

Colorado College Faculty Handbook

Approved by Board of Trustees June 2025

Faculty Handbook

Updates approved by the Colorado College Faculty through May 12, 2025

Updates approved by the Board of Trustees June 13, 2025

Preface

The Faculty Handbook is the statement of the administrative organization of Colorado College and the policies and procedures governing members of the faculty and the academic programs of the College.

This Handbook has been approved by the faculty, the President of the College, and the Board of Trustees and is effective as of June 2025. It replaces and supersedes all prior versions of the Faculty Handbook, as well as any revisions or supplementary memoranda issued before its effective date.

The faculty retains the right to determine policies and procedures which fall within its right of academic freedom in teaching, research, and publication—as guaranteed by the Bylaws of the College (section 5.2). This Handbook is a working guide for faculty and administrators and should not be construed as setting the terms of any individual employee’s appointment. Only the initial letter of appointment can be relied on for setting terms and conditions of employment. The contents of the handbook are not all-inclusive. College policies are posted on the College’s policies page <https://www.coloradocollege.edu/basics/welcome/leadership/policies/a-z-list.html>. The College may revise, delete, add college-wide policies and procedures, and policies will be amended to be consistent with state and federal laws. The Handbook will be revised periodically when the faculty, administration, and Board of Trustees adopt new policies and procedures consistent with the Bylaws of the College, state, and federal laws.

Note 1: In May 2024, the faculty at the faculty meeting voted to suspend the faculty committee organization as described in the handbook for the upcoming academic years. Changes and evaluations of committee structure are ongoing, and the handbook description may be out of date with current pilot tests of reformulated committees. Some changes are formalized in 2024-25 and are incorporated in the current version of the Handbook. Please contact the FEC Governance subcommittee if you have questions about current committee structures.

Note 2: With the passage of the new Colorado Paid Family and Medical Leave Act that began on January 1, 2024, and CC’s adoption of an enhanced paid family and medical leave for all employees, the information that described the legacy arrangement for faculty medical and parental leave in Section XII. D. Medical Leave and E. Parental Leave is no longer correct. The current and more generous provision is described in the College’s COPFML policy page. If you anticipate needing to take COPMFL, in addition to working with The Hartford for review, please also contact your chair and the Dean of the Faculty for planned leaves that affect the teaching schedule.

<https://www.coloradocollege.edu/basics/welcome/leadership/policies/colorado-paid-family-leave.html>

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Part One: College Administrative Organization

I. THE COLORADO COLLEGE BYLAWS

The Colorado College was incorporated as a nonprofit corporation in the Territory of Colorado on February 4, 1874. The Certificate of Incorporation, on file with the Colorado Secretary of State, has been amended several times since the College was founded, including the years 1907, 1955, 1984, and 1996. Two of the effects of these amendments have been to establish the secular character of the College and to increase the size of the Board of Trustees.

The bylaws of a corporation are a document separate and distinct from the articles of incorporation. They are enacted by the corporation in order to set forth the rules according to which it will be managed and governed. Thus the Amended and Restated Bylaws of The Colorado College is the governing document of the College. This document, as amended from time to time by the Board of Trustees, establishes the duties and responsibilities of the Board of Trustees, the Trustee Officers, the President, the Administrative Officers, the Faculty, and other employees of the College. The Bylaws may be amended, following notice, only by a majority of all Trustees then in office.

The Bylaws of the College both define and protect the principles of tenure and academic freedom.

The Bylaws are available to any member of the College community and can be found online at <https://www.coloradocollege.edu/basics/welcome/leadership/policies/index.html>.

II. THE BOARD OF TRUSTEES

Information about the Board of Trustees can be found online at <https://www.coloradocollege.edu/basics/welcome/leadership/trustees/>.

III. THE PRESIDENT OF THE COLLEGE

The Board of Trustees appoints the President of the College on such terms and conditions and for such tenure as it deems to be in the best interests of the College. As the Chief Executive Officer and administrative head of the College, the President has general authority over and supervises the operations of all departments of the College, all members of the faculty, all administrative officers and other employees, and all students.

The President convenes the faculty for its regular meetings (normally on the fourth Monday of the Block) and for special meetings that they may consider necessary. If present, the President presides at all faculty meetings that they convene unless the President delegates to the Dean of the Faculty the responsibility of presiding.

The President appoints all College administrators (except those who are appointed by the Board of Trustees upon the President's recommendation), faculty members, agents, and employees of the College, for such terms and upon such conditions as the President judges to be in the best interests of the College.

The President exercises such disciplinary powers as they may deem in the best interests of the College, which include the power to expel or suspend students and the power to dismiss non-tenured faculty members and other employees and agents of the College (the exception being Administrative Officers who may be dismissed only by the Board of Trustees upon the President's recommendation). The President periodically reports to the Board of Trustees on the work, operations, and state of the College and makes such recommendations as they consider necessary.

IV. THE OFFICE OF THE DEAN OF THE FACULTY

The Dean of the Faculty and Vice President has oversight of all academic programs. The Dean of the Faculty represents faculty perspectives on a range of college-wide issues and in strategic and long-range planning. The Dean of the Faculty facilitates and supports professional excellence, integrity, diversity, and a thriving faculty community. The Dean of the Faculty has primary responsibility for faculty affairs (faculty recruitment and hiring; the shape and growth of the faculty; and faculty career development); and departmental affairs. They are also responsible for the curriculum, in collaboration with the Dean of the College.

The Dean of the Faculty is an ex officio member of the Faculty Executive Committee and the Curriculum Executive Committee. The Dean convenes faculty meetings in the President's absence. They chair the Campus Budget Committee and represent the College in academic consortia (the Associated Colleges of the Midwest, for example) and in other institutional partner or exchange programs, unless they delegate this responsibility. The Dean of the Faculty prepares the agenda for regular meetings of the faculty.

The Dean of the Faculty is directly responsible for delivery of the curriculum and shape and growth of the faculty. They oversee academic planning and management, new initiatives, and resource allocation in academic units. They have primary responsibility for faculty recruitment and hiring. They make recommendations to the President regarding appointments, promotions, tenure, salary raises, sabbatical leaves, and leaves of absence. In consultation with departments and the Faculty Research and Development Board, the Dean oversees faculty research and professional development programs.

The Dean of the Faculty appoints department chairs after consulting with members of the department. They discuss staffing needs with department chairs and approve or deny instructional budget requests from departments and programs including non-tenure track faculty and postdoctoral appointments. They evaluate departmental requests for visiting faculty and assist department chairs in their efforts to mentor new faculty members and support professional development. They oversee the policies and processes that govern faculty responsibilities and conduct. The Dean of the Faculty collaborates with the Dean of the College to integrate off-campus programs with the College's curricular purposes, and supports the Curriculum Executive Committee in framing curriculum reviews and initiatives.

Academic administrative leaders who report to the Dean of the Faculty include the Associate Dean of the Faculty, the Assistant Deans of the Faculty, and the chairs of all the academic departments and programs.

The Associate Dean and Assistant Deans

The primary responsibilities of the Associate Dean of the Faculty and the Assistant Deans are to advise the Dean of the Faculty and lead in the administration of the academic program. The Associate Dean of the Faculty is key in supporting planning via data- and research-informed decision making, chairs the General Studies program; contributes to curriculum reviews and initiatives; and oversees the schedule of courses and the course evaluation system. They oversee the hiring of year-long visiting faculty and block visitors and provide support to department chairs and program directors. The Associate Dean of the Faculty serves on the General Education Assessment and Review Committee and the Assessment Committee. Responsibilities of the Assistant Deans may include directing the Crown Center and programming for faculty and teaching development, leading efforts on antiracism, diversity, equity, and inclusion, and leading strategic initiatives in academic programming. They represent the Office of the Dean of the Faculty in cross-divisional collaborations. The Associate and Assistant Deans collaborate to provide coordinated support to all academic departments and divisions in a broad range of matters such as long-term planning and external review, communications, creativity and scholarship, accreditation, and strategies for student, staff, and faculty growth and success.

V. THE OFFICE OF THE DEAN OF THE COLLEGE

The Dean of the College has primary responsibility over co-curricular and curriculum supportive offices; student academic affairs (student success, support and development); enrollment management (Registrar's Office), and other related college affairs and policies, including tuition appeals and student academic leaves. They serve as a conduit for enrollment, student life, athletics, and the other college administrative divisions. The Dean of the College administers co-curricular and curriculum-supportive offices such as the Colket Center, the Advising and Undergraduate Research programs, Accessibility Resources, Sustainability, and Community Engagement initiatives. They also direct non-academic year (including summer) and off-site programs. The Dean of the College promotes student achievement during the undergraduate years and prospectively, such as through the first-year and general education programs.

The following officers report directly to the Dean of the College: Assistant Dean for First Year Student Success and Director of Academic Programs, the Registrar, the Directors of Accessibility, Career Center, Collaborative for Community Engagement, Field Study, Global Education, Quantitative Reasoning, State of the Rockies, Student Support, Summer Session, Sustainability, Writing Center, as well as the Cultural and Linguistic Diversity Education Specialist and Student Opportunities Manager.

VI. OTHER COLLEGE ADMINISTRATIVE OFFICERS

In addition to the Dean of the Faculty and the Dean of the College, Administrative Officers who report to the President include: Vice President for Finance and Chief Financial Officer, Vice President for Advancement, Vice President for Student Life and Dean of Students, Vice President and Chief Information Officer, Vice President for Enrollment, Vice President and Director of Athletics, the Vice President for People and Workplace Culture, and the Chief of Staff. The Administrative Officers constitute the President's Cabinet. The President's Cabinet meets at the discretion of the President to advise the President, consult with the President on major policy decisions, share information important to the operation of the College, and discuss issues affecting the College's well-being and future direction.

VII. COLLEGE ORGANIZATION CHARTS

Organization charts of Colorado College, its divisions and offices, are available through Human Resources.

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I. THE COLORADO COLLEGE FACULTY

The faculty of the College consists of all Professors, Associate Professors, Assistant Professors and Instructors in the tenure-track, adjunct, visiting, lecturer, and Phased Early Retirement categories. In consultation with the Dean of the Faculty and the Faculty Executive Committee, the President of the College makes decisions regarding the creation, renewal, or restoration of all tenure-track faculty positions.

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II. THE FACULTY'S ROLE AND RESPONSIBILITIES

The role of a member of the Colorado College faculty consists of teaching and advising, scholarship, and service to the College community. In fulfilling the duties required by their appointment, faculty members are expected to practice intellectual honesty, maintain ethical integrity in academic research and personal conduct, respect cultural diversity and alternative critical viewpoints, and comport themselves in a professional and collegial manner.

