This handbook describes a number of policies and provides information for faculty regarding the organizational structure of the College and issues specific to its academic programs. It is not intended as a contract of employment between the College and its employees, nor is it a complete compilation of all policies and procedures concerning academic matters. This handbook is amended from time to time.

This handbook is available on the Web to all employees with access to the College's web site (http://www.bridgewater.edu/)

Please direct personnel questions to the Vice President and Dean for Academic Affairs (hereafter “VPA/A”).

The College also has an Employee Handbook with policies that relate to each employee, which are in addition to the policies in this handbook. To the extent that a policy in the Employee handbook as applied to a member of the faculty directly conflicts with a policy in the Faculty Handbook, the policy in the Faculty Handbook shall control.
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VISION STATEMENT

Affirming and building upon its heritage, Bridgewater College will become the recognized leader in transformative education of the whole person through engaged learning, community participation, and the development of ethical leaders. The campus will be the model of a diverse, civil, involved, and ethical community in which civic responsibility, intellectual activity, and cultural expression are taken seriously.

MISSION STATEMENT

The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.

EQUAL OPPORTUNITY EMPLOYER

In accordance with all federal, state and local laws, it is the policy of the College not to discriminate against any employee or applicant for employment in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, or other aspects of employment on the basis of race, color, religion, sex, national or ethnic origin, age, disability, veteran’s status or any other prohibited factor.

BRIDGEWATER COLLEGE FERPA POLICY STATEMENT

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as “FERPA” or the “Buckley Amendment”) is designed to protect the confidentiality of the records that educational institutions maintain on their students and to give students access to their records to assure the accuracy of their contents. The Act affords students certain rights with respect to their Education Records. They are:

1. Access to Education Records: students have the right to inspect and review their Education Records within 45 days of the day the College receives a written request for access.

2. Request for Amendment of Education Records: students have the right to request amendment of Education Records if they believe the records are inaccurate, misleading or in violation of their privacy rights. See below for information regarding destruction of records.

3. Disclosure of Education Records: students have the right to consent to disclosures of personally identifiable information in Education Records,
except to the extent that the Act or any other superseding law authorizes disclosure without student consent.

4. Compliance: students have the right to contact the Family Policy Compliance Office with complaints concerning the College’s compliance with the requirements of FERPA.

More information can be found on the web site (http://www.bridgewater.edu/StudentServices/Registrar/Ferpa) and in catalog (http://www.bridgewater.edu/files/FN_Catalog_1011.pdf - pp. 38-39)

SECTION 1. ORGANIZATION OF THE FACULTY

1.1 FACULTY MEMBERSHIP

The faculty is composed of the President, the VPA/A, full-time teaching faculty members, the Dean of Students, the Library Director, and other persons who are designated by the President as having faculty status.

Other administrative officers and persons not defined as faculty members may attend faculty meetings when invited by the President and in many cases are expected to attend regularly. These persons plus the faculty constitute the Faculty Assembly. They are privileged to vote on all matters except academic matters. Part-time personnel who teach classes are eligible but not required to attend and participate in faculty meetings. They are not eligible to vote at these meetings, however.

Only the teaching faculty and those administrative officials specifically carrying faculty status are eligible to vote on academic matters in the faculty meetings. Any issue pertaining to any one of the following topics will be interpreted as an academic matter: admission standards, class attendance regulations, the grading system, minimum scholarship standards, faculty membership on elected committees, student load, the Dean’s List, graduation honors, use of tests and examinations, requirements for degrees and certificates, organization of curricula, courses of instruction, and approval of candidates for graduation. The President will resolve all voting issues. Faculty members are expected to be regular in attendance of faculty meetings.

1.2 FACULTY RESPONSIBILITIES

The faculty, in meetings of the whole and through the various councils and committees, provides counsel to the administration on the following:

- Admission requirements
- Courses of study – the curriculum
• Academic regulations and conditions of graduation
• The granting of awards, scholarships, and prizes
• The policies and procedures for student development
• The regulation of all student organizations and activities
• The oversight of and advice concerning intercollegiate athletics
• The giving of counsel and help upon request in the areas of buildings and grounds, public relations, development programs, etc.
• The Portfolio Development Program
• The evaluation of faculty members’ performance
• Any other matters on which counsel is sought by the administration

1.3 FACULTY MEETINGS

Many of the foregoing responsibilities are carried out in regular business meetings of the faculty. The procedures for these faculty meetings are set forth below.

1.3.1 Meetings

The faculty will generally meet six times during the academic year (September, October, November, February, March and April or May) at a time designated by the administration, and at other times as called by the chair. There is also an opening faculty meeting in late-August.

1.3.2 Chair

The President is chair of the faculty. The duties of the chair include the following:

• Preside at all faculty meetings. In the event of the absence of the chair, the VPA/A shall preside.
• Keep the faculty informed of significant developments in areas other than the strictly academic, such as buildings and grounds, public relations, development.
• Prepare the agenda and determine which items of College business shall be placed on the agenda.
1.3.3 Secretary

The Registrar shall act as the secretary of the Faculty.

1.3.4 Agenda

Any council or faculty member may present items of business to the chair of the faculty for possible consideration at the faculty meeting. Such items should be brought to the attention of the chair several days in advance of the meeting.

1.3.5 Quorum; Action

A majority of the full-time faculty membership of any given semester shall constitute a quorum. The act of a majority of the faculty members present at a meeting of the faculty at which a quorum is present shall be the act of the faculty.

1.3.6 Procedure

With regard to parliamentary practice, Robert's Rules of Order shall be followed. Procedural rules may be changed by a two-thirds vote of the faculty present at any faculty meeting during the regular school year.

1.4 COUNCILS AND COMMITTEES

The elected faculty members of any council or committee will be elected at the last faculty meeting of the year, in April or early May, for the coming school year. Ordinarily, a faculty member involved in a full-load of teaching will be asked to serve on no more than three committees with only one a major council or committee.

The chair of each council and committee will be responsible for calling and giving notice of meetings. The chair is also responsible for causing minutes to be kept of each meeting and distributing copies to members and the person, council or committee to whom/which it reports. The President of the College is a member ex-officio with vote on all councils and committees. The Vice President to which the council or committee reports, if any, is also a member ex-officio with voting rights.

The President will decide jurisdictional questions among the councils, the committees and the full faculty. The President is also responsible for maintaining the appropriate jurisdictional relationships between the faculty, the administration, and the Board of Trustees.

Except where indicated, committee members are appointed by the President in consultation with the Vice President and Dean for Academic Affairs.
1.4.1 Councils and Committees Reporting to the President

President’s Council

The President’s Council is the college’s senior management committee. It is appointed by and serves at the discretion of the President.

Budget Committee

The Budget Committee reviews, adjusts and endorses the annual operating budget together with the proposed capital expenditures. The Committee then passes the budget to the President and ultimately the Board of Trustees for approval.

The Budget Committee consists of the members of the President’s Council and is chaired by the Vice President for Finance.

Forum for Brethren Studies

The Forum for Brethren Studies promotes the study of Anabaptism with a special focus on the Church of the Brethren and the Brethren denominational family. Applying scholarship to current religious themes, the Forum employs an interdisciplinary approach that includes historical, sociological and theological inquiries. Activities include conferences, publications and seminars that serve the community and church in addition to the College.

Council on Student Life

The Council promotes the welfare of the campus community and is specifically concerned with the physical and mental health of students. The Council works with the Dean of Students in an advisory capacity on matters of general supervision of student life (other than academic, religious, and athletic), including:

- the general quality of student life on campus.
- the quality of the residence life program,
- the effectiveness of student activities and Eagle Productions in meeting the social needs of the campus
- the quality of health care in Health Services
- the effectiveness of Counseling and Career Services in meeting the needs of the student body
- the effectiveness of the Chaplain’s Office in conducting a program that adequately meets the spiritual needs of the campus.
- any additional recommendations on areas of campus life that might affect student’s ability to be successful.
The Council is composed of four members selected by the Faculty (serving staggered two-year terms), three students elected by the Student Senate, the Vice President and Dean for Academic Affairs, The Assistant Dean of Students, the Director of Student Activities, the Chaplain, and the Dean of Students who serves as the chair and appoints the secretary. Additionally, the Dean of Students may appoint two students at large from the student body to ensure diverse representation.

Reporting to the Council on Student Affairs

Eagle Productions

The purpose of Eagle Productions is to provide weekend activities that meet the social needs of the campus community.

Council on Athletics

The Council on Athletics is responsible for the annual review of intercollegiate athletics policies. These policies are listed below.

- All recommendations by the Council are submitted through the Director of Athletics.
- The Council is made up of the Director of Athletics, Faculty Athletics Representative (FAR), Associate Director of Athletics, three faculty members elected by the faculty, Director of Admissions, Dean of Student Affairs, Vice President for Administration, Director of Facilities Engineering and Operations, Director of Intramurals, and four students appointed by the Student Senate. The Director of Athletics chairs the Council.
- The Council meets a minimum of three times a year. Meetings are scheduled in September or the beginning of fall term, February or the beginning of spring term, and in May or at the end of the school year.

Reporting to the Council on Athletics

Student Athlete Advisory Committee

The Student-Athlete Advisory Committee (SAAC) serves the student-athletes of the College and provides a forum for student-athletes to discuss issues and concerns with the athletic program. The SAAC reports directly to the Council on Athletics through the SAAC Advisor, who chairs the Committee. The Committee is responsible for voicing student-athlete concerns relative to athletic department policies, Old Dominion Athletic Conference (ODAC) guidelines and play, and National Collegiate Athletic Association (NCAA) legislation and guidelines.
Student-Athlete Academic Support Program and Policies

The Philosophy of the Student-Athlete Academic Support Program is to ensure all student-athletes make their academic responsibilities a priority over athletics and to ensure all student-athletes remain on track for graduation. The program provides an opportunity for student-athletes to continue participating in their sport provided they meet the criteria of the SAASP.

Hall of Fame Selection Committee

The mission of the Bridgewater College Athletic Hall of Fame is to honor those who, by outstanding achievement in athletics at Bridgewater College and service thereafter, have made lasting contributions in the community, government, church and/or workplace. Members of the Bridgewater College Athletic Hall of Fame shall be selected annually by the Selection Committee from nominations submitted by staff, alumni, and friends of the College.

To be eligible for selection, the candidate’s most recent participation in a Bridgewater College sport must have occurred 10 or more years prior to his/her induction. A former staff member must have completed work at the College four years prior to becoming eligible for induction. Members of the Selection Committee shall be ineligible for selection while serving on the Committee. In extraordinary cases, the stipulations outlined in this paragraph may be waived by a unanimous vote of the Selection Committee.

It is the intent of the College that honorees will not only have been superior athletes at Bridgewater College, but that they must be (or have been) extraordinary citizens after graduation who have distinguished themselves as role models in the community, church, government service, and/or profession. Leadership on the fields of athletics must have been followed by post-college achievements that are well recognized and are of such magnitude that their selection reflects favorably on this institution. Other criteria to be considered include:

- All-American, All-Conference and/or All-State Honors
- Number of sports played and the degree of success in each
- Team Captaincy
- Playing/coaching achievements post-graduation
- Comparison with other athletes of his/her era

SACS Reaffirmation Committee

The SACS Committee provides Bridgewater College campus leadership for the Southern Association of Colleges reaffirmation process which encompasses:
1. Oversight of the compliance certification document, including the monitoring of compliance, internal and external audits of compliance criteria narratives and documentation, and publishing of the compliance certification document, both the electronic and hard copies, and

2. Development of a Quality Enhancement Plan that addresses student learning (changes to knowledge, skills, behavior or values) which meets the SACS core requirements on consensus and relevance, while also meeting the comprehensive standards regarding significance, feasibility, and accessibility.

