate steps for requesting flex time are:

1. Application letter that includes:
 - a. Written rationale for the need of flex time.
 - b. Explanation of disciplinary plans for replacement or assumption of duties and for supervising student theses.
2. A vote by the Division, which serves as a recommendation to the Provost.
3. Provost's decision based on 1 and 2 above.

4.9 Extension of Service Beyond Retirement

Retired faculty are entitled to the following amenities: Retired employee identification card, listing in the college directory, placement on designated college mailing lists, use of New College stationery, divisional mailbox and New College email account, borrowing privileges at the Jane Cook library, and free parking. Depending on availability and needs, the College is encouraged to grant retired faculty access to laboratory and/or office space. Any teaching done by tenured, retired faculty members must be approved in the appropriate Division. Any compensation for teaching of classes will be on an OPS basis arranged with the Division Chair on a term-by-term basis.

4.10 Personnel Records

In order to maximize the amount of information available, and thus broaden the bases for decisions on retention, promotion, and tenure, each Division maintains personnel records (i.e., records of service and achievement) of each faculty member in that Division. However, the compilation and updating of this record is primarily the responsibility of the individual faculty member. The evaluation file includes materials as described below.

Evaluation File Content for Candidates under Consideration for Promotion:

1. Documentation for each category under evaluation (Teaching, Scholarship, and Service) must be provided for a) no fewer than the previous seven years (or if not employed seven years, since hire), regardless of when the last PAC review occurred for candidates for promotion to Full Professor, or b) since hire for candidates for tenure and promotion.
2. Candidates who wish to provide evaluation materials going back further in time are free to do so if they consider it relevant to their current evaluation, but no candidate will be penalized for not including such information.
3. The General Information section of the personnel file should be included in the evaluation file in its entirety.

The General Information Section of the personnel file consists of:

- A current vita.
- Copies of faculty year-end activity reports or FAAR forms written annually (to contain: an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on [with student and AOC], faculty committees served on, and scholarly activities).
- A copy of the initial appointment letter.
- Assignment of duties letters for each semester.
 - For Tenure applicants – include faculty assignment of duties letter for *all* of your tenure-earning years.
 - For Promotion applicants – include faculty assignment of duties letter for the entire period *since original appointment or since last NCF promotion*.
 - Also, include explanatory narrative (from Division Chair if such a letter exists) if the assignment of duties letters reflect extraordinary or unusual circumstances or assignments.
- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters to the PAC from faculty colleagues, students, and alumni and any letters from external reviewers from previous reviews.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Tenure and Promotion packet, if one exists.

The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate's teaching.
- Syllabi (see Appendix 3) and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office).
- Copies of papers and publications clearly identified as in draft, in press, or

- published including printouts of any web-based publications.
- Current Letters from external reviewers assessing the candidate's scholarship and creative work (for candidates for tenure and/or promotion only).
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

4.11 The Faculty Evaluation Process in General

1. At the beginning of each semester, the Division Chairperson provides each faculty member with a written statement specifying their assigned duties for that term.
2. Beginning in the fall of each year, the PAC shall conduct a divisional ballot on each tenured faculty member who is subject to PAC review during that academic year. Tenured Full Professors, having passed the tenure and promotion levels, are reviewed not by the PAC but by a committee consisting of the Chairs of the three Divisions. The tenured faculty member will be asked to provide to the Division, and the Division members will be asked to review, a file with the same contents as the PAC uses in its review (for contents see Section 4.10). The purpose of the ballot is to indicate to the faculty member and to the PAC whether their colleagues believe the faculty member is fulfilling the conditions of tenure. All these provisions shall also apply to faculty members holding the rank of Distinguished Lecturer. An abstention by a faculty member not on leave or not in their first year at New College shall be counted as a negative vote (see Section 4.3, Part 1).

All ballots for third year, promotion, tenure, or tenured faculty shall be composed to require an assessment of quality, in the areas of teaching, scholarship and service, as well as a composite assessment of the three areas. See sample ballots in Section 4.14.

The PAC shall tally all ballots and the results shall be communicated in a timely manner to the individuals whose names appear on the ballots and to their divisional chairpersons.

When a tenured faculty member is promoted or reviewed for promotion, their seven-year review clock starts anew at the year in which the promotion decision is made.

3. During the last two weeks of a semester (or of a module, for modular courses), the Registrar's Office distributes to each faculty member a packet of evaluation forms for each of the courses and tutorials offered that term. These are distributed to the students, who complete them during that week. They are collected and sent to the Division, without the faculty members seeing them first. After the Provost and the Division Chairperson have had an opportunity to examine these student evaluations, the faculty member receives a copy of them—for their own information and edification.
4. At the end of each academic year, the Division Chairperson writes an evaluation of each faculty member in the Division and places it in the personnel record. Faculty

members receive a copy of this evaluation, and they may place a written response to it in the personnel record if they wish to.

5. At the end of a faculty member's second year, and again at the end of their fourth year, the PAC conducts a review of the faculty member's performance—a review based on letters from colleagues and students solicited expressly for this review, and on the material in the personnel record. After examining and discussing this material as a committee, the PAC meets with the faculty member under review to report and discuss with the faculty member what it has found in the record, to present an overall evaluation, and to give advice where advice would seem to be helpful and in order. A written summary of this review is placed in the personnel record. The faculty member receives a copy of it, and may place in the record a response to it if they wish to. In conducting these second- and fourth-year reviews, the PAC basically follows the criteria stated in the section on Criteria for Retention, Promotion and Tenure (above).

4.12 Summary of the Retention, Promotion, Tenure Process

Every faculty member receives an annual letter of evaluation from the relevant divisional chair. The divisional votes on promotion and tenure are held in November.

Second Year: The PAC conducts the second-year review.

Third Year: In February the Division votes on retention. (See sections 4.1 and 4.3) If the vote is positive (at least three-quarters), the faculty member is retained for at least three more years. If the vote is negative (less than three-quarters), the PAC conducts a review and either recommends non-retention to the Provost or overrides the divisional vote. Five PAC votes are required to override the divisional recommendation. If the PAC recommends non-retention, and the Provost and President concur, the fourth year is the final year.

Fourth Year: The PAC conducts the fourth-year review.

Sixth Year: In May of the fifth tenure-earning year the Provost sends notice of tenure consideration, with the option to refrain from standing for tenure. In November the Division votes on tenure (unless there is a withdrawal from consideration) and on promotion. If the divisional vote on tenure is negative (less than three-fourths) the PAC receives a negative recommendation from the Division and must cast at least five votes for tenure in order to produce a positive (composite) recommendation to the Provost. Likewise, if the PAC receives a positive recommendation from the Division, it must cast at least three votes against tenure in order to produce a negative recommendation to the Provost. If the Provost's recommendation on tenure is negative, and President concurs, the seventh year is the final year.

Table 2. TIMETABLE FOR TENURE AND PROMOTION PROCESS (To guide planning only; not the authoritative statement of or substitute for dates, criteria, procedures, and regulations governing tenure and promotion. Portions of timetable may be affected by actions of the New College Board of Trustees and the Florida Board of Education and are subject to change accordingly.)

APRIL	Provost notifies candidate of eligibility and requests notice of deferral or intent to stand for tenure/promotion.
MAY By May 31	Candidate gives Division Chair a minimum of 5 outside referee names; guidelines for referee selection are in the New College BOT Guidelines for Tenure and Promotion. Provost notifies PAC of faculty who intend to stand for promotion or tenure.
JUNE By June 15	Division Chair contacts at least 3 referees to confirm that they can complete an evaluation letter in August or September.
AUGUST By August 7 By August 30	Division Chair sends review materials to referees and writes to candidate's graduates requesting evaluation letters. The Chair will notify candidate upon receipt of external evaluators' letters. Provost and Chair notify candidate in writing of candidate's responsibility to update personnel record and fill in the tenure and promotion application, and inform the candidate of rebuttal rights. Chair informs candidate, Division faculty, and Division Office Managers of candidate's intent.
SEPTEMBER By September 30	PAC chair sends memo to faculty and students requesting signed evaluation letters regarding candidate. These are sent to the PAC Chair in c/o the Provost office.
OCTOBER BY OCT. 14 By Oct. 21 By Oct. 31	Division Chair requests from candidate: 1) all publications or representations of creative work, 2) all student evaluations, 3) other materials relevant to tenure and promotion file held in the Division until after Division balloting. Candidate and Division Chair ensure file is assembled for Division faculty review. All materials should be in candidate file. Candidate can continue to insert rebuttals to the file.
NOVEMBER Two weeks before Thanksgiving Balloting Week The week before Thanksgiving Thanksgiving week	Candidate reviews file and may place in the file a rebuttal to any file materials. The file is closed and becomes available to Division members on Friday, two weeks before Thanksgiving. A discussion of the candidacy is held within the candidate's Division. Balloting begins on Monday the week before Thanksgiving and ends 5 p.m. on Monday of Thanksgiving week. The portion of candidate files concerning class enrollments and student records are part of the Tenure and Promotion file. PAC tabulates the divisional votes on the Monday before Thanksgiving and informs candidate of the results in writing. PAC gets file from the Division and places it into the PAC secured reading room. PAC begins discussion of the candidate. Concurrently, Division Chair uses the file to complete Chair's portion of the Tenure and Promotion Packet, which is communicated to the candidate.
DECEMBER JANUARY FEBRUARY	PAC completes its review of the candidate and votes. PAC conveys voting result to candidate and the Provost in writing. PAC completes its portion of the Tenure and Promotion Packet and so notifies candidate. PAC Chair advises candidate of rebuttal rights. Candidate prepares rebuttal (as appropriate). PAC forwards candidate's Tenure and Promotion Packet with rebuttals to Provost. Provost completes Tenure and Promotion Packet. Candidate reviews Packet, makes final rebuttals. Provost makes recommendation to President, who transmits all materials to the New College Board of Trustees. SCHEDULE WITHIN THESE MONTHS MAY VARY IN ACCORDANCE WITH BOARD OF TRUSTEE ACTIONS. *If the date falls on a weekend or holiday, the deadline moves to the next business day.

Table 3. CONDENSED TIMETABLE FOR TENURE AND PROMOTION PROCESS (For years in which the number of candidates for promotion makes divisional discussion and careful attention to files difficult. To guide planning only; not the authoritative statement of or substitute for dates, criteria, procedures, and regulations governing tenure and promotion. Portions of timetable may be affected by actions of the New College Board of Trustees and the Florida Board of Education and are subject to change accordingly.)

APRIL	Provost notifies candidate of eligibility and requests notice of deferral or intent to stand for tenure/promotion.
MAY By May 31	Candidate gives Division Chair a minimum of 5 outside referee names; guidelines for referee selection are in the New College BOT Guidelines for Tenure and Promotion. Provost notifies PAC of faculty who intend to stand for promotion or tenure.
JUNE By June 15	Division Chair contacts at least 3 referees to confirm that they can complete an evaluation letter in August or September.
AUGUST By August 7	Division Chair sends review materials to referees and writes to candidate's graduates requesting evaluation letters. The Chair will notify candidate upon receipt of external evaluators' letters.
By August 30	Provost and Chair notify candidate in writing of candidate's responsibility to update personnel record and fill in the tenure and promotion application, and inform the candidate of rebuttal rights. Chair informs candidate, Division faculty, and Division Office Managers of candidate's intent.
	PAC chair sends memo to faculty and students requesting signed evaluation letters regarding candidate. These are sent to the PAC Chair in c/o the Provost office.
SEPTEMBER By September. 14	Division Chair requests from candidate: 1) all publications or representations of creative work, 2) all student evaluations, 3) other materials relevant to tenure and promotion file held in the Division until after Division balloting.
By September. 21 By September. 30	Candidate and Division Chair ensure file is assembled for Division faculty review.
	All materials should be in candidate file. Candidate can continue to insert rebuttals to the file.
OCTOBER By 2nd week of October Balloting Week First week of 2nd Module	Candidate reviews file and may place in the file a rebuttal to any file materials. The file is closed and becomes available to Division members on Friday
4th week of October	A discussion of the candidacy is held within the candidate's Division. Balloting begins on Monday the first week of Module 2 and ends 5 p.m. on the following Monday. The portion of candidate files concerning class enrollments and student records are part of the Tenure and Promotion file.
	PAC tabulates the divisional votes on the Monday and informs candidate of the results in writing. PAC gets file from the Division and places it into the PAC secured reading room. PAC begins discussion of the candidate. Concurrently, Division Chair uses the file to complete Chair's portion of the Tenure and Promotion Packet, which is communicated to the candidate.
NOVEMBER DECEMBER	PAC completes its review of the candidate and votes. PAC conveys voting result to candidate and the Provost in writing. PAC completes its portion of the Tenure and Promotion Packet and so notifies candidate. PAC Chair advises candidate of rebuttal rights. Candidate prepares rebuttal (as appropriate). PAC forwards candidate's Packet with rebuttals to Provost. Provost completes Packet. Candidate reviews Packet, makes final rebuttals. Provost makes recommendation to President, who transmits all materials to the New College Board of Trustees. SCHEDULE WITHIN THESE MONTHS MAY VARY IN ACCORDANCE WITH BOARD OF TRUSTEE ACTIONS. *If the date falls on a weekend or holiday, the deadline moves to the next business day.

Table 4. SAMPLE SPRING SCHEDULE OF NINE 4TH/2ND YEAR REVIEWS

Week 1 (first week of semester)	Monday, call for letters for A, B, C
Week 2	Thursday, second call for letters for A, B, C
Week 3	Monday, files close A, B, C; Thursday: second call for letters D, E, F; Friday, first readers A, B, C share with second readers
Week 4	Monday, files close A, B, C; Thursday: second call for letters D, E, F; Friday, first readers A, B, C share with second readers
Week 5	Monday: letters due D, E, F; call for letters G, H, I; Tuesday, first draft A, B, C, compiled and distributed; Wednesday, PAC meets for 2nd draft A, B, C; Friday, share 2nd draft with A, B, C
Week 6	Monday, files close D, E, F; Tuesday, PAC meets with A; Wednesday, PAC meets with B, C; Thursday, second call for letters G, H, I; Friday, first readers D, E, F share with second readers
Week 7	Monday, letters due G, H, I; Tuesday, first draft D, E, F compiled and distributed; Wednesday, PAC meets for 2nd draft D, E, F
Week 8	Break
Week 9	Monday, files close G, H, I; Tuesday, PAC meets with D; Wednesday, PAC meets with E, F; Friday, first readers G, H, I share with second readers
Week 10	Tuesday, first draft G, H, I compiled and distributed; Wednesday, PAC meets for 2nd draft G, H, I
Week 11	Tuesday, PAC meets with G; Wednesday, PAC meets with H, I

Table 5**WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR PROMOTION AND TENURE**

Divisional Recommendation	PAC Vote		Composite Recommendation
	Yes	No	
No +	0	6	= No
	1	5	
	2	4	
	3	3	
	4	2	
No +	5	1	= Yes
	6	0	
Yes +	0	6	= No
	1	5	
	2	4	
Yes +	3	3	= No (Tenure) = Yes (Promotion)
	4	2	
Yes +	5	1	= Yes
	6	0	

4.13 Statement on Criteria and Procedures for Awarding Merit Salary Increases

Since New College is a small honors college with rigorous retention, promotion, and tenure procedures and that stresses excellence in teaching, and since it seeks to maintain a strong collegial tradition, we believe that most faculty should receive regular merit increases, and that available funds should be spread as broadly as possible, while still recognizing major events such as a major contribution to one's academic discipline, or introduction of an innovative course. New College should receive an equitable share of merit and discretionary funds from the State, and these funds should then be distributed according to the College's traditional criteria and procedures, the final decision resting with the Provost, in consultation with the President.

In general we believe that the criteria for awarding merit increases should be the same as those established for retention, promotion and tenure, as described in the *New College Faculty Handbook*.

It is also recognized that divisional chairpersons should review the salary history over the last five years and consider the possibility of cumulative merit for consistently strong teaching, scholarship and service, when making their recommendations. In so far as possible, the monetary differences among the academic ranks should be preserved. (Editor's Note: See 4.13 *Appendix 2* for details on the awarding of Merit Pay.)

Procedures

In the spring, the chairperson of each Division will review all relevant material concerning faculty members within the Division, including assignment of duties letters, student evaluations, peer evaluations (retention votes, PAC reviews), self-evaluation-activities lists, past administrative evaluations and, if needed, copies of publications and course syllabi. It is

Sample Tenure and Promotion Ballot

The tenure & promotion ballot is due in your divisional office by [TIME, DAY, DATE]. Please use the usual double envelope system; ask your divisional office or divisional PAC representative if you have a question about the procedure.

“A recommendation for tenure by the Division requires at least a three-fourths majority, in whole number. Regular, tenured or tenure-track faculty members who have completed their first year of employment in a tenure-track position are eligible to vote.” (*Faculty Handbook* Section 4.5) A positive recommendation by the Division for promotion is a two-thirds positive vote in whole number (see *Faculty Handbook* Section 4.4).

Quoting from Section 4.5: “Faculty members on assigned research or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting. An abstention by any other eligible voter is counted as a negative vote.” The PAC has reviewed the list of [DIVISION] Faculty and determined who may abstain without penalty. Those eligible abstainers are asked to mark the inner envelope with "ABSTAIN" if they are abstaining on this ballot.

This ballot requires an assessment of quality in areas of teaching, scholarship, and service, as reflected in Sections 4.6.1 - 4.6.3, as well as a composite assessment of the three areas in the form of a yes/no vote. Please consult the faculty member's file in the divisional office.