A. Community Standards and Professional Conduct

In order for Colorado College faculty to advance the core mission of the College, it is essential that we foster a professional workplace culture that allows all individuals to do their best work. Faculty are entrusted to be mindful of their role in this effort by treating colleagues, co-workers, and students with respect, tolerance and understanding. A professional workplace requires that we refrain from engaging in actions or communications that may be deemed malicious, intimidating, threatening, or belittling, or may constitute harassment or bullying. Through open and honest dialogue and a willingness to hold ourselves accountable, we contribute to a respectful and professional workplace environment, and to the College's mission.

B. Teaching and Academic Advising

Effective teaching is an art, a science, and a craft. The skills necessary for good teaching continue to develop over years of practice. They include the ability to convey essential information in a lively way; engage students in productive discussion; improve students' abilities to read, write, speak, and think; provide opportunities for students to conduct independent research; introduce novel fields of investigation; and develop new methods of pedagogy. The exercise of these skills results in a wide range of teaching styles, but the results can be demonstrated in quality of course preparation and evidence of student learning.

C. Scholarship

Informed teaching requires sustained attention to current research in relevant disciplines and areas of inquiry, as demonstrated in scholarly publication, performance, and conference presentations. Each faculty member is expected to engage actively in research and to present the results regularly in professional venues. The College provides various kinds of support for faculty research and development. Details are available at the [webpage of the Office of the Dean of the Faculty](#).

D. College Service and Participation in College Life

Faculty members serve the College community in many ways. They may serve on committees; assist with departmental activities; advise student organizations; participate in interdisciplinary programs; engage in artistic performances or academic presentations on campus; and represent the College in the wider community, in academic professional societies, and on committees of the ACM.

Faculty members are expected to attend the Fall Conference that marks the formal opening of the

academic year and to participate in specified activities of New Student Orientation. They are also expected to be present at those occasions that call for academic processions: Fall Convocation, Honors Convocation, Baccalaureate, and Commencement.

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III. FACULTY TENURE AND ACADEMIC FREEDOM

A. Faculty Tenure

Colorado College recognizes the practice of awarding tenure as an essential means of ensuring the integrity of the whole educational enterprise. Tenure's most important function is to protect academic freedom from both overt threats and subtle encroachments. Tenure also guarantees a sufficient degree of economic security to make college teaching an appealing career choice. Once a faculty member has received tenure, their employment by Colorado College can be terminated only because of financial exigency of the College or by the faculty member's retirement, voluntary resignation, or involuntary dismissal for cause (as explained in PART TWO, XIII. of this Handbook).

B. Academic Freedom and Responsibility

Colorado College is an institution of higher learning dedicated to the unrestricted search for and generation of new knowledge. In pursuit of these goals, the College affirms the freedom of faculty members to explore and express a wide range of views based on their scholarly work, including controversial views and institutional critique, without fear of institutional censure. Faculty members are at liberty to present unpopular or contested viewpoints, to explore sensitive topics of inquiry in their classes, and to conduct research in any area of investigation relevant to their teaching. We believe that the pursuit of knowledge is best served when critical thought is unrestrained by ideological limits imposed from without and when research and analysis proceed with a robust confidence that conclusions may be stated honestly and publicly without qualification, however contrary to conventional wisdom or established authority those conclusions may be. Academic freedom guarantees that all members of our community may engage in rigorous intellectual inquiry without fear of recrimination, and that faculty members' exercise of academic freedom will not impact their appointment or personnel reviews.

The practice of academic freedom includes the duty of academic responsibility, which includes faculty engaging in their discipline's scholarly exchange of ideas and maintaining standards of accuracy and honesty in teaching and research. In the interest of maintaining an open and tolerant inclusive campus climate, the College expects faculty members to refrain from using the authority inherent in their institutional role to coerce others into accepting their conclusions. The College further expects faculty members to take care that their communications does not discriminate against others or constitute harassment of members of the College community, and to respect students and colleagues when they express alternative viewpoints. A faculty member should also make clear that when they are expressing personal views and are not speaking or writing on behalf of the faculty or the College.

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IV. RECRUITMENT PROCEDURES AND HIRING POLICIES FOR TENURE-TRACK FACULTY

A. Recruitment Procedures

Colorado College has long sought to provide a curriculum that represents the best of traditional and contemporary scholarship. The College is also committed to hiring faculty members who can bring a variety of cultural, ethnic, and gender perspectives to their teaching. The College pursues this goal by means of recruitment practices designed to identify and attract qualified persons of diverse identities into the pool of applicants for each open faculty position. In its final selection the College chooses the best qualified candidate.

Recruitment for a new faculty member begins with an announcement of the available position that is nationwide in scope. The chair of the search committee (usually the department or program chair) advertises the position in venues suitable to relevant academic disciplines, including placement services of appropriate professional societies. The chair may also notify directors of graduate programs and may seek further advice from the department's library liaison about other advertising options such as web sites and professional publications. The advertisement of the position must include language that affirms the College's commitment to a diverse faculty, and it must be approved by the Dean of the Faculty. Guidelines for application materials and processes are described in the Faculty Hiring Guidelines. .

Each search committee must include a minimum of two diversity representatives and two non-departmental members. For the non-departmental members, one of these members will be appointed by the Dean, and the other member will be appointed by the hiring department. Both tenured and untenured faculty should be represented.

If a hiring department has fewer than four members, the above requirements, with the exception of the minimum of two Diversity Representatives, may be altered contingent on securing approval from the Dean of the Faculty.

After an initial screening of the written applications, the search committee will arrange for preliminary interviews to identify the most promising candidates. The Dean of the Faculty and the department chair decide how many candidates to bring to campus for the final interviews, which include meetings with the search committee, members of the department, other faculty and staff members, interested students, and the Dean of the Faculty. During their campus visit each candidate participates in a public discussion or presents a paper in a session open to the College community.

After the on-campus visits, the chair solicits comments from persons who met with the candidates, facilitates search committee discussions, and either notifies the Dean of the Faculty of the committee's vote to offer the position to a candidate or requests that additional candidates be brought to campus. Upon receiving a positive hiring recommendation from the search committee, the Dean of the Faculty informs the President of their recommendation. In the event of a positive decision by the President, the Dean of the Faculty may authorize the department chair to inform the successful candidate and ascertain whether the College's proposed offer of employment is acceptable. The Dean of the Faculty then makes an offer of appointment on behalf of the College. When an offer has been accepted, the Dean of the Faculty, sends the candidate a letter of appointment. Only the letter of appointment may be relied on for the terms and conditions of a faculty member's employment by the College, unless an alternative agreement is reached by the individual and the Dean of the Faculty, with the President's approval.

Copies of all documents included in the recruitment process must be kept on file for a period of twelve months after a faculty position is filled.

B. Equal Opportunity Hiring

Colorado College is committed to equal opportunity in all its hiring practices. Preferences based on race, national origin or other legally protected categories are strictly prohibited. The Dean of the Faculty is the College's Equal Opportunity Officer in matters of faculty recruitment. Department chairs are primarily responsible for ensuring equal opportunity at each stage of the recruitment process. This responsibility includes maintaining contact with a diverse group of scholars who might know about promising candidates with diverse backgrounds, informing directors of graduate programs about positions to be filled, and identifying applicants whose inclusion would increase the diversity of the applicant pool. By way of example, the department chair should consider sharing the job announcement with appropriate pipeline organizations, affinity group networks or associations focusing on members of underrepresented groups and/or publications that are likely to reach candidates from diverse backgrounds who might not otherwise be reached by a national search and posting for the position. If the Dean of the Faculty determines that more time is needed to identify a more diverse applicant pool, they may allow a department to postpone fulfilling a position for a year.

C. Hiring Candidates with Tenure

Rarely and under extraordinary circumstances, the department/program and/or College may determine that the best candidate for a position is an individual who has received tenure at another institution. A hiring offer with tenure to such a candidate can only be made upon approval of the Dean of the Faculty and the official hire is contingent upon a successful review of the following materials: the full application file; a letter of support from the hiring department/program explaining the rationale for hiring the candidate (including potential for excellence in teaching at Colorado College); evidence of excellence in teaching, research, and service; and any confidential letters from individual faculty in the hiring department/program. The review file must be submitted immediately upon offer from the College. The review, which will be completed within one block of submission of the file, will be conducted through the same channels as a traditional tenure review, beginning with the Divisional Personnel Council and culminating in a decision by the Board of Trustees.

D. Special Opportunity Hiring

In unusual circumstances the College may take advantage of special opportunities to bring to the faculty persons of extraordinary ability and exceptional promise. Special opportunity hires do not require a national search. Before making such an appointment, however, the Dean of the Faculty consults with the appropriate department and Divisional Executive Committee, the Faculty Executive Committee, and the President.

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D. Spousal Hiring

The College's usual hiring procedures are intended to secure the best candidate for each position. In response to the limited employment possibilities in Colorado Springs, the College may use an alternative hiring procedure to give special consideration to applications of spouses of those who have been offered tenure-track faculty positions. When it is consistent with the institutional priorities of the College, and at the discretion of the Dean of the Faculty and Relevant department or division, a spouse may be offered, for example, an opportunity to fill a block visitor position, lecturer position, or staff position. Special consideration for spouses is contingent on the needs of the College at the time; a new position will not normally be created for a spouse or partner. Once hiring is completed for the spouses holding separate positions, the individuals holding these appointments are evaluated according to the normal procedures for their respective positions. Alternatively, and when appropriate, spouses or partners may negotiate a split position. In addition, the Office of the Dean of the Faculty will direct the College's

Human Resources staff to facilitate contacts with other local academic institutions with a view toward possible employment for incoming and ongoing faculty spouses.

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E. Split-Position Hiring

Departments and programs will normally hire a single person to fill a faculty vacancy, but at their discretion and with the approval of the Dean of the Faculty they may also make split-position hires. The position may be divided only within a single program or department, never between departments or programs.

Candidates must indicate their intention to be considered for a split position when they submit their letter (or letters) of application.

1. Terms of Employment

Teaching and advising responsibilities for split positions are normally divided equally; but to accommodate changing needs of the two faculty members, this ratio may change from year to year with departmental or program approval. In the year that the tenure files are being established, however, the teaching ratio will normally be 50/50. Co-teaching will be allowed only at the discretion of the hiring department and with the approval of the Dean of the Faculty. Should persons hired for a split position request teaching Blocks beyond their normal teaching load during the eight-Block academic year, the hiring department may give their request preferential treatment. Salary for an additional Block will be the same as for Block visitors.