1.4.2 Councils and Committees Reporting to the Vice President and Dean for Academic Affairs

Council on Education

The Council provides leadership to the College community in formulating, promoting, and assisting in the administration of an effective academic program. Some of the specific functions are as follows:

- Consider for recommendation to the faculty all proposals for significant changes in courses, curricular requirements, graduation requirements, and basic calendar structure.
- Consider and make final decisions concerning minor changes in courses and course descriptions proposed by the several academic departments.
- Assist in the solution of instructional problems.
- Develop and enforce through the appropriate agencies academic rules and regulations pertaining to class attendance, grades and reading, tests and examinations, scholarship standards, limitation of work, and transfer of credits.
- Recommend to the faculty for approval those persons each year who are deemed worthy of receiving honorary degrees.
- Advise and assist the Vice President and Dean for Academic Affairs, the Associate Dean for Academic Affairs and the Registrar on matters pertaining to policy and procedures.
- Encourage appropriate faculty and student research projects.

In addition to the Vice President and Dean for Academic Affairs, the Registrar, and the Associate Dean for Academic Affairs, the membership shall be composed of six faculty members of the rank of Professor or Associate Professor elected by the faculty. The faculty terms will be staggered with two faculty elected every year for three-year terms. The Vice President and Dean for Academic Affairs serves as chair, and the Registrar as its secretary. Regular reports are to be made to the faculty in its faculty meetings. Any faculty member may submit items of business to the chair.
Reporting to the Council on Education

Committee on Curriculum Development

The Committee on Curriculum Development provides student representation for the Council on Education. CCD members are elected annually by Student Senate and have voting rights on all matters addressing curriculum and curriculum.

General Education Committee

The mission of the General Education Committee is to manage the assessment procedures for general education categories and courses, analyze the results of that assessment, and suggest to the Dean for Academic Affairs, the Council on Education, and the faculty as a whole any changes to the general education curriculum that are warranted based on that assessment results. The General Education Committee is also tasked with periodically reviewing the general education curriculum in relation to such factors as adherence to the college’s mission statement and stated educational goals; available programs, facilities, personnel, and teaching loads; and coherence and integrity of the overall general education curriculum design.

Writing Instruction Focus Group

The Writing Instruction Focus Group is a committee established by the Vice President and Dean for Academic Affairs to review best practices for writing instruction campus wide and to make recommendations for changes in programming to foster assessable improvement in the quality of student writing.

PDP Steering Committee

The mission of the Personal Development Portfolio Program Steering Committee is to design and implement improvements to the Personal Development Portfolio Program as a whole; design and oversee various facets of the Program including the first-year seminar, upper-level conversations with designated faculty, sophomore and junior workshops, the senior convocation, senior portfolio writing workshop, organize and oversee faculty training at all levels of the program; and periodically review and revise the assessment plan, assessment measures, and assessment results for both the first-year seminar and the senior portfolio requirement.
Committee on Teacher Education

The Committee assists the Chair of the Education Department in coordinating all aspects of the planning and execution of the Teacher Education Program. The Committee considers problems concerned with student teaching, regulations governing the Teacher Education Program, and suggestions for changes in departmental offerings which are then presented to the Council on Education by the Chair.

The Committee is comprised of the Chair of the Education Department, the Vice President and Dean for Academic Affairs, the Registrar, at least three faculty members, and two staff members of area school systems. The Chair of the Education Department serves as Chair of the Teacher Education Committee.

Reporting to the Committee on Teacher Education

Educational Technology Committee

The Bridgewater College Teacher Education Technology Committee provides assistance in the design and delivery of integrative technology within (1) the curriculum, (2) the assessment of candidate technological skills, knowledge, and dispositions, and (3) the instructional design of the Bridgewater College Teacher Education Program.

The Bridgewater College Teacher Education Technology Committee

- Serves as a resource and advisory committee to the Teacher Education Program as to the technological skills, knowledge, and dispositions needed for all candidates of the program
- Assists in the assessment design to make sure that Bridgewater College Teacher Education candidates are well prepared, not only in 21st Century Technology Skills, but also in moving toward NETS-T certification
- Provides direction, with regards to cutting edge technology and instructional design, to the Bridgewater College Teacher Education program, as the program develops: Curriculum mapping, Virginia Department of Education TSIP certification verification, technology budget requests, staff development for faculty within the program, pre-service technology education opportunities
- Collaborates among the various constituencies that shape the design and delivery of skills, knowledge, and dispositions of Bridgewater College Teacher Education candidates (i.e. the Bridgewater College Teacher Education Program, local P12 school divisions, the Bridgewater College Information
Technology Center, and Bridgewater College academic departments that teach candidates within courses and house majors leading toward teacher certification

**Curriculum Development and Best Practices Committee**

The mission of the Curriculum and Best Practices Committee is to evaluate, monitor and recommend revisions to the Teacher Education Program curriculum based on research, exemplary practice in PK-12 schools, and alignment with state and national requirements. The committee includes department members, supporting faculty and outstanding PK-12 practitioners and invites additional experts for discipline-specific issues. It reports to the Committee on Teacher Education in an advisory capacity.

**Committee on Promotion and Tenure**

The Committee will consist of four members nominated and elected by the faculty from the ranks of the tenured faculty. One member is to be elected from each of the following three constituencies: the natural sciences, the humanities, the social sciences, and one member will be elected as a member-at-large. The Vice President and Dean for Academic Affairs will serve as an ex-officio (non-voting) member of the Committee. Annually the faculty will nominate and elect two members to a two-year term. One member will be elected by the Committee to serve as Chair. Only one member of the Committee may be elected from any one department. Committee members may not serve two consecutive terms. Members may not serve on the Committee when applying for promotion.

- The Committee will review application materials submitted for and by faculty members applying for third year review, tenure, and promotion and will make advisory recommendations to the Vice President and Dean for Academic Affairs.
- The Committee will make developmental recommendations contributing to a growth plan for faculty members applying for third-year review and promotion.
- The Committee will make recommendations regarding support for or denial of tenure and promotion.
- When there are several applications for promotion in a given year, Committee recommendations should include rank-order of priority based upon the relative merits of the applications received.
- The Chair will submit an evaluative letter to the Vice President and Dean for Academic Affairs reporting the recommendation of the Committee. The letter will be signed by each member of the Committee.
Steering Committee for Faculty Development and Evaluation System

The Steering Committee for Faculty Development and Evaluation System reviews policies and procedures surrounding the development, evaluation and promotion of faculty and recommends adjustments that insure best practices.

Faculty Nominating Committee

The Faculty Nominating Committee serves the Dean and Vice President of Academic Affairs by forwarding names of faculty members whom it believes are worthy of consideration for special awards. It also serves the faculty as a whole by presenting a slate of candidates for annual elections for designated faculty committees.

Committee on Institutional Effectiveness in Academic Affairs

The mission of the Committee on Institutional Effectiveness in Academic Affairs is to achieve the mission and goals of Bridgewater College through assisting faculty in the assessment and improvement of student learning. To this end, the Committee manages outcomes assessment for academic majors and minors, coordinates exit interviewing and testing for graduating seniors, and surveys faculty, student and alumni satisfaction and perspectives.

Teaching Resource Group

The Teaching Resource Group serves the faculty by providing developmental opportunities. Those opportunities focus on Bridgewater College’s expectations for pedagogical improvement and for teaching excellence. Members of the Teaching Resource Group represent diverse pedagogical styles (lecture, guided discussions, seminars, problem based learning, group work, PowerPoint etc.) and are available for classroom observations and conversations. The Teaching Resource Group provides confidential mentoring to faculty who contact members directly. The Dean of Academic Affairs and the Tenure and Promotion Committee may also make referrals to the Teaching Resource Group to address a faculty member’s developmental needs at various times of professional review.

New Faculty Development

The New Faculty Development Committee designs, schedules, and facilitates monthly orientation meetings and constructs documents for new faculty in order to a) support and integrate new faculty into the Bridgewater College community; b) provide an informal venue for mentorship and faculty development; and c) provide an informal venue for discussion on the liberal arts and mission of the College.
Research Resource Group

The mission of the Research Resource Group is to foster and develop scholarship by Bridgewater faculty and students.

Institutional Review Board

The mission of the IRB is to ensure that human participants are treated with the utmost respect and fairness throughout the research process as stipulated by the Belmont Report, Title 45 Code of Federal Regulations, Part 46 Protection of Human Subjects, and Virginia Code 32.1-162.16-20. The goal of IRB review at Bridgewater is to help the researcher examine the research design so that 1) human participants are recruited and treated ethically, 2) participants feel their consent to participate is fully informed, 3) the data gathered is confidential, and 4) the relationship of risks and benefits to participants is fully considered.

Institutional Animal Care and Use Committee

Bridgewater College maintains an Institutional Animal Care and Use Committee (IACUC) to oversee animal care and use issues at Bridgewater College. The IACUC monitors the adequacy of housing facilities, health care, and use of animals in educational programs and research. In a general sense, the IACUC ensures that animals are not used needlessly, are spared all unnecessary pain and distress, and that the use of animals will potentially contribute to the advancement of knowledge.

Committee on Library

The Library Committee shall:
- Support the Director of the Library and the library staff as they seek to implement the library's mission and vision statements;
- Act in an advisory capacity to the Director of the Library on such matters as mission and vision statements, general policies, library budget allocations for departments, collection issues, library curriculum/instruction changes, and renovation of library space; and
- Represent, advocate for, and coordinate the issues and concerns of the stakeholders of the library. These stakeholders include the faculty across the disciplines, staff, and students of Bridgewater College, as well as members of the local and regional community who use the library’s collection, art spaces, and other facilities.

Faculty Bookstore Committee

The Bookstore Committee serves as a communication liaison between the Bookstore staff and the Faculty, established to insure an effective and timely supply of textbooks for all Bridgewater Students.
Membership on the Bookstore Committee shall include faculty representatives selected from among the Department Chairs, members of the Bookstore staff, the Vice President and Dean for Academic Affairs and the Vice President for Finance.

**Faculty Committee on Information Technology**

The Faculty Committee on Information Technology studies and reviews issues relating to information technology and its use in instructional areas on campus and advises the Chief Information Officer, Director of Academic Computing, and (when appropriate) the President and Vice Presidents. The committee is composed of the Director of Academic Computing (chair), the Chief Information Officer, at least eight additional faculty members appointed from various departments and with various levels of experience with information technology, and the Vice President and Dean for Academic Affairs (ex officio).

**Committee on Convocations**

Convocations invigorate connections in our community and maintain avenues of dialogue that affirm and actualize our college mission to “educate the whole person.” They exist to supplement the general education program; broaden student awareness of the liberal arts disciplines; make students aware of areas not included in their field of concentration and create an awareness of current concerns, and provide opportunities for worship and meditation; highlight the traditions of the college; and recognize special groups and interests. The Committee serves as a support network for the Director of Convocations, offering both planning suggestions in creating the schedule and logistical assistance during the academic year.

**Committee on Cultural Activities**

The purpose of this committee is to enhance the appreciation of and participation in the fine arts and cultural activities on the parts of students and faculty. It serves as a lyceum committee in the selection of programs of artistic and educational merit and administers the details of their presentation to the College and the local community.

**Committee on Campus Diversity**

The mission of the Bridgewater College Committee on Campus Diversity is to encourage a more diverse, inclusive and positive community that values individual and group differences and commonalities, and that fosters awareness, respect, understanding and cooperation among all of its members.
Committee on Honors Program

The Committee on the Honors Program serves as advisors for the Flory Fellowship of Scholars, Bridgewater’s Honors Program. Committee members advise the Director of the Flory Fellows and participate in program events.

Committee on Graduate Fellowships

The Committee on Graduate Fellowships publicizes and encourages student applications for available graduate fellowships, making particular efforts to identify students most qualified for noteworthy fellowships. The Committee also assists students in the application process, reviewing application essays, conducting mock interviews, and generally preparing students for fellowship competitions.

Faculty Advisors to the Honor Council

Faculty Advisors to the Honor Council serve the Honor Council, its Chairperson, the Dean of Academic Affairs, and the President of the College in supporting the student self-governance of the Honor Code. The Honor System at Bridgewater College deals with accusations of cheating, stealing, and academic-related lying. Faculty Advisors are present at Honor Council Hearings, offer advice on procedures and rules to council members, and communicate with faculty the procedures and policies of the Honor Council to enhance the integral role of personal honor at the College.