Faculty member	*Years at New College	*Years of Eligibility for Tenure
[Name]	[#]	[#]

Teaching		Scholarship		Service		Tenure Composite		Promotion Composite	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

*As of [DATE]

Sample Promotion Ballot

The promotion ballot is due in your divisional office by [TIME, DAY, DATE]. Please use the usual double envelope system; ask your divisional office or divisional PAC representative if you have a question about the procedure.

A positive recommendation by the Division for promotion is a two-thirds positive vote in whole number (see Faculty Handbook section 4.4).

Quoting from Section 4.4: "Faculty members on assigned research or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting. An abstention by any other eligible voter is counted as a negative vote." The PAC has reviewed the list of [DIVISION] Faculty and determined who may abstain without penalty. Those eligible abstainers are asked to mark the inner envelope with "ABSTAIN" if they are abstaining on this ballot.

This ballot requires an assessment of quality in the areas of teaching, scholarship, and service, as reflected in Sections 4.6.1 - 4.6.3, as well as a composite assessment of the three areas in the form of a yes/no vote. Please consult the faculty member's file in the divisional office.

Faculty member	*Years at New College	Year of Promotion to Associate Professor
[Name]	[#]	[#]

Teaching		Scholarship		Service		Promotion Composite	
Yes	No	Yes	No	Yes	No	Yes	No

*As of [DATE]

Sample Tenured Faculty Review Ballot

The tenured faculty review ballot is due in your divisional office by [TIME, DAY, DATE]. Please use the usual double envelope system; ask your divisional office or divisional PAC representative if you have a question about the procedure.

Quoting Section 4.11: "Beginning in the fall of each year, the PAC shall conduct a divisional ballot on each tenured faculty member who is subject to PAC review during that academic year. Tenured Full Professors, having passed the tenure and promotion levels, are reviewed not by the PAC but by a committee consisting of the Chairs of the three Divisions. The tenured faculty member will be asked to provide to the Division, and the Division members will be asked to review, a file with the same contents as the PAC uses in its review (for contents see Section 4.10). The purpose of the ballot is to indicate to the faculty member and to the PAC whether divisional colleagues believe the faculty member is fulfilling the conditions of tenure. All these provisions shall also apply to faculty members holding the rank of Distinguished Lecturer. An abstention by a faculty member not on leave or not in their first year at New College shall be counted as a negative vote (see Section 4.3, Part 1)."

Quoting from the Section 4.3: "Faculty members on assigned research or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting. An abstention by any other eligible voter is counted as a negative vote." The PAC has reviewed the list of [DIVISION] Faculty and determined who may abstain without penalty. Those eligible abstainers are asked to mark the inner envelope with "ABSTAIN" if they are abstaining on this ballot.

This ballot requires an assessment of quality in the areas of teaching, scholarship, and service, as reflected in Sections 4.6.1 - 4.6.3, as well as a composite assessment of the three areas in the form of a yes/no vote. Please consult the faculty member's file in the divisional office.

TENURED FACULTY REVIEW BALLOT

Faculty Member	Teaching		Scholarship		Service		Composite	
	Yes	No	Yes	No	Yes	No	Yes	No
[NAME]								

Appendix 2: Allocation of Merit Pay Increases

In 1998-99, the New College Faculty approved the following plan for the distribution of Merit Pay for New College Faculty:

The first step in the process will be that the three divisional chairs rank all faculty in their respective units who received satisfactory evaluations for the previous academic year on a three-point scale in terms of teaching, scholarship, and community service. The rankings are then to be weighted so that teaching is weighted the highest, scholarship next, and community service last in order to obtain a cumulative ranking in the Division.

Putting aside the out-of-unit faculty who receive a fixed increase, the next step is to divide all the faculty into two groups: meritorious and most meritorious. Eighty-five percent of the salary pool will be distributed among all the faculty who have achieved at least the meritorious group on an equal percentage basis, i.e., each faculty member will receive a percentage increase equal to 85% of the percentage of the salary pool increase, with a guarantee that each faculty member who received a satisfactory evaluation for the previous year will receive at least the minimum mandated raise. As the third step, 15% of the salary pool will be divided up equally in dollar amounts among the members of the most meritorious group. This group will consist of less than one-third of the faculty.

1. *Appendix 3: Guidelines for Course Syllabi*

For every regularly scheduled course the instructor must provide a syllabus that includes course requirements and contact information. This material must be made available during the first week of class in print and/or online. Instructors are free to construct syllabi as they see appropriate and to update or modify them over the course of the term as necessary, with appropriate notice and accommodations.

Syllabus materials typically include:

- The course title
- The instructor's name
- The instructor's office hours and location
- The instructor's contact information (e.g., an e-mail address or office telephone number)
- A brief description of course objectives
- Course evaluation criteria
- A topical course outline
- The dates of major written assignments and scheduled exams (This does not preclude giving quizzes or additional exams.)
- The titles of any required textbooks
- Any course-specific policies (e.g., regarding electronic devices or food)

The following statements refer to published New College policies. Inclusion of any or all of these statements (or their equivalents) is at the discretion of the instructor.

- A student claiming a need for special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when they would normally be engaged in a religious observance or on a day or time prohibited by their religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

CHAPTER V FACULTY AND A&P EMPLOYMENT: RECRUITMENT; POLICIES GOVERNING EMPLOYEE CONDUCT

5.1 Introduction

This chapter describes the goals and procedures that inform the College's search for appropriately qualified faculty and other professional staff (Section 5.2).

This chapter also selectively incorporates policies of the State of Florida concerning professional employment. Additional policies, procedures and employment resources affecting New College of Florida faculty will be found in the Agreement between the Board of Trustees and the United Faculty of Florida. This chapter does *not* include all policies applicable to New College of Florida faculty under the terms of their employment.

5.2 Recruitment of Faculty and Other Professional Staff

New College of Florida is committed to open, competitive, national searches for all regular tenure-earning faculty positions and for all regular executive-level professional positions.

Faculty and professional staff positions must be advertised nationally; this requirement is satisfied by posting the vacancy to the NCF website. Such positions may also be advertised in relevant and other national and international media, both print and electronic. College procedures for the search are designed to insure a diverse pool of candidates. Results of searches are monitored and evaluated by the Office of the Provost and the Office of Human Resources to insure that goals for equity, competitiveness and fairness are met.

New College of Florida is committed to the principles of Equal Educational and Employment Opportunities without regard to race, color, marital status, sex, religion, national origin, handicap, age, sexual orientation, gender identity and gender expression as provided by law and in accordance with the college's respect for personal dignity. The college is also committed to the employment and advancement of qualified disabled and other veterans. These principles are applied in the conduct of college programs and activities, personnel and student actions, and the provision of facilities and services.

Unlawful discrimination is unacceptable conduct that will not be tolerated at the college. It shall be prohibited for any administrator, supervisor, or other faculty or staff member to discriminate or to take any retaliatory action against an individual who, in good faith, has opposed an alleged unlawful practice or has made a charge, testified, assisted, or participated in any manner in an investigation or proceeding, under the provisions of applicable law. Any faculty or staff member who believes that they have not been treated in accordance with the college's Equal Education and Employment Opportunity Policy may file a complaint with the Director of Human Resources, New College of Florida.

5.2.1 Equity

The Florida Board of Governors is committed to taking the steps necessary to ensure equality of employment opportunities in the State University System. Such steps are outlined in each institution's Equity Plan. In turn, each institution is responsible for issuing an annual report on the status of the plan. Human Resources at New College of

Florida provides leadership and coordinates equal opportunity through programs that facilitate and encourage the employment of women, minorities, handicapped, disabled and other veterans throughout the State University System. The Office of the President monitors the college's compliance with the New College of Florida Equity Plan.

To facilitate these goals, New College of Florida will participate when possible in programs that enhance diversity in faculty hiring and retention and sensitivity to cultural diversity, including programs such as the Consortium for Faculty Diversity.

5.2.2 The Search Procedure: Regular Full-time Faculty

The hiring of a new tenure-track faculty member is the most consequential and important decision in which New College of Florida regularly engages. Over the course of a career, each faculty member shapes the academic program and the lives and futures of thousands of students. Each must inspire students of all backgrounds, provide a role model in whom diverse students can view themselves, and ensure academic excellence over two, three, or more decades. It is a tall order, made even more difficult by a highly competitive marketplace for the ablest future faculty members. In order to serve the students we will have in years to come, the college is committed to hiring a diverse faculty at the highest levels of academic and artistic excellence.

5.2.2.1 Pre-Search

- a. Normally the provost (in consultation with the faculty and as approved by the president) will authorize faculty searches in the academic year preceding the search, and then charge the chair of the appropriate division to assemble a search committee.
- b. To facilitate successful faculty recruitment, before the search begins, the Office of the Provost collects and disseminates information relevant to the academic job market, including average starting salaries by field, statistics regarding the number and demographic breakdown of doctoral degree recipients by field, and the graduate programs that produce the highest numbers of minority Ph.D.s. This information will be made available to the members of each search committee at the initiation of each new faculty search.
- c. Committees for faculty searches should include 1) at least three members, but not more than seven, and 2) minority and 3) female representation. Membership may include students. No faculty member should be formally or informally coerced to serve on such a committee because of status as member of an underrepresented group. To achieve the desired diversity in the committee while not overburdening faculty from underrepresented groups, academic experts from the wider community and in the relevant field may serve in the search committee.
- d. Once committees are formed, the provost hosts a meeting of the committee members with search chairs and chairs of successful searches in previous years. This meeting is open to the public and has the goals of 1) instructing the committee in the creation of an ad that attracts a diverse pool of qualified candidates and 2) discussing and implementing strategies to attract a diverse pool of candidates. 3) Instruct committee members in appropriate ways to invite potential candidates to apply for the position. These strategies may include, but are not limited to assigning search committee members to contact graduate schools, and tapping pipelines of

diverse candidates. If attractive candidates are identified, a member of the committee will contact them to encourage them to apply. In addition, the provost will provide information on the Sunshine Laws and best practices for interviewing and conducting campus visits.

- e. During the spring before the search, the committee will work with the Office of the Provost to construct the following conditions for the development of a diverse pool of applicants.
 - 1. Define the scope of the position to meet the potential for the search.
 - 2. Provide language in the advertisement that expresses a campus commitment to enhancing the diversity of the community.
 - 3. Among the documents to be submitted request a statement regarding the candidate's contribution to, or approach to, achieving diversity.
- f. The division must approve the job description drafted for the position by the search committee.
- g. The committee will conduct a national search following the principles and procedures set forth in Sections 5.2 and 5.2.1, in compliance with public meeting requirements, and following appropriate search guidelines as specified by the Office of Human Resources (HR) and the Office of the Provost.
- h. Upon approval by the division, a Position Vacancy Announcement (PVA) must be submitted to HR. This announcement provides necessary information to advertise the position on the NCF website.

5.2.2.2 The Search

- a. An Applicant Data Form (ADF) to be returned to the Office of Human Resources must be sent to every applicant that applies for the position.
 - 1. For those who apply online using the Applicant Tracking System (ATS), an ADF is sent to the candidate automatically.
 - 2. When the ATS is not used, the chair of the search is responsible for sending an ADF to each candidate. In these cases the ADF should still be sent directly to HR and not returned to the chair of the search committee, and shall play no role in selecting a candidate.
- b. Before the committee begins the review process, the Director of Human Resources in connection with the provost will assess whether or not a diverse pool has been established based on Applicant Data Forms that have been voluntarily submitted by potential candidates. Depending on the diversity of the pool, members of the search committee will either be given permission to continue with the search or will be asked to contact additional potential candidates for consideration as part of the pool.
- c. Once the initial pool of applicants is deemed acceptable, the committee will begin the review of the files and the selection of a short list of applicants for interviews via video conference (e.g. Skype) or held at national conferences, striving to maintain the diversity of the pool.
 - 1. The provost in consultation with the chair of the search committee may add qualified candidates to the short list who demonstrate the knowledge, skills, and abilities in support of an inclusive culture and learning environment.
 - 2. The committee should identify a member of the search committee to call candidates in this short list to arrange for the video conference interviews or at the national conference. To ensure fairness, all such interviews will normally be conducted at the same venue and in the same manner; however, with the approval

of the provost, alternate arrangements may be made for internal candidates and for candidates from underrepresented populations who cannot otherwise be included in the interview process.

- d. From this diverse short list, the search committee identifies its top three candidates to invite to campus. The provost, in consultation with the chair of the search committee, may add qualified candidates to the short list who demonstrate the knowledge, skills, and abilities in support of an inclusive culture and learning environment. In the case of disagreements between the provost and the search committee, the question will be brought to the attention of the president. In preparation for on-campus interviews the chair or chair's designee and the search committee will do the following with the guiding principle that a diverse environment and academic excellence are inextricably linked:
 1. Establish a student group to interview all campus visitors for each search.
 2. Identify faculty willing to meet with campus visitors informally.
 3. Decide what general areas will be covered by the interview questions, where the interview will take place, and who will meet with the candidates.
 4. Review the Guidelines on Interview and Employment Application Questions and Screening Applications and Resumes.
 5. Develop a list of questions to be asked of all candidates. This does not, however, preclude asking additional questions to individual candidates or impede the free flow of discussion.
 6. Candidates are asked to present in a forum based on their scholarship, which are widely announced and open to all members of the campus community. This custom does not preclude alternative or additional activities that would assist the committee in its evaluation of candidates. Such alternative activities must be the same for all candidates.
 7. Arrangements should be made, time permitting, for the candidate to tour the campus and the City of Sarasota.
- e. After campus visits have concluded, the search committee solicits feedback from all members of the campus community who met with the candidates. The search committee then meets to deliberate and to select the candidates in order of preference, also determining if any of the finalists are considered unacceptable. Following this meeting, the committee makes a recommendation to the division. Once approved by the division, the Chair of the division sends the list to the Provost.
- f. The provost acts on the Division's recommendation, selecting a finalist if necessary.
 1. The provost or the president may conclude that the search did not yield an appropriate candidate, or list of candidates, for the position and choose not to approve the filling of the position.
 2. If the provost or the president rejects the division's recommendation, the search committee reconvenes to make a new recommendation to the Division. If no suitable candidates can be identified by the search committee, steps are taken to initiate a new search in the following academic year.
- g. If the provost approves the recommendation, the provost forwards the recommendation to the president for approval. Upon approval of the president, the division chair meets with the provost to determine the terms of an offer package and the division chair makes an offer to the candidate.

- h. The candidate is given a fixed period of time (usually two weeks) to accept or decline the offer, and to negotiate any additional terms. If the candidate accepts the offer, an official offer letter, signed by the division chair, provost, and president, is sent to the candidate. The search process concludes upon receipt of the signed offer letter back from the candidate.
- i. If the first candidate selected declines the offer, the division chair contacts the second candidate, as proposed by the search committee and approved by the division, and this candidate is also given a fixed period of time to respond.
 - 1. The cycle continues until an approved finalist accepts the college's offer.
 - 2. If all finalists decline, or the remaining finalists are considered unacceptable, another search is constituted for the next academic year.

5.2.2.3 Post-Hire

Upon arrival on campus, the new hire contacts HR for a background check, to complete new hire paperwork, and to discuss their benefits orientation. The results of the background check must be received prior to the first day of employment.

- a. The division chair will assign a mentor to the incoming faculty.
 - 1. Part of the guidance should include information on housing, schools, and community resources.
 - 2. The provost, Associate Provost, and division chairs will provide training for mentors and coordinate new faculty orientation activities, including both incoming faculty and their mentors.

5.2.3 The Search Committee Procedure: Non-regular Full- and Part-time Faculty

Visiting faculty are appointed for a maximum of one year to replace faculty on leave of absence or to fill positions that have been vacated at such time of year as to preclude a search that meets the demands set forth in 5.2. Procedures in general follow those described in Section 5.2.2 and 4.1.1, except that the Divisional recommendation is forwarded directly to the Provost. Search procedures may be confined to a more limited canvas and more limited pool of phone, off-campus and campus interviewees. The College takes care to inform prospective visiting faculty that the position is not tenure earning and conveys no prospect of employment with the College beyond the period specified in the appointment.

5.2.4 The Search Committee Procedure: Adjunct Faculty

Adjunct faculty are appointed for a maximum of one semester as specified in Section 4.1.3. Because of the highly restricted nature of these appointments, a systematic canvas is not generally necessary. Adjuncts generally are drawn from the region's academic and professional communities (for example, from appropriately qualified alumni, sometimes under the Alumnae/i Association's Alumnae/i Fellow Program). Faculty concerned with the subject area in question conduct the canvas and make a recommendation to the appropriate Division. When the Division approves a candidate, based on a majority vote from the appropriate Divisional regular faculty and student

representatives, a recommendation is forwarded to the Provost, who can accept or reject the appointment. (See also 4.1.3)

5.3 Academic Freedom and Responsibility

It is the policy of the Board and the UFF to maintain and encourage full academic freedom. Academic freedom and responsibility are essential to the full development of a true university and apply to teaching, research/creative activities, and assigned service. An employee engaged in such activities shall be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.

Consistent with the exercise of academic responsibility, employees shall have freedom to present and discuss their own academic subjects, frankly and forthrightly, without fear of censorship, and to select instructional materials and evaluate student work in accordance with College and Board policies. Objective and skillful exposition of such subject matter, including the acknowledgment of a variety of scholarly opinions, is the duty of every such employee. Employees shall also be free to engage in scholarly and creative activity and publish the results in a manner consistent with their professional obligations.