Both persons will be assigned a single office and, in the natural sciences, a single lab. The hiring department is responsible for negotiating any additional facilities or equipment.

Each person has one vote in regular or special meetings of the Colorado College faculty. Both persons may serve on appointive and elective College committees, and both will fulfill the normal College responsibilities expected of all members of the faculty. Either person may chair a department, but both persons may not chair a department together nor may one serve as an associate chair if the other is the department chair.

Persons hired for a split position may choose to have a third-year review and a sixth-year tenure decision, or they may choose a fourth-year review and a tenure decision in the eighth year. A switch from the three/six track to the four/eight track may be made in the third year, but no change from the four/eight track to the three/six track is allowed.

2. Evaluation reviews

Each person is, individually, the candidate for the third-year (or fourth-year) review and reviews for tenure, promotion, and salary raises.

Requirements for tenure and promotion will not be relaxed for either member of a split position. Each person must meet the expectations for teaching, scholarship and College service described in this Handbook.

3. Benefits

Although a split position is considered a single-benefit position for most purposes, each person contributes separately to those mandatory benefit programs of the College which entail costs to

faculty members. Long-term disability insurance premiums and contributions to the Defined Contribution Retirement Plan are based on salary, whereas contributions to Emeriti Retirement Health Solutions are fixed dollar amounts. For voluntary benefit programs that are funded jointly by the College and the faculty member, one member of a split-position pair is considered the employee and the other person, their dependent.

4. Reassessment of the Split Position

In any of the following situations, the hiring department or program will need to reassess the advisability of continuing a split position and forward its decision to the Dean of the Faculty: (1) one person is granted tenure, but the other is not; (2) one person leaves the College for other employment; (3) the two faculty members dissolve their working relationship or one of the two dies or becomes incapacitated.

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V. INITIAL APPOINTMENT AND REAPPOINTMENT FOR TENURE-TRACK FACULTY

All initial faculty appointments, and any subsequent reappointments, are made by the President or the Dean of the Faculty after consultation with the department or program chair. Only the initial appointment letter may be relied upon for the terms and conditions of employment by the College, unless an alternative agreement is reached by the individual and the Dean of the Faculty with the President's approval. Prior to the award of tenure, the appointments of tenure-track faculty are renewed each year, and neither reappointment nor tenure is automatic or assured.

Colorado College ordinarily hires at the Assistant Professor rank persons who have completed the Ph.D. or other terminal degree or who give promise of completing the degree by the beginning of the academic year in which teaching responsibilities commence. If degree requirements are not met before the academic year begins, the new faculty member's rank is reduced from Assistant Professor to Instructor, and salary is adjusted accordingly. If degree requirements are completed by December 31, the Instructor becomes an Assistant Professor on January 1. If degree requirements are completed between January 1 and August 31, the Instructor becomes an Assistant Professor on September 1 of the academic year following their initial appointment. Until requirements for the Ph.D. (or other terminal degree) are completed, a faculty member remains in the Instructor rank. After three years as an Instructor a person must either be promoted to Assistant Professor or given a terminal appointment for a fourth year. Renewal of a tenure-track appointment for the fourth year is contingent upon completion of the Ph.D. or other terminal degree by June 30 of the third year.

Under special circumstances, new faculty members with prior teaching or post-doctoral experience may be credited with time towards the tenure and promotion review. A portion of the years spent in the Instructor rank may be counted if the Dean of the Faculty and the candidate agree to this at the time of the initial appointment to Assistant Professor. The Dean of the Faculty explains any such exceptional arrangements in a memorandum that becomes part of the candidate's third-year review and tenure files.

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VI. THE THIRD-YEAR REVIEW

During a faculty member's third full year at Colorado College (or at a different time specified in the faculty member's initial letter of appointment), the College conducts a review of their effectiveness as a teacher,

scholar, and member of the College community. The purpose of this review is diagnostic: to identify strengths and weaknesses and to provide a map toward the strongest possible tenure and promotion file.

Persons responsible for the third-year review are the faculty member's department chair, program director, steering committee chair, or designated file chair; the Personnel Council; and the Dean of the Faculty.

Criteria of assessment in the third-year review are the same as those for the tenure review and follow the basic processes described in section VII.B, though third-year reviews follow a different timeline than tenure reviews. The composition of the third-year review file is basically the same as the tenure file, but includes two external evaluators' reviews of scholarship instead of four. (See VII.C. of this Handbook.)

If the chair of the review candidate's department (or program) is untenured or Adjunct, the Dean of the Faculty will designate a tenured faculty member to conduct the third-year review on the chair's behalf.

A negative third-year review may result in a terminal appointment for the fourth year. On the other hand, a positive third-year review does not guarantee a positive tenure decision.

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VII. THE TENURE DECISION

The award of tenure attests to the College's judgment that a faculty member has demonstrated a level of ability and achievement as both teacher and scholar that is consistent with the professional standards of the nation's premier liberal arts colleges. The award of tenure also expresses the College's confidence that the faculty member will contribute significantly to the intellectual and collegial life of the College over an extended professional career.

Persons responsible for the tenure review are the faculty member's department chair, program director, steering committee chair, or designated file chair; the Personnel Council; and the Dean of the Faculty.

A. Criteria for Tenure

Institutional considerations such as budgetary constraints, changes in programs and course offerings, and appropriate balance among academic departments may play a role in tenure decisions, but the principal criteria are the quality of a faculty member's teaching, scholarship, and service to the Colorado College community. The evaluation will include all work completed or in progress since the time of appointment, unless otherwise specified in the candidate's appointment letter. The candidate for tenure must give evidence of continuing achievement in these areas.

1. Teaching

Students' learning and the development of students' intellectual and creative potential are the chief goals of a Colorado College education. Accordingly, the College gives highest priority to excellence in teaching as a requirement for tenure. Although the balance among teaching, scholarship, and service to one's department and the College may vary at different stages of a faculty member's career, teaching is always paramount. Colleagues involved in the tenure review process will therefore look for compelling evidence that a candidate for tenure has demonstrated the ability to engage students in active learning and convey ideas and information effectively. Students and alumni will be asked to evaluate the candidate by responding to questions such as these: Did the professor use class time effectively? Were the purposes and structure of the course clear, and did course assignments contribute in obvious ways to the aims of the course? Was the professor able to provoke inquiry and stimulate creative thinking?

Did the professor provide helpful evaluation of your work? Because Colorado College wishes to reward faculty members who set high academic standards for their students, persons involved in the tenure process will be careful not to confuse teaching excellence with popularity.

2. Scholarship

Because the vitality and competence of College teachers depend upon their participation in the life of scholarship, candidates for tenure will be expected to demonstrate their engagement in their particular area of expertise through a body of scholarly work, which includes both scholarly activity and scholarly achievement.

Scholarly activity may include: research and experimentation; writing, analyzing, creating; conference papers or presentations; presentations to the public; work in progress; responsible roles in professional organizations; applying for and receiving outside grants and fellowships; developing new fields of expertise, and collaborating with students in any of the aforementioned activities.

Scholarly achievement is work that has been (a) performed, executed, and/or published, and (b) recognized as being of significantly high quality by scholars and artists within the broader academic community beyond Colorado College. Completed works accepted for publication or performance count toward scholarly achievement.

A faculty member must provide evidence of scholarly achievement in the form of at least one peer-reviewed publication (and/or the equivalent in the respective field) that demonstrates the quality of a faculty member's own contributions to their field. Because scholarship varies in different disciplines, departments/programs provide a statement of expectations of scholarly activity and achievement that are appropriate for the discipline. These statements must meet the College standard for scholarly achievement, at minimum. Scholarship statements are shared with candidates at the time of their appointment. If the department/program scholarship statement is revised before the tenure review, the candidate may choose which version will apply to their file.

Scholarly achievement can reflect the development of the faculty member's research in new directions, or it can extend previous work. In both cases, evidence of significant work since the candidate's appointment must be demonstrated. Works accepted for publication or performance count toward scholarly achievement.

While work in progress, professional activities, and supervision of student research will be considered components of a body of scholarly work and positive contributions to a tenure file, they will not compensate for a lack of peer-reviewed publication (and/or the equivalent in the respective field); nor will teaching or service to the community compensate for a dearth of scholarly productivity.

3. Service to the College community

Members of the Colorado College faculty are dedicated scholar-teachers, committed to their own scholarly work and to the learning experience of students in their courses; but they are also expected to be engaged in the broader life of the College. Without such engagement, Colorado College would be merely a collection of individuals rather than a community of learning.

Evidence of a tenure candidate's contribution to the life of the College community may include advising students, assuming departmental responsibilities, serving on College committees, taking leadership roles in interdisciplinary programs, participating in alumni and admissions activities,

assisting in special projects, and contributing to the College's ADEI goals. More important than the number of such activities is the impact that a faculty member has on the intellectual, artistic, and collegial life of the College by virtue of their character and presence. Although a faculty member's contributions to professional organizations and to the wider community are valued, they cannot substitute for service to Colorado College.

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B. Tenure Procedures

In a faculty member's sixth year at Colorado College in one of the professorial grades, or at some other time specified in the initial letter of appointment, the College decides whether to award tenure or issue a terminal appointment for the following academic year. In unusual circumstances, and upon the faculty member's written request, the Dean of the Faculty may extend the probationary period beyond the sixth year.

For the purpose of discussing the review process, the Dean of the Faculty meets with candidates and their department chairs (or equivalent) in the spring of the academic year preceding the review. Items for discussion at these meetings will include the criteria for tenure; review procedures and timetables; any aspects of the process peculiar to the particular department or program; and any unusual feature of the candidate's original appointment letter. Candidates unable to attend a general information meeting may request to meet with the Dean of the Faculty and their department chair (or equivalent) to discuss the information. The Dean of the Faculty's summaries of these meetings become a part of the tenure candidate's file.

The chair (or equivalent), in consultation with the candidate, appoints three tenured colleagues, including at least one from outside the department, to visit the candidate's classes during the candidate's eight teaching Blocks prior to the submission of the file and in coordination with the candidate's teaching schedule and course plans. Visitors discuss their observations with candidates. The chair includes visitors' reports in the file; these reports constitute the three official class visits required for reviews.