Faculty Representatives to the Judicial Hearing Board

Faculty representatives to the Judicial Hearing Board serve as members of that Board as it addresses violations of the Bridgewater College “Code of Ethics,” or violations of its accompanying policies. Chaired by the Dean of Students, or that officer’s designee, the Judicial Hearing Board adjudicates more serious offenses, as well as cases involving repeated inappropriate behavior.

Honor Council Appeal Board

The Honor Council Appeal Board serves at the request of the President, who may request an additional review of cases heard initially by the Honor Council. The Board recommends action in the case to the President who then makes the final decision.

Committee on Campus Wellness

The Committee on Campus Wellness promotes and attempts to advance wellness for the entire campus community through education and increasing awareness of personal risk factors and recommended health and safety tips.
Committee on *Philomathean*

The Committee supports student scholarly and creative activity through the publication of the best writings, presentations, and creations of the student body in the publication known as *The Philomathean.*

**Pre-Medical Committee**

The mission of the Pre-Medical Committee is to evaluate Bridgewater students and provide medicine-related graduate programs with a complete assessment of student preparedness in the areas of academics, communication skills, motivation, team building, ethics and maturity.

**Committee on Service Learning**

The mission of the Committee on Service-Learning is to advance the college’s service-learning program by encouraging and enabling faculty to incorporate service-learning in the classroom, advising the Director of Service-Learning, and serving as a resource for service-learning activities and initiatives.

**Council on Spiritual Life**

The mission of the Council on Spiritual Life is to support an open and vibrant spiritual community by advising the college chaplain, recommending/developing program initiatives, and encouraging the involvement of students, faculty, and staff. The Council is comprised of the College Chaplain, three faculty members elected by the faculty (serving in staggered three-year terms), other persons appointed by the President, and four students. The Chaplain serves as chair and appoints the secretary.

**Committee on Faculty Social Life**

During an academic year, this Committee plans various faculty social occasions and supports the Vice President and Dean for Academic Affairs for the conduct of the faculty and staff recognition banquet in the spring.

**1.4.3 Councils and Committees Reporting to the Vice President for Finance and Treasurer**

**College Environmental Committee**

Bridgewater College’s Environmental Committee focuses on waste reduction, resource conservation, recycling, energy efficiency and environmental compliance. The goal is to educate and encourage the campus community to promote sustainability by reusing, recycling and reducing. This commitment
supports the College’s mission to educate the whole person and equip graduates to become responsible leaders.

1.4.4 Councils and Committees Reporting to the Vice President for College Relations

Committee on Admissions

The Admissions Committee evaluates the applications of students whose academic credentials fall just under the standards for outright admission. The committee strives to offer admission to those borderline students who show real promise to be successful at Bridgewater.

Hall of Fame Banquet Committee

The Hall of Fame Banquet Committee plans the ceremonies organized each year to honor the inductees into the Athletic Hall of Fame.

1.5 INSTRUCTIONAL ORGANIZATION

The instructional faculty will be organized by departments upon recommendation by the Council on Education and the faculty and approved by the President and the Board of Trustees. Inter-disciplinary programs may be sponsored by cooperating departments on either an ad hoc or continuing basis.

1.6 ACADEMIC DEPARTMENT HEADS

Heads of the academic departments are appointed by and serve at the pleasure of the President. Regular evaluations of the department heads are conducted each year and are overseen by the VPA/A in consultation with the department faculty members. Meetings of the department heads are called by the VPA/A, and as a body they serve in an advisory capacity to the VPA/A. Department Chairs receive either a release time or overload compensation, one per academic year. The department heads are responsible to the Vice President and VPA/A for the following:

- Develop departmental objectives/outcomes which support the College’s Statement of Purpose and Institutional Goals, and annually assess outcomes through testing, comprehensive examinations, oral examinations, and observation.

- Develop and recommend curriculum offerings, class schedules and faculty teaching assignments.

- Serve on department faculty search committees and serve as the primary mentor for department faculty members in their first year on the Faculty
- Provide mid-term and semester’s end course evaluation review and consultation for instructors, adjuncts and first-year tenure-track department faculty.

- Provide evaluations for department faculty entering third-year review, tenure review, post-tenure review and promotional consideration.

- Provide leadership for the advancement of excellence in teaching, research and service in the campus community.

- Develop and recommend an annual department budget, approve expenditures, and arrange for student assistants.

- Maintain an inventory and ensure the timely repair of damaged departmental equipment.

- Recommend purchases for departmental library allocations.

- Direct an academic advising program for department majors and minors.

- Receive information from department faculty who need to be absent for illness or other reasons, and arrange with other department faculty to meet class needs during the absences. When an extended absence is required, class arrangements are to be determined in consultation with the VPA/A.

- Provide current information on career options available for department graduates and assist the alumni office in maintaining records of achievements of department alumni.

- Provide departmental assistance in support of the College student recruitment program of the Admissions Department.

- Serve as an advisory group to the VPA/A.

- Other responsibilities as assigned by the VPA/A.

1.7 CLASSIFICATION OF FACULTY AND COACHES

In order to facilitate the hiring of coaches and to clarify the distinction as to when coaches are deemed faculty, the following is provided:

1.7.1 Faculty

Faculty classification, with tenure-track and rank, applies to persons in the Health and Exercise Science and Athletic Departments who hold at least a Masters’
Degree, teach and are identified by contract as tenure eligible. Faculty are expected to attend and have a vote in faculty meetings and Health and Exercise Science Department meetings.

When the Department of Health and Exercise Science needs a new faculty member, then a formal search process is opened in accordance with the College policies initiated with the VPA/A.

All persons in the Health and Exercise Science Department with a current faculty classification and rank will continue with such designation unless determined otherwise by the President. Faculty/student ratios are based upon the amount of teaching done.

1.7.2 Coach

The employment of athletic coaches, whether full or part-time, will be through contracts without faculty tenure-track and rank status. Coaches are classified as "staff" and they have the same professional responsibilities and opportunities as "adjunct faculty." They are invited and expected to attend meetings of the faculty assembly and may be invited to attend meetings in the Health and Exercise Science Department meetings. Coaching contracts are renewable upon recommendation by the Athletic Director and approved by the President on an annual basis. If future assignments of an athletic coach should change by increased classroom instruction responsibilities, the Health and Exercise Science Department Head may recommend to the VPA/A and as approved by the President, a classification of "faculty" with applicable rank classification and tenure-track.

1.8 FACULTY NOMINATIONS FOR AWARDS AND RECOGNITION

As a liberal arts, undergraduate educational institution, Bridgewater College places a priority upon the teaching-learning process. The College seeks to recognize faculty who are exemplary in their teaching roles, including their numerous responsibilities of academic advising, Personal Development Portfolio Program (PDP) advising, research, scholarship, leadership, campus and community involvement.

The Faculty Nominating Committee will serve as the nominating group for faculty awards and recognition. The Nominating Committee may invite students to participate in an award nomination process. In such event, the Nominating Committee will contact the Student Senate to secure input, nominations, and counsel regarding faculty members to be nominated for an award. Student participation through the Student Senate is preferred to a campus-wide voting process. Additionally, for selective occasions, alumni may be invited to participate in a nomination process. Every measure will be taken to assure a
nomination process of integrity resulting in strong affirmation for a deserved nominee. Nominations are made in an open and participatory manner.

The VPA/A will maintain for the Nominating Committee a resource file of suggestions received from the faculty and the College community for faculty awards and nominations. The Nominating Committee will propose nominee(s) for specific award(s) and present their recommendation(s) to the VPA/A. A Nominating Committee member is not eligible for an award. The VPA/A will present recommendations to the President for approval of all award recipients.

The VPA/A will arrange office support for the preparation of award nominations. The Nominating Committee chair will inform the VPA/A of awards being pursued. The VPA/A will arrange for all award presentations.

1.9 FACULTY AWARDS

1.9.1 Martha B. Thornton Faculty Recognition Award

This award was established by donor Martha B. Thornton in 1990 to recognize annually "one full-time faculty member who is judged worthy of such recognition based on his or her classroom teaching and advising of students." The award carries a stipend.

1.9.2 Ben and Janice Wade Outstanding Teaching Award

This award was established by donors Ben and Janice Wade in 1998 to recognize annually "one classroom teacher who has demonstrated outstanding classroom teaching." The award carries a stipend.

SECTION 2. SELECTION OF FACULTY

2.1 FULL-TIME FACULTY

Before a new faculty member is hired, the President, VPA/A and appropriate department head will review carefully whether there is a need and sufficient resources for a new hire (whether due to vacancy, departmental growth or new program) and, if so, to define the position that will meet that need.

When it has been determined by the President that a vacancy exists, the VPA/A appoints a four to six member search committee. The respective department head is a member of the search committee unless his/her position is under consideration. The role of the search committee is to advise and assist the VPA/A in the search process.
The VPA/A leads the search process by publishing on and off campus the announcement of the open position. Applications materials are gathered by the VPA/A.

The search committee reviews the materials from the applicants. Based on these materials and telephone interviews, the search committee recommends two or three candidates for on-campus interviews. Upon concurrence by the President, the VPA/A selects and arranges for interviews with the candidates and gives special consideration to those recommended by the search committee.

The search committee interview process includes the following procedures:

- Candidates are invited to individual and separate interviews on campus.

- The search committee meets with each candidate interviewed to review the applications and other materials/credentials.

- The VPA/A or the search committee will attempt to arrange for the entire department faculty to meet the candidate. A public forum is arranged for the candidate to address the search committee, department faculty and other interested faculty and students on a topic related to the field and position under consideration.

- The search committee may have a concluding interview with the candidate to address any questions or matters pertaining to the position.

- The VPA/A and the President meet with the candidate to discuss matters pertaining to contract and compensation provisions.

- At the conclusion of the interviews, the search committee gives to the President its assessment of candidates interviewed.

- The VPA/A and the President meet to choose which candidate will be made an offer and to discuss matters pertaining to the contract and other compensation provisions. The final decision rests with the President.

- The VPA/A extends the offer to the candidate and outlines the contract provisions.

- If the candidate declines the position, the President then approves another candidate and the process continues until the position is filled.
2.2 PART-TIME FACULTY

Insofar as possible, the VPA/A and department heads follow similar procedures in selecting part-time faculty members. The credentials of part-time faculty are evaluated by the VPA/A and reported to the President just as in the case of full-time faculty. Salaries are based upon the same criteria, recognition being given to the fact that part-time faculty normally do not become as deeply involved in advising and council/committee work. Therefore, calculations concerning fractional loads of part-time faculty are based on the concept of 30 hours teaching during an academic year in contrast with the 24 hours plus committee work and special assignment responsibilities normally assigned to full-time faculty. As is the case for their full-time colleagues, part-time faculty are expected to be accessible to their students for assistance outside of the classroom. This access may take the form of office hours before or after class, or at other times or through a published telephone number where students are encouraged to call for assistance.

Using a limited number of part-time faculty members buttresses the quality of the academic program by making it possible for the College to call upon the specialties of professionals residing near the College. However, using part-time persons to carry major portions of the academic loads of a department is to be avoided. The VPA/A monitors this carefully and obtains the approval of the President before seeking part-time teaching assistance. Part-time faculty do not acquire the right to probationary or continuous appointment. No notice of contract renewal or non-renewal is required.

While part-time faculty are eligible but not required to participate in faculty meetings and are invited to participate in the general cultural and social life of the College, they are not eligible for tenure nor are they eligible for the College’s TIAA-CREF retirement program, its disability program, or its health and life insurance programs. Children of part-time faculty members are eligible for tuition remission on a pro rata basis as compared with full-time faculty members. The pro rata fraction is calculated on the number of hours taught in an academic year divided by 30 hours. Part-time faculty are not eligible for sick-leave, summer scholarships, or sabbaticals. In rare instances, assistance may be provided to attend unique professional meetings. In those instances, the allowances will be limited to a pro rata basis utilizing the fractional comparison with full-time faculty members referred to above. Non-tenured and part-time faculty enjoy the same academic freedom as full-time faculty.