Academic freedom is accompanied by the corresponding responsibility to:

1. Be forthright and honest in the pursuit and communication of scientific and scholarly knowledge.
2. Respect students, staff, and colleagues as individuals; treat them in a collegial manner; and avoid any exploitation of such persons for private advantage.
3. Respect the integrity of the evaluation process with regard to students, staff, and colleagues, so that it reflects their true merit.
4. Refrain from stating that one is an institutional representative unless specifically authorized as such. Employees are encouraged to be sensitive to the potential for personal statements to be misunderstood as the policy of the College, and should state explicitly that they are not representing New College of Florida when the possibility of such misunderstanding seems significant.
5. Contribute to the effective functioning of the College in fulfilling its educational mission.

5.4 Selected Policies and Resources Affecting Faculty and A&P Employment

Please note: New College of Florida follows College policies found in proposed rule Chapter 6C11-8, Florida Administrative Code; Florida Board of Governors rules prescribing State University System General Personnel Policy found in Chapter 6C-5, Florida Administrative Code; including the state and federal laws, rules and internal management memoranda informing administrators of the procedures and guidelines for implementing Chapter 6C-5 incorporated by reference in Chapter 6C-5; the New College of Florida Employee Handbook; other applicable College policies and procedures; and appropriate collective bargaining agreements.

While every effort is made to update policies and information in Section 5.4, Section 5.4 of the *New College of Florida Faculty Handbook* is not the authoritative source on all New College of Florida employment policies. The reader should consult those laws, rules, and policies. This disclaimer applies only to Section 5.4 of the *Handbook*.

The following laws, rules, and policies are summarized below for the convenience of the reader. When applicable, specific Florida Statutes or sections of the Florida Administrative Code are cited.

Americans with Disabilities (ADA) Policy

It is the policy of the New College of Florida to comply fully with the requirements of the Americans with Disabilities Act of 1990, 42 U.S.C. 12101, and all other Federal and State laws and regulations prohibiting discrimination on the basis of disability or handicap.

In order to comply with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, New College of Florida strives to afford people with disabilities equal opportunity and full participation in all aspects of College life. To that end, it is the policy of New College of Florida to provide equal employment and admission opportunity for, and to make reasonable accommodation to employ and admit the disabled, and assist disabled students in independent living and self-sufficiency as required by law. Unlawful discrimination based on disability is unacceptable conduct that will not be tolerated at the College. The President of New College of Florida or his designee is responsible for coordinating compliance with these policies. The Student Disability Services Program operates out of the Counseling and Wellness Center and arranges accommodations for, determines the disability status of, and, in conjunction with staff and faculty, identifies success strategies for disabled students. The Student Disability Coordinator can be reached at 487-4367.

Success strategies and accommodations include but are not limited to, extended time on examinations, alternate formats for printed materials, and the services of interpreters. Students with disabilities are invited to identify themselves as having a disability and are responsible for providing appropriate documentation of their disabilities. Students approved for services will be provided with ways to access accommodations. An informational letter will be prepared for each of the student's professors. The student is then responsible for following up with the faculty. Faculty cooperation is vital to institutional compliance with the Americans with Disabilities Act of 1990. Information received is confidential. Student rights and responsibilities are explained and students are expected to act accordingly. For more details related to the rights of faculty and students requiring accommodation, please refer to the *NCF Employee Handbook*, Appendix 5, pp. 86-88.

Alcoholic Beverages

The use of alcoholic beverages by faculty or staff is at all times subject to the federal, state, and local laws, rules, regulations, and ordinances, and New College of Florida's policies relating to alcoholic beverages.

Computing Resources

Because of its highly individualized curriculum, New College of Florida places emphasis on equipping each faculty member with desktop hardware, software, and linkages to mainframes and communication services as appropriate to the individual's needs. In this context, the College makes equipping new faculty with computing resources appropriate to their needs its highest priority. Once new faculty needs are addressed, ongoing faculty needs are assessed on an annual basis within each academic Division, with priorities assigned by the Division faculty through divisional governance mechanisms. In the event that the Division's requirements exceed College

and College resources, the Provost will, in consultation with the Division Chairs, establish priorities for acquisition of equipment.

Students have access to a campus-operated, open-use computer facility. In addition, students equip and maintain, with funds generated through student fees, open-use computer facilities available 24-hours. New College of Florida provides students with instruction in linking privately owned PCs to the Internet and other resources. For more general information about students' and employee's rights and responsibilities in regard to computer and email usage, please refer to the *NCF Employee Handbook*, pp. 23.

Code of Ethics

As public employees of the State of Florida, all faculty and staff are bound to observe the highest standards of ethics in all official acts. Ethical standards are established by the Code of Ethics of the State of Florida, Ch. 112, Part III, Florida Statutes and advisory opinions issued by the Commission on Ethics. Topics addressed include doing business with one's agency, conflicting employment or contractual relationships, misuse of public position, acceptance of gifts or unauthorized compensation and financial disclosure regulations.

While the Commission has jurisdiction to enforce the Code of Ethics, most ethical violations are also disciplinary offenses. For example, the College's definition of misconduct includes the misuse of documents, unauthorized solicitation of funds, and corrupt use of one's College position to obtain special benefit or privilege. Violation of rules regarding employment of relatives, outside activity reporting, and public office campaigns could lead to discipline for ethical misconduct as well.

Computing Software—Use of

Computing software may be used only in accordance with the terms of the applicable license agreement. Unauthorized or illegal distribution, copying, or use of computing software is prohibited.

Dogs on Campus

Except for Seeing Eye dogs or service dogs, dogs are not permitted in patio areas adjacent to swim facilities, in recreational facilities such as racquetball and tennis courts, or in food or dormitory facilities, or in the library.

In all other parts of the campus where dogs may be permitted, such animals must be kept securely tied by a line or leash not to exceed ten (10) feet in length. Dogs are not permitted to run at large on any streets, unimproved lots or premises within the boundaries of the New College of Florida campus and should not be tethered and left unattended. Owners are responsible for cleaning up after their dogs. Owners who violate these policies will no longer be permitted to bring dogs on campus.

Disciplinary Actions

Discipline and misconduct policies for faculty and A&P staff are contained in proposed rule 6C-11-8.001, Florida Administrative Code; the New College of Florida Employee Handbook (pp. 29-32); and applicable collective bargaining agreements, copies of which may be obtained from Human Resources (PMC, 487-4757).

Drug Free Workplace

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in and on property owned or controlled by New College of Florida. No faculty or staff member is to report to work while under the influence of illegal drugs. Violation of these policies will be reason for evaluation/treatment for a drug use disorder or for disciplinary action up to and including termination in accordance with applicable collective bargaining agreements, policies, and procedures. The College will discipline any faculty or staff member who is convicted of any criminal drug statute in the workplace or require the faculty or staff member's satisfactory participation in a drug abuse or rehabilitation program. For a more detailed account of the Drug and Alcohol-Free Workplace Policy, please see the *NCF Employee Handbook*, Appendix 3, pp. 72-74.

Dual Employment and Compensation

Dual employment and compensation refers to the secondary employment and compensation of an individual already primarily employed with State government when the secondary employment results in one or more of the following situations:

1. Employment in excess of one full-time equivalent established position.
2. Compensation simultaneously from any appropriation other than appropriations for salaries.
3. Compensation by more than one State agency simultaneously.

Faculty or staff may not begin their secondary employment or be compensated for such employment until the request for dual employment has been approved. For more detailed guidelines, please refer to the *NCF Employee Handbook*, pp. 15-16.

Elected Public Office

Any faculty or staff member who intends to seek election to and hold public office shall notify, in writing, the President or President's designee of such intention. If the President or President's designee determines that the candidacy will interfere with the full discharge of the faculty or staff member's duties, the faculty or staff member shall be informed in writing that they will be required to take a leave of absence or submit a resignation if they choose to pursue the candidacy.

Employment of Relatives (Nepotism)

An employee may not employ a related person (husband, wife, parent, child, brother, sister; spouse of a child, brother or sister; or parent, child, brother, or sister of spouse) where the employee participates in making recommendations or decisions specifically affecting the appointment, retention, tenure, work assignments, evaluation, promotion, demotion, or salary of the related person. For more detailed guidelines, please refer to the *NCF Employee Handbook*, pg. 10.

Equal Opportunity

See Section 5.2 above, or refer the *NCF Employee Handbook*, p. 4.

Fingerprinting and Criminal Records Check

The College requires, as a condition of employment, fingerprinting and a criminal records check of faculty and staff whose duties and responsibilities permit access to controlled substances, include handling of cash and checks, include direct patient/client care, or otherwise

justify criminal records checks in accordance with Florida Statutes. Criminal records checks include reports from the Florida Department of Law Enforcement and the Federal Bureau of Investigation. They are based on fingerprints or reports from local law enforcement agencies according to name and social security number and include an individual's arrests, convictions, and penalties or sentences. The totality of circumstances is considered. Unless required by law, related to the subject position, or the falsification of the application, a criminal record does not necessarily preclude employment. For more details related to this policy, please see the *NCF Employee Handbook*, pp. 6-9.

HIV/AIDS Policy

The College offers students infected with Human Immunodeficiency Virus (HIV) or who have been diagnosed with Acquired Immune Deficiency Syndrome (AIDS) the same opportunities and benefits offered other students. This includes access to educational programs, counseling, health insurance, housing, employment opportunities, transportation, health care and financial assistance.

It is the policy of the State University System (SUS) to balance the education and employment rights of students and university employees with HIV with the rights of infected students and College employees. In the belief that education will prevent the spread of HIV and help the public respond in a reasoned manner, the College is committed to providing the college community with education on the nature and transmission of the disease and the rights of individuals infected with HIV. New College of Florida is committed to respecting the rights of the individual to confidentiality, as well as to the individual's welfare, and to the welfare of the New College community. For additional information, contact the Counseling and Wellness Center, West Side Student Center (4254).

Inventions and Works

The College has adopted a Statement of Policy regarding the ownership and disposition of inventions and works made by College employees and other persons who engage in College-supported effort. This Statement of Policy is intended to accomplish the following:

1. Provide an environment that will encourage innovation, research, and the creation of inventions and works and provide appropriate incentive and support to inventors and authors in connection with the development and commercial application of inventions and works.
2. Provide for the determination of the relationship between College interests and individual interests in inventions and works according to fair and uniform guidelines and procedures that implement the terms of Sections 1004.23 and 1004.22, Florida Statutes and New College of Florida rules 6C11-8.011 (FAC); and Article 18 of the Collective Bargaining Agreement between NCBOT and New College UFF.
3. Provide for the development, protection, and utilization of inventions and works to serve the public interest.

Key Control

A person issued a key to be used on the New College of Florida campus is responsible to their department head for the security and proper use of each key as follows:

1. Safeguarding and using the key to access assigned areas for official College business only.
2. Not loaning a key to any other person.
3. Preventing the duplication of any key assigned to them.
4. Locking doors, files, cabinets, etc., for which a key is issued.
5. Reporting to the New College of Florida Police any condition that may jeopardize New College of Florida campus property or personnel.
6. Assuming responsibility for the conduct of any person the key holder allows to enter a building or facility, as the result of their possession of a New College of Florida campus key.
7. Immediately notifying the New College of Florida Police and the department head when a key is lost or stolen.
8. Returning keys to the department head when it is no longer needed.
9. Agreeing that the key holder understands that their personnel record will not be cleared when terminating, transferring, or going on leave until their key record is cleared.

Violations of this policy through negligent or intelligent behavior will result in appropriate disciplinary action and/or a \$50 fine. Illegal use of New College of Florida campus keys may lead to a criminal investigation and eventual criminal charges.

Mail

Campus mail services are to be used only for official College business.

Misconduct

All New College of Florida employees are subject to disciplinary action, up to and including termination, for on-the-job or job-related misconduct. Misconduct includes but is not limited to willful neglect of duty, violation of leave policies, horseplay, falsification of records, violation of alcoholic beverage policy, illegal possession or use of drugs, research fraud, unlawful discrimination, or harassment. Articles of the Collective Bargaining Agreement between NCBOT and New College UFF and applicable rules and policies provide additional information concerning misconduct and disciplinary action, as does the *NCF Employee Handbook*, pp. 29-32.

Misconduct in Research

New College of Florida expects that all research conducted by its faculty, students, or other associates will comply with generally accepted ethical and legal standards for research. Research misconduct is defined as: fabrication or falsification of data, plagiarism, or other practices that seriously deviate from commonly accepted practices in proposing, carrying out, or reporting research. Research misconduct does not include honest error or honest differences in interpretations or judgments of data.

Any person who has reason to believe that an individual has engaged in an act of research misconduct at the College should report that act to the appropriate Division Chair, who will conduct a preliminary and informal inquiry to determine whether an investigation is warranted.

Outside Activity

Outside activities are any uncompensated or compensated activities which are not part of an employee's assigned duties and for which the college has provided no compensation. When an

outside activity interferes with the satisfactory performance of assigned duties, employees are responsible for resolving the interference working in conjunction with their superiors and other college officials. An employee engaging in any outside activity shall not use the facilities, equipment or services of the College in connection with such outside activity without prior approval of the President.

An employee who proposes to engage in any outside activity which the employee should reasonably conclude may create a conflict of interest, or in any outside compensated professional activity, shall report to their supervisor, in writing, the details of such proposed activity prior to engaging therein. This report shall include, where applicable, the name of the employer or other recipient of services; the funding source; the location where such activity shall be performed; the nature and extent of the activity; and any intended use of college facilities, equipment, or services. A new report shall be submitted for outside activity previously reported at the beginning of each academic year for outside activity of a continuing nature; and at such time as there is a significant change in an activity (nature, extent, funding, etc.). The reporting provisions of this section shall not apply to activities performed and completed during a period in which the employee has no appointment with New College. For more details related to this policy, see *NCF Employee Handbook*, pp. 15-16.

Personnel Files

All faculty and staff have the right, and are encouraged, to review the entire contents of their official personnel files maintained by the College in Human Resources and the personnel evaluation files maintained in the Office of the Provost for faculty. Working personnel files also exist and are maintained in the Divisions. Faculty and staff wishing to review their files may do so during normal working hours by appointment. As custodian of these records, the College limits access to evaluative documents by persons other than the faculty or staff member and appropriate College officials, to the extent allowed by law. A person designated by the employee, with written authorization, may also examine the file. Non-evaluative employee records are open to public inspection and copying under Florida's Public Records Act. For additional details, see the Collective Bargaining Agreement., Article 11; and the *NCF Employee Handbook*, p. 12-15.

Photo Identification Cards

Photo identification cards are available to all permanent faculty and staff. Contact the New College Registrar's Office (487-4320) for information on securing a Photo ID Card. For additional details, see the *NCF Employee Handbook*, Appendix 4, pp. 75-76.

Property—Off Campus Use

When College property is to be removed from campus for some official purpose, a request for "Off Campus Equipment Use Permit" must be approved by the appropriate Division Chair or supervisor. The equipment must be decaled before it is taken off campus. Ask your supervisor for additional information.

Public Records

Because New College of Florida is a state agency, the Florida Public Records Act governs maintenance and accessibility of all documents, books, photos, sound recordings, and other material made or received in the course of official College business. The College's Public Records Law Compliance Policy and Procedure provides that all public records in College custody shall be open for inspection by any person, at reasonable times and under reasonable conditions, and that College custodians of public records shall furnish copies of public records

upon payment of a reasonable charge for the cost of duplication and labor. It is also the policy of the College that confidentiality be maintained for confidential records pursuant to law and that the exemptions from the Public Records Act's inspection and copying requirements be recognized. When a staff member receives a request to inspect or copy a College record, New College of Florida's General Counsel should be contacted to determine whether the requested record is public or confidential.

Religious Observance

In accordance with Florida Statutes 1006.53, and FAC Rule 6C-6.0015 the College has established a policy regarding religious observance.

All students, faculty and staff have a right to expect that the College will reasonably accommodate their religious observances, practices and beliefs. No student shall be compelled to attend class or sit for an examination at a day or time when they would normally be engaged in a religious observance or on a day or time prohibited by their religious belief. Students are expected to notify their instructors in advance of any meeting they will miss in accordance with this policy. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting. Any student who believes they have been treated unfairly with regard to the above may seek review of a complaint through established College grievance procedures.

Reprisals Policy

New College of Florida recognizes the right of its employees to voice concerns on campus issues or issues of personal concern to them. The College respects the right of its employees to participate in the grievance processes available to them and will not take any negative, retaliatory, or reprisal action as a result of an employee electing to lodge a grievance, appeal, or claim, whether filed before a campus body or office or before an external regulatory board or commission. An employee who believes that adverse actions may have been taken against them because they participated in lodging a grievance, appeal, or claim against the College or one of its employees should file a written statement of their complaint with the Director, Human Resources (PMC, 487-4417).

Research Grants

The Office of Research Programs and Services (ORPS) identifies funding sources and assists researchers, both faculty and students, with grant proposals and submissions. The Director of ORPS submits proposals to funding agencies on behalf of the researcher and accepts grant offers on behalf of the institution. While primarily a service unit, ORPS ensures that all grant funded research activity is conducted in a legally compliant environment by encouraging researchers to maintain good stewardship of grant funds from cradle to grave. In addition to proper grant management, ORPS tracks a variety of data to promote and acknowledge the research activity conducted by faculty and students. The New College of Florida Institutional Review Board, charged with reviewing all research involving human subjects, conducts business through this office. The Director serves as the Human Protections Administrator and is the point of contact for faculty and students seeking IRB approval for their research protocols.

Resignations

It is expected that College faculty or staff who resign from their position provide sufficient written notification to their supervisor specifying their last date of employment with the College. When possible, A&P and non-unit faculty are to provide a minimum of three months

written notice, while in-unit faculty have the professional obligation to provide at least one full semester's notice. This includes resignations in conjunction with retirement.