In May of the academic year preceding the tenure review, the department chair (or equivalent) requests assessments of the candidate's scholarly work from four scholars at other liberal arts colleges, research universities or institutions or from other professionals who are qualified to judge the candidate's scholarly work, three of whom hold a higher faculty rank than that of the candidate. Letters requesting their assistance will explain the College's expectations for teaching, work with students, and service and will ask them to evaluate the quality of the candidate's scholarship. The candidate provides the chair with a list of preferred reviewers (at least two) and back-up reviewers, along with a brief written explanation describing the reviewer's qualifications to serve as evaluators and their relationship to the candidate. The chair selects the external reviewers in consultation with the Dean of the Faculty, taking the candidate's preferences into account. If the Dean of the Faculty or the chair has reservations about the candidate's choices or suspects that recommendations from these persons could weaken the tenure file, they inform the candidate in writing, but neither the chair nor the Dean of the Faculty may reject an evaluator whom the candidate chooses to retain.

By early September the department chair (or equivalent) begins to assemble a review file that includes all work completed or in progress since the time of appointment. The chair requests from the candidate a *curriculum vitae*, evidence of continuing scholarly achievement, evidence of teaching excellence since the third-year review, statements of teaching philosophy and research goals, and a description of contributions to the life of the College and to the candidate's professional discipline. The chair sends a letter requesting evaluation of the candidate to all students and alumni taught by the candidate since

the third-year review and to the candidate's academic advisees. The candidate may also suggest names of students who are acquainted with the candidate because of a mentoring relationship, a shared research project, or joint service on a College committee. Alternatively, the chair may request that the Dean of the Faculty's Office contact students and alumni. In either case, the Dean of the Faculty's Office prepares the letter that is sent. It is the responsibility of the chair to ensure that the tenure file contains at least twenty student and alumni evaluations, even if they must interview students in order to attain this level of response. The chair also includes in the tenure file a summary of information about the candidate's teaching that is available in course evaluations since the third-year review.

In early fall the chair solicits written assessments of the candidate from Colorado College colleagues outside the candidate's department or program. These persons may be faculty or other members of the College community who are familiar with the candidate's teaching, scholarship, committee service, or other contributions to the College. The evaluations of persons who have co-taught with the candidate or who have chaired a committee on which the candidate served are particularly helpful. In early fall the relevant Divisional Executive Committee also requests members of the faculty who are familiar with the candidate's scholarship or contributions to the College to send letters of evaluation to the department chair.

During the fall semester the chair invites tenured members of the candidate's department, program, or steering committee to read the tenure file and write letters detailing their evaluation of the candidate. If the Chair (or equivalent) should choose to, they may add a personal letter to the file. The file read by tenured members of the candidate's department or program comprises a subset of the complete file; the chair's summary of student evaluations, the chair's letter, the third-year review letter, and other colleague letters are excluded. For candidates whose letter of appointment specifies responsibility for teaching in an inter-disciplinary program or who devote substantial time and energy to an ID program, the program's director or steering committee chair may develop a supplementary file containing letters of colleagues from the ID program, letters from external reviewers of the candidate's scholarship in the ID field, and any other material necessary for a thorough review. In some cases, it may be sufficient for the director of the ID program to submit a letter regarding the candidate's contributions to the program for the tenure file. The appropriate course of action will be agreed upon by the Dean of the Faculty, the candidate, the department chair, and the program director or steering committee chair.

On the basis of a careful review of the complete tenure file and consultation with members of the candidate's department or program, the chair composes a letter that summarizes the file, conveys the department's assessment of the candidate, and makes their own recommendation for or against tenure. Having added their letter to the tenure file, the chair informs the Dean of the Faculty, who then informs the Personnel Council that the file is now ready for committee review. The tenure file is kept in the Dean of the Faculty's Office, and after the chair's letter has been included, neither the chair nor the candidate may add any new material to the file at subsequent stages of the review. No member of the candidate's department may be involved in the tenure process beyond the departmental level, and no one may participate at any level if their participation is compromised by conflict of interest.

Personnel Councils normally consist of three members of the appropriate Divisional Executive Committee and four members of the Personnel Review Subcommittee of the Faculty Executive Committee. When one or more council members must recuse from reviewing a file, they are replaced as needed to ensure that a file is reviewed by no fewer than six members. Requisite replacements are appointed by FEC from the Personnel Policies, Governance, or Budget Subcommittees, prioritizing intra-divisional representatives or interdisciplinary analogues. In years which the total number of personnel reviews (third-year, tenure, and full professor) exceed 20 files, the Personnel Review Subcommittee may ask the three tenured members of the Personnel Policies Subcommittee to assist with reviews. In such

instances, each Personnel Council includes at least one member of the Personnel Review Subcommittee and is comprised of no fewer than six members in total. All Personnel Council members should have training which should be repeated every three years, unless already fulfilled in other capacities.

Any faculty member who currently serves or has served as the Director of the Crown Center, or as a convener (mentor) for the mentoring alliance program (MAP) should recuse themselves from serving on the personnel council for any pre-tenure faculty they have mentored who are under third-year or tenure review. Faculty who are or have been MAP conveners should also not write a recommendation letter for any pre-tenure faculty they have mentored through the MAP. The coordinator or administrator of the MAP, should not write review letters or serve in review roles for pre-tenure faculty who participate in the program. In addition, those who acted as college-assigned mentors to pre-tenure faculty prior to the formation of the MAP program should not serve on personnel councils or write letters for former mentees who are under third-year or tenure review.

The Personnel Council reviews the tenure file, including the department chair's letter. The Council carefully evaluates the entire file and discusses the case for or against tenure at a meeting. After discussing the candidate's file, the Personnel Council votes to award or deny tenure, and the outcome of the vote is recorded in the minutes of the meeting. After the meeting, a letter of appraisal stating the outcome of the tenure vote and justifying the Personnel Council's recommendation for or against awarding tenure and promotion is drafted by a representative of the Personnel Council, then edited and finalized by all Personnel Council members before being given to the Dean of the Faculty. The Personnel Council's recommendation is discussed at a later meeting attended by the Dean of the Faculty and the Personnel Council. If they require further information, the Dean of the Faculty and the President, as well as the Personnel Council, may choose to speak with the candidate. The candidate may also request such a conference.

Taking into account their own reading of the tenure file, the discussion and vote of the Personnel Council, and its final statement of recommendation, the Dean of the Faculty forwards their written recommendation to the President and orally informs the candidate as well. The Dean of the Faculty adds their recommendation to the tenure file.

In the case of a Dean of the Faculty's positive recommendation, the President makes their recommendation to the Board of Trustees for action at its next regularly scheduled meeting.

If the Dean of the Faculty's tenure recommendation is negative, they inform the department chair and the Personnel Council as well as the candidate. If a candidate chooses to appeal a Dean of the Faculty's negative recommendation, the President delays their recommendation to the Board of Trustees until the appeal process (described in XIII.D. in this Handbook) is complete.

When the candidate for tenure is a department chair, the Dean of the Faculty designates another member of the faculty to conduct the tenure review on the department's behalf, but the tenure review otherwise proceeds as outlined above.

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C. The Tenure and Third-Year Files

The file that serves as the evidentiary basis for the award or denial of tenure will contain a variety of items provided by the candidate and by other participants in the tenure process. The department, program or review committee chair is responsible for ensuring the confidentiality of the file and each of its components, and for submitting the file to the Dean of the Faculty. All persons involved in reviewing a

file are also responsible for ensuring its confidentiality before, during, and after the review process.

1. The candidate for tenure submits to the chair of the department or program the following items: a current curriculum vitae; evidence of teaching excellence and scholarly achievement appropriate to the candidate's field of academic expertise; statement of teaching philosophy, including reflections on student evaluations based on ACCE data in the period of review; statement of research fields, methods, and goals; and a statement describing service and contributions to the life of the College. They may also include representative examples of course syllabi, assignments, and exams.

2. The chair is responsible for ensuring that these items are included in the tenure file:

- i. the Dean of the Faculty's record of meeting with the candidate for the purpose of discussing the third-year or tenure process and criteria.
- ii. the Dean of the Faculty's summary of the results of the candidate's third-year review (for tenure files).
- iii. when applicable, a statement from the Dean of the Faculty communicating any unique circumstances of the candidate's appointment that affect evaluation of teaching or scholarship.
- iv. the total number of courses and students taught by the candidate during the period of review, accompanied by the minimum of twenty letters of evaluation from current or former students (these letters to include names of courses and approximate dates of interaction with the candidate) and a minimum of five letters from advisees; student and advisee letters from the same hands are permissible, and letters from mentees may be included.
- v. letters from all tenured members of the candidate's department or (in the case of interdisciplinary appointments) personnel committee, and letters from untenured department members or program members who do not see the file, but may choose to write.
- vi. letters from other members of the Colorado College community (required), and from one's professional community (if available).
- vii. letters from four scholars (two scholars in the case of third-year review) from other liberal arts colleges, research universities or institutions or from other professionals who are qualified to judge the candidate's scholarly work.
- viii. reports of 3 class visits from Colorado College colleagues (with indication of when a class visit was made) that are available to the departmental review committee; visits must occur within the eight teaching blocks prior to the submission of the file; colleagues are chosen by a review committee chair in consultation with candidate; at least one colleague must be outside of the candidate's department or program.
- ix. a letter in which the chair presents the department's assessment of the candidate and gives their own recommendation for or against the award of tenure.
- x. a statement from the chair that explains how they compiled the candidate's file, with copies of letters sent to former and current students, faculty, and external reviewers.
- xi. a statement from the chair (not available to the departmental review committee) summarizing and contextualizing qualitative course evaluations (ACCE), including the total

number of students taught and the total number of evaluations that include data submitted during the period under review.

3. The recommendation of the Personnel Council is added to the tenure file.

The recommendation of the Personnel Council (including the outcome of its vote) is the final item added to the tenure file before its review by the Dean of the Faculty and the President.

(Items referred to in Section C. are further described in the previous Section.)

D. The Right of Appeal

Any faculty member has the right to appeal a negative tenure decision according to the procedure described below in section XIII.D.

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VIII. PROMOTION REVIEWS FOR TENURE-TRACK FACULTY

A. Promotion to Associate Professor

Under normal circumstances, Colorado College evaluates faculty members for tenure and for promotion from Assistant Professor to Associate Professor at the same time and by means of the same review process, a candidate's tenure file also serves as a promotion file. The final tenure and promotion decisions are nevertheless independent of each other, and a positive tenure decision does not necessarily ensure a positive promotion decision.

An Assistant Professor may be considered for promotion to Associate Professor prior to the tenure review only if the initial letter of appointment stipulates that possibility.