The VPA/A, in conjunction with the department chair, oversees the orientation of new part-time faculty members and is responsible for their performance evaluation.
SECTION 3. SPECIFIC DUTIES AND RESPONSIBILITIES OF FACULTY

Teaching and advising are the primary responsibilities of Bridgewater College faculty (see section 4, "Teaching Assignments"). Professional development and scholarship are also expected. Other responsibilities incident to being on the faculty at Bridgewater College are described below.

3.1 RESPONSIBILITIES OF FACULTY

All courses offered at Bridgewater College are delivered in the traditional format. A credit is equivalent to one semester hour. The amount of credit awarded for a course is generally equal to its number of weekly contact hours (150 minutes for a three credit class). The majority of classes are taught on a Monday-Wednesday-Friday schedule or a Tuesday-Thursday schedule. The Monday-Wednesday-Friday classes are 50 minutes each and the Tuesday-Thursday classes are 75 minutes each for fourteen weeks. These classes carry three hours of credit. During the Interterm and first summer session, a student enrolls in a single course full time for three weeks and receives three credits. During the second summer session, students enroll in courses meeting for an hour and twenty minutes each day, Monday through Friday, for six weeks and receive three credits.

The normal teaching load at Bridgewater College is 24 credits per academic year, with the goal of a load of 21 credits per academic year by 2013-14 as College finances permit. This includes a three-credit course during the January Interterm. Thus, a faculty member's teaching load will be four courses, one course, three courses; or three courses, one course, four courses. In courses with laboratory, each laboratory section counts as one credit. Teaching during the first and/or second summer session is neither expected nor required. Faculty who teach during the summer sessions receive separate/additional contracts through the VPA/A.

In addition to effective teaching (organized, clearly presented, appropriate content, effective and diverse pedagogy), faculty members are expected to continue their professional growth and development, participate in college service activities, and be effective academic advisors/mentors to students.

Faculty members will support the mission and goals of the College and will attempt to exemplify the College’s ideals and principles as stated in the College’s mission statement and statement of purpose. They will attend such meetings, serve on such committees, and perform such other duties, including participation in new student orientations, as the President or VPA/A may reasonably designate. Faculty members also will comply with the College’s stated policies and procedures as found in the catalog, Employee Handbook (as applicable) and this Handbook.
3.2 FACULTY ABSENCES FROM CLASS

Faculty members are expected to conduct their classes and final examinations according to printed schedules unless they obtain specific approval for a modification in schedule from the VPA/A.

Faculty members are expected to be punctual and regular in conducting their class sessions. When it is necessary to miss a class, the faculty member must report this to the VPA/A. Except in cases of illness or emergency, approval of the VPA/A must be obtained in advance of the absence. Absence due to illness should be reported as soon as possible to the VPA/A. Prior to any absence, the VPA/A and the faculty member needing to be absent should agree on an arrangement for carrying on the class work.

3.3 TEXTBOOK; SYLLABUS

Faculty are encouraged to adopt a textbook for each course. Textbook orders are placed in the bookstore by department heads or by faculty with the express approval of the department head. (Faculty members should avoid overly expensive class materials that will be used minimally by the students.) The number of copies ordered is determined by the faculty member based on class enrollment projected by the Registrar. Faculty needing desk copies should request them directly from the publishers. To facilitate such requests, appropriate forms are available in the bookstore.

Textbook orders are placed with the Manager of the bookstore. Information on book requirements should be given as far in advance as possible and no later than eight to ten weeks prior to the beginning of the semester.

An extensive syllabus that addresses various course expectations should be made available to the students in each course. New teachers are encouraged to consult with the VPA/A and/or their department chair concerning format. Electronic copies of syllabi are collected and stored each semester by the Academic Affairs Office.

3.4 INSTRUCTIONAL SUPPLIES AND EQUIPMENT

Each department has a budget with which to purchase instructional supplies and approved items of equipment with a purchase price of less than $2500.00. Equipment with a purchase price over $2500.00 is considered capital and is purchased with non-departmental funds. Recommendations for capital equipment purchases are made by the department head to the VPA/A in December/January or as requested. If items beyond budget become necessary, the faculty member needing additional funds must contact the VPA/A who will process the request.
3.5 INSTRUCTIONAL SUPPORT

Faculty are encouraged to use appropriate instructional technology to enhance their teaching. Faculty should consult with the VPA/A, the Software and Training Coordinator, and/or the Library Director concerning software and hardware available on campus. Software and hardware are purchased through the Information Technology Department. The Director of Academic Computing provides workshops in the use of technology in teaching.

3.6 STUDENT ASSISTANTS

Heads of the departments must submit annual requests for funds to support student assistants. The requests should be made through the office of the VPA/A in time to be included in the budget preparation process.

3.7 ADMINISTRATIVE SUPPORT

Copying service is provided for faculty members. At present, secretaries in McKinney, Bowman Hall, Flory Hall and Nininger Hall are available to offer clerical support to faculty.

Tests and examinations have priority on printing, copying, and other clerical services. Copying will be done by the respective building secretaries or the Copy Center in the basement of Flory Hall. Because the demand for secretarial support often peaks at the same time for all faculty (i.e., test times), at least 48 hours lead time is encouraged for secretarial preparation of test and examinations. More lead time may be required for more extensive projects.

3.8 THE LIBRARY

Faculty members should participate in the selection procedures of library ordering for their departments. They should also offer advice concerning the elimination of inappropriate or outdated materials.

A fund is appropriated each year for the purchase of books, periodicals, electronic databases, and newspapers. From this fund, money is set aside for each department. Orders should be placed with the Library Director early in the school year. After the beginning of winter recess each year, funds reserved for departments for Library acquisitions will be released for general purposes by the library staff.

3.9 FACULTY ADVISING

While certain administrative officers, such as the Director of Academic Support and the deans, do considerable student advising, each faculty member is expected to assist in this work.
Each freshman student is assigned to a faculty advisor; those freshmen who have declared majors are advised by a faculty member in the academic department. In the sophomore, junior and senior years, students are advised by a faculty member within their major for academic advising and are assigned to a second faculty member for PDP instruction.

First–semester freshmen and transfer students are also assigned to a Personal Portfolio Development (PDP) course section, typically a class of about 15 students. These groups meet regularly during the first semester to enable the faculty member to become well acquainted with his/her students, to assist each student in his/her adjustment to college life and work, and to enable each new student to relate to a group of fellow students in meaningful ways.

PDP faculty throughout all four years should aid students in developing their portfolios, which will include documentation of general education, depth in a major and the four dimensions of PDP. The portfolio should also serve as a resume that evidences the student’s liberal arts education and preparedness for future employment and graduate studies. In addition students will collaborate with an academic advisor on course selection and other aspects of advising within the major.

Faculty members should be alert to evidence of student personal problems and refer such students to the Director of Counseling, the Dean of Students, the Associate Dean for Academic Affairs, the VPA/A, or other appropriate person(s).

3.10 ENTERTAINMENT OF STUDENTS

Faculty members are encouraged to promote a close relationship between faculty members and students by entertaining groups of students in their homes.

Faculty who entertain groups of students in their homes will be reimbursed based on the faculty member's estimate of expenses not to exceed $5 per student. The maximum number of students to be entertained under this provision at any one time is 20. Statement forms for reimbursement are available in the office of the Dean of Students.

3.11 SPONSORING ORGANIZATIONS

All clubs or other organizations will have a faculty sponsor. Some organizations elect their sponsors; in other cases, the sponsors or coaches are appointed by the College administration. Because the membership of clubs and organizations may not always confer with their faculty sponsors with reference to all plans and proceedings, it is suggested that sponsors keep in close touch with their groups. If programs or meetings are proposed that involve excursions, deputations, or field trips, the sponsor should report essential information to the appropriate
dean, including mode of travel, and accompaniment, so that proper approval can be obtained.

3.12 GRADES AND GRADING

The official academic grades are as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I, W, S, and U. For work taken in student teaching and internships, grades of S and U are assigned. The basic meaning of each of these grades is outlined in the College catalog. Faculty members are expected to be familiar with the system and to follow it in their grading. One of the grades listed above is submitted for each student at the end of the semester. In addition, grades are issued at mid-semester. Mid-semester grades are not recorded on the student's transcript. The end-of-semester grades are recorded and constitute the official academic record of the student. A grade report is sent to each student and to his/her parents (except independent students).

The distribution of grades assigned is determined by each faculty member. Even though each faculty member is free to distribute his/her grades as he/she sees fit, the College has distributed them in the past generally as follows:

- 5 - 10 percent A's
- 15 - 25 percent B's
- 30 - 50 percent C's
- 15 - 25 percent D's
- Less than 10 percent F's

Grades should be based on achievement of the objectives set for the course. The objective should be clearly stated in the course syllabus at the beginning of the course. Furthermore, the methods of measuring the achievement should be clear. Each professor is free to determine his/her method of measurement, but it is suggested that he/she give consideration to the following: written tests, oral tests, written or oral reports, research papers, reading reports, class discussion, and observation.

**Special Note:** Final grades for all students must be submitted to the Registrar's Office within 48 hours after the final examination. Grades for graduating seniors must be submitted to the Registrar's Office by noon on Thursday prior to Sunday Commencement.
3.13 CLASS ATTENDANCE

3.13.1 Syllabus

Faculty should clearly state their class attendance policy in each course syllabus. This statement should include that daily class attendance is expected. It is the student’s responsibility to contact faculty in advance when it is known a class will be missed and to arrange to make up any work missed.

3.13.2 All Students

The Associate Dean for Academic Affairs will receive reports from faculty on any student who has demonstrated a class attendance problem.

3.13.3 Transition Students

The Director of Academic Support will inform faculty of any transition students enrolled in their classes each semester. Faculty must report to the Associate Dean for Academic Affairs the first class absence of a transition student.

3.13.4 Excessive or Consecutive Student Absences

Faculty members are directed to report excessive or consecutive class absences to the Associate Dean for Academic Affairs. Once such a report is made, the student is contacted by either the Associate Dean for Academic Affairs or the Director of Student Outreach Services to determine whether the absences are due to legitimate problems, in which case the student is directed to the appropriate academic support services, health services, or counseling services—or discussions begin concerning a withdrawal from the college. Students whose absences are not legitimate are reminded of the consequences of their behavior (often failure in the course) and directed to attend subsequent classes regularly. The faculty member is asked to monitor the student closely and immediately report any future absences to the Associate Dean for Academic Affairs.

3.13.5 Students on Academic Probation

Faculty members will be notified of current students on academic probation for each class taught and will make every effort to contact the Associate Dean for Academic Affairs concerning class absences or poor academic performance.

3.14 ACADEMIC GRIEVANCE POLICY

The primary objectives of this Academic Grievance Procedure are to ensure that students have the opportunity to present grievances to Bridgewater College...
regarding academic actions or inactions by members of the Bridgewater College faculty, and that the College has a consistent way of resolving those grievances in a fair and just manner.

The College recognizes that problems will occasionally arise. It is usually in the best interest of both the College and the student to resolve such problems as soon as possible at the lowest possible administrative level. In order that students may be assured fairness in the consideration of such problems, a process of appeal and review, to higher levels of authority has been established.

1. The student should first attempt to resolve his/her grievance informally by discussing it with the faculty member. It is anticipated that satisfactory resolution can usually be achieved at that level. If the matter is not resolved to the student’s satisfaction, the student may seek further review by submitting a statement of the problem in writing the Associate Dean for Academic Affairs. The statement—should include an explanation of the problem, a listing of the facts relevant to it, a summary of any action or attempted resolution undertaken by the student, and a description of the desired resolution. The statement must be presented to the Associate Dean for Academic Affairs within fifteen (15) days of the occurrence of the problem. The Associate Dean will then meet with the student to discuss the grievance. After reviewing all relevant information, the Associate Dean will inform the student in writing of his/her decision regarding the grievance, normally within ten (10) working days after receiving the statement.