Right-to-Know

The Florida Right-to-Know Law requires the College to inform all faculty and staff of the toxic substances to which they are exposed in the workplace and provide training in safe-handling practices and emergency procedures. Current faculty and staff are to be trained annually, and new faculty and staff are to be trained within thirty days of employment. If a faculty or staff member requests information on a particular chemical, the supervisor is to provide the information within five days. The office of the Vice President for Finance and Administration (COH 108, 4444) can provide additional information regarding the Right-to-Know Law.

Sexual Battery

Sexual battery is a felony in the state of Florida and is a violation of College policy that is subject to disciplinary action under applicable College rules and collective bargaining agreements. It is the intent of the College to create and maintain an environment that is safe from sexual battery.

The Victim's Advocate (who can be contacted at the Counseling and Wellness Center, West Side Student Center, 4254) will assist New College of Florida students or faculty who are victims of actual or threatened violence including assault, battery, sexual battery, and attempted sexual battery.

Sexual Harassment

New College of Florida strives for a study and work environment for students, faculty and staff that is free from sexual harassment. Sexual harassment is prohibited at New College of Florida, and behavior that constitutes sexual harassment is unacceptable.

Definition. Sexual harassment is defined as:

1. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience.
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
 - c. such conduct is sufficiently severe and pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with, an individual's work or academic performance by creating an intimidating, hostile, or offensive working or educational environment.
 - d. Any conduct or activity which creates an adverse impact on an individual's ability to acquire or retain a benefit of employment (including hiring, promotion, salary increases, disciplinary actions or any other terms and conditions of employment), which acts to limit a student's access to, participation in or benefit from an educational program, or which creates a hostile or abusive employment or educational environment.
2. Sexual harassment does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom or the college's educational mission.

Prohibited Conduct. The following actions are prohibited:

1. Sexual harassment by or between any faculty member, staff member or student, including individuals of the same sex.
2. Sexual harassment by any faculty member, staff member or student against any individual who is not a faculty member, staff member or student while assigned to duties or academic programs of the College regardless of their work location.
3. Sexual harassment by any vendor or individual external to the College against any faculty member, staff member or student during the transaction of business with the College.
4. Retaliation by any faculty member, staff member or student against any individual who, in good faith, has made any allegation of sexual harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any federal or state law.
5. Knowingly making false accusations or allegations of sexual harassment, or making false statements in any inquiry or investigation of alleged sexual harassment.

Examples of Prohibited Conduct. Examples of prohibited conduct include, but are not limited to:

1. Displaying or telling of sexually oriented jokes, statements, photographs, drawings, computer images, web sites, videos, slides, graphics, calendars, cartoons, e-mails or other communications.
2. Making sexually explicit or suggestive gestures or sounds.
3. Making actual or implied promises of an employment or educational opportunity or benefit in exchange for sexual activity.
4. Making actual or implied threats to impede or interfere with employment or educational opportunities or benefits for failing to agree to or engage in sexual activity.
5. Inappropriate and unwelcome sexual touching, including but not limited to: patting, fondling, pinching, attempted or actual kissing.
6. Requesting or coercing sexual intercourse or sexual favors, or attempting to or actually engaging in a sexual assault.
7. Continuing to ask someone for a date after being told "no."
8. Continuing any of the conduct listed in the above examples after being told or being otherwise made aware that the conduct is unwelcome.

Prohibited conduct does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a College course/curriculum or to an employee's duties.

Consensual Amorous or Sexual Relationships.

New College of Florida strives to create and maintain a professional, collegial environment for work and study. Professional and collegial relationships are based on mutual respect and trust. When persons in positions of unequal power engage in amorous or sexual relationships they should be aware that they may be at risk of being accused of sexual harassment, either during the relationship or after the relationship ends, or being accused of having a conflict of interest. For additional information concerning conflicts

of interest please refer to Ch. 112, Part III, Florida Statutes, the applicable collective bargaining agreement, and State of Florida Board of Governors and College rules.

The College recognizes that consensual, amorous or sexual relationships between two people of unequal position or power (e.g., between a supervising staff member and a subordinate staff member, faculty member and student, or staff member and student) may become exploitative or lead to charges of sexual harassment. Accordingly, the College encourages its staff, faculty and students to refrain from such relationships.

Reporting Sexual Harassment. If you believe you are being sexually harassed:

1. If possible, tell the person whose actions you find offensive that you want the behavior to stop and/or that the behavior or conduct is unwelcome, and/or,
2. Tell your supervisor or the head of the department in which you are enrolled or employed, or the supervisor/department head's supervisor of the offensive behavior, and/or,
3. Contact the President of New College or the appropriate designee, (941) 487-4100.

Procedures for Internal Handling of Complaints or Allegations of Sexual Harassment.

1. Authority to Investigate. The President or the appropriate designee is responsible for investigating complaints or allegations of sexual harassment.
2. Filing of Complaints. The following persons may file complaints or allegations of sexual harassment:
 - a. Any person protected under section (3) who believes that they have been sexually harassed.
 - b. On behalf of any person protected under section (3), any person having knowledge of instances of sexual harassment of such protected person by any student, faculty or staff member, or vendor, or individual external to the College during the transaction of business with the College.
 - c. Any faculty or staff member, who is in a supervisory position, and who is aware of possible instances of sexual harassment by any student, faculty or staff member.
3. Mandatory Reporting of Alleged Sexual Harassment. Faculty and staff members who are in supervisory positions are required to promptly report verbally or in writing allegations of sexual harassment to the President or his designee. For purposes of this section, a faculty or staff member is deemed to be in a "supervisory position" if:
 - a. They supervise one or more other staff members; or
 - b. With respect to students, they qualify under (7) (c) 1 or supervise or teach the student who is complaining about alleged sexual harassment.
4. Review of Complaints of Alleged Sexual Harassment. Complaints of alleged sexual harassment shall be reviewed by the President or his designee to determine if an investigation is required. If the President or his designee determines to conduct an investigation, the complaint shall be investigated and resolved in accordance with appropriate procedures.

5. Time Deadline for Filing Complaint of Alleged Sexual Harassment. A written complaint must be filed with the President or his designee within ninety (90) days of the alleged incident of sexual harassment. The President or his designee shall render a decision sixty (60) days thereafter. The President's or his designee's decision shall constitute agency action for purposes of further proceedings under Chapter 120, Florida Statutes.

Procedures External to New College of Florida. Complaints of alleged sexual harassment may also be filed with the following external agencies:

1. U.S. Equal Employment Opportunity Commission, Tampa, (813) 228-2310, TDD (813) 228-2003.
2. U.S. Department of Education, Office for Civil Rights, Atlanta, (404) 562-6358, TDY (404) 562-6454.
3. Office of Federal Contracts Compliance Programs, Orlando, (407) 648-6181.
Florida Commission on Human Relations, Tallahassee, 1(800) 342-8170, TDD (904) 488-8696.

For more details of the policies against harassment at the College, please refer to the *NCF Employee Handbook*, Appendix 1, and pp. 63-67.

Smoking

Florida Statutes prohibit the smoking of tobacco products in all public places and public meetings. No smoking areas include: all College buildings on the New College of Florida Campus, including elevators, restrooms, clinic waiting rooms, classrooms, library reading rooms, auditoriums, and all other public areas not designated by sign as permitted smoking areas. For more details in regard to this policy, please refer to the *NCF Employee Handbook*, pp. 28-29.

Space

If you need space for an activity or meeting, a master calendar of space assignments can be browsed on line [here](#). Faculty and staff can contact the reservation agent, css@ncf.edu, to establish an EMS account or ask an office manager or administrative assistant to place a request. Once your account is established, you can request space for meetings and events. The actual reservation for the room will only be placed if the room request is approved by the reservation agent. Use of general meeting/event space is on a first-come, first-served basis. Faculty, staff, students, student government, divisions and departments have priority over student organizations, alumni, employee groups, and other NCF or USF S-M-affiliated groups. Third priority goes to outside non-profits followed by outside for-profit groups.

Telephone Use

College telephones are to be used for College business only, with incidental and nominal personal use for local calls that do not interfere with full performance of job duties. Long distance personal calls are not to be charged to the College under any circumstances. Employees may be required to reimburse New College for any charges resulting from personal use of the telephone.

Unemployment Compensation

Employees who are laid off or terminated through no fault of their own may be entitled to unemployment compensation benefits under Florida law. An employee who is laid off or terminated should contact their nearest Jobs Etc. office to ascertain their rights.

Use of College Name and Symbols

The use of New College of Florida's name or symbols is not allowed for commercial or other advertising or promotional materials where such use implies the College's endorsement unless approved by the New College of Florida Board of Trustees.

Use of Human Subjects in Research

New College of Florida is guided by the ethical principles concerning human involvement in research as subjects set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, entitled: Ethical Principles and Guidelines for the Protection of Human Subjects in Research (The Belmont Report). No human subject research may be initiated and no ongoing human subject research may continue in the absence of approval by the Institutional Review Board (IRB) designated to oversee human research at New College of Florida. Complete guidelines can be obtained from the Office of Research Programs and Services website.

5.5 Staff Benefits

Regular faculty members of New College of Florida are entitled to many benefits. Some are in the form of traditional benefits such as insurance, retirement, and sick leave. This section briefly describes *selected* benefits from among the benefit areas listed below. For full information on all the areas, contact the Benefits Coordinator in Human Resources, PMC, 487-5020, or refer to the *NCF Employee Handbook*, pp. 38-62.

Leaves of Absence and Holidays

Faculty members, with their department's and supervisors' permission, are entitled to leaves of absence for illness, parental leave, assigned research, sabbaticals and professional development leave. They may also be granted leave with or without pay under other circumstances. While the following is a summary of those leave benefits, more details may be found in Chapter 6C-5, Florida Administrative Code, System-wide Personnel Matters; and any applicable collective bargaining agreement.

General: Each employee should determine and strictly comply with departmental procedures for reporting illness, tardiness, and leave requests.

Holidays: All regular employees enjoy fourteen paid holidays: New Year's Day, Martin Luther King Jr. Day (3rd Monday in January), Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving, day after Thanksgiving, Christmas Day, and four days, with a possibility of a fifth day, of Winter Break scheduled by the College President.

The College is closed on these holidays. The College recognizes that in exceptional circumstances a faculty member may hold classes on an official holiday in order to fulfill the education purpose of the course. However, examinations or other testing should not be given in a class scheduled on a holiday. Classes not held because of a holiday shall not be rescheduled.

Record Keeping: Forms are available from your supervisor or departmental leave coordinator to maintain leave and attendance records. Leave is earned at the end of each biweekly pay period and must be earned before it may be used, with limited exception requiring approval of the appropriate vice president. Prior to taking leave, you need your supervisors' approval in writing. All employees complete and submit a leave record at the end of each pay period to their supervisor. Maintenance of leave records is very important, as documented leave balances must be available in order to assure payment of accrued balances upon termination or retirement.

Sick Leave: Sick Leave is accrued by all regular employees. Use must be approved by an employee's supervisor prior to leave. Sick leave can also be used to continue full pay status if you are injured on the job or to provide full pay before the disability plan goes into force. Sick leave can be used for personal illness, injury, disability, or exposure to a contagious disease or for personal appointment with a doctor, dentist, or other recognized medical practitioner. Under certain circumstances, sick leave may also be used for absences resulting from illness, injury, or disability of a member of the immediate family. Immediate family is defined as the grandparents, parents, brothers, sisters, children, and grandchildren of both the employee and their spouse.

Full-time employees earn sick leave at the rate of four hours biweekly. Part-time employees earn sick leave in an amount proportionate to the percent of their appointment. There is no limit to the number of hours of sick leave an employee may accrue. For more details in regard to this policy, please refer to the *NCF Employee Handbook*, pg.49.

Transfer and Payment of Leave: The applicable provisions of the Personnel Rules allow for transfer and lump-sum payment of accrued annual and sick leave under certain circumstances. For more details, please refer to the *NCF Employee Handbook*, pp. 46-69.

Family and Medical Leave Act (FMLA) Leave

- a. The FMLA (The Family and Medical Leave Act of 1993 (FMLA) (Pub.L. 103-3; 29 U.S.C. sec. 2601; 29 CFR 825) The Family and Medical Leave Act of 1993 (FMLA) (Pub.L. 103-3; 29 U.S.C. sec. 2601; 29 CFR 825) for the Federal law providing eligible employees a benefit of up to four hundred and eighty (480) hours of leave without pay for qualified family or medical reasons during a one-year period. This Act entitles the employee to take leave without pay; where the College policies permit, employees may use accrued leave with pay during any qualifying family or medical leave. The failure to list, define, or specify any particular provision or portion of the FMLA in this Agreement shall in no way constitute a waiver of any of the rights or benefits conferred to the employer or the employee through the FMLA. In relation to the Family Medical leave Act, the College shall implement such the Act in accordance with the procedures contained in The New College of Florida Employee Handbook.

Pay Periods, Payroll Deductions

All College employees are paid biweekly. Each two-week pay period begins on a Sunday and ends on a Saturday. Faculty and staff normally receive their paychecks on the Friday

following the end of each pay period. Each paycheck reflects compensation for work performed, leave with pay, or paid holidays observed.

Payroll deductions may be made for Federal income tax, social security contributions, insurance premiums, tax-sheltered annuity contributions, credit union deductions, and other authorized payroll deductions. These deductions are itemized on the statement that accompanies each paycheck. The State Comptroller requires employees to have their pay deposited directly into an account at their financial institution by electronic fund transfer. A direct deposit authorization form should be completed and forwarded directly to Human Resources. For more details related to this policy, please see the *NCF Employee Handbook*, pp. 21-22.

Savings Bonds

Employees may purchase U.S. Savings Bonds through payroll deduction.

Workers' Compensation

All faculty and staff are covered by Workers' Compensation benefits as required by law. With certain exceptions, faculty or staff who sustain a job-related injury or illness are eligible to receive necessary medical care at no cost to them. Faculty and staff are also eligible to receive two-thirds of their salary from Workers' Compensation, to be supplemented with leave use, if the injury or illness results in the authorized absence from work in excess of forty work hours. Additionally, disability leave with full pay for the first forty work hours of authorized absence is available. Job-related death is also compensable under the Workers' Compensation Act. For more details in regard to these policies, please refer to the *NCF Employee Handbook*, p. 45.

CHAPTER VI

THE EDUCATIONAL PROGRAM

6.1 Preamble

Each student's academic program is primarily an agreement between the student and the faculty sponsor. The following guidelines ought to be understood within the context of that agreement and the professional judgment of the faculty sponsor.

6.2 Program Requirements

The New College program is described in the General Catalog which is available online (<http://www.ncf.edu>). Faculty and students should become familiar with this guide; it contains a full treatment of the contract system and educational program.

1. Seven satisfactory semester contracts
2. Three satisfactory Independent Study Projects (ISPs)
3. The satisfactory completion of 31 units (see *Definition of Unit*, below)
4. *For students entering before Fall 2021*: the satisfactory completion of the Liberal Arts Curriculum requirements, including: study in a broad range of subjects; study of diverse perspectives; basic proficiency in mathematics and English language; advanced proficiency in written and oral English language; and satisfactory demonstration of civic literacy (applies to baccalaureate degree-seeking students initially entering New College of Florida fall semester 2018 and thereafter). (See 6.2.3).
5. *For students entering in Fall 2021 or later*: the satisfactory completion of Chart Your Course requirements, including: study in a broad range of subjects; study of diverse perspectives; basic proficiency in mathematics; proficiency in written and oral English language; and satisfactory demonstration of civic literacy.
6. A satisfactory Senior Project or Thesis, accepted in final form by Library staff
7. A satisfactory Baccalaureate Examination (usually in the form of an oral defense of the senior project).

Definition of Unit: For reporting purposes, New College recognizes students' progress each term through a system in which 1 unit is equivalent to 4 semester credit hours. Further, 1 unit is equivalent to a full semester course, tutorial, or independent reading project that expects an average of at least 12 hours of work per week for the duration of the semester (typically, 3 hours in class and 9 hours of course-related work outside of class); or in the case of a unit assigned for an ISP, the same amount of work required for a full semester unit. For academic internships, 1 unit is equivalent to an expectation of at least 120 hours of effort over the course of the term. A half-unit is equivalent to a course, tutorial, or independent reading project that expects an average of at least 12 hours of work per week for the duration of one module; or in the case of a module-equivalent, an average of at least 6 hours of work per week for the duration of the semester. For

academic internships, a half-unit is equivalent to an expectation of at least 60 hours of effort over the course of the term.

With the exception of some portions of the fourth requirement, each of these requirements involves written evaluation; specific procedures are described in the sections below.

6.2.1 Chart Your Course (CYC)

A liberal arts education at New College should develop students' intellectual and personal potential as fully as possible, and as a result instill interest in diverse academic disciplines, practice ways of thinking in the liberal arts, and inspire a regard for views different from one's own.

Chart Your Course (CYC), New College's liberal arts curriculum, provides tools for students to build a holistic foundation for a liberal arts education. CYC requires students to study a broad range of subjects, as well as diverse perspectives, and to demonstrate basic proficiency in mathematics and advanced proficiency in written and oral English language. The CYC also identifies explicit liberal arts learning outcomes to be evaluated by instructors and provides a framework for students to reflect on their learning progress.

Nine Liberal Art Courses

Students must complete at least nine courses. These include:

- at least three CYC courses that expand disciplinary breadth, one from each of the three Divisions (Humanities, Social Sciences, and Natural Sciences);
- four additional CYC courses of the student's choice across any division or interdisciplinary program;
- a Writing-Enhanced Course or a course in Rhetoric and Writing;
- and a course that addresses issues of race, class, gender, and/or religious difference (Diverse Perspectives).