B. Promotion to Full Professor

Persons promoted to the rank of Full Professor at Colorado College have attained a level of achievement that fulfills their earlier promise. They have earned widespread respect for their teaching effectiveness and their consistent commitment to student learning. Several peer-reviewed publications (or equivalent performances or exhibits) since tenure review now testify to their scholarly reputation. In addition, they have made significant contributions to the life of the College—for example, by chairing a department or program, by demonstrating leadership on faculty committees or special College projects, by mentoring new faculty, engaging in ADEI service, or by co-teaching in interdisciplinary courses. Recognition for leadership in the wider community or in a professional society can further strengthen a case for promotion to Full Professor.

Established teacher-scholars occasionally join the Colorado College faculty at the rank of Full Professor, but faculty members are normally considered for promotion to Full Professor in or after the eighth year in the Associate Professor rank. An Associate Professor has the right to request their department chair to conduct an early review (prior to eight years in rank) for promotion to Full Professor, but early reviews are unusual and the Dean of the Faculty may offer counsel about the advisability of such a request.

The review procedures for promotion to Full Professor are generally the same as those for the tenure review. The promotion file closely resembles the tenure file but focuses on the candidate's performance since tenure.

An Associate Professor whose department decides not to recommend them for either normal or early promotion to Full Professor may ask to meet with the Personnel Council in order to make the case for a

promotion review. If the Council decides that the petition for review has merit, the FEC as a whole appoints a committee to conduct the review in place of the department chair. A decision to appoint a review committee carries no pre-judgment regarding the outcome of the review process.

In the case of denial of promotion to Full Professor, the Dean of the Faculty provides the candidate with a written summary of the file and rationale for the decision.

C. Procedures for Promotion of Department Chairs to Full Professor

Any department chair who is eligible and wishes to be considered for promotion to Full Professor so notifies their Divisional Executive Committee. When a Divisional Committee decides that a promotion review is appropriate, it consults with the Dean of the Faculty, and the Committee appoints a tenured faculty member to conduct the review.

When a Divisional Executive Committee decides that a promotion review for a department chair is not advisable, it so informs the chair, the Faculty Executive Committee, and the Dean of the Faculty. The department chair may appeal to the Dean of the Faculty to reverse a Divisional Committee's decision not to proceed. If the Dean of the Faculty agrees with the Committee's decision, no further appeal is possible. If the Dean of the Faculty rules instead that the chair's appeal has merit, the Dean of the Faculty makes that case to the Faculty Executive Committee. The FEC may either veto the proposed promotion review or appoint a tenured faculty member to conduct the review according to standard promotion procedures.

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IX. NON-TENURE-TRACK FACULTY APPOINTMENTS

A. Riley Scholars-in-Residence

The Riley Scholars-in-Residence Program reflects the conviction that a strong commitment to ADEI is an important value at a liberal arts college. Academic departments collaborate with the Dean of the Faculty to identify and hire promising Riley Scholars-in-Residence candidates. A particularly important resource is the annual roster of candidates made available by the Consortium for Faculty Diversity, to which Colorado College belongs. Post-doctoral Scholars teach three blocks during an academic year and may be renewable once for a second year. The appointment is for a full academic year and Scholars are expected to be in residence during their appointment. In addition to their teaching and scholarship, all Riley Scholars are expected to interact regularly with students and participate in such functions as departmental seminars. Colorado College is an equal opportunity employer.

B. Block Visitors

Colorado College employs Block visitors for a variety of reasons. Some Block visitors, for example, enrich the curriculum with courses that draw upon their special academic expertise; some replace faculty members on leave. Block visitors are typically invited to Colorado College because they are known to a department by professional reputation, or they have been selected by means of a competitive process.

In requesting approval of a Block visitor appointment, a department chair submits the candidate's curriculum vitae to the Office of the Dean of the Faculty. At the end of the Block visitor's course (or courses) the chair sends the Office of the Dean of the Faculty an assessment of their effectiveness as a teacher. Block visitors who hold a position at another academic institution are hired as a Visiting Professor at the corresponding faculty rank.

C. Full-time Visiting Faculty

Colorado College allows departments or programs to hire full-time visiting faculty to fulfill curricular or programmatic needs, including in most circumstances replacement of faculty members who are away from the College on a year-long sabbatical or leave of absence. The Dean of the Faculty appoints (and reappoints) full-time visiting faculty upon recommendation by the department chair or program director. Full-time visiting faculty are normally hired at a rank appropriate to their education and experience or corresponding to their rank at another institution.

If a department or program wishes to retain a full-time visitor for more than four years, the chair or director appeals in writing to the Dean of the Faculty and the FEC for retention. Such requests should also include a longer-term plan for fulfilling that programmatic or curricular need (for instance, a request for a lecturer position or another equitable, full-time short-term solution).

Faculty qualified to be full-time or block visiting faculty should hold a degree at least one level above that of the program in which they are teaching, and in the case where the degree is in a field other than that in which they are teaching, they should have completed substantial coursework/training/scholarship in the field in which they teach. Faculty qualification may also be achieved via Equivalent/Tested Experience--through their breadth and depth of experience demonstrated by evidence such as, but not limited to, exhibition/performance history, record of scholarship or publications, relevant professional work, major awards)

D. Lecturers

Colorado College recognizes two distinct pathways for Lecturer appointments: (1) Lecturers who are hired as full or part-time instructional faculty, and (2) Lecturers who are exempt staff members with instructional responsibilities formally required as an essential part of their position at the College.

1. Instructional Faculty Lecturers

Instructional Faculty Lecturer is a category of faculty appointments available to departments only in special circumstances. Lecturers are appointed and reappointed by the Dean of the Faculty, upon recommendation by a department or program. The Lecturer category consists of three subcategories in a department or program (Visiting Lecturer, Lecturer, and Senior Lecturer). Lecturers normally hold terminal degrees in the fields appropriate to their teaching (or eminence other than by academic distinction, for instance visiting artists or public servants). Faculty without such degrees are termed instructors according to common national practice.

i. Appointment Process

Individuals whose principal role at the college is as faculty, if they do not hold tenure-track positions, are designated 'Lecturers' when they teach four or more blocks per year. These faculty may have administrative, service, and college governance responsibilities as described in their appointments.

ii. Review Process

Every two years, in alignment with the department's regular biennial review process, the department chair or program director, in consultation with departmental colleagues, conducts an evaluation of a Lecturer and forwards it to the Dean of the Faculty. Every fourth year this review must include evaluations by current students and alumni who have taken courses from this individual and comments from departmental colleagues. For departmental lecturers, the department chair submits this fourth-year review file to the Dean of the Faculty, who may then extend the Lecturer's appointment for an additional two years. For lecturers in interdisciplinary programs, review will be

conducted by the Dean of the Faculty in consultation with the program director and the tenured members of the program's advisory committee. In General Studies, review will be conducted by the Associate Dean of the Faculty.

iii. Appointment to Senior Lecturer

After six years or 24 courses of teaching in a lecturer's position at the College in the case of an individual holding a faculty appointment, a lecturer may apply to become a Senior Lecturer through a review process including evaluations by current students and alumni who have taken courses from the individual, letters from colleagues, reports of class visits from Colorado College colleagues, and, if the candidate so requests, comments from outside reviewers. Elements of this review are completed as for the tenure and promotion process for tenure-track faculty as outlined in Section VII.C.2 above; however, the review does not require a research statement, external letters evaluating scholarship, or evidence of scholarly achievement. These materials will be assessed by the candidate's department or program and the Personnel Council, then forwarded to the administration for decision and action. Although scholarly activity is an asset in such a review, research and publication are not required for the rank of Senior Lecturer. Teaching is the primary focus of review. Departmental and/or college-wide service will be considered.

Following a positive review, a Senior Lecturer in a faculty line whose primary role is teaching receives a six-year appointment and is evaluated every two years as part of the regular salary review cycle with their department or program, also becomes eligible to apply for sabbatical leave.

2.Exempt Staff Lecturers with Instructional Responsibilities

Persons whose principal role at the college is as exempt staff and who serve as instructor of record for credit-bearing courses required as an essential part of their job are designated as Lecturers, contingent and current with their exempt staff positions. Essential teaching is defined as instruction of credit-bearing courses which are either required components of a department/program curriculum, fulfill College requirements, support specialized academic initiatives, or provide necessary training for student academic support roles. To qualify as essential, teaching responsibilities must comprise between 0.5 (minimum) and 2 (maximum) units per academic year and be formally documented in the staff member's job description.

i. Appointment Process

Lecturer appointments for exempt staff with instructional responsibilities typically fall under General Studies, though some Lecturers may be appointed within specific academic departments or programs where there is a clear alignment between the position's expertise and a departmental curriculum. This framework recognizes that while most staff Lecturers deliver courses through General Studies to serve broad institutional needs, certain positions benefit from direct departmental affiliation.

All staff with instructional responsibilities are granted designation as Lecturer within General Studies by virtue of their instructional responsibilities in General Studies.

Those who wish to be appointed within a relevant department may do so by agreement among the relevant department or program, and the Dean of the Faculty, in consultation and agreement with those individuals and their immediate supervisors; discussion toward this appointment may be initiated by any of the interlocutors named here. Departmental appointments will be formalized

through a letter specifying teaching expectations and any appropriate departmental engagement.

ii. Rights & Responsibilities

Staff Lecturers hold specific rights and responsibilities that reflect their unique hybrid role at Colorado College. These are structured to support their teaching duties while maintaining their primary administrative functions.

All staff Lecturers are expected to engage in regular teaching responsibilities per their staff job description. Teaching responsibilities for all staff Lecturers must be conducted according to their staff job descriptions.

Departmental Lecturers may engage in departmental service, such as advising students, mentoring student projects, contributing to departmental research activities, and engaging in service responsibilities such as committee work or community outreach, if mutually agreed upon by the staff member, their immediate supervisor, and the department as outlined in their departmental letter of appointment.

Staff lecturers are granted the same voting privileges at full faculty meetings as full-time instructional faculty Lecturers.

Staff lecturers are ineligible for named professorships, do not qualify for faculty sabbatical leave, and are ineligible for tenure.

iii. Review Process

In alignment with the review process for full-time faculty Lecturers, every two years, the department chair or program director, in consultation with departmental colleagues, conducts an evaluation of a Lecturer and forwards it to the Dean of the Faculty. Every fourth year this review must include evaluations by current students and alumni who have taken courses from this individual, and comments from departmental colleagues. In General Studies, review will be conducted by the Associate Dean of the Faculty.