2. If the decision of the Associate Dean does not resolve the matter to the student’s satisfaction, the student may request further review by submitting a statement of the problem in writing to the Vice President and Dean for Academic Affairs. The statement should include an explanation of the problem, a listing of the facts relevant to it, a summary of any action or attempted resolution undertaken by the student, and a description of the desired resolution, along with a copy of the Associate Dean’s decision. The statement must be presented to the Vice President within five (5) days after the date of the Associate Dean’s decision. Whether to accept such request and review the grievance is within the sole discretion of the Vice President. If the Vice President accepts the request, she/he will inform the student in writing of her/his decision regarding the grievance within ten (10) working days after receiving the statement. The decision of the Vice President and Dean for Academic Affairs is final, and there is no further appeal following the Vice President’s decision.

### 3.15 CAREER SERVICES

The Career Services Office seeks to assist students in the process of self-evaluation, exploration of career options, and implementation of decisions for
advanced professional studies or occupational placement. There are several basic stages in the career planning process, and students are encouraged to select those aspects most relevant to their needs and aspirations. Individual meetings, group sessions, and workshops are opportunities offered to all students. Internships and practicums provide work experiences outside the classroom and incorporate the application of transferable skills from academic learning to practical experience.

In addition to referring a student to the Career Services Office, faculty members should help in the career planning process by integrating career services into their advising and classroom teaching. They should also work with students and the Office of Career Services in obtaining appropriate work experiences for the students.

Placement activities include those of the Career Services personnel assisting graduates in obtaining satisfactory employment as well as those of the academic departments in directing qualified students toward graduate or professional schools.

The Director of Career Services assists students in obtaining post-graduate placements in employment and professional schools. Special dossiers of information are produced, and these placement files are distributed to prospective employers and others as requested. Interviews are also arranged by Career Services.

3.16 ENCOURAGEMENT TO ATTEND GRADUATE AND PROFESSIONAL SCHOOLS

Administrative officers and faculty members should encourage qualified students to consider undertaking graduate or professional school programs. Department heads, in particular, are expected to assist their major students as they apply for admission to graduate school and as they seek financial assistance as needed for graduate school attendance.

3.17 PUBLICITY

The College will publicize special achievements, awards, and recognition of staff members and students. The Editorial Assistant for Media Relations welcomes information with media value, and administrators and faculty members are encouraged to contact him/her with suggested news items.

Items such as the following should be submitted:

- Enrollment figures
- Dean's List
- Professional meeting attendance
- Special trips or foreign travel
- Curricular changes
- Unique plans or experiences
- Extra-curricular achievement
- Athletic events
- Publications
- Awards and special recognition

3.18 CONVOCATION PROGRAM

The Bridgewater convocation series is designed to augment and enhance the general liberal arts program of the College. It also augments and supports the Personal Development Portfolio Program (PDP). Generally, convocations are held each week when College is in session.

Student attendance at the convocation series is required as outlined in the Eagle. Faculty members are urged to attend whenever possible. Consistent support of the convocation series by faculty members contributes to student morale, emphasizes the significance of the convocations series in the life of the campus community, and assists the Convocations Committee and deans in maintaining the dignity of the convocation activities. Above all, faculty support and participation are important to the development of the fullest impact of the campus community upon each student.

Details of the convocation programs are administered by the Director of Convocations.

3.19 FIELD AND ATHLETIC TRIPS

The head coach of each intercollegiate sport is expected to make certain that all games are approved by the Athletic Director and placed on the official calendar well in advance of the date of the games. At least several hours before time for departure, he/she should contact the Registrar's office with a list of the personnel making the trip, the exact time of departure, means of transportation, and time of return.

Coaches are expected to have student athletes discuss class absences with their faculty members at the beginning of the semester.
Faculty members who wish to take classes on field trips are to file an application/request with the VPA/A who will approve or reject the request based on its merit and overall contribution to the course of study. The application should be submitted at least two weeks prior to the date of the trip.

SECTION 4. TEACHING ASSIGNMENTS

The following excerpts from materials published some years ago by the Southern Association of Colleges and Schools are considered appropriate and accepted guidelines for Bridgewater College in dealing with the matter of teaching loads:

The components of the workload of faculty members, and the relative weights assigned to each component, will vary from institution to institution, among divisions within a single institution, and between individual faculty members within a division. Each institution should have a demonstrably equitable and reasonable plan for the determination and distribution of work loads which takes into account the differences in time required for classroom preparation in varying types of classes and in varying disciplines.

Faculty work load distributions for an institution should reflect its avowed purposes. If one of the purposes of an institution is the accomplishment of significant research, for example, it will be expected to show that ample time within its total faculty work load is provided for research. An institution offering graduate degrees will also be expected to show sufficient time within its total faculty work load as being available for faculty engagement in research.

Each institution must show that a realistic amount of time is available in the sum total of faculty work loads to care for assigned duties associated with institutional operation, such as, committee assignments, administrative responsibility for institutional functions, duties of public and alumni relations, and assigned supervision of student activities.

In calculating the time value of the student instruction load assigned to each faculty member, consideration should be given to such factors as the number of class contact hours, the number of preparations, the weekly student load, the nature of the instruction demanded by the subject matter, available help (such as secretaries, teaching assistants, and grading machines), and the amount of time engaged in research. The institution's plan for the determination and distribution of work loads should be subjected to periodic appraisal.

The institution should have suitable policies to protect against the assumption, or imposition, of internal or external responsibilities by, or upon, the faculty member which might cause encroachment upon either
the quality or quantity of the work he/she is employed to perform by the institution.

The policies of the College attempt to reflect the concepts set forth in the above paragraphs. In terms of semester credits, the maximum assignment for full-time faculty members is 24 credits per year, with a goal to reduce this maximum to 21 credit hours per year by the 2013-2014 academic year as College finances permit. In addition to their teaching assignments, full-time faculty members are expected to devote time to advising students, serving on College councils/committees, and assisting with extra-curricular activities. In no case are these assignments to be so extensive as to interfere with expectations of the College in the realms of teaching and scholarship.

Full-time Bridgewater faculty members are not permitted to supplement their incomes by teaching classes for other institutions except under very special circumstances and then only with special permission from the President.

A faculty member considering additional employment outside the College must consult with his or her department chair and the VPA/A and obtain permission of the President before accepting such employment. Outside employment of a faculty member will not be permitted if such employment may adversely affect his or her teaching and other obligations to the College. Occasional outside lectures or consultations enhance the professional development of faculty and are encouraged. Such activity is excluded from the obligation of prior consultation unless it interferes with a faculty member’s scheduled College duties. There are no restrictions on outside employment between commencement and the opening of the next academic year unless the employment agreement the faculty member has with the College specifies service to the College during the summer months.

While faculty and staff members should welcome and accept occasional invitations to serve community agencies, such as churches, schools, and civic clubs, acceptance of such invitations should be motivated primarily by the desire to serve rather than by the desire for financial gain. The performance of such services may not be allowed to interfere in any way with the duties and responsibilities to the College. Permission to perform more extensive services must be secured from the President.

SECTION 5. TENURE, TERMINATION, ACADEMIC FREEDOM, RANK, AND SALARY

5.1 TENURE

The College's tenure policy states that, generally, a faculty member is on an annual contract basis throughout each of the first six years of full-time contractual service to Bridgewater College. Thereafter, a faculty member is on tenure, unless specifically notified to the contrary by the President with explanation of the reasons for the contemplated withdrawal of the tenure status. During the period
of tenure, the College or the faculty member will give the other party one year's notice of any contemplated discontinuance of their contractual relationship, except that no such notice will be required of the College in the case of the dismissal of a faculty member for budget considerations or for gross incompetence, neglect of duty, malfeasance, moral turpitude, or gross professional misconduct. The academic tenure relationship is limited to the teaching faculty and does not relate to administrative staff members and other employees.

In keeping with this policy, a full-time member of the teaching faculty who has met the College's guidelines for teaching effectiveness, scholarship, service and fidelity to the College's mission may be awarded tenure at the Founder's Day Celebration following the public announcement of the award unless notified to the contrary in writing by the President prior to December 15 of the sixth academic year of full-time service. Written notification of the awarding of tenure will be reflected on the contract of the following academic year (typically the beginning of the seventh year of full-time teaching at Bridgewater).

See Section 6.9 for guidelines for submitting material for tenure consideration.

5.2 TERMINATION

All full-time faculty members are notified on or about March 15 of each year of their status for the following fall, including rank.

5.2.1 Term Appointments

Non-tenured full-time faculty, other than first-year faculty or interim faculty, whose contracts are not to be renewed, are informed of the non-renewal of contracts by December 15 during the academic year prior to the one for which the contract is not to be renewed. First-year faculty whose contracts are not to be renewed are so informed by March 1 of the first year of service. In those instances in which appointments are clearly understood by the College and the faculty member to be interim or part-time appointments, no notice of non-renewal is required.

5.2.2 Termination by the Faculty Member

A faculty member may terminate an appointment at the end of an academic year by submitting a resignation in writing to the President by March 15. A waiver of the required notice may be requested in a case of hardship, or in a situation in which an opportunity for substantial professional advancement would otherwise be denied. A faculty member may resign at any time with the approval of the President.

5.2.3 Termination by the College
5.2.3.1 **Budget Considerations.** In the event a faculty member needs to be dismissed for budget considerations, the decision of the President to dismiss the faculty member can be appealed to the Executive Committee of the Board within 30 days. The Executive Committee’s decision will be final.

5.2.3.2 **Dismissal for Cause.** When a faculty member is dismissed for cause, the following procedure shall be employed:

5.2.3.2.1 **Informal procedures.** Prior to giving a formal notice of proposed dismissal to a faculty member, the President and/or the VPA/A shall confer with the faculty member to see whether the problems raising the possibility of dismissal can be adequately resolved or remedied without formal procedures. If appropriate, any possibilities of settlement or voluntary withdrawal by the faculty member should also be considered.

5.2.3.2.2 **Notice of Dismissal.** If informal conversations have not resolved the matter and dismissal is intended, a written notice of dismissal shall be given by the President to the faculty member outlining the procedures available to the faculty member for any contest of the dismissal.

5.2.3.2.3 **Faculty Advisory Committee.** Within 15 days after receipt of the written notice of dismissal, the faculty member shall inform the President in writing if the dismissal is to be contested. If contested, within 15 days after receipt of the notice of contest, the President shall designate 3 - 5 tenured faculty members of the rank of full or associate professor. The faculty members serving on the committee must not have been substantially involved in any of the particular incidents or problems alleged against the faculty member.

5.2.3.2.4 **Hearing Committee Procedure.** Within 30 days after the naming of the Hearing Committee, the panel shall elect its chair and conduct a hearing. At the hearing, it shall receive such information as the administration wishes to present related to the reasons for dismissal, then receive the evidence of the faculty member. Any witness(es) may be questioned by a representative of the administration and a representative of the faculty member. Legal counsel shall not be directly involved in the proceedings but may be available outside the hearing room for consultation by either party.

5.2.3.2.5 **Report of the Hearing Committee.** After it completes the hearing and its deliberations, the Hearing Committee shall promptly forward its recommendation to the President, giving its summary of findings and basis for its recommendation. A copy shall be provided to the faculty member.

5.2.3.2.6 **Response to the Recommendation.** Within ten days after receiving the recommendation from the Hearing Committee, the President shall notify the faculty member whether or not the recommendation will be followed. If the President affirms the previous decision to dismiss the faculty member, the faculty
member may appeal to the Executive Committee of the Board of Trustees, whether or not the recommendation of the Hearing Committee has been adverse to the faculty member.

5.2.3.2.7 Consideration by the Executive Committee. Within 30 days, the Executive Committee shall convene to hear from representatives from both parties, setting appropriate time limits and restricting argument and presentations as it deems appropriate. It is to serve as an appellate body, receiving additional or new evidence only if, in its discretion, it concludes that such evidence is necessary to avoid injustice or unfairness. The Executive Committee shall deliberate in executive session. The Executive Committee shall announce its decision which will be final and binding on all parties.