CYC courses are identified in each semester class schedule and posted in the year's *Chart Your Course (CYC) Curriculum Guidelines*. In addition, each year's CYC Curriculum Guidelines defines alternate methods of fulfilling the breadth requirements. These methods include appropriate courses taken at another college and achievement of certain scores on specific subject exams via Advanced Placement, the International Baccalaureate Programme, the Advanced International Certificate of Education, and the College Level Examination Program.

6.2.1.1 CYC Course Selection Procedure

Courses that satisfy the CYC Disciplinary Breadth requirement should introduce a discipline, a field of study, a region, a time period, or a body of literature; have no prerequisites, with the exception of courses, such as languages or mathematics, which may have an implied basic proficiency; and be taught by a faculty member in their area of expertise. Courses will also introduce three CYC learning outcomes from a larger list of core liberal arts outcomes articulated by the faculty. Each faculty member will identify and teach the outcomes throughout their course and assess student learning of the outcomes at the conclusion of the course. In addition to completing the online evaluation form in accordance with Section 6.5.1 (Evaluations), faculty members teaching these CYC courses are expected to complete a CYC-Course Student Outcome Assessment Form on all students in their CYC courses.

The following procedure will be used for determining the CYC designation for courses intended to satisfy the CYC disciplinary breadth requirement:

1. When the faculty member proposes next year's courses for the two-term syllabus, they mark courses that meet the CYC disciplinary breadth requirement. The faculty member identifies which three of the CYC learning outcomes that their course will intentionally teach and assess, and provides a brief summary of how they will both teach and assess the outcomes in that course.
2. All new CYC course descriptions and information about teaching and assessing CYC outcomes are submitted to their respective Divisions for discussion and feedback, confirmed by the Division Chair, and forwarded to the Registrar.
3. Courses that satisfy the CYC requirement are marked with an asterisk in the two-term syllabus and in the course schedules.

Courses that satisfy the diverse perspectives component of the CYC Curriculum should provide students with meaningful engagement with issues of race, class, gender, ability and/or religious difference. Unlike the disciplinary breadth requirement, these courses can require prerequisites. An ideal course or activity would accomplish the following:

- Provide students with a historical, theoretical, or experiential perspective for understanding difference;
- Demonstrate how considerations of difference shape the curricular framework of the course or activity;
- Provide students with an opportunity to consider how difference influences the world beyond the classroom and the college.

The procedure for determining the CYC designation for courses that satisfy the CYC Diverse Perspectives requirement is the same as that for the CYC Disciplinary Breadth courses with one additional requirement:

4. When the faculty member proposes the next year's courses for the two-term syllabus, they will indicate which course(s) meet the CYC diverse perspectives requirement, as well as how the course engages students meaningfully with issues of race, class, gender, and/or religious difference.

6.2.1.2 Student Reflection

The CYC includes a structure for students to reflect upon their progress toward CYC learning outcomes throughout their undergraduate experience. Student reflection on recently completed semesters will occur as part of the contract submission process at the beginning of each new semester. Additional opportunities for student reflection may occur as part of provisional AOCs and/or electronic portfolios as deemed appropriate by the student and their faculty advisor.

6.2.2 Mathematics and English Proficiency and Civic Literacy

Mathematics Proficiency

All New College students must demonstrate the required basic proficiency in mathematics in one of the following ways:

1. Satisfactory completion of a course in mathematics at New College.
2. A score of 530 or above on the mathematics section of the Redesigned SAT (administered as of March 2016).
3. A score of 500 or above on the mathematics section of the SAT Reasoning Test, the re-centered SAT I, or its equivalent.
4. A score of 21 or above on the mathematics section of the ACT.
5. A score of 91 or above on the ACCUPLACER Elementary Algebra exam.
6. A score of 3 on any Advanced Placement (AP) mathematics exam.
7. A score of 5 or higher on an International Baccalaureate (IB) mathematics exam.
8. A score of 50 or higher on a College-Level Examination Program (CLEP) mathematics exam.
9. A passing score on the mathematics section of the College Level Academic Skills Test taken prior to July, 2009.
10. A passing score on the FTCE General Knowledge Exam mathematics section or a score of 91 or higher on the mathematics portion of the Florida College-Level Entry Placement Test.
11. A 2.5 grade point average (on a 4.0 scale) in traditional postsecondary -level course work identified by the Florida State Board of Education and Florida Board of Governors as meeting the requirement to demonstrate college -level skills in mathematics. (Contact the Office of the Registrar for details.)

12. Six-semester credit hour equivalents of mathematics course work completed at another accredited college or university, and deemed eligible toward transfer credit. (Contact the Office of the Registrar for details.)

Advanced Proficiency in Written and Oral English Language

Satisfactory performance in either a Writing Enhanced Course or a Rhetoric and Writing Course.

Satisfactory performance on the final graduation requirements—the senior thesis or senior project, and the oral Baccalaureate Exam—provides clear evidence that the student has met the College’s requirement of Advanced Proficiency in Written and Oral English Language. The requirement for Advanced Proficiency in Written and Oral English Language cannot be waived.

Waivers for Basic Mathematics Proficiency and English Language Proficiency

Students may apply for a waiver if they do not satisfy the basic requirement(s) of Mathematics Proficiency and/or English Language Proficiency. Applications for waivers [not related to a documented specific learning disability] will be reviewed by the Waiver Committee. This committee will include the Provost, a faculty member in Mathematics, a faculty member in English, a third member of faculty outside of Mathematics and English, and an institutional test administrator. Petitions for waivers will be considered only after students have been provided test accommodations and other administrative adjustments to permit accurate measurement of the student’s proficiency in the subject area measured by the exam. The Committee reviewing the request shall review the student’s academic records and such other information as appropriate.

Any student with a documented specific learning disability (SLD), such that the student cannot demonstrate successful mastery of basic Mathematics Proficiency and/or basic English Language Proficiency, may apply for a waiver through the Office of the Provost.

If a waiver is approved, the student’s transcript shall include a statement that the student did not meet the basic Proficiency requirement(s) and that a waiver was granted. (There shall be no mention of a disability should the student have received the waiver on the basis of a disability.)

6.2.3 Civic Literacy

All students initially entering New College fall semester 2018 and thereafter must demonstrate civic literacy through transfer credit or by achieving the score listed below or higher on one of the following assessments:

- a. U.S. Citizenship and Immigration Services Naturalization Test – Civic* (U.S. history and government) with supplemental questions, administered on the campus – 60.
- b. Advanced Placement Government and Politics: United States – 3.
- c. Advanced Placement United States History – 4.
- d. CLEP American Government – 50.

6.2.4: Associate in Arts (A.A.) Degree

The Associate in Arts (A.A.) in Liberal Arts degree is available to students who have completed the following requirements:

- Satisfactory completion of at least 15 academic units (equivalent to 60 semester hours).
- The completion of the appropriate NCF general education requirements:
 - For students who first entered New College beginning in Fall 2021 this is the CYC (Chart Your Course) requirements.
 - For students who first entered New College before Fall 2021, this is the LAC (Liberal Arts Curriculum) requirements.
 - **For students who entered prior to LAC or CYC requirements, a minimum of one course in each of the three disciplinary areas is required.**
- Completion of the Civic Literacy requirement. (See Section 6.2.3)

As there are many nuances to this regulation, please refer to the bulleted list below (and other resources) regarding specific requirements. Civic Literacy requirements for the A.A. degree follow the same regulations as for the B.A. degree. There are three cohorts of students and most students entering a Florida state college (FCS= Florida College System) must now complete both the exam and course portions of this requirement:

- **Students included in Cohort Civic Literacy Competency Requirement:**
 - **Cohort 1 Students first entering the SUS or FCS prior to fall 2018 - None (Exempt)**
 - **Cohort 2 Students first entering the SUS or FCS in fall 2018 through early summer 2021 - Complete a course OR exam**
 - **Cohort 3 Students first entering the SUS or FCS in late summer 2021 and thereafter Complete both a course AND exam**
- **Both BA and AA degree-seeking students must take both the course and the exam if**

**they entered in late summer 2021 onward.
(May 2023)**

- At least 7.5 academic units completed in residence at New College.
- If the world language entry requirement was not completed prior to enrollment at New College, the student must satisfactorily complete world language study through the second semester level **(in accordance with State of Florida requirements)**.

Students who have met the requirements for an A.A. degree, **leave NCF, and do not re-enroll in the subsequent Fall semester**, will be notified and invited to request an A.A. degree if they so desire.

Students who are not currently enrolled at NCF may still receive an A.A. degree by completing the usual SASC **readmittance process and submitting a Change of Program to pursue an A.A.** The A.A. degree will not be awarded to a student who has already received a B.A. degree.

Students may request an A.A. degree by submitting a Change of Program form (in development, see attached draft of eventual online form) and an Application for Graduation with the Office of the Registrar. Students are discouraged from requesting an A.A. when their ultimate goal is a B.A. from NCF, as a B.A. is considered the stronger degree. In the event that a student needs an A.A. prior to earning their B.A. for specific career or educational purposes, they may submit a Provost Petition to request approval to earn an A.A. and immediately thereafter continue studies in pursuit of a B.A. Aside from this exceptional situation, students who request a Change of Program from a B.A. to an A.A. will be presumed to be finishing their studies at New College when the A.A. is awarded (unless returning later to pursue a Master's degree in the future), and are required to wait a minimum of one semester before applying for readmission, at which time they must provide any required documentation for the SASC readmission consideration as well as a Change of Program to change back to pursuit of a B.A. Changes in degree program pursuits will impact reporting, and may have potential impact on financial aid, scholarships and loans.

Students who have earned an A.A. from New College may apply to return via the SASC readmissions process to complete the requirements for the B.A. degree, as outlined above. In such cases, students will complete the B.A. requirements using the General Catalog requirements at the time the student is readmitted for the B.A. The SASC and faculty advisor (or faculty letter writer for readmittance purposes) will work with the Registrar to provide the readmitted student a degree map/pathway towards completion of the B.A. that ensures a timely graduation and prevents course

duplication. This may include course substitutions to address curricular changes between former and current catalog requirements. In the event the readmitted student had previously earned 5 satisfactory contracts at NCF, the SASC shall allow the student to complete a minimum of 1 more full-time contract to earn the B.A. degree. A readmitted student with an A.A. from NCF will not be eligible for a thesis-only contract immediately upon readmittance. Conferral of the A.A. degree from New College generally ensures that all CYC (or LAC) requirements have been met. State of Florida requirements (e.g. a civic literacy course and an exam, math, foreign language) must also be completed if they were not previously met by eligible courses and exams.

Students admitted to New College with an A.A. from another institution may earn an A.A. from New College (a second A.A. degree) if they have completed the NCF general education requirements, civic literacy requirements, and 7.5 units are completed in residence at New College. These requirements must be completed on campus. If they are completed off-campus, a Provost Petition must be approved. Civic literacy requirements cannot be waived by Provost Petition. (May 2023)

6.3 The Academic Calendar

The academic year at New College begins in late August with orientation and advising week, and ends in late May with graduation. Each academic year consists of two semesters and a month-long January Interterm, during which Independent Study Projects are normally undertaken, except by senior students, who normally are engaged in senior thesis-related studies.

The College does not schedule classes on official state holidays. (See Section 5.5, “Leave of Absence and Holidays”, for a list of state holidays).

Each semester begins with an advising period, when new students receive information about the program and the contract system, and returning students discuss contracts and requirements for their areas of concentration. The semester contains a week-long mid-semester break. Classes for both Fall and Spring semester begin on a Monday, following Thursday and Friday mini-classes; and the last class is on a Friday. In each semester, the Friday of the sixth week of classes and the Thursday of the ninth week of class are reserved for advising. There are no classes during these days. Instead, professors make themselves available for student meetings. During these advising days, each student meets with their contract sponsor and many students will additionally choose to meet with other professors to discuss upcoming courses or AOC planning. In the Spring semester, the first three days of the twelfth week of classes are reserved for faculty and students to engage in baccalaureate exams, and no classes are held on these days. At the end of each semester, the Monday and Tuesday following the last day of classes are reading days. No final papers or assignments should be due on these days and no required examinations should take place. The Wednesday, Thursday and Friday following reading days provide a period when final course examinations can be given or final assignments can be due.

Faculty may also decide to divide their semester course offerings into seven-week modules. Modules may be separate, independent courses, or may be related sequences in the same topic area. Modules are evaluated as separate courses and sponsors and students should consider their relative weight when drawing up the semester contract.

6.3.1 The Uniform Weekly Schedule

The College has a uniform weekly academic schedule; shown in Table 4. This is intended to offer some consistency in the length of time students spend in classes, minimize conflicts, and facilitate room scheduling.

It is important that every class take place in a time slot of the uniform weekly schedule. Situations may arise where faculty find it difficult or disadvantageous to teach in a regular time slot. These include: 1) small classes meeting at unconventional times to eliminate time conflicts, 2) classes whose basic nature makes them difficult to adapt to one of the time slots provided, 3) adjuncts who cannot fit their external schedules to ours, or 4) some pressing personal situation. If a faculty member cannot teach in one of the regular time slots, they should appeal to their Division Chair for an exemption. If this is granted, all possible care should be taken to minimize conflicts and overlap with regular time slots.

6.3.2 Schedule for End-of-Term Examinations

Some courses require a 3-hour block of time to be scheduled during the examination days following the end of the term. This time may be used for a final examination, final presentation, or other academic activity associated with the course. Prior to the start of each term, the provost's office – in consultation with the Academic Administrative Council (See Section 3.4) and the registrar's office – will publish a schedule indicating which classes are assigned to which block of time during the examination days following the end of the term. This schedule for end-of-term examinations shall be made available to students and faculty prior to the start of mini-classes. To avoid conflicts with other courses, faculty shall schedule an end-of-term examination or other required end-of-term course activity only during the block of time allocated to the course.

6.4 The Contract

The contract system is the heart of the New College educational program. Planning for the contract begins in the previous semester with adviser meetings and preparation of a contract, which is accessed through the eContract system. In the second module of the prior semester, each student meets with their faculty sponsor to discuss a plan of courses, tutorials and/or internships for the following semester and prepare the eContract for the next term. Included in this discussion is a review of any remaining requirements to fulfill the Liberal Arts Curriculum and requirements for potential or declared Areas of Concentration.

The eContract, drawn up jointly by the student and sponsor, includes: a statement of educational goals; a list of courses, tutorials, internships and other academic undertakings to be taken, totaling at least three units (a unit being equivalent to a full semester course) for transcript entry; a description of otherwise undefined projects to be undertaken; and a statement of certification criteria (e.g., number of satisfactory course evaluations) to be met in order that the contract be certified as satisfactory at the end of the semester. The eContract is due in the Registrar's Office by 5:00 p.m. on the second Wednesday of the term. Students may submit late contracts for a fee (determined by the Registrar's Office) until close of business on the second Friday of the term. Any student whose contract has not been submitted by 5:00 p.m. on the second Friday of the term will have their enrollment canceled, unless the student successfully petitions the Provost to be allowed to submit both eContract and late fee after the deadline.

6.5 Evaluation and Sponsoring

6.5.1 Evaluations

Faculty members are expected to provide an evaluation of the work done by each student with whom they were involved in an academic undertaking. The faculty member who signs an evaluation for any transcript entry has the right to determine whatever the grounds might be for doing so. This may include relying on students or people from the community to conduct or help evaluate classes. When this is the case, it is the faculty member's responsibility to bring such proposals to the Division for discussion and

approval before they are entered in the contract. It is also the duty of the faculty member to maintain standards of academic rigor and honesty.

The online evaluation system is accessible on the New College website home page. Faculty may complete the evaluation form by accessing the following web site address: https://ses.ncf.edu/faculty_schedule.php. Narrative evaluations consist of the following: 1) a designation of the student's performance as "satisfactory," "unsatisfactory," or "incomplete"; 2) a brief description of the course, tutorial, or independent work; 3) comments on the student's work for external purposes; and 4) additional comments on the student's work for internal use only. Satisfactory designations, brief descriptions and the external comments (parts 1-3) are part of the student's official New College record, which may be released to outside entities at the request of the student in concordance with current transcript policy. Incomplete evaluations must specify a deadline for completion.

A "preemptive unsatisfactory" designation may be assigned at the discretion of the instructor before the contract renegotiation deadline. Assignment of a "preemptive unsatisfactory" designation serves as a warning that the student will not satisfactorily complete the course for that term. At the contract sponsor's discretion, that course may still be dropped before the contract renegotiation deadline. If the course remains on the contract after the evaluation submission deadline, the Office of the Registrar will convert the "preemptive unsatisfactory" designation to a regular "unsatisfactory" designation at the end of that term. Like all "unsatisfactory" designations, these converted designations remain a permanent part of the student's academic record.

Faculty evaluations of course or tutorial work for contract entry are due two weeks from the date of submission of a "'All Work Submitted'" form in order to expedite the certification of contracts. Evaluations submitted after 5:00 p.m. on Wednesday of the eighteenth week after the beginning of the semester are considered late. Earlier deadlines are established by the Office of the Registrar for students who are subject to probationary review by the SASC and for prospective graduates. Notification of evaluations not submitted by the deadline will be sent by the Registrar's Office to the Provost, and to the appropriate Division chairperson, to be forwarded to each delinquent faculty member. It will be included in the faculty member's permanent file for review during retention, promotion, tenure and salary considerations.

6.5.2 Deadlines for Incomplete Work

Course and tutorial undertakings that are still incomplete after one calendar year from the first day of the semester for which the contract was written will automatically become unsatisfactory. This applies to modular and full-semester courses for that semester.

6.5.3 Sponsoring

In general a sponsor should assist the student in developing their academic program, keeping in mind both immediate and long-range goals. Attention should be paid to a broad range of issues concerning students' education, as well as graduate school requirements (if appropriate), vocational requirements (if appropriate), enrichment

opportunities and possible diversification. During the semester a sponsor should consult occasionally with each of their students.