Appointment of the Lecturer to the college is determined by their exempt staff role. If a staff Lecturer receives an unsatisfactory teaching review, they will collaborate with their department chair or the Chair of General Studies to develop an improvement plan. If improvement is not demonstrated, further actions may be taken, including reassignment of teaching responsibilities, reduction in teaching load, or, in severe cases, loss of the Lecturer appointment while maintaining the underlying staff position.

iv. Appointment to Senior Lecturer

After either six years of service or completing 10 credit-bearing courses, staff Lecturers may apply for appointment to Senior Lecturer status. This review will include course evaluations, course observations, three letters from colleagues, and a letter from their primary supervisor regarding how their teaching enhances their administrative role.

The review will focus primarily on teaching effectiveness, with acknowledgment of the staff member's hybrid role. Recognizing that staff Lecturers contribute to the teaching and learning mission in multiple capacities beyond classroom teaching, the review may also include

consideration of their broader work supporting academic excellence, such as research, program development, grant work, student advising, curricular leadership, academic support services, or other contributions that enhance the educational experience at the College. This acknowledges the unique nature of these positions that bridge administrative and academic functions. The materials will be assessed by the Chair of General Studies (for General Studies Lecturers) or the staff member's department (for departmental Lecturers) and forwarded to the Dean of the Faculty for decision.

Following a positive review, a staff member appointed as Senior Lecturer will receive this designation concurrent with their staff position. The Senior Lecturer designation remains contingent on their continued employment in their staff role.

E. Appointment Letters for Non-Tenure-Track Faculty

All appointments and reappointments for full- and part-time non-tenure track faculty, including their specific terms and conditions, are made by letter signed for the College by the President or the Dean of the Faculty. Only such a letter may be relied on for the terms of any faculty member's appointment at the College.

Appointments of non-tenure-track faculty are for one year and may be renewed, but the College sends letters of reappointment only after tenure-track positions have been filled.

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X. FACULTY COMPENSATION AND BENEFITS

A. Salary

1. Determination of faculty salaries

Each fall the Faculty Salary Committee (the faculty members on the Compensation Committee) issues a salary report to the faculty and the administration. The Committee bases its report on compensation data from other colleges and universities, the current report of the Colorado College chapter of the American Association of University Professors, and conversation with the Budget and Planning Subcommittee of the Faculty Executive Committee. The administration takes the Salary Committee's data and recommendations into consideration each year in preparing the College budget. Each fall department chairs invite non-tenured members of their department to submit by semester's end a description of their professional accomplishments over the past year, using as guidelines the standards for scholarship, effective teaching and advising, department and College service, and professional and civic activities that are set forth in this Handbook. The chair shares the evaluation of performance with the faculty member and informs the Divisional Executive Committee of the performance and salary recommendations, and the Divisional Executive Committee submits its own recommendations to the Dean of the Faculty. The Dean of the Faculty bases their salary recommendations to the President on both departmental and Divisional Executive Committee evaluations. The annual salary letters to faculty specify the amounts allocated to each component in the salary model used in the calculation of the total salary for that year.

Tenured faculty members participate in salary reviews every other year.

2. Payment of faculty salaries

Colorado College normally issues faculty paychecks eighteen times an academic year, on the business day closest to the 15th and the last day of the month. Faculty members who choose the alternative of being paid twenty-four times a calendar year must so inform the College Payroll Office before the start of the academic year. They must also inform the Payroll Office if they prefer electronic deposit.

The College makes salary advances only in situations of extreme emergency, and any request for a salary advance must be approved by the Vice President and Chief Financial Officer.

3. Deductions from faculty salaries

The Payroll Office deducts from all faculty salaries state and federal income taxes, Social Security payments, mandatory contributions to the College's defined contribution retirement plan (TIAA), long-term disability insurance premiums, and Emeriti Retirement Health Solutions contributions. Faculty members may elect to pay for additional benefits through payroll deduction (see below E. Elective Benefits). Faculty members can also choose to make certain charitable donations through payroll deduction (for example, to United Way, Community Health Charities, or Community Shares or to Colorado College programs such as KRCC, the Annual Giving Fund, or Financial Aid).

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B. Non-Salary Employment Benefits

Colorado College provides certain statutory benefits to all its employees, faculty and staff, in compliance with applicable regulations for Social Security, Medicare, Workers' Compensation and Unemployment Insurance.

Mandatory faculty benefit programs, requiring participation as a condition of employment, include the College's Defined Contribution Retirement Plan, long-term disability insurance, and Emeriti Retirement Health Solutions.

Voluntary benefit programs available to faculty members include group life, medical, and dental insurance and the supplemental retirement plan offered through the College.

Faculty members are encouraged to become familiar with the benefits offered by these various programs as well as their eligibility requirements. Additional information is available from the Human Resources Office.

C. Educational Assistance Benefits

Colorado College offers full-time faculty members and their eligible dependents three educational assistance programs: tuition remission at Colorado College; tuition exchange with any participating member of the Associated Colleges of the Midwest; and partial tuition payment at other colleges or universities. For faculty members only, the College offers tuition assistance at other institutions.

Additional information about these benefits, as well as eligibility requirements, is available from the Human Resources Office.

D.E. Life Insurance Benefit

If a tenure-track faculty member, an adjunct faculty member, or a Riley Scholar-in-Residence dies while employed by the College or while on authorized unpaid leaves of absence for scholarly purposes, the

named beneficiary or the estate of the deceased receives a life insurance benefit equal to 1.5 times the base annual salary of the decedent (to the policy maximum). In the event of death resulting from an accident, the surviving spouse or the estate receives, in addition, an Accidental Death and Dismemberment benefit equal to 1.5 times the base annual salary of the decedent (to the policy maximum). The surviving spouse or estate of a participant in the Early Retirement program receives a life insurance benefit based on their Early Retirement Compensation.

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XI. EMPLOYMENT OUTSIDE THE COLLEGE

The primary professional responsibility of full-time faculty members is to fulfill the educational mission of Colorado College by means of effective teaching, productive scholarship, and service to the College community. No outside employment may be allowed to distract a faculty member from these obligations.

A faculty member who plans to engage in remunerative work outside the College during the academic year must inform the department chair and the Dean of the Faculty of the nature and duration of the outside employment and obtain their prior written approval. Such employment should contribute to the faculty member's professional development and, when possible, enhance the public reputation of the College. The College expects all full-time faculty members, including those who work outside the College, to fulfill all normal faculty responsibilities throughout the academic year.

A faculty member who intends to make use of College resources (for example, staff or student assistants, a College laboratory, certain resources of the library) in their outside employment must obtain from the College a written statement of agreement that acknowledges the College's right to proper compensation under the laws of the State of Colorado that govern the operation of non-profit institutions.

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XII. FACULTY LEAVES

A. Sabbatical Leaves

1. Purpose

The sabbatical leave policy of Colorado College is designed to benefit both individual faculty members and the College. By providing opportunity for professional growth and intellectual enrichment not ordinarily possible under the demands of regular College responsibilities, sabbatical leaves enable faculty members to become better scholars and teachers and more effective members of the College community.

2. Eligibility and requirements

All tenure-track and adjunct faculty members are eligible to apply every sixth year for a sabbatical leave to be taken in the seventh year since the previous sabbatical leave (or, initially, since beginning employment at Colorado College). Faculty may choose full-year or half-year sabbatical leaves—an eight-Block leave at five-ninths salary or a four-Block leave at full salary. In addition to their initial seventh-year sabbatical leave, untenured faculty members are also eligible for a four-Block sabbatical in the year following a positive third-year review. For adjunct faculty, six teaching Blocks count as one academic year of full-time service.

Colorado College regards sabbatical leaves as a valuable benefit but not an assured entitlement. Accordingly, sabbatical applications must make a convincing case that, if granted, the leave

would contribute to the goals of the sabbatical policy. After consulting with the department chair, a faculty member desiring a sabbatical leave submits to the Dean of the Faculty, in early fall preceding the year the leave would be taken, an application letter that describes the proposed sabbatical project(s) and explains how the leave could be expected to make them a more productive scholar or a more effective teacher. The faculty member's chair also sends the Dean of the Faculty an assessment of the proposed leave's likely contribution to the applicant's professional development and its impact on departmental staffing needs. Sabbatical projects may vary considerably in their aim and emphasis—from study, research, writing, or artistic creation to reading about pedagogy and devising new courses to travel, reflection, and personal renewal. Untenured faculty members are strongly urged to consider the diagnostic results of their third-year review as they plan their sabbatical leave.

The Dean of the Faculty forwards all sabbatical applications to the Faculty Research and Development Board, on which they serve. The Board evaluates the merits of each sabbatical proposal, considers the likely impact of leaves on individual departments and the College, and alerts the Dean of the Faculty of any compelling reasons for denial or delay.

Faculty members who delay a sabbatical leave by a year, whether at their request for the purpose of professional development or at the request of the College, are not penalized by losing a year in the sabbatical cycle.

In general, the College does not pay travel expenses to anyone on sabbatical leave or to any part-time faculty member (except adjunct faculty when they are not on leave). If funds are available in the latter part of an academic year, the Dean of the Faculty may approve additional trips for faculty members.

Sabbatical leaves are usually taken within a single academic year, and faculty members are normally obligated to return to Colorado College for at least one year following a sabbatical.

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C. Unpaid Non-Medical Leaves

In order to accommodate individual needs that its sabbatical program is not designed to meet, Colorado College allows faculty members to apply for unpaid leaves that can range in length from a single Block to two years. An unpaid leave may be arranged through consultation with the department concerned and with the Dean of the Faculty as detailed below.

With the exception of leaves of absences to be funded by external grants, applications for planned unpaid leaves are due in the Dean of the Faculty's Office early in the fall of the academic year preceding the year in which the leave is to be taken. Applications must be accompanied by a statement from the department chair that describes the effect of the leave on the department and provides the chair's judgment regarding the need for a replacement.

In the event the leave of absence will be funded by an external grant, the faculty member discusses the opportunity and the notification timeline with their department chair in advance of grant submission. As part of the internal approval process for external research grants, the department chair will provide the Dean of the Faculty with a statement that describes the effect of the potential leave on the department and the chair's anticipated plan of action once funding is announced, and that outlines whether augmented funding will be needed to secure a year-long visitor on a short timetable. Once notification of external funding has been announced, the chair submits an updated statement to the Dean of the Faculty's Office, and if needed, a request for a one-year visitor, within three weeks. One-year visitor

appointments are not guaranteed.

If a faculty member takes an unpaid non-medical leave of absence for a portion of the academic year, their academic year salary will be adjusted. The total number of days in the appointment period (inclusive of all weekends, holidays, Winter Break, Half Block, etc.) minus the total number of days that the faculty member will be on the leave gives the total number of days the faculty member is working for Colorado College. The total number of days working for Colorado College divided by the total number of days in the appointment period gives the fraction of salary paid for that academic year.