5.3 ACTION OTHER THAN TERMINATION

Notwithstanding the College’s termination procedures, the College, through its President, reserves the right and the discretion to handle individual situations of faculty misconduct or failure to abide by College policies and procedures, regardless of where or when they occur, on a case-by-case basis, and to take whatever disciplinary action the College, in its discretion, deems to be appropriate and in the best interest of the College community, short of dismissal. Such non-dismissal disciplinary sanctions could range from an oral reprimand to a suspension without pay for a specified period of time, depending on the severity of the misconduct. In those circumstances, the President would expect to provide the faculty member notice of the misconduct and an opportunity to respond, with the President to give all due consideration to the faculty member’s response. However, the College reserves the right to dispense with such notice when, in the discretion of the College, the safety, health, or welfare of College employees or students warrant. The College expects to handle these circumstances consistent with its commitment to mutual respect and civility for each member of the community.

5.4 RANK AND SALARY

Faculty rank designations have been employed at Bridgewater for many years. Advancements in rank are neither automatic nor guaranteed. The minimum requirements for each of the four ranks are as follows:

- **Instructor.** One who has earned the Master's degree with a minimum of 18 graduate hours in the discipline and has had less than four years of full-time college teaching experience.

- **Assistant Professor.** One who has earned the Doctor's degree in a discipline; one who has earned the Master's degree in a discipline and has had four years of satisfactory full-time college teaching experience or its equivalent; or one who has earned the Master's
degree and has had an additional year of graduate work and three
tyres of satisfactory college teaching experience or its equivalent.

- **Associate Professor.** One who has earned the Doctor's degree,
or the approximate equivalent, or an M.F.A. for faculty in fine arts or
performing arts, and has had six years of successful college
teaching experience, demonstrating prowess as a superior teacher.

- **Professor.** One who has earned the Doctor's degree, or the
approximate equivalent, or an M.F.A. for faculty in fine arts or
performing arts, and has had twelve years of successful college
teaching experience, demonstrating prowess as a superior teacher.
In addition, the Full Professor has typically completed six years of
teaching since receiving tenure, and has demonstrated
achievement in teaching, scholarship and service such that he/she
holds a recognized position of leadership among the Faculty.

It is the policy of the College to keep its salary structure "in a reasonably
competitive relationship to other colleges and universities." The following
guidelines relate to salaries, rank, and tenure:

- The rank and the salary position within the rank shall be determined
  in the first contract.

- Considerations relative to changes in the rank of a faculty member
  shall involve evaluation of the faculty member's professional
development as detailed according to promotion guidelines which
probe the faculty member's performance and growth in teaching,
professional development and service (Section 6.10).

- Regarding changes in salary, the College has historically granted
  an across-the-board increase at least equal to a cost-of-living
  adjustment. The President, in consultation with the VPA/A, may
  adjust this increase upward or downward on a case-by-case basis
  upon taking into consideration the same factors that are relevant to
  a faculty member's change in rank; namely, performance and
growth as a teacher, professional development and scholarship.
  Consideration shall also be given to the faculty member's additional
  training, professional development, research and/or publications, or
  extraordinary service.

- By July 1 of each year, faculty members submit a Self-
  Development Report to the VPA/A concerning the previous year's
  academic experience. In the report, he/she will comment on efforts
to improve teaching, professional development activities,
involvement in extra curricular activities of the College, research
and scholarly activities, and community service. The VPA/A reviews these reports as well as student evaluations prior to providing the President an assessment of each faculty member. This assessment is used in combination with other criteria in determining any merit increments in annual salary, tenure, and promotion consideration.

- Insofar as feasible, the President shall attempt to maintain a tenure or tenure-track faculty distributed among the three ranks approximately as follows: Professors, 30 percent; Associate Professors, 30 percent; and Assistant Professors, 40 percent. Generally, heads of departments shall be of the rank of Associate Professor or Professor.

- Salaries for the regular session of nine months shall be paid as determined by the Vice President for Finance and Treasurer in consultation with the President but no less often than monthly. However, at the President's discretion, faculty may be required to report to the campus for services ten days prior to the official registration date and may be retained for ten days after commencement.

- Faculty summer salaries from grants are negotiable, depending upon the guidelines of the granting agency, but should not exceed $1/9$ of the academic year salary per month.

**SECTION 6. PROFESSIONAL DEVELOPMENT**

Bridgewater College subscribes to the principle that the academic environment of a college or university and the continuous professional growth of its faculty are inextricably bound together and, further, that the administration and the faculty cooperate in providing opportunities for this professional growth.

**6.1 ATTENDING PROFESSIONAL MEETINGS**

Bridgewater College recognizes that benefit accrues to the College as well as to individual faculty members through participation in professional meetings associated with their particular disciplines. In so far as funding allows, the College, assists the faculty by underwriting a significant portion of the costs of attending regional and national professional meetings. If a faculty member serves on a national committee of a professional organization or reads a paper at the national meeting of a professional organization, the member may receive assistance.

Requests to attend professional conferences and meetings must be approved by the VPA/A. The request should be submitted well in advance of attendance, with an estimate of the costs of attending the subject meeting/conference. Further, a faculty member should provide written documentation concerning arrangements
for classes that may be missed. If use of the travel allowance seems justifiable to
the VPA/A, and the professional travel budget has not been exhausted, the
meeting will be approved. A special expense form to submit for reimbursement
upon completion of the meeting will be provided to the faculty member.

The following parameters should be observed when traveling at College
expense:

- Actual costs only are eligible for reimbursement, and the
  faculty/staff member is expected to keep costs to the College at a
  reasonable minimum in arranging for transportation and other
  facets of his/her attendance at the meeting or conference.

- The College will pay the actual transportation cost, not to exceed
  the equivalent of air coach fare for attendance.

- If the faculty member drives his/her own car rather than using
  public transportation, he/she will be reimbursed at the then current
  rate paid by the College.

- The College will provide payment for reasonable expenses incurred
  for housing and meals while the member is in attendance at an
  approved conference or meeting.

- Costs of incidentals relative to the meeting will be borne by the
  faculty member except that the College will cover up to $75.00 in
  special registration fees.

- A brief report of the nature and value of the meeting/conference will
  be filed with the VPA/A to document attendance and to facilitate the
  sharing of information with other members of the faculty.

6.2 MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

While the College does not subsidize personal memberships in professional
associations or learned societies, members of the faculty are urged, even
expected, to hold membership in one or more such organizations and to
subscribe to one or more professional journals.

6.3 RESEARCH, SCHOLARSHIP, AND CREATIVE WORKS

Bridgewater provides faculty members with internal support, as well as resources
to facilitate pursuit of external support, for research, scholarship, and creative
works. The College’s Grants Officer can assist with securing funding for
research and scholarship, including fellowships awarded directly to faculty, and
support for student group activities.
6.3.1 Internal Funding

6.3.1.1 Faculty Research Grants. Bridgewater’s Faculty Research Grant program provides funding to support small faculty research projects. The amount available per project varies depending on the funding budgeted in a given year and the number and quality of proposals submitted. A notice inviting applications is typically released at the beginning of the fall semester, and funds must be expended by the end of the following June.

6.3.1.2 Undergraduate Research Supervision. The Dr. John W. Martin Summer Science Research Institute provides stipends for faculty supervisors of undergraduate researchers in the following disciplines: biology, chemistry, environmental science, mathematics, neuropsychology, and physics. A limited number of awards are available each summer. Funding for research projects in a broader range of disciplines will be provided as available.

6.3.2 External Funding

6.3.2.1 Grant Proposal and Review Process Details on the process for applying for external funding can be obtained from the Grants Officer, or from the Research page of the College website (www.bridgewater.edu/Research).

6.3.2.2 Grants Office Support

- This office is available to help faculty members solicit external funding by: researching potential funders, reviewing draft applications, coordinating internal approvals, and serving as a liaison with the Office of Institutional Advancement. Faculty are encouraged to contact the Grants Officer to discuss funding needs.
- **All requests for external funding must be routed through the Grants Office**
  - This office is available to help faculty Principal Investigators (PIs) by: assisting with completion of award documents, establishing accounts, and tracking and submitting required progress and financial reports.
  - Grants of federal funding may require additional Grants Officer support to ensure all requirements are met. Specifically, any procurement transactions paid for by federal grant funding (including subawards) which are expected to exceed $25,000 must be conducted in collaboration with the Grants Officer, who will be responsible for ensuring that the requirements of 2 CFR Part 215 are met.

6.3.2.3 Faculty Responsibilities
• The faculty member serving as the Principle Investigator (PI) is responsible for maintaining appropriate fiscal controls on grant funding, as well as ensuring compliance with grant terms and conditions. The Grants Officer can assist with and advise on compliance issues.
• Faculty must follow BC purchasing procedures as well as employee standards of conduct when making purchases using grant funding.
• All copying and printing charged to a grant must go through the College Copy Center to ensure adequate cost collection and documentation.
• Faculty supervisors of grant-funded student workers and researchers must comply with Human Resources policies and requirements regarding student employees.
• Faculty members are responsible for preparing interim and final reports as required by the grant. Assistance may be provided by the Grants Office.

6.3.2.4 Conflicts of Interest Faculty members are responsible for disclosing any potential conflicts of interest related to grant proposals and awards. A potential conflict of interest exists whenever a faculty member has a personal financial interest in a business enterprise that could bias the design, conduct, or reporting of research or educational activities conducted at Bridgewater.

6.4 SABBATICAL LEAVES OF ABSENCE

Bridgewater's sabbatical leave program has been in existence for a number of years. The basic concepts involved are set forth by the Board of Trustees:

*A sabbatical leave of absence is an absence from College responsibilities for an academic year, one semester, or a summer, which may be granted to members of the faculty after six years of full-time service at Bridgewater College. During the period of the sabbatical, the College will make a significant contribution to the faculty member's income either through the use of its own resources or through special grants which it has assisted the faculty member in obtaining.

Sabbatical leaves are intended to contribute to the professional improvement of the faculty member through study, research, writing, or other scholarly activity and thus, to the value of his/her service to the College upon his/her return. They are not provided as rewards for past service or for purposes of health or rest. One summer sabbatical may be used by the faculty member for the purpose of foreign travel and study, which should result in enrichment and refreshment for future usefulness to the College.

Basic principles relating to the sabbatical leave program are as follows:

• A full-time member of the faculty with the rank of Associate Professor or Professor is eligible to apply for a sabbatical leave. Accrued time toward a sabbatical shall count from the end of the previous sabbatical and shall not include time spent on a leave of
absence. A faculty member’s resignation terminates years of credit toward a sabbatical leave.

- Remuneration associated with the sabbatical leave shall be at the rate of full salary for one semester, or one-half salary for an academic year, based on the contract salary of the year of absence. The remuneration for a summer sabbatical is two thousand dollars ($2,000). The faculty member granted a sabbatical will be expected to remain at Bridgewater College for at least two years after the completion of the sabbatical leave or to reimburse the College on a pro rata basis.

- In the case of a sabbatical related to a part or all of an academic year, perquisites will continue on the same basis as at the time the leave begins except that Social Security and TIAA-CREF contributions are continued at their usual percentage on the basis of remuneration actually received by the member. The faculty member shall not engage in gainful employment during the time of his/her sabbatical leave, but he/she may accept a fellowship or a grant subject to the advance approval of Bridgewater College.

- The sabbatical leave is not to be regarded as an automatic concession. The applicant must make written application to the President of the College through the VPA/A setting forth in detail the plans projected for the use of the leave. The application should be submitted to the President by November 15 of the year preceding the sabbatical. Within three months after the completion of a sabbatical leave, a written report is to be presented to the President.

- During any one fiscal year, usually no more than four sabbatical leaves will be granted by the College. If more than the specified number of qualified faculty members applies for sabbaticals, they will normally be granted on the basis of seniority and/or the values of the proposed projects.