6.5.3.1 Sponsoring Internships

A contract sponsor is encouraged to serve as the sponsor of an internship in the absence of other faculty involvement (see Appendix 3: Internships).

6.5.3.2 Calculation of GPA-proxy for external use

For course and tutorial evaluations that include a “satisfactory” designation, the instructor will also submit a supplementary designation of “solidly satisfactory,” “marginally satisfactory,” or “too mixed for summary designation.” These supplementary designations will be viewable in the evaluation system by the instructor and the student, but by nobody else, except as needed for the technical administration of the system and the provision of access (as required by FERPA) to former students, or otherwise as required by law. For faculty evaluation purposes, Division chairs and members of the PAC will be provided with reports that pair evaluation text and designation with supplementary designations but redact the names of the evaluated students.

In connection with each semester contract, a student may select up to one Academic Unit’s worth of activities (one full semester course/tutorial or up to two mod-credit courses/tutorials) which will not receive supplementary designation. The contract form will contain a link to this selection, but the selection is not part of the contract itself and does not require the signature of the contract sponsor. This selection can be changed up until the contract renegotiation deadline, as long as the total selected is no more than one academic unit. Instructors will not be informed of the student’s selection, but for selected courses/tutorials, the supplementary designation entered by the instructor will not be visible to the student and will not be input into the GPA-proxy calculation. (May 2021)

Students may only request a GPA proxy determination from the college when (1) a GPA proxy is required in the application process for a potential employer, graduate admissions process, scholarship, etc. and (2) the student provides evidence that a waiver for a GPA requirement cannot be obtained. Student requests shall for GPA proxies shall be made through the college’s Center for Career Engagement & Opportunity (CEO). If the CEO determines that a GPA proxy is the preferred option for the student they will work with the Office of the Provost to determine a GPA proxy or threshold determination and craft a letter specific to a particular opportunity and associated requirements.

The GPA-proxy number will be communicated directly to the student who requested it and may, at the student’s request, be communicated directly by the Registrar, the CEO and/or Office of the

Provost to potential employers, graduate admissions processes, and like providers of opportunities to students. Letters crafted to communicate and explain the GPA proxy will be retained by the Office of the Provost and be considered part of a student's academic record.

6.5.4 Contract Certification

At the end of each semester, faculty should review each sponsee's course evaluations and submit a contract certification based on the contract certification criteria. All contract certifications are due in the Office of the Registrar 10 days after the first day of the following term.

Sponsor and student can renegotiate the specifics of a contract until the beginning of the twelfth week of each semester. The contract renegotiation forms must be completed and signed by both student and sponsor. After the contract renegotiation deadline has passed, students may petition the Provost's Office for contract renegotiation approval. In order to maintain the integrity of the contract system, such renegotiations will be approved only in exceptional circumstances.

If certification criteria are satisfied within the time period allowed by faculty rules, the contract should be certified as satisfactory. Contract certification forms allow for a description of the semester's activities and any comments deemed appropriate by the sponsor.

If the contract sponsor wishes to close off the option of renegotiating an unfulfilled or unfulfillable contract, or if the contract certification criteria cannot be satisfied, the contract should be certified as *unsatisfactory*.

If the certification criteria are not fulfilled on or before the date by which the faculty member must submit their evaluation of the term's work, but if the criteria can be fulfilled, then the contract should be certified as incomplete. Incomplete certifications must stipulate a deadline for completion, which supersedes the deadlines set by instructors on individual undertakings within the contract.

6.5.5 SASC Review

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs satisfactorily completed. A student's failure to complete contracts and ISPs satisfactorily will trigger one of three automatic consequences, for each of which a notice will be sent from the Registrar to the student and contract sponsor:

Academic Probation

- One unsatisfactory contract or two unsatisfactory ISPs.

Academic Dismissal

- Two unsatisfactory contracts, which need not be consecutive.
- In any order, one unsatisfactory contract and two unsatisfactory ISPs; again, they need not be consecutive.

- One unsatisfactory contract, for students who were readmitted after having previously been dismissed.

Academic Probation: Students will be notified by the Registrar that they have fallen behind in the satisfactory completion of contracts and/or ISPs, that they are being placed on academic probation, and that their academic progress will be reviewed by the SASC at the end of the probationary semester. Student may appeal their probation to the Registrar on procedural grounds only (i.e., in cases of error or misunderstanding). At the end of each semester, the Registrar will report to the SASC on all probationary students' academic progress. Students on academic probation are expected to complete contract and ISP obligations satisfactorily and on time, and to demonstrate that they are once again progressing at an acceptable pace toward completion of degree requirements. Evidence of acceptable progress includes satisfactory evaluations of academic activities included on the semester contract and a satisfactory contract certification. Evaluations of "incomplete" and marginally satisfactory evaluations do not constitute such evidence. A probationary student demonstrating academic progress will be removed from probation and restored to good academic standing. A student who completes their contract satisfactorily but whose weak academic performance warrants further monitoring may have their probationary status extended for one semester. Failure to demonstrate acceptable progress will result in academic dismissal. In all cases the student will receive a notice from the SASC.

Academic Dismissal: Students whose academic progress has not met the required minimum standards described in the College's academic policies will be automatically notified of their impending dismissal by the Registrar. Such notices are sent to the student and sponsor immediately upon determination of two unsatisfactory contracts or one unsatisfactory contract and two unsatisfactory ISPs.

A student who receives a notice of impending dismissal has the option of appealing the dismissal to the SASC. If the student chooses to appeal, the Registrar will schedule a meeting that includes the student, the faculty sponsor, and the SASC. At this meeting the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Any previous reviews by the SASC;
3. General quality of academic work as reported by faculty in evaluations;
4. The sponsor's assessment of the student;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of area of concentration, or submission of senior thesis prospectus;
7. Any extenuating circumstances.

Faculty members are expected to appear at SASC reviews of students they sponsor. The student and the sponsor should submit in writing any comments they have that might assist the Committee in its review of the appeal of dismissal. It is important that students scheduled for review meet with their sponsors and relevant instructors prior to the review to discuss the status of incomplete and/or unsatisfactory work; students appealing a dismissal are expected to present an academic plan, approved and supported by their

faculty sponsor, for getting their work back on track. This plan should include a preliminary contract for the upcoming semester, with a list of proposed courses as well as strategies to support academic success. When appropriate, the plan should also address the status of incomplete academic work and include a completed Preliminary AOC Form or Thesis Prospectus.

After reviewing the student's academic record and talking with the student and sponsor, the committee will take one of the following actions:

1. Recommend to the Provost that the student be dismissed from New College;
2. Set contingencies or conditions for continued enrollment that clearly reflect the committee's expectations for academic progress.

If there is a disagreement between the student and sponsor regarding an "incomplete" or "unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty member remains the student's sponsor for the entirety of that term.

6.5.6 Delinquent Course Evaluations and Contract Certifications

Evaluations submitted to the Registrar's Office website after 5:00 p.m. on Wednesday of the eighteenth week after the beginning of the semester are considered late. Earlier deadlines are established by the Registrar's Office for students who are subject to probationary review by the SASC and for prospective graduates. Notification of evaluations not submitted by the deadline will be sent by the Registrar's Office to the Provost, and to the appropriate Division Chairperson, to be forwarded to each delinquent faculty member. It will be included in the faculty member's permanent file for review during retention, promotion, tenure, and salary considerations.

The Provost may encourage prompt submission of course and contract evaluations through the use of the following measures:

1. Written reminders shall be sent by the Provost to all delinquent faculty as soon as possible after the designated date on which evaluations are due.
2. Two weeks following the due date, a list of all faculty still delinquent shall be prepared by the Registrar and sent by the Provost to all faculty and academic administrators. These lists shall be kept on file with the Registrar and be made available to the PAC on request.

For these measures to be effective, evaluations of Satisfactory, Unsatisfactory, or Incomplete must be submitted for every student on the final course registration list, which is provided after the contract renegotiation deadline. It is not necessary to write unsatisfactory evaluations for students who have officially withdrawn.

6.6 Faculty Teaching Responsibilities

While there are no official college-wide policies or rules governing teaching loads, the accepted norm is that each faculty member will teach two courses or seminars per semester. In addition, faculty are expected to offer tutorials, supervise independent reading projects, independent research, senior theses, and other educational activities. See Florida Statutes 1012.945: Required Number of Classroom Teaching Hours for University Faculty Members.

Employees shall be apprised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the duties and responsibilities in teaching, research and other creative activities, service, and of any other specific duties and responsibilities assigned for that year.

New College Faculty receive an assignment of duties letter from their Division Chairperson at the beginning of each semester which describes their academic responsibilities.

6.7 “Mini-classes”

During the orientation week that precedes each semester, the Registrar schedules “mini-classes,” in which faculty meet with students who are considering enrolling in their courses. Faculty usually provide an overview of the course at this time. These mini-classes give the students the opportunity to ask questions about content, prerequisites, and course requirements. [“Mini-courses” are actually “mini-classes.”]

6.8 Independent Study Projects (ISPs)

Three ISPs are required for graduation. The ISP should be equivalent to a minimum of four weeks of full-time academic effort.

Each project permits individual initiative on choice of topic, method of procedure and preparation of final report or other presentation for evaluation of accomplishment. A student chooses a topic with the consultation and approval of a faculty member who agrees to become their ISP advisor for that project. An ISP Description form approved by both the project advisor and the sponsor must be submitted by each student to the Registrar's Office by 5 p.m. on December 1st or the next business day if December 1st falls on a weekend. Late proposals will be assessed a fee by the Registrar. The renegotiation deadline for ISP proposals is at 5:00 p.m. on the third business day of the ISP period. Renegotiation of an ISP that was submitted on time will not be assessed a late fee. If a student is registered for an ISP and fails to submit an Interterm ISP description form to the Office of the Registrar Office by the renegotiation deadline, the student forfeits payments for the ISP, and the ISP is recorded as “Unsatisfactory”.

Summer ISPs may be pursued only through off-campus course work to be evaluated at the host institution.

The Educational Policy Committee has identified five basic educational objectives in the ISP requirement:

- To train students to carry on independent research, to prepare them to plan and carry through an effective senior thesis;
- To supplement the curriculum, to provide an opportunity to cover areas not usually available, particularly off-campus;
- To provide an opportunity for non-traditional, innovative, experiential learning projects;

- To encourage work-related experiences such as internships (see Section 6.22 *Appendix 2: Internships*);
- Generally to provide an opportunity for intensive involvement with one subject, as a change of pace from the regular terms.

Guidelines for ISPs:

1. An Independent Study Project is basically defined as four weeks of full-time academic effort. The work-level should be roughly equivalent to that in a fourteen-week semester-long tutorial. A "full-time academic effort" cannot be narrowly defined; it depends partly on the individual and the topic under study, but it is assumed to be incompatible with full-time employment, with a regular semester contract, which is also defined as a full-time effort, and with a second, simultaneous ISP. The ISP is intended to be an intensive and total immersion in some particular problem or topic, and thus is normally a sharp contrast with most semester contracts which are multi-centered.
2. The Independent Study Project is essentially a mini-contract that must be negotiated with a project sponsor like a semester contract, and then approved by the contract sponsor. In the case of Summer ISPs, the faculty contract sponsor serves as both faculty sponsor and ISP advisors. Both students and faculty should be aware that some topics lend themselves to intensive study and some do not. Each Division should keep a file of well-chosen and poorly chosen topics. Projects may be carefully defined in detail at the beginning, or left open-ended and explorative, but should be planned to be completed within the given time period (the four-week January Interterm or Summer, as appropriate). While traditional academic topics involving library research are appropriate to fill gaps not covered by regular courses or to go more deeply into a topic touched on in a previous class, the ISP is also a special opportunity to try innovative and unusual projects which would be difficult to manage during a regular semester. Like other contracts, they may be renegotiated if unexpected problems develop.
3. While many or even most ISPs will be independent, individual projects, they need not be. The January Interterm offers a unique opportunity for small group projects, since no one is distracted by other course requirements, while many independent projects can be done as a tutorial during a regular semester. Many projects would benefit from small group participation, such as intensive language study, educational travel, group research, fieldwork, theater and other performing arts, simulations, and value-clarification. Interested students and faculty should explore possibilities early enough in the Fall Semester to recruit an appropriate group.
4. First-year students will need extra assistance in developing effective ISPs. Each Division should assume some responsibility for providing direction. For those students who need it, each Division should offer various small groups on research methods in various appropriate disciplinary combinations, combined, of course, with their individual projects. A booklet of individual and group projects would also be helpful.
5. Many other strong liberal arts colleges, like Eckerd College, have January Interterms and provide group projects that would be suitable for our students. These are

particularly evident in educational travel and environmental studies. The Provost should be responsible to facilitate and publicize these possibilities.

6.8.1 On campus ISP Requirement

The first ISP must be done on campus. It is suggested that, when practical, subsequent ISPs also be done on campus in order to permit sponsor-student consultation. Exceptions to the requirement of residence for the first ISP are granted only with the approval of the Provost. Transfer students (excluding dual enrollment transfers) are not bound by this requirement, although on-campus study is strongly recommended.

6.8.2 ISP Completion Deadlines

ISPs are normally completed during the January Interterm as outlined in 6.8. A January ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00pm on the Wednesday of the eighteenth week after the beginning of the subsequent Spring Semester will be designated as Unsatisfactory. Summer work undertaken at another institution may, with the written consent of the ISP advisor, be counted as an ISP. The expected completion date for a summer ISP is the beginning of Fall Semester. A summer ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00pm on the Wednesday of the eighteenth week after the beginning of the subsequent Fall Semester will be designated as Unsatisfactory.

6.8.3 ISP Renegotiation

January Interterm ISPs may be renegotiated with respect to topic, scope, etc. at the discretion of the original ISP advisor until 5:00pm on the third day of the ISP period by filing a revised ISP Description form with the Office of the Registrar. Changes to the topic and ISP advisor after the renegotiation deadline require a successful petition to the Provost.

6.9 Extra Contracts or Semesters

Specific academic programs may require the addition of semesters to the normal seven required for graduation. Students completing supplementary contracts are expected to be involved in full time academic work.

6.9.1 Part-Time Enrollment Option for Baccalaureate Exam Students

Students who have completed every requirement for graduation (as specified in 6.2) with the exception of the senior thesis or project (see 6.17) and the baccalaureate examination (see 6.18), and who have attempted eight or more contracts, are eligible for a special one-unit contract and part-time enrollment status. The eight contracts attempted may include unsatisfactory or incomplete contracts or contracts interrupted by leaves of absence, and contracts awarded as transfer credit toward graduation.

We refer to this option as a Senior Thesis/Project Completion Contract. Typically, this option is not required as most students are expected to complete their senior thesis or project and their baccalaureate exam in the same term that they complete their other graduation requirements. However, this option is available to students in the event that the completion of their senior thesis/project or baccalaureate exam is delayed for some reason.

The goal of the Senior Thesis/Project Unit Contract is to provide students with an opportunity to finish their Senior Thesis or Project and complete their Baccalaureate Exam without needing to register as a full-time student. This type of contract differs from other New College contracts in three key ways:

- It is only available only to students who have completed all graduation requirements other than the senior thesis or project and the baccalaureate exam.
- It does not count as one of the seven contracts required for graduation.
- The contract must contain exactly one unit of educational activity and that educational activity must be directly related to the student's work on their senior project or thesis.

Advisors of students considering a Senior Thesis/Project Completion Contract should be aware that part-time enrollment may affect the student's eligibility for certain types of financial aid. Therefore, advisees considering this option should be encouraged to consult with the financial aid office.

Typically, no more than one term of Senior Thesis/Project Unit Contract will be required to complete the requirements for graduation (as per 6.17 and 6.18). However, there is no prohibition against multiple Senior Thesis/Project Completion Contracts if exceptional circumstances prevent the completion of the requirements during the first Senior Thesis/Project Completion Contract.

6.10 Academic Leave

A Leave of Absence may be requested when a student seeks to leave the College temporarily, for not more than two consecutive terms. An LOA may be requested during or between terms—please note that effects on the student's academic record and financial aid requirements will vary based on the timing of these options, and on the student's cumulative record. The effective date of a leave of absence is determined when the student submits a completed "Declaration for Leave of Absence" form to the Office of the Registrar.

A Leave of Absence may be granted for up to two consecutive terms. An LOA may be requested:

- between semesters
- for the fall term plus January ISP - by the last day of classes for fall term
- for ISP plus the spring term – during ISP

- for the spring term – by the last day of classes for spring term

The student may request a Leave of Absence by submitting a “Declaration for Leave of Absence” form to the Office of the Registrar, which is signed by the student’s sponsor. If the sponsor will not sign the form, the student may appeal to the Dean of Studies, who will consult with the sponsor and reach a decision.

If requested and granted for a term that has already begun, that term counts as one term of leave.

Financial Aid Implications of a Leave of Absence: Students taking an LOA who receive any type of financial aid—including scholarship funding—should meet with New College financial aid staff to discuss:

- 1) effects of any Leave of Absence on requirements for loan counseling (if applicable)
- 2) the effect of incomplete, withdrawn, or unsatisfactory work on aid eligibility
- 3) the requirements to continue eligibility for aid on return
- 4) the requirements for return of aid funds based on the student’s last date of class attendance if the student is taking an LOA for a term already begun.