Faculty members on unpaid leaves of absence for scholarly purposes will receive support from the College for certain fringe benefits for up to one year. A leave for scholarly purposes is one that permits the faculty member to grow intellectually with the purpose of bringing those new experiences back to enhance their teaching, research or service at Colorado College. The Dean of the Faculty in consultation with the appropriate divisional executive committee will determine if a proposed leave meets these criteria.

Faculty on unpaid leaves for scholarly purposes are expected to return to the college for at least one full academic year after such a leave concludes. It is expected that such leaves will happen rarely over the course of any particular faculty member's career at the College.

During unpaid leaves of absences for scholarly purposes the faculty member may be paid a non-benefitted stipend from another entity. During such leaves the College will continue to pay its portion of the employee and their family's medical coverage premium for up to one year if the benefit is not covered by the other entity. In addition, the College will continue to pay its portion of the employee's, but not the family's, dental coverage for up to one year. Faculty may use COBRA to pay for their usual Dental and Vision benefits. Existing balances in a Flexible Spending Account may be used. Faculty may elect to fully fund a Flexible Spending Account before their leave begins. Although a faculty member may make retirement contributions to individual after-tax retirement vehicles directly with TIAA, the College will make no contribution on their behalf to the faculty member's 403b retirement plan or Emeriti plan F. Tuition assistance benefits will continue for the remainder of a semester that had been approved.

Faculty on unpaid leaves of absence for other than scholarly purposes are responsible for making their own arrangements for continuing fringe benefit coverage and ordinarily will be expected to pay the full cost of such coverage. In the absence of special arrangements, Colorado College insurance benefits will terminate at the beginning of the leave, or at the end of the first month of leave, if paid through a monthly premium.

For detailed information on how each fringe benefit offered by the College is affected by an unpaid leave of absence, please consult Human Resources.

Full-year unpaid leaves may count toward eligibility for tenure or sabbatical leave only with the Dean of the Faculty's prior approval. Such approval requires evidence that the requested leave would benefit the College by enhancing the faculty member's professional development.

If untenured faculty receive a full-year leave (paid or unpaid) or a half-year leave (paid or unpaid) in addition to a paid post-third-year review sabbatical, the tenure clock pauses for one year unless that individual petitions the Dean of the Faculty that the clock not be paused. Untenured faculty will not be disadvantaged by such non-standard leaves in the tenure review.

In all cases, faculty who take an unpaid non-medical leave of absence will be eligible to receive cost-of-living and merit increases in their base salary, if such increases are supported by the salary model and if, upon review, an increase to the faculty member's salary is recommended.

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D. Medical Leaves

1. Paid medical leaves

On a case-by-case basis, the College provides full-time and adjunct faculty members leaves of absence necessitated by health problems. The College requires a physician's certification of the injury or illness that is the basis of the faculty member's request for a leave. The College may ask for a second opinion, at its expense, from a physician of its choosing and may periodically evaluate the faculty member's situation.

After consulting with the department chair, the Dean of the Faculty may approve the continuation of the faculty member's salary for a period not to exceed 180 calendar days for full-time faculty, the number of days pro-rated for adjunct faculty.

The College grants maternity leaves to full-time faculty on the same conditions as those that apply to leaves for illness or injury. A maternity leave during the academic year is normally for two Blocks and begins with the Block in which delivery is expected.

Paid medical leaves are counted toward the twelve weeks of unpaid leave provided under the Family Medical Leave Act.

2. Unpaid medical leaves

Under provisions of the Family Medical Leave Act, the College provides unpaid leaves of absence to full-time faculty who have been employed at the College for at least one academic year. Legitimate grounds for such leaves include medical or family exigencies—for example, a faculty member's illness, injury, or pregnancy; childbirth and the care of a newborn; caring for a spouse, parent or child with unusual needs. A leave request occasioned by injury or illness must be supported by a physician's certification, and the College may request a second opinion, at its expense, from a physician of its choosing. A faculty member who has been granted a paid medical leave is eligible for an unpaid leave only after the termination of the paid leave. Unpaid medical leaves are limited to one per calendar year and may not exceed a period of twelve weeks. A paid leave counts toward the twelve weeks of unpaid leave provided under provisions of the Family Medical Leave Act.

Normal benefits continue for faculty members on unpaid medical leave, but benefit costs that are calculated as a percentage of salary (for example, FICA and contributions to the Defined Contribution Retirement Plan) will not be the same.

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E. Parental Leaves

Colorado College's Parental Leave policy provides a full-time faculty member time away from normal College responsibilities in order to care for and bond with their newborn or newly- adopted child. The paid leave provided by the College is taken concurrently with the first eight weeks of the twelve- week parental leave guaranteed by the Family Medical Leave Act. Faculty members who anticipate taking parental leave should discuss their plans with their department chair, submit any necessary documentation to the Human Resources Office, and request the Dean of the Faculty's approval of the leave. Someone who wishes to take parental leave as a domestic partner must file an Affidavit of Domestic Partnership with the Human Resources Office.

Additional information regarding parental leaves is available from the Human Resources Office.

F. Replacements for Faculty Members on Leave

When possible, the College provides replacements for faculty members on leave. The chief purpose of the College's practice of leave replacement is to ensure the continuing quality of the academic program and, above all, to provide staffing for courses required for departmental majors.

G. Salary and Benefits During Leaves

Salary and benefits continue during sabbatical leaves, but benefit costs that are calculated as a percentage of base salary will differ from the faculty member's normal costs according to sabbatical compensation (that is, either full pay or five-ninths pay).

Faculty members on a full-year sabbatical may accept employment outside the College for the equivalent of one-half the leave; but if they are employed and receive benefits elsewhere during the leave, during that time they will not receive similar benefits from the College.

The spirit of the sabbatical program requires that faculty members on half-year sabbatical leave not be employed elsewhere and not receive any non-College salary or other compensation. Faculty members planning an unpaid leave may consult with the Human Resources Office regarding benefits for which they are eligible. Faculty members on unpaid leave are responsible for making arrangements with the Human Resources Office to pay for their benefit programs.

A faculty member who desires a change in salary payment because of a planned leave must make the necessary arrangements with the Office of Human Resources at least thirty days before the leave is to begin. The College expects faculty members on leave to keep the Office of Human Resources, the Dean of the Faculty's Office, and the College mail service informed of any forwarding address or other new contact information.

For more detailed current information regarding benefits during leaves, contact the Human Resources Office.

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XIII. TERMINATION OF EMPLOYMENT

A. Resignation

A faculty member who wishes to resign a Colorado College appointment should submit a letter of resignation to the Dean of the Faculty by April 1 of the academic year at the end of which the resignation is to become effective (normally the date of Commencement). A letter of resignation can be withdrawn only upon the recommendation of the Dean of the Faculty and the written approval of the President.

B. Retirement

A faculty member who plans to retire from Colorado College should so inform the department chair and the Dean of the Faculty, in writing, at least one year prior to the effective retirement date.

Upon retirement from Colorado College, all faculty members (tenure-track, adjunct, lecturer) with at least ten years of service to the college will be recommended to the Board of Trustees for emeritus status.

Faculty members who retire from Colorado College at age 60 with 5 full- or part-time years of service or

age 55 with 10 full- or part-time years of service and who are not participants in the College's Early Retirement program are eligible for retirement benefits that include medical, dental, vision, and long-term care insurance—although the manner of paying for these benefit programs changes. Retirees enrolled in Medicare may participate in the Emeriti Retirement Health Plan. The College provides a \$5,000 life insurance policy for every retiree.

Retired faculty members continue to have many of the privileges that they enjoyed during their teaching career. Among these privileges are the use of Tutt Library and Gold Card privileges including access to the Adam F. Press Fitness Center, the Lunch Club (maximum of 1 guest), free admittance to the Fine Arts Center, a College email account, tuition benefits, and concerts and lectures at the College. Retirees may also attend faculty meetings, but they cannot vote. Although they no longer have a role in departmental decisions regarding curriculum, pedagogy, resource allocation, and faculty or staff hiring, retired faculty may teach at the College on a Block-by-Block basis (at Block visitor rates). Retired faculty do not ordinarily serve on college committees, but may serve on the Compensation Committee.

Further details about benefits for retirees are available from the Human Resources Office.

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C. Early Retirement

Colorado College offers tenure-track and adjunct faculty members two other options for retirement between ages 59.5 and 70—Full Early Retirement and Phased Early Retirement. The benefit period is three years if the early retiree is between the ages of 59.5 and 67, two years at age 68, and one year at age 69. After the change of status from regular tenure-track faculty to early retiree, a participant in the program may not return to full-time teaching at Colorado College. A faculty member relinquishes tenure irrevocably upon entering Full Early Retirement and upon completing Phased Early Retirement.

Compensation for any teaching after a retiree has completed Full Early Retirement or Phased Early Retirement will be at Block-visitor rates.

Eligibility and approval

Any full-time or adjunct faculty member who has completed at least 20 years of service at Colorado College by the end of an academic year and who will be 59.5 years old by August 31 of that year may submit a written application for Early Retirement to the Dean of the Faculty. The application must be received in the Dean of the Faculty's Office by September 30 of the academic year preceding the year that early retirement would begin. The Dean of the Faculty forwards the application and their recommendation to the President. The President must approve all requests to enter the Early Retirement program.

The President may deny a request for Early Retirement for any of several reasons: their approval would jeopardize the goals of a College program or academic department; the College would likely be unable to replace the prospective early retiree with a similarly qualified person at an appropriate compensation level; approval would make it more difficult for the College to meet its financial, legal, or other contractual obligations; approval would entail the risk of negatively affecting audit, accreditation, or other reviews.

If the President is unable to approve all applications for Early Retirement in a given year, they will normally give priority to applicants who are oldest, those with the most years of service to Colorado College, and those whose request was earlier denied. A person whose application for Full Early Retirement is not approved by the President may decide to continue as a full-time faculty member the

following year or may apply to participate in Phased Early Retirement the following year. In either case, in the following year the faculty member may reapply for Full Early Retirement. In no case, however, may the Early Retirement benefit period—that is, the total time in Full Early Retirement only or in Phased Early Retirement only or in a combination of Phased Early Retirement and Full Early Retirement—exceed three years.

1. Full Early Retirement compensation and benefits

Full Early Retirement participants receive Early Retirement Compensation equal to 50% of what their salary would have been had they continued as regular tenure-track faculty. Any adjustments for inflation are included in subsequent salary calculations. The College makes normal-rate contributions to the faculty member's Defined Contribution Retirement Plan (TIAA) on the basis of their Early Retirement Compensation, and participants remain eligible to contribute to supplemental tax-deferred retirement plans offered by the College through TIAA.