- For one-semester sabbaticals, the faculty member will be expected to teach four courses during the semester or interterm/semester during which he/she is not on sabbatical.

- The granting of a sabbatical leave is always subject to the College’s ability to make satisfactory arrangements covering the period of the faculty member’s absence. In addition, those sabbaticals requiring the employment by the College of interim replacement faculty members shall be subject to budgetary considerations and shall be granted only upon the basis of a specific sabbatical program.
allocation within the instructional budget of the College as approved by the President.

See Section 6.12 for guidelines for submitting material to apply for sabbatical leave.

6.5 LEAVES OF ABSENCE

A leave of absence is an absence from College responsibilities for which any full-time member of the faculty may apply. Leaves of absence are intended to contribute through study, research, government work, travel, teaching, writing, work on church-related projects, or other activity contributing to the professional improvement of the faculty member and, thus, to the value of his/her service to the College upon return. In addition, emergency leaves of absence may be approved for health reasons.

Basic principles relating to leaves of absence are as follows:

- While any full-time member of the faculty is eligible to apply for a leave of absence, careful consideration will be given to such matters as past service, likely future service, and the significance of the project contemplated by the faculty member during the period of leave. In consideration of requests for leaves of absence, faculty members with tenure will be given preference over faculty members in the early years of their appointments at Bridgewater.

- During the period of a leave of absence, which usually will not exceed one year, the College will pay no salary or stipend to the faculty member. However, benefits under the group insurance plan will continue on the same basis as at the time the leave begins, provided it is mutually agreed that the faculty member plans to return to his/her teaching position at Bridgewater College at the end of the leave.

- Applications for leaves of absence shall be made in writing to the President of the College through the VPA/A. The application shall state in detail the plans projected for the use of the leave and normally should be submitted to the President one year before the date of its proposed beginning. Within three months after the completion of the leave, a written report is to be presented to the President.

- Leaves of absence will depend upon the ability of the College to provide satisfactory substitutes for the members on leave and upon the number of faculty members on other leaves.
• Time spent on such leaves of absence will not be counted toward the six years of service required for eligibility for a sabbatical leave of absence or toward time in rank for tenure discussions or promotion in rank.

6.6 VISITING SCHOLARS

A program of visiting scholars not only enriches the academic opportunities for students but also encourages the professional growth of the faculty. Suggestions from the faculty concerning visiting scholars are invited and should be addressed to the VPA/A.

6.7 CONSULTATIONS

While annual departmental budgets do not provide funds for consultants, a Department Head who feels the need for a consultant to assist in evaluating his/her department may submit a written request with justification to the President through the VPA/A for consideration. Approval must be obtained prior to confirming arrangements with the consultant.

6.8 GUIDELINES FOR EVALUATION OF NON-TENURE TRACK FACULTY

Non-tenure track faculty members include the following:
• Full-time instructors
• Adjuncts
• Faculty offering private lessons or activities courses

All faculty members in their first semester at Bridgewater College will:
• Meet with their Department Chairs to review written midterm student course evaluations
• Receive one (or more as needed) classroom observation. Classroom observations may also be conducted by a senior faculty member in the department or a member of the Teaching Resource Group

Instructors and adjuncts with on-going employment at Bridgewater will also meet with their Department Chairs to review semester-end student course evaluations.

Full-time non-tenure track faculty will
• Submit a Faculty Annual Review (FAR) using either the concise form (that focuses primarily on teaching) or the extended form used by tenure-track faculty.
• Submit the FAR to the VP/AA by July 1
• Review the FAR with the Department Chair at an individual meeting

Faculty offering private lessons will administer a web-based student evaluation and will review those evaluation forms in a meeting with the Department Chair.
6.9 GUIDELINES FOR SUBMITTING THE FACULTY ANNUAL REVIEW

The annual report provides a description of faculty development and professional endeavors for the year. The narratives should also address how the year’s teaching/scholarship/service activities fulfill elements of the Mission or objectives of Bridgewater College.

The primary purpose of this report is to help faculty create a yearly archive of activities and reflections that will assist in their growth as a teacher and scholar as well as help faculty elucidate how their teaching, scholarship, and service are consistent with the College mission. The report also provides data for assessing institutional objectives (e.g. equitable faculty loads, faculty involvement in scholarship, service to the community, etc.). Finally, the Faculty Annual Review provides valuable information to guarantee equity as the administration considers matters of compensation, particularly as it relates to merit pay.

The form for the Faculty Annual Review is located on the Faculty and Staff Forms college web page at http://www.bridgewater.edu/faculty-and-staff/forms. The form should be completed and submitted to the VPA/A by July 1.

6.10 GUIDELINES FOR SUBMITTING MATERIAL FOR THIRD-YEAR EVALUATION

The third-year review is a more formal review of a tenure-track faculty member than the annual evaluations. Faculty members who are in the third year of full-time tenure-track teaching at the College should follow the following guidelines for submission of materials for their third-year review. Materials should be submitted to the VPA/A by December 15 of their third year of tenure track teaching at the College.

- Introductory letter
- Current Curriculum Vitae
- A narrative addressing the three areas of evaluation: teaching, professional development/scholarship, and service. The narrative should provide evidence that the faculty member being reviewed has examined his or her teaching, teaching philosophy and professional activities that relate to teaching, scholarship, and service to the community. The narrative should include a statement of professional goals for the next 3-5 years and their significance to the College. While being selective in the specific material submitted, the faculty member must provide sufficient information to support any statements in each of the three categories. The narrative should be approximately 10 pages in length.
Evidence of Teaching Performance

**Examples:** list of courses taught; course description and syllabi; student course evaluations; effectiveness of academic advising; honors projects advised; and participation in the Personal Development Portfolio Program.

The representativeness of the material submitted must be explained.

Evidence of Professional Growth

**Examples:** conferences attended and papers presented; courses developed or other curricular contributions; publications; book reviews; programs organized or presided over; and grants obtained, grants submitted.

The various examples of professional growth must be explained to make their importance clear to someone outside the field.

Evidence of Service

**Examples:** committee service; other service to the College; and community service.

Evaluation Letters

**Examples:** from Department Chair; from tenured Department members of the same and higher rank; and from other faculty and staff with whom the faculty member being reviewed has worked or collaborated and who are agreed upon by the faculty member and the VPA/A. There should be at least six letters. They should be marked “confidential” and submitted to the VPA/A.

The VPA/A may secure written evaluations from additional faculty from among a group suggested by the faculty member and the VPA/A.

(Optional) Letters from off-campus references with whom the candidate has worked in a professional capacity. These letters do not take the place of those mentioned above.

The Committee on Promotion and Tenure will participate in the evaluation process and will have access to all submitted materials.
6.11 GUIDELINES FOR SUBMITTING MATERIAL FOR TENURE CONSIDERATION

These guidelines are intended to supplement the criteria and information found in Section 5.1 of this handbook. Please refer to that section as well when applying for tenure.

For faculty members entering their sixth year of full-time tenure-track teaching at Bridgewater College, a tenure decision must be made by the President by December 15 of the faculty member's sixth year. Documents described below should be submitted to the VPA/A by such faculty members by November 1 of their sixth year.

- Letter of application
- Current Curriculum Vitae
- A narrative addressing the three areas of evaluation: teaching, professional development, and service. Due to the long-term nature of tenure, the faculty member must demonstrate exceptional value to the institution. The narrative should provide evidence that the faculty member has examined his/her own teaching, teaching philosophy and professional activities that relate to teaching, scholarship, service to the community, and fidelity to the College's Mission statement. The narrative should include a statement of the faculty member's goals for the next 3-5 years and their significance to the College. There is no prescribed length but the narrative must be long enough to address the previous points, including exceptional value to the institution.
- Evidence of Teaching Performance

  Examples: list of courses taught; course descriptions and syllabi; student course evaluations; alumni evaluations (if available); effectiveness of academic advising; honors projects advised; and participation in the Personal Development Portfolio Program.

  Faculty members should explain the appropriateness of the material submitted.
- Evidence of Professional Growth

  Examples: papers presented; programs organized or presided over; courses developed or other curricular contributions; conferences attended; and publications.

  Faculty members should explain the importance of the more
specific professional growth activities in order to make their importance clear to someone outside the field.

- Evidence of Service
  
  **Examples:** committee service; other service to the College; and community service.

- Evaluation Letters
  
  **Examples:** from the Department Chair; from tenured Department members of the same and higher rank; and from other faculty and staff with whom the faculty member has worked or collaborated. At least 8-10 of these letters are to be submitted.

  The VPA/A may secure written evaluations from additional faculty from among a group suggested by the applicant and the VPA/A.

- (Optional) Letters from off-campus references with whom the faculty member has worked in a professional capacity. These letters are not to take the place of those mentioned above.

- The Committee on Promotion and Tenure will participate in the evaluation of the candidate and have access to all submitted materials.

6.12 GUIDELINES FOR SUBMITTING MATERIAL FOR PROMOTION CONSIDERATION

These guidelines are intended to supplement the criteria and information found in Section 5.5 of this handbook. Please refer to that section as well when applying for a promotion. The years in rank guidelines for promotion in Section 5.5 should be interpreted as minimums. There is no limit to the number of years that a faculty member may spend in a given academic rank. Further, as a general rule, faculty members will not be promoted from assistant professor to associate professor until after they receive tenure.

Faculty members intending to apply for promotion in rank to begin with their contract in the next academic year should follow the following guidelines for submission of materials for promotion. These materials should be submitted to the VPA/A by January 15 of the current contract year.

The following information should be provided by the faculty member to the VPA/A:

- Letter of application
• Current Curriculum Vitae

A narrative addressing the three areas of evaluation: teaching, professional development, and service. The narrative should provide evidence that the faculty member has examined his/her own teaching, teaching philosophy and professional activities that relate to teaching, scholarship, service to the community, and fidelity to the College's Mission statement, and that the applicant holds a leadership role among the faculty in each of these areas. The narrative should include a statement of the faculty member's goals for the next 3-5 years and their significance to the College. There is no prescribed length but the narrative must be long enough to address the previous points.

• Evidence of Teaching Performance

Examples: list of courses taught; course descriptions and syllabi; student course evaluations; alumni evaluations (if available); effectiveness of academic advising; honors projects advised; and participation in the Personal Development Portfolio Program.

Faculty members should explain the appropriateness of the material submitted.

• Evidence of Professional Growth

Examples: papers presented; programs organized or presided over; courses developed or other curricular contributions; conferences attended; and publications.

Faculty members should explain the importance of the more specific professional growth activities in order to make their importance clear to someone outside the field.

• Evidence of Service

Examples: committee service; other service to the College; and community service.

• Evaluation Letters

Examples: from the Department Chair; from tenured Department members of the same and higher rank; and from other faculty and staff with whom the faculty member has worked or collaborated. At least 6-8 letters should be submitted.

The VPA/A may secure written evaluations from additional faculty
from among a group suggested by the faculty member and the VPA/A.

- (Optional) Letters from off-campus references with whom the faculty member has worked in a professional capacity. These letters are in addition to those mentioned above.

- The Committee on Promotion and Tenure may be asked to participate in the evaluation of a candidate for promotion by either the candidate or the VPA/A.

### 6.13 GUIDELINES FOR SUBMITTING MATERIAL FOR POST-TENURE EVALUATION

Post-tenure review will be conducted at least every 7 years beginning with the year in which the faculty member received tenure. Faculty members should focus on evaluation material since their last formal review. The post-tenure review is conducted by the VPA/A together with a Post-Tenure Review Committee elected by and from the Faculty Assembly. The evaluations are intended to be developmental and collegial and to focus on professional growth. The materials for post-tenure review should be submitted to the VPA/A by February 15 of the current contract year.

The following information should be provided by the faculty member through the Department Chair to the VPA/A.