Academic Implications of a Leave of Absence:

- An LOA granted for a term already begun, requested by the Last Day for 100% Tuition Refund in the Academic Calendar—If the student is enrolled in courses/tutorials, the student will be withdrawn from the contract and from that contract’s courses/tutorials. Any ISP that may be attached to that term’s registration will be dropped.
- An LOA granted for a term already begun, requested after the Last Day for 100% Tuition Refund in the Academic Calendar —If the student is enrolled in courses/tutorials, the contract and all courses and tutorials from that term will be designated as Withdrawn (with the exception of any modular course or tutorial from Module I, if Module I is already past). If an LOA is granted in the fall term, before the independent study period, any attached ISP will be dropped. If granted during an ISP, the ISP will be designated as Withdrawn
- Completion of ISP/course/tutorial work registered for the semester prior to the term of LOA— The student may not undertake new academic work while on leave, but may complete outstanding Independent Study Project work or semester work registered for the semester prior to the LOA term, if permitted by the student’s faculty and contract sponsor. The same applies to modular course or tutorial work from Module I of the LOA term, if Module I of that term is already past at the time the leave is requested. Deadlines: Course and tutorial undertakings that are still incomplete after one calendar year from the first day of the term for which the contract was written will automatically become Unsatisfactory. This applies to modular and full-term courses for that term. A January ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00 pm on the Wednesday of the eighteenth week after the beginning of the subsequent spring term will be designated as Unsatisfactory.

While on leave the student does not pay tuition and fees and is not entitled to use New College facilities. Students on a leave of absence are not eligible to participate in student employment effective on the date of the LOA and for the duration of the leave.

A student who is on a Leave of Absence and decides not to return to New College of Florida should contact the Office of the Registrar for a standard withdrawal. The student's return from an LOA is not subject to review by the Student Academic Status Committee unless one of the following applies:

- the student fails to return on time from the Leave of Absence; or
- the student's record triggers review for dismissal (two unsatisfactory contracts, one unsatisfactory contract and two unsatisfactory ISPs, or one unsatisfactory contract after readmission).

Ordinarily, the student will be placed on academic probation upon return; however, the student's cumulative record may require that the student's readiness to return be reviewed by the Student Academic Status Committee (SASC) due to meeting academic dismissal factors. With approval from the faculty advisor, the student may petition the Office of the Provost to waive these effects of a contract or ISP designated Unsatisfactory due to LOA.

Prior to return, the student must clear any standing issue regarding registration (e.g., an account balance, conduct review or sanction(s), etc.), and should consult with financial aid staff regarding eligibility requirements for aid.

Students who decide to enroll rather than take an approved leave of absence should inform the Office of the Registrar before the first day of the term, and then register in the usual way.

6.11 Emergency Leave

An Emergency Leave of Absence may be granted for up to two consecutive terms, for purposes of attending to a student's personal health emergency. An ELOA may be requested:

- between semesters
- for the fall term plus January ISP - by the last day of classes for fall term
- for ISP plus the spring term – during ISP
- for the spring term – by the last day of classes for spring term

The student's academic record and financial aid requirements will vary based on the timing of the ELOA, and on the student's cumulative record.

The application and documentation for an ELOA are subject to review and approval by the Director of Counseling.

Financial Aid Implications of an Emergency Leave of Absence: Students taking an ELOA who receive any type of financial aid—including scholarship funding—should meet with New College financial aid staff to discuss:

- 1) effects of any Emergency Leave of Absence on requirements for loan counseling (if applicable)
- 2) the effect of incomplete, withdrawn, or unsatisfactory work on aid eligibility
- 3) the requirements to continue eligibility for aid on return
- 4) the requirements for return of aid funds based on the student's last date of class

attendance if the student is taking ELOA for a term already begun.

Academic Implications of Emergency Leave of Absence:

- An ELOA granted for a term already begun, requested by the Last Day for 100% Tuition Refund in the Academic Calendar—If the student is enrolled in courses/tutorials, the student will be withdrawn from the contract and from that contract's courses/tutorials. Any ISP that may be attached to that term's registration will be dropped.
- An ELOA granted for a term already begun, requested after the Last Day for 100% Tuition Refund in the Academic Calendar — If the student is enrolled in courses/tutorials, the contract and all courses and tutorials from that term will be designated as Unsatisfactory (with the exception of any modular course or tutorial from Module I, if Module I is already past). If an ELOA is granted in the fall term, before the independent study period, any attached ISP will be dropped. If granted during an ISP, the ISP will be designated as Unsatisfactory.
- Completion of ISP/course/tutorial work registered for the semester prior to the term of the ELOA— The student may not undertake new academic work while on leave, but may complete outstanding Independent Study Project work or semester work registered for the semester prior to the ELOA term, if permitted by the student's faculty and contract sponsor. The same applies to modular course or tutorial work from Module I of the ELOA term, if Module I of that term is already past at the time the leave is requested. Deadlines: Course and tutorial undertakings that are still incomplete after one calendar year from the first day of the term for which the contract was written will automatically become Unsatisfactory. This applies to modular and full-term courses for that semester. A January ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00 pm on the Wednesday of the eighteenth week after the beginning of the subsequent spring term will be designated as Unsatisfactory.

While on leave the student does not pay tuition and fees and is not entitled to use New College facilities.

A student who is on an ELOA and decides not to return to New College of Florida should contact the Office of the Registrar for a standard withdrawal.

The application to return from an ELOA, the supporting documentation needed for this, and the time required to review these materials, are subject to approval by the Director of Counseling. Please note: a contract or ISP designated Unsatisfactory through ELOA will not affect the student's academic status.

The student's return from an ELOA is subject to review by both the Director of Counseling and the Student Academic Status Committee if either of the following applies:

- the student fails to return on time from the ELOA; or
- the student's record, excluding the contract or ISP designated unsatisfactory due to ELOA, requires review due to meeting dismissal factors (two unsatisfactory contracts, one unsatisfactory contract and two unsatisfactory ISPs, or one unsatisfactory contract after readmission)

Prior to return, the student must clear any standing issue regarding registration (e.g., an account balance, conduct review or sanction(s), etc.), and should consult with financial aid staff regarding

eligibility requirements for aid.

6.12 Withdrawal

A student may officially withdraw from New College by completing a withdrawal form from the Registrar's Office. To be eligible for a 100% refund of tuition and fees charged, you must withdraw prior to, or during, the second week of classes of a given semester.

6.13 Readmission

Students who have withdrawn or have been dismissed from New College may apply for readmission by petitioning the Student Academic Status Committee. For the fall semester, such applications shall be made prior to April 1; and for the spring semester, prior to November 1. A student normally may not re-enter the College until at least one full term has elapsed since withdrawal or dismissal. The petition, addressed to the chairperson of the SASC and sent to the Registrar, should include the following information: 1) the reason for leaving New College; 2) activities since leaving, including transcripts, employment information, etc.; 3) reasons for wishing to return to New College and proposed academic program; 4) requested date of return. The SASC may set specific academic requirements and restrictions as conditions for readmission.

6.14 Off campus Study

Current rules allow a maximum of three semesters of off-campus study. Two types of off-campus study are possible: 1) working independently under the direction of a New College faculty member and paying fees to New College, and 2) studying at another accredited institution. Any off-campus study contract must be equivalent to a full-time contract at New College. Financial aid and scholarships will not automatically continue during such a semester since state and federal regulations regarding full-time status may apply. [Note: Students wishing to study at another accredited institution must submit, along with an off-campus contract, a request for waiver of tuition at New College, since they will be paying full-time tuition at the off-campus institution. Details pertaining to eligibility for OCS and conditions for the tuition waiver are described in the *General Catalog*, available online].

A contract for off-campus study will be negotiated by the sponsor and student prior to undertaking the program, to be certified by the sponsor upon completion as any on-campus contract. The sponsor should take into consideration such factors as the quality of the institution, the level of courses to be taken, and the way in which the work will be integrated into the student's academic program when negotiating the certification requirements.

6.15 Area of Concentration and Thesis Prospectus

6.15.1 Provisional Area of Concentration Plan

By the middle of the fourth term (including transfer credit), each student must complete a Provisional Area of Concentration Plan. This is a declaration of the student's intention to pursue a specific program of study. For details concerning information to be supplied on the form, see 6.15.3 and 6.15.4 below.

The form requires the signatures of two faculty members qualified to certify the area of concentration. It is due in the Registrar's Office by 5:00 p.m. on the Friday of the 9th week of the term. That is, the Friday following the second advising day of the term (see Section 6.3). Failure to submit the form precludes enrollment in the next term. Desired modifications can be made by re-filing the form at any time prior to the filing of the Thesis Prospectus.

6.15.2 Thesis Prospectus/Area of Concentration

By the middle of the sixth term (including transfer credit) each student must complete a Thesis Prospectus/Area of Concentration form. For details concerning information to be supplied in the first two sections of this form, see 6.15.3 and 6.15.4 below; the third section of the form is to contain the thesis prospectus itself, including a working title or topic, summary description and bibliography for the project.

The Thesis Prospectus/Area of Concentration form supersedes the Provisional Area of Concentration Plan and requires the signatures of three faculty members. The first two ratify the area of concentration, and one of these is also the thesis sponsor. The baccalaureate committee consists of the thesis sponsor, the second faculty member from the student's area of concentration, and at least one additional faculty member, all of whom have signed the Thesis Prospectus/Area of Concentration form. Although in most cases there is only one thesis sponsor, other members of the committee serve as advisors on the senior project.

The Thesis Prospectus/Area of Concentration form is due in the Office of the Registrar by Friday of the 9th week of the term. That is, the Friday following the second advising day of the term (see Section 6.3). Failure to submit the form precludes enrollment in the next term. Procedures for resubmitting the form are covered in section 6.18 below.

6.15.3 "Area of Concentration"

The first sections of the Provisional Area of Concentration Plan and of the Thesis Prospectus/Area of Concentration form specify the students' intended area of concentration. There are seven categories of area of concentration (Major) four of which are single and three of which are combined. The determination of how Areas of Concentration may best be combined is made by the faculty of those programs; requirements for specific Areas of Concentration are listed in the General Catalog. In general, Areas of Concentration will have a minimum requirement of 10 units. Faculty involved in setting the requirements for each AOC can decide if they will also set requirements for a related joint AOC or secondary area (i.e., minor). However, if an area is to be offered as either part of a joint concentration or a secondary area (minor), minimum requirements must be defined for each.

Single Areas of Concentration:

1. *Liberal Arts.* A Liberal Arts concentration requires the endorsement of faculty from at least two Divisions.
2. *Divisional Concentration.* (Humanities, Natural Sciences, or Social Sciences.) A divisional concentration requires the endorsement of two (Natural Sciences and

Humanities)/three (Social Sciences) faculty (usually from different disciplines) from within the appropriate Division and fulfillment of other divisional requirements.

3. *Programmatic Concentration.* Programs include academic disciplines and interdisciplinary programs. Requires the endorsement of two faculty from a program currently represented at New College. For programs having only one faculty member, a student must petition the Division for acceptance of the programmatic concentration when appropriate work in the discipline is done off campus with the approval of the New College faculty member representing the discipline.

Combined Areas of Concentration:

4. *Joint Concentration.* This is a combination of two or more concentrations offered at New College. Some areas might be available only as part of a joint concentration, whereas some joint concentrations involve combining two areas of concentration that might be pursued on their own. When joint concentrations involve a full AOC in one of the areas, this will be indicated on the appropriate forms (e.g., Provisional, AOC form, and baccalaureate form, and recorded by the Registrar. The purpose of a joint concentration is to offer students the opportunity to pursue an interdisciplinary program by integrating substantial work in two disciplines in a single program. Both the level of work and the transdisciplinary character distinguishes a joint concentration from a “major” and a “minor.” A Joint Concentration requires the endorsement of three faculty members: at least one from each discipline. This combined concentration is used to indicate a program of study in which substantial study has occurred in two disciplines but not enough for a double concentration. Although a student may pursue more course work in one of the two areas, a joint concentration requires more work in the second area than would be required for a minor. In order to qualify as a joint concentration, each component should generally involve at least 7 units. The baccalaureate committee, with representation from both disciplines, will be responsible for certifying that the student has completed substantial work in both areas, and that the thesis or senior project reflects the transdisciplinary character of this concentration. It is up to each discipline or program to set the minimum requirements for a joint concentration in their area.

5. *Double Area of Concentration (Double Major).* May be accomplished in one of two ways:

A. Two Area of Concentration/Thesis Prospectus forms are filed and all requirements for each major (program) are met, including two theses and two baccalaureate exams (see programmatic concentration above).

B. One thesis or project satisfying the requirements of both concentrations is completed and one baccalaureate exam taken. One Area of Concentration/Thesis Prospectus is filed having the endorsement of two faculty members from each program declared. All requirements of each program are met. The faculty members (two from each program) comprise the baccalaureate committee, though additional faculty may also be on the committee if required or desired by the student and endorsing faculty.

6. *Area of Concentration with Secondary Field (Minor).* A secondary field may be added to any Area of Concentration as specified above. Requires the endorsement of two

faculty from an Area of Concentration in one of the six categories outlined above and one faculty member from the secondary program. This program of study meets all requirements for one AOC and sufficient work (generally a minimum of 5 units) in a second program to warrant certification as a Secondary Field, according to the requirements established by the faculty in that program. It is up to each discipline or program to set the minimum requirements for a minor in their area (and the faculty in that area may decide not to offer a minor). The thesis or senior project shall meet the requirements for the primary area of concentration and need not involve work in the secondary field.

Special Program Concentration:

7. Special Program Concentration. A special program concentration **can be:**
 - A. **An interdisciplinary concentration that has been given a special title and serves as a single Area of Concentration.**
 - B. **A combination of an established Area of Concentration (Liberal Arts, Divisional, or Programmatic) and a special program structured as a Joint Concentration, Double Area of Concentration, or Area of Concentration with Secondary Field (Minor). The special program should be structured following the guidance of the corresponding Area of Concentration type as found in the *Single Areas of Concentration and Combined Areas of Concentration* sections above.**

The **title of the special program** must accurately describe the area of study. The title on the area of concentration, thesis prospectus, and other related documents must begin with the designation “Special Program.” **and end with an asterisk. For example, Deep Sea Biology*** A special program concentration requires the endorsement of two faculty. In some cases, where there are limited course offerings at New College that apply to the designated special program, appropriate off-campus work will be required.

Concomitant with the submission of any Provisional Area of Concentration or Thesis Prospectus form that is given a name not listed in the *New College General Catalog*, a description of the proposed **special program** of study will be filed with the Office of the Registrar. These **special program** descriptions must include a short narrative description of the program being proposed, and a specific list of all activities—coursework on or off campus or other educational activities—that should be successfully undertaken to complete the program.

These **special programs** are to be produced by students in collaboration with their professors, and must be signed by the signatories of the area of concentration form. A faculty sponsor in collaboration with the student may retract a **special program** description at any time or modify it by submitting another of the same name that supersedes the first. If the **special program** is similar to programs offered by other undergraduate institutions, or if it implies preparation for particular graduate or professional programs, the **special**

program description should relate to these other programs **and include those guidelines as a comparison.**

A copy of the narrative descriptions will be submitted to the Registrar's Office, who in turn shares it with the Provost's Office and Division Chairs, who will be responsible for bringing the proposed programs before their Division for discussion. A file of all special programs will be maintained in the Registrar's Office and made available to all students and faculty. **(Apr 2023)**

6.15.4 "Future Program of Study"

The second section of the Provisional Area of Concentration Plan and of the Thesis Prospectus/Area of Concentration form provide for a description of the student's future program of study. This description should reflect any remaining course requirements established as part of the specific program of study, or as part of the Liberal Arts Curriculum and math and computer literacy requirements. Thus, by completing this section, sponsor and sponsee will have assured that the student will know of any requirements necessary for satisfying the student's area of concentration.

6.16 Qualifying Examinations

Some disciplines (or Programs of Study) require students to pass a qualifying exam. These examinations are administered annually. Normally, the student should have passed the exam prior to the declaration of the area of concentration, since the exam is usually intended to assess the student's ability to continue with advanced study in that discipline or area.

6.17 Senior Thesis or Project

Students in their final year at New College are required to complete a senior thesis or project. Each New College graduate is expected to possess strong writing skills, and the completed project should satisfactorily demonstrate the ability to express ideas and information in writing. It also provides the basis for the oral baccalaureate examination. Work on the senior thesis/project is normally spread over the last two semesters before graduation and is normally included in those contracts. The sponsor must submit a formal written evaluation of the thesis/project. Each senior project shall be accompanied by an abstract or, where appropriate, a brief description, of approximately 200 words. The abstract or description shall be considered as an integral part of the thesis or project.

The Library distributes the "Guidelines for a Senior Thesis," which is available to faculty and students. Specific prescriptions for the style and format of the printed copy of the senior thesis are outlined in this handout.

The original printed copy of the senior thesis (or, if the senior project is not in written form, a printed description of the project) must be submitted to the Library for binding no later than 5:00 p.m. on the Monday before graduation. The student must also submit an electronic copy of the thesis in PDF format at the same time as the printed version. The thesis sponsor and student will determine the level of access to the electronic copy. If the Library has not accepted the senior thesis, the student will not be able to participate in the College's graduation ceremony, their diploma will be withheld and a hold will be placed on their transcript until the library copy

has been accepted. The printed Library copy should be submitted unbound, preferably in an envelope. The Library pays for one bound copy of the thesis for the archive. A Divisional copy of the thesis may be made at the request of an appropriate faculty member and will be charged to that Division.

6.18 Baccalaureate Examination

The faculty has agreed on the following description of the baccalaureate examination: "The baccalaureate examination is logically the final requirement for graduation, coming normally in the final term and presupposing the completion of the senior thesis/project and the substantial completion of the area of concentration. The faculty as a whole will make the final certification that all requirements for graduation have been met. The examination represents the collegial responsibility of the faculty that no student may graduate until the quality of the student's educational achievement has been closely examined and approved by three faculty members. Each New College graduate is expected to possess strong oral communication skills. Therefore, a student's ability to express ideas and information orally is assessed as part of the baccalaureate examination evaluation process."