Full Early Retirement participants receive the same medical insurance coverage provided regular faculty and staff, and the College continues to pay the same percentage of insurance premiums. College and employee contributions to the Emeriti Program also continue. The long-term disability benefit is not available to Full Early Retirement participants; but other benefits funded by voluntary contributions, including group optional life insurance, continue to be available. If a faculty member dies while a Full Early Retirement participant, the College's life insurance benefit is 1.5 times the decedent's Early Retirement Compensation.

Full Early Retirement participants may not teach at Colorado College except in emergency situations and by agreement with the department, the Dean of the Faculty and the President. Compensation for teaching under such circumstances is at Block-visitor rates.

Early Retirement Compensation for Full Early Retirement adjunct faculty is based upon the average number of courses taught during the five years prior to beginning participation in the program. Fringe benefits previously available continue. The academic department or program of a Full Early Retirement participant may submit a written application for a full-time replacement to the Dean of the Faculty. Any replacement is at the discretion of the Dean of the Faculty.

2. Phased Early Retirement responsibilities and benefits

Phased Early Retirement participants teach half time (three Blocks per academic year) and are expected to continue to fulfill all normal faculty responsibilities. They receive Early Retirement Compensation equal to 70% of what their salary would have been had they continued as regular tenure-track faculty. Participants remain eligible for all the benefits available to regular faculty members except sabbatical leaves and long-term disability insurance. If a faculty member dies while a Phased Early Retirement participant, the College's life insurance benefit is 1.5 times the decedent's Early Retirement Compensation.

The Dean of the Faculty may authorize part-time replacements for Phased Early Retirement participants to the extent that in a given year replacements can be funded by the difference between the salaries and benefits of Phased Early Retirement faculty and the salaries and benefits these persons would have earned had they remained regular faculty members.

A faculty member who initially chooses the Phased Early Retirement option may subsequently apply for Full Early Retirement, but the total time that anyone participates in the College's Early Retirement program may not exceed three years. After becoming a participant in Early Retirement, a faculty member may not withdraw from the program.

3. Review of the Early Retirement program

The Early Retirement program is subject to periodic review by the Board of Trustees and may be amended or revoked at the Board's discretion, provided that revocation or amendment does not affect current participants.

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D. Dismissal and Procedures for Appeal

1. Dismissal prior to the tenure decision

On the basis of a negative third-year review, the Dean of the Faculty may offer a faculty member a terminal appointment prior to the tenure decision. Independently of the third-year review, and after consulting with the Faculty Executive Committee, the Dean of the Faculty also may decide that an untenured faculty member's professional incompetence, neglect of College responsibilities, serious violation of College policies, flagrantly immoral conduct, or illegal conduct that brings the College in disrepute is sufficient cause not to renew an appointment. In either case, the faculty member has the right to petition the President to override the Dean of the Faculty's decision. Petition to the President must be made, in writing, no more than fourteen days after the faculty member has received written notice of the Dean of the Faculty's intention to offer a terminal appointment.

2. Denial of tenure

A faculty member informed of the Dean of the Faculty's decision to recommend a denial of tenure has the right to appeal that negative recommendation. To initiate the appeal process the faculty member must contact the President in writing, no more than fourteen days (excluding Winter Break) after the faculty member has been notified of the Dean of the Faculty's recommendation. At this time, the candidate may indicate if they object to any member(s) of the Appeals Board serving on their panel. The President will then select a three-person appeal panel from the 12-member Faculty Appeals Board. Any objections will be taken into consideration in the selection of the panel, but removal of any member cannot be assured, because a number of factors must be considered, such as conflicts of interest and previous participation in the file. Also, whenever possible, the appeal panel will include one Faculty Appeals Board member from each division. The appeal panel may schedule a meeting with the faculty member if it deems this appropriate, and shall do so if requested by the faculty member.

This Faculty Appeals Board shall be constituted of 12 tenured faculty members who will be elected by the faculty to three-year terms. All tenured faculty members, with the exception of department chairs, Divisional Executive Committee members, and Faculty Executive Committee members will be eligible for selection to this standing pool. The election shall take place in four rounds: In the first round, the top four people for each divisional opening shall be nominated. In the second round, the divisional members shall be elected by the Borda Count method. In the third and fourth rounds, three more at-large members will be elected as in rounds one and two. To ensure representation from interdisciplinary programs, should no such person be included in the nine divisional representatives, the person who receives the most votes and who is affiliated with an interdisciplinary program shall be included among the at-large members. All 12 members of the Faculty Appeals Board will be supported in their role by receiving appropriate training as determined by the Dean of the Faculty.

The appeal panel reviews the file of the faculty member making the appeal and may interview

any persons who participated in the process leading to the Dean of the Faculty's decision. The review by the appeal panel is limited to a determination of 1. whether the procedures that were followed prior to the Dean of the Faculty's decision accorded with those prescribed in this Handbook, or 2. whether the Dean of the Faculty's decision is based on adequate and proper consideration of the file. The appeal panel should not substitute its own judgment for that of the Dean of the Faculty on the merits of whether the faculty member should be given tenure.

An appeal based on a question of "adequate" consideration of the tenure file involves a procedural analysis designed to ensure that (i) the appropriate faculty body adequately deliberated over the criteria relevant to the candidacy, and (ii) that body's analysis and recommendation formed the basis of the Dean of the Faculty's decision.

An appeal based on a question of "proper" consideration of the tenure file involves an analysis designed to ensure that the Dean of the Faculty's decision was not based on improper considerations, such as discrimination or a violation of academic freedom.

In all cases, the appeal panel states the reasons for its findings in a written report to the President within four weeks (excluding Winter Break) of the appeal panel's appointment. The President, in consultation with the President, will then consider all of the evidence and make the final decision regarding the recommendation of tenure. The President communicates the recommendation to the faculty member within two weeks of receiving the appeal board's report.

If the President finds no procedural grounds for reconsidering the tenure file, but intends to reverse the decision of the Dean of the Faculty, the President discusses with the Faculty Executive Committee their reasons for recommending to the Board of Trustees that tenure be awarded in this case.

The President's recommendation may not be appealed.

3. Dismissal of tenured faculty

The Board of Trustees has the sole authority to terminate a tenured appointment at Colorado College. Financial exigency of the College, in all cases, shall constitute sufficient cause for termination of a tenured appointment. The Board may also dismiss tenured faculty members from employment by the College because of professional incompetence, willful neglect of College responsibilities, serious violation of College policies, flagrantly immoral conduct, or illegal conduct that brings the College into disrepute. Dismissal of a tenured faculty member for cause is one of the most serious actions the College can take and normally follows a history of progressively more objectionable conduct in which instances of lesser offense have resulted in disciplinary actions as described in this Handbook (PART TWO, XIV). After reviewing the evidence, the Dean of the Faculty meets with the faculty member to discuss the nature and severity of the grounds for dismissal and to attempt to reach mutually agreeable terms of separation from the College or of continued employment. If agreement proves impossible, the faculty member may request a fact-finding inquiry by the Faculty Executive Committee. After consulting with the FEC and receiving its recommendation, the Dean of the Faculty either decides that termination is not justified or recommends dismissal to the President. If the Dean of the Faculty recommends dismissal, they send the faculty member a written statement that details the reasons for termination.

A faculty member who has been informed of the Dean of the Faculty's recommendation for

dismissal may request the President to empanel a hearing committee from the Faculty Appeals Board, consisting of three tenured faculty members, to conduct a formal hearing and submit its findings and recommendation to the President. The request for a formal hearing must be in writing and must be received by the President not more than fourteen days after the Dean of the Faculty has informed the faculty member of the College's intent to terminate their appointment. At this time, the faculty member may indicate if they object to any member(s) of the Appeals Board serving on their panel. Any objections will be taken into consideration in the selection of the hearing committee, but removal of any member cannot be assured, because a number of factors must be considered, such as conflicts of interest.

The President provides the faculty member written notice of the hearing, including specific charges, at least thirty days in advance. The hearing committee selects a chair from its members, gathers and reviews documents relevant to the case, and assembles a list of witnesses. The faculty member and the College may each call witnesses to testify. Both may present other evidence, and both may question all witnesses. The faculty member and the College may each be accompanied by legal counsel, but the attorneys are not permitted to raise objections. The hearing committee follows the procedure specified in this Handbook and is not bound by legal rules of evidence. Upon request, the College provides the faculty member a written transcript of the proceedings without cost.

At any time prior to the hearing committee's final recommendation, the President may suspend the faculty member with pay if the President, after consultation with the FEC and the Dean of the Faculty, determines that the faculty member poses a danger to self or others or that the faculty member's conduct significantly interferes with the academic mission or the daily operations of the College. The hearing committee determines whether there is adequate cause for dismissal and reports its finding in writing to the President, who provides a summary of the report to the faculty member.

If the committee determines there is not adequate cause for dismissal, and the President rejects that finding, the President states in writing their reasons for disagreement to the hearing committee, the FEC, and the faculty member. The President considers their responses before sending their recommendation to the Executive Committee of the Board of Trustees.

If the hearing committee finds that there is adequate cause for dismissal, it may recommend either dismissal or a less severe form of discipline. If the hearing committee finds that there is not adequate cause for dismissal but that the faculty member's conduct is in violation of College policies, it may also recommend disciplinary action short of termination. (For discipline other than dismissal, see Part Two, XIV).

If the hearing committee concludes there is adequate cause for dismissal and the President agrees with this conclusion, the President informs the Executive Committee of the Board of Trustees. In that case, the faculty member may request that the President also provide a written record of the proceedings. The Executive Committee reviews the record of the hearing and the report of the hearing committee; in addition, it may receive oral or written testimony from the faculty member, the hearing committee, the Dean of the Faculty, or the President. After process of deliberation, the Executive Committee brings its recommendation to the full Board at its next scheduled meeting. The decision of the Board of Trustees is final.

4. Notice of termination

A tenure-track faculty member whose appointment is not renewed during the probationary

period receives notice according to the following schedule: by March 1 in the first year of service; by December 15 in the second year of service; one year in advance if the decision not to renew the appointment is made after at least two years of service. In the latter case, the faculty member may receive a year's salary rather than return to the College for a third year.

When the College terminates the appointment of a tenured faculty member, that person may return to the College for one final year or receive one year's salary and leave the College at the end of the current year. A faculty member dismissed because of flagrantly immoral conduct is entitled to neither option.

At any time prior to