- Current Curriculum Vitae
- Self-evaluations for the previous 7 years
- A narrative addressing the three areas of evaluation: teaching, professional development, and service. The narrative should provide evidence that the faculty member has examined his/her own teaching, teaching philosophy and professional activities that relate to teaching scholarship, and service to the community. The narrative should include a statement of the faculty member's professional goals for the next 3-5 years and their significance to the College (which will be examined at the next review). The narrative should be approximately 5 pages in length. Department chairs should devote an additional section of the narrative to reflection on his/her experience as a department chair. Thus the narrative for department chairs may be closer to 7 pages in length.
- Evidence of Teaching Performance

Examples: list of courses taught since the last formal review; course descriptions and syllabi; student course evaluations since
the last formal review; honors projects advised; role in academic advising; and participation in the Personal Development Portfolio Program.

- Evidence of Professional Growth

**Examples:** conferences attended and papers presented; courses developed or other curricular contributions; programs organized or presided over; publications; book reviews; and grants obtained, grants submitted.

- Evidence of Service

**Examples:** committee service; other service to the College; and community service.

- Evaluation Letters

From the Department Chair and two other tenured faculty of the same or higher rank. For Department Chairs, all members of the department should contribute letters addressing the role of the Department Chair. In addition, at least three tenured senior faculty members should submit letters of general evaluation.

The VPA/A may secure written evaluations from additional faculty from among a group suggested by the faculty member and the VPA/A.

- (Optional) Letters from off-campus references with whom the faculty member has worked in a professional capacity.

- The Committee on Promotion and Tenure does not participate in post-tenure reviews.

### 6.14 GUIDELINES FOR SUBMITTING MATERIAL TO APPLY FOR SABBATICAL LEAVE

Faculty members who wish to apply to take sabbatical leave in the next academic year (whether for all or a part of the year) should follow these guidelines for submitting materials. These should be submitted to the VPA/A by November 15 of the current contract year.

These guidelines are intended to supplement the criteria and information found in Section 6.4 of this handbook. Please refer to that section as well when applying for a sabbatical. The following information should be provided to the VPA/A.

- Letter of application; duration of the sabbatical
- Current Curriculum Vitae
- Proposal

I. Narrative to address each of the following in detail:

1. Statement of purpose and goals of the sabbatical.
2. Description of the project(s) and methodology.
3. Historical context of the project (pertinent references, etc.)
5. Summary written in non-technical language.

II. Resources Required:

1. Library, computer, office space, other.
2. Support services such as interlibrary loan, copier, laboratory space, special instruments, secretarial services, other.

III. Projection

1. Benefit to one’s students and the Mission of the College.
2. Benefit to one’s professional development and the department.

- Letter of acknowledgement and/or support from applicant’s Department chair, including a statement as to how courses and the associated costs will be covered during the sabbatical. An application from a Department Chairperson will require a similar letter from a senior member of the Department. Additional letters of support may be submitted.

- An application for a sabbatical leave should be well conceived.

An in-depth post-sabbatical report must be submitted to the Office of the VPA/A by September 1 of the following year. At a minimum, it must address the outcomes of the proposal (statements 1 and 4) and projection statements 1 and 2.

Faculty members receiving a sabbatical may be expected to present a seminar to colleagues sometime during the semester following their sabbatical.

SECTION 7: ACADEMIC FREEDOM AND INTELLECTUAL PROPERTY

7.1 ACADEMIC FREEDOM

It is the policy of Bridgewater College to select for positions on its faculty those who are not only competent as teachers but who have also demonstrated an
interest in and appreciation for the type of educational institution which Bridgewater College represents. It is well understood that the Bridgewater ideal for its faculty relates not only to the encouragement of students to achieve academic excellence but also as a role model for student development. Within the context of a recruitment policy thus defined, Bridgewater College seeks maturity, character, and responsibility on the part of its faculty as it assures them security in their freedom of teaching and investigation and in their right to participate as responsible citizens in community activities.

Bridgewater College affirms and supports the principles of academic freedom adopted jointly in 1941 by the American Association of University Professors and the Association of American Colleges as follows:

- "The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding" with the administration of Bridgewater College.

- "The teacher is entitled to freedom in the classroom in discussing his/her subject but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject."

- Many Bridgewater courses of study require consideration of matters relating to several fields and on which the teacher is not in all aspects equally an expert. A teacher handling mixed responsibilities of this type ordinarily indicates the limits of his/her expert judgment and, thus, is not subject to particular scrutiny because he/she may deal with controversial issues.

- Bridgewater "teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. They should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson."

- Academic freedom assumes academic responsibility. Therefore, the concept of academic freedom should not be construed as protecting an incompetent or negligent faculty member or as preventing the College from evaluating the work of each instructor.
Further, the concept of responsibility associated with academic freedom ensures that the faculty member is afforded no protection for gross neglect of duty, malfeasance, moral turpitude, or incidents of gross professional misconduct.

7.2 INTELLECTUAL PROPERTY

(Approved by the Executive Committee of the Bridgewater College Board of Trustees on August 11, 2010)

1. Policy Statement

The mission of Bridgewater College is to educate and develop the whole person. This mission is carried out in a learning community which encourages a spirit of intellectual inquiry among faculty, students and staff. The development of creative and scholarly research, works and inventions, known broadly as intellectual property, will be a natural outgrowth of such activities. The products of this scholarship may create rights and interests on behalf of the creator, author, inventor, sponsor and the College. The purpose of this policy is to support and reward scientific research and scholarship, and help faculty, students and staff identify, protect, and administer intellectual property matters and define the rights and responsibilities of all involved.

2. Applicability

The policy applies to works created by all classifications of faculty, staff and students of the College, and to non-employees such as consultants and independent contractors who create works on behalf of the College, unless a written agreement exists to the contrary.

3. Identification of Intellectual Property

Intellectual Property shall consist of the following:

(a) Copyrightable material produced from creative and scholarly activity, such as text (manuscripts, manuals, books, and articles); videos and motion pictures; music (sound recordings, lyrics, and scores); images (print, photographs, electronic, and art); and computer software (programs, databases, web pages, and courseware);

(b) Patentable works such as patents (processes, machines, manufactures, or compositions of matter); devices; and software excluded from copyrighted materials;

(c) Trademarked materials, such as words, names, symbols or logos, domain names, trade dress, and slogans or any combination of words which has
been adopted by the College to identify itself and to distinguish itself and its sponsorship from others; and

(d) Trade Secrets.

4. Ownership and Use

4.1 Patentable Intellectual Property

4.1.1 Responsibility for Disclosure of Patentable Intellectual Property. College personnel who alone or in association with other individuals or entities create or intend to create patentable subject matter with any use of College resources must disclose the matter and obtain prior authorization from the Vice President and Dean for Academic Affairs (or designee). Such disclosure shall be made when it can be reasonably concluded that a patentable subject matter has or will be created, and sufficiently in advance of any publications, presentation, or other public disclosure to allow time for possible action that protects rights to the intellectual property for the creator and the College. Creators are encouraged to seek the advice of the Vice President and Dean for Academic Affairs (or designee) in determining whether the subject matter is patentable or whether the College desires to pursue patenting the matter.

4.1.2 Determination of Rights to Patentable Subject Matter. Except as set forth below, the creator of patentable intellectual property shall retain his/her rights, and the College shall not assert ownership rights. The College will assert ownership rights to patentable intellectual property developed under any of the following circumstances:

(a) Development was funded as part of an externally sponsored research program or pursuant to an agreement which allocates rights to the College.

(b) Development required significant use of College resources or more than minimal use of College personnel. Participation of students that influences development of the patentable subject matter constitutes significant use of College resources.

(c) The creator was assigned, directed, or specifically funded by the College to develop the material.

(d) Material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes “work for hire” under U.S. law (e.g., the College’s website, alumni bulletins, admission materials, fundraising materials, catalogs and magazines).

4.2 Other Intellectual Property
4.2.1 Responsibility for Disclosure of Intellectual Property. Faculty are not obligated to disclose the creation of original works (other than patentable intellectual property), even when the work might have commercial value, unless it is created under conditions by which the College may assert ownership rights to Intellectual Property as described below, in which case the creator is responsible for timely disclosure. Faculty are encouraged to disclose any protectable material that has commercial value to the extent that they may wish assistance in copyright protection and marketing in exchange for profit sharing with the College. All disclosures should be made to the Vice President and Dean for Academic Affairs.

4.2.2 Determination of Rights to Intellectual Property. Except as set forth below, the creator of Intellectual Property (other than patentable intellectual property) shall retain his/her rights, and the College shall not assert ownership rights. However, creators will grant the College a non-exclusive, royalty-free, perpetual license to use the Intellectual Property for internal instructional, educational and administrative purposes, including, without limitation, for satisfying requests of accreditation agencies for faculty-authorized syllabi and course descriptions and materials. The College may assert ownership rights to Intellectual Property developed under the following circumstances:

(a) Development was funded as part of an externally sponsored research program or pursuant to an agreement which allocates rights to the College.

(b) Development required significant use\(^1\) of College resources or more than minimal use of College personnel. Participation of students that influences development of the work constitutes significant use of College resources. Prominent use of the Bridgewater College name or any image, trademark or logo of Bridgewater College also constitutes significant use of College resources.

(c) A faculty member was assigned, directed, or specifically funded by the College to develop the material.

(d) Material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes “work for hire” under U.S. law (e.g., the College’s website, alumni bulletins, admission materials, fundraising materials, catalogs and magazines).

4.3 Intellectual Property Developed Under Sponsored Research Agreements

Ownership of Intellectual Property developed pursuant to an agreement with any sponsor will be governed by the provisions of that agreement. Sponsored research programs funded by private sponsors will generally provide for the
College to retain title to all intellectual property that arises in the course of the research program with the sponsor retaining an option to acquire commercialization rights through a separate license agreement. Government and nonprofit sponsors generally allow rights to intellectual property that arises from the research program to vest with the College, subject to certain retained rights held by the federal government.

5. Administration

5.1 General. This policy shall be administered by the Vice President and Dean for Academic Affairs, who shall determine and interpret its terms and provisions.

5.2 Intellectual Property Review Committee. In implementing this policy, there shall be a standing Intellectual Property Review Committee whose functions shall include: (1) reviewing policy provisions from time to time, as needed, with recommendations for change or amendments to the Vice President and Dean for Academic Affairs; (2) serving as a non-binding advisory body in the case of any dispute relating to this policy; and (3) reviewing other issues as requested by the Vice President and Dean for Academic Affairs. The Committee shall consist of two (2) faculty members appointed by the Vice President and Dean for Academic Affairs, the Director of Library Services, the Chief Information Officer, and the Director of Budget and Analysis.

5.3 Dispute Resolution. In the event the creator of Intellectual Property objects in writing to a determination of the Vice President and Dean for Academic Affairs, the creator and the Vice President and Dean for Academic Affairs will provide all relevant information to the President. The President, or the President’s designee, is hereby empowered and authorized, after reviewing the circumstances of the case and considering the desirability of asserting the College’s interests, to accept or reject the determination of the Vice President and Dean for Academic Affairs. The President shall then provide the creator and the Vice President and Dean for Academic Affairs with the President’s final and binding written determination.

5.4 Changes to Policy. The College reserves the right to change this policy from time to time. In addition to the Board of Trustees, the President has the authority to change this policy.

6. Use of Bridgewater Names/Logos

Faculty, staff, and students may, consistent with the College’s Graphics Standard Manual, use the College's names, logos, and/or other marks where necessary to identify themselves on matters of official College business. Bridgewater names, logos, and other marks shall not be used for commercial
purposes or by individuals or entities in a manner that implies College endorsement or responsibility for particular activities, products, or publications, or by any individual or group promoting itself, without the express written permission of the Vice President for College Relations or designee.

1 “Significant use” of College resources requires resources of a degree or nature not routinely made available to all faculty. For example, providing a faculty member with his or her own dedicated lab space or significant materials specific to his or her research or extended IT support from a staff member would be considered significant use of College resources. However, ordinary use of computers or library resources or use of a departmental lab space that is available to all department members would not be considered significant use of College resources.

[Many portions of this policy are taken (with permission) from the same or similar provisions in the policies of Washington and Lee University.]

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Revised: May 8, 2013