The baccalaureate examination is usually held three or four weeks prior to the end of the semester. The dates of the baccalaureate exam week are announced in the academic calendar. The procedure for announcing baccalaureate examinations, which are open to the College community, is as follows:

Not later than one week before the baccalaureate examination, the student who is to be examined shall apply to the Division Office of their thesis sponsor for a room in which to hold the examination. The student shall provide the Division with the following information:

1. Name of student
2. Title of thesis or project
3. Area of concentration
4. Members of baccalaureate committee
5. Date and time of examination

A Division staff member shall assign a room for the examination and the student posts an announcement of the examination (consisting of all of the preceding information) on the Baccalaureate Announcement website, found on the Provost Office portal page. The student may also post paper announcements in any or all of the following places:

1. Division Offices
2. Library
3. Registrar's Office
4. Office of Student Affairs
5. Any available student publication

The baccalaureate examination usually includes a defense of the thesis or project, an examination in the area of concentration, and an examination of the student's education in general.

A student's senior thesis project committee, which is also the Baccalaureate Committee, is generally understood to include a senior thesis sponsor and at least two other faculty members,

all of whom have signed the Thesis Prospectus/Area of Concentration form on file in the Office of the Registrar. In the event that a student wishes to change the membership of the committee, a new Thesis Prospectus/Area of Concentration form signed by the new committee members must be filed in the Registrar's Office two weeks before the baccalaureate examination may be held. Previous committee members will be notified of the change by the Registrar. A baccalaureate examination may be held only with the approval of the thesis sponsor.

While the thesis sponsor is solely responsible for certifying that the senior project is acceptable, other members of the committee may express reservations concerning the project at the baccalaureate examination. In this case, the sponsor is likely to take these reservations into account, especially given that other members may withhold their approval of the baccalaureate examination.

A satisfactory baccalaureate examination form signed by all of the members of the committee must be submitted to the Registrar's Office no later than 5:00 p.m. of the Friday preceding graduation week. A satisfactory thesis evaluation must be submitted to the Registrar's Office by 5:00 p.m. of the following Monday. In addition, the student is responsible for delivering the final copy of the thesis to the Library that same day. If a baccalaureate is held and one or more members of the committee refuse to sign the baccalaureate examination form, then the student may:

1. Fulfill conditions set by the committee to the satisfaction of the thesis sponsor;
2. Request another baccalaureate examination with the same committee;
3. Reconstitute the thesis committee. If the committee is reconstituted, then a new Thesis Prospectus/Area of Concentration form, signed by all of the members of the new committee, must be filed in the Registrar's Office; the baccalaureate examination may not be held sooner than two weeks after the new form is filed. The deadlines in the previous paragraphs remain in effect.

The Baccalaureate is a collective event requiring the presence of all the committee members. If a committee member fails to appear at the scheduled time and place, and if rescheduling the Baccalaureate would unfairly jeopardize the student's ability to graduate in a timely manner, then the remaining committee members may select an appropriate divisional chair to take the place of the absent committee member. Or, a New College faculty member designated by the chair, in consultation with the committee and the student, may take the place of the absent committee member.

6.19 Graduation

In order to graduate, a student must have fulfilled all program requirements for the Bachelor of Arts degree as detailed in Section 6.2 above. Students who have not fulfilled all of these requirements may not participate in the College's graduation ceremony.

6.19.1 Early Graduation

Students may graduate after completion of six contracts by successfully petitioning the Provost's Office, prior to beginning their sixth semester, for waiver of the seventh semester. A Thesis Prospectus/Area of Concentration form must be submitted either before or with the petition.

A student graduating in six semesters is expected to complete an academic program comparable in content to that of a student graduating in the standard seven semesters. The work must be of superior quality. The student must obtain the support of the senior thesis advisor and a second faculty member signing the Thesis Prospectus/Area of Concentration form. All other academic requirements must be met in order to graduate early.

Failure to complete all graduation requirements by the end of the sixth semester voids any prior SASC approval of an early graduation petition and requires enrollment for a seventh semester.

The requirement of four on-campus contracts cannot be waived by a request for early graduation. Thus, a transfer student who enters New College with credit for three contracts is not eligible for early graduation.

6.20 Procedures Concerning Academic Dishonesty

(a) Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work.

(b) Cheating: Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in their place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one’s own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

(c) Procedures for Handling Student Violations Involving Alleged Academic Dishonesty and Disruption of Academic Process:

1. An apparent violation of academic honesty is handled initially by the instructor, who will discuss the incident with the student. If the instructor feels that the consequences would be significant, it is recommended that the instructor invite another person as a witness to the initial meeting. The student may request a meeting with their contract sponsor and the instructor to discuss the incident further. The instructor may contact the student's contract sponsor and the Associate Provost to inquire whether the student has engaged in academic dishonesty in the past. The instructor may apply appropriate sanctions against the student, if found responsible, and must notify the student's contract sponsor and the Associate Provost. Examples of such sanctions may include but are not limited to: a reprimand, an assignment penalty, a course grade penalty, or an unsatisfactory evaluation.
2. If the student is not satisfied with the outcome of (1), then they may appeal any sanctions to the Associate Provost. If the instructor decides, after the procedures in step (1) above, that administrative action is warranted, the instructor will inform the student that the issue is being forwarded to the Dean of Studies.
3. The Associate Provost may first meet with the faculty member(s) and / or the student to resolve the issue upon agreement among all involved parties. If no agreement can be reached, the Associate Provost may convene a hearing board consisting of an equal number of students and faculty. The hearing board shall review evidence, hear witnesses, and consider all related matters. The Associate Provost will provide the student with no less than 5 days' notice prior the hearing. The respondent may have an advisor present, at the respondent's own cost. If scheduling difficulties arise due to the availability of said advisor the hearing will proceed regardless.
4. The hearing board will provide the Associate Provost with its determination of responsibility and recommendation for sanction. The Associate Provost will then determine, if appropriate, the sanction.
5. If found responsible the respondent may appeal the Associate Provost decision to the Provost. The appeal must be in writing, state with specificity the grounds for appeal, and be within 5 days of receiving the Associate Provost decision.
6. In the event of an appeal the decision of the Provost shall be final.

6.21 *Appendix 1: Area of Concentration and Coursework Beyond the Elementary Level*

Within each area of concentration, the specific mix of courses, tutorials, fieldwork, study abroad, and other projects will vary from student to student.

The academic endeavors necessary to complete an area of concentration often include a list or sequence of specific course requirements; additional required courses, tutorials, and projects will be determined by the student and sponsor, in collaboration with other faculty. Regardless of the chosen area of concentration, a New College graduate is expected to have satisfactorily completed at least eight educational activities beyond an elementary level directly related to the area of concentration. Furthermore, the total number of educational activities required to complete an area required to complete an area of concentration should normally be fewer than half the total number of activities included on the seven contracts and three Independent Study Projects required for the baccalaureate degree.

6.22 Appendix 2: Internships

Students are strongly encouraged to pursue a full-term equivalent internship as part of their academic program, either as an ISP or as part of an academic contract not later than the seventh contract. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional or non-profit setting. Internships can provide a bridge between academic programs and the world of professional or volunteer work, and allow students to explore career options and gain experience in different environments. In addition to a faculty sponsor, an internship generally involves an external supervisor who is not a regular member of the faculty. An internship typically includes a mix of 1) direct work for the internship organization and 2) some reflective assignments that support the learning objectives of the internship and help faculty evaluate student learning. Some internships involve 3) additional readings or independent research related to the topic of the internship. (see 6.5.3.1 Sponsoring Internships) For a full-term internship, the total amount of work over the course of the semester must be equivalent to the amount of work as is required for a 1 unit course. This includes both work on-site for the internship organization and all other activities in support of the internship's learning objectives. A high-quality academic internship usually expects at least 120 hours of effort over the course of the term. A majority of these hours should be experiential, and the rest is academic content negotiated with the faculty sponsor. To support internship partners who are able to offer only a limited number of on-site hours, particularly during ISP period, students may engage in a "micro-internship" which combines a smaller number of experiential hours with a particular internship partner. An ISP may then consist of a combination of one or more micro-internships concluding with an independent project or micro-internship with additional academic content to meet the expectations of full time effort. A one-module internship must be equivalent to the amount of work required for a module course (or .5 units)

6.23 Appendix 3: Awarding of Honorary Degrees

Upon nomination from faculty members, staff, students, and trustees, and vetting by the President's Office and the AAC (see 3.4 Academic Administrative Council), New College of Florida shall award a small number (two to four) of honorary doctoral degrees each year at Commencement. Although the largest number of nominees will likely come from faculty members (since honorary degrees are awarded in the faculty's name with the concurrence of the Board), all community members may advance names. Anyone receiving an honorary degree must be nominated by a member of the New College community.

Nominations should be directed to the President's Office, and may be received throughout the year. The nominator should provide basic information about the nominee, including the reason for nomination, links to relevant articles, sites and other supporting materials. The President's Office will screen for suitability, and then forward the nomination to the AAC, seeking a recommendation (or not) on the particular honorary degree. Candidates for an honorary degree should have achieved eminence in scholarship or have rendered distinguished service in their field of endeavor. Fields to be considered include education, science, medicine, law, religion,

human welfare, fine arts, business and government service. Typical honorary doctorates include Doctor of Divinity, Doctor of Fine Arts, Doctor of Humane Letters, Doctor of Laws, Doctor of Letters, Doctor of Music, and Doctor of Science. Over time, the cumulative list of honorary degree recipients should reflect the broad array of interests and the diversity of the New College community. The College will not give honorary degrees to people in public political life or to financial benefactors of the College whose only claim on us is their financial support.

A master list of AAC recommendations should be maintained in the President's office. In early spring, an expanded sub-committee of the Board of Trustees (which includes the President, a faculty member and student) should consult the master list, and put together the final short list for a given year. The final list would likely include both alumni as well as graduates of other institutions. The President should consult candidates. If the candidate accepts, the nominator, the President's Office, and members of the AAC should collaborate to draft a citation that would be read at Commencement. Each honorary degree recipient should be invited to give a short (two minutes maximum) charge to graduates.

6.24 Appendix 4: Guidelines for Student Evaluations

Faculty members are expected to provide an evaluation of the work done by each student with whom they were involved in an academic undertaking. Timely submission of these evaluations is a must. Faculty should complete student evaluations according to college deadlines so that students can productively use them to track and improve their academic performance.

Instructors typically include a brief description of the course, tutorial, or independent work. These descriptions often include the content and scope of the course, major texts and readers used, requirements, the basis of student evaluation, etc.

The narrative evaluation should evaluate the quality and characteristics of the student's performance in the class. It is left to the instructor of record to decide what form of evaluation is most efficient, effective, and appropriate for a given course and its students. Brevity is encouraged. Instructors often provide an overall evaluation of a student's performance, as well as supporting evidence based on the following aspects of the student's work:

- Command of material covered in the class (e.g., quality of assignments, classwork, exams, etc.)
- How the student worked with fellow students
 - Note: If a student has been part of a group project or presentation, instructors should not refer by name to the other students.
- Contributions to class (preparation, attendance, participation)
- Highlights of skills and abilities (e.g., writing ability, presenting ability, creative ability, technical skills)
- How the student approached the work
- Growth over the term

The following two paragraphs apply to the public section of the evaluation:

For students first entering NCF in Fall 2016 or later, instructors can provide evaluations that become part of the student's official New College record; if requested by the student, these

evaluations have the potential to be reviewed by outside sources, including fellowship and scholarship review panels, graduate and professional school admissions committees, and potential employers. It is important in assessing a student's performance to remember that one audience of the evaluation may be a public one and may include readers looking at the evaluation many years later. Bearing this audience in mind, students may be best served by evaluations that provide the necessary context to be understood by readers who were not in the course, don't have access to course materials or syllabi, and may not be familiar with narrative evaluation generally. In other words, instructors should aim to write evaluations under the assumption that a portion of the audience lies outside New College.

It is inappropriate (and, in some instances, a violation of the student's right to privacy) to include comments on areas unrelated to the student's work, such as personality traits, religious or political beliefs, physical or learning disabilities, or physical or mental health. While these may influence the quality of the work, specific mention (such as a parent's death or a mental health problem) is not usually necessary and could prejudice future readers, including admissions officers and employers.

6.25 Appendix 5: Degree-Seeking Students Auditing a Course

Audit is a registration status that allows a student to attend a course without receiving credit. A student may audit a course for personal enrichment or for review of certain segments of the course material. An audited course does not count in determining the full-time enrollment status for a student.

A degree-seeking undergraduate student may audit fall, spring, and January Interterm courses at New College, with the permission of the course instructor, on a space available basis. The course instructor determines the requirements for auditors, including rules concerning attendance and class participation.

The audited course will appear on the contract as audited and require permission of the instructor but will not appear on the official transcript. After the contract renegotiation deadline has passed, students may not change their registration enrollment from audit to satisfactory/unsatisfactory. Auditing a course does not preclude eligibility for taking it for credit in a subsequent term.

* Community Auditor policy and procedure information can be found on the New College Alumnae/i Association website: <https://www.ncf.edu/community-auditors/>

6.26 Appendix 6: Certificate Programs

Certificate Programs do not fall under the traditional liberal arts model because they are practical or career-oriented. Certificate programs are not offered as Areas of Concentration or as secondary fields. Certificate Programs generally require less coursework than a secondary field, and may include internships or other off campus work. Earned Certificates appear on the transcript along with their Area of Concentration and other coursework. The requirements for a Certificate will be developed by the relevant faculty, and submitted for approval through a process described in Appendix 8.

6.27 Appendix 7: Approval of New Areas of Concentration and Certificate Programs

Process for Creating an AOC

Step 1: Faculty who wish to propose a new undergraduate area of concentration (with assistance from staff) prepare the following documents and submit them to the Provost's Office.

- An Academic Learning Compact for the new AOC, defining student learning outcomes.
- A General Catalog description for the new AOC, including graduation requirements.
- A forward-looking assessment plan for the new AOC.
- A proposed date for an internal program review for the new AOC, within 5 years of approval
- A 4-year plan of courses and educational activities that will allow students to meet the learning outcomes and graduation requirements of the new AOC.
- Identification of any new resources the new AOC need in order to be successful (faculty, library resources, facilities equipment, staff support)

Step 2: The Provost recognizes the proposal and forwards it to the Divisions for feedback. Divisions provide feedback during division meetings. EPC representatives from each division take notes and forward this feedback to the EPC.

Step 3: EPC meets with faculty proposing the new AOC to review the proposal and ask questions. If the EPC votes to approve the proposal, it is considered approved by the faculty. The proposal is then forwarded to the Provost's Office for the administration's approval. Should the EPC and Provost have different positions, the Provost or their designee will meet with the EPC to resolve any differences.

Process for change of status for AOCs (e.g., an AOC changing from a regular concentration to a special concentration or vice versa).

Step 1: Faculty who wish to change the status of an area of concentration submit a proposal for the change of AOC status along with a justification for the change to the Provost's office.

Step 2: The Provost recognizes the proposal and forwards it to the Divisions for feedback. Divisions provide feedback during division meetings. EPC representatives from each division take notes and forward this feedback to the EPC.

Step 3: EPC meets with faculty proposing the change of AOC status to review the proposal and ask questions. If the EPC votes to approve the proposal, it is considered approved by the faculty. The proposal is then forwarded to the Provost's Office for the administration's approval. Should the EPC and Provost have different positions, the Provost or their designee will meet with the EPC to resolve any differences.

Process for Creation of Certificate Programs.

Step 1: Faculty who wish to propose a new Certificate Program prepare the following documents and submit them to the Provost's Office.

- An Academic Learning Compact for the new Certificate Program, defining student learning outcomes.
- A General Catalog description for the new Certificate Program
- A forward-looking assessment plan for the new Certificate Program.
- A proposed date for an internal program review for the new Certificate Program, within 5 years of approval
- A 4-year plan of courses and educational activities that will allow students to meet the learning outcomes and graduation requirements of the new Certificate Program in combination with a full AOC.
- Identification of any new resources the new Certificate Program needs in order to be successful (faculty, library resources, facilities equipment, staff support)?

Step 2: The Provost recognizes the proposal and forwards it to the Divisions for feedback. Divisions provide feedback during division meetings. EPC representatives from each division take notes and forward this feedback to the EPC.

Step 3: EPC meets with faculty proposing the new Certificate Program to review the proposal and ask questions. If the EPC votes to approve the proposal, it is considered approved by the faculty. The proposal is then forwarded to the Provost's Office for the administration's approval. Should the EPC and Provost have different positions, the Provost or their designee will meet with the EPC to resolve any differences.

CHAPTER VII

AMENDMENTS

At the end of every academic year, the Provost shall update the *Faculty Handbook*. The amendments to this document are to be consonant in style with the document. In addition, each amendment shall be dated and the page number of each amendment will consist of the number of the amended section of the *Handbook*, plus a letter of the alphabet indicating the number of the amendment to this section. (Thus, the first amendment to a section will be labeled “A,” the second will be labeled “B,” and so on.) Amendments will be grouped together according to Chapter and Section.

[Editor’s Note: When a new edition of the *Handbook* is published, the above submissions are incorporated into the text and highlighted in bold, the date of adoption appearing in parentheses after the amendment. With each subsequent edition, amendments to the previous publication lose their highlight and adoption date. A master copy of the *Handbook* is kept in the Provost’s Office and serves as the authority for amendments to the *Handbook*. Faculty may also wish to refer to the Faculty Minutes, which are distributed to all faculty for additional information concerning the adoption of specific amendments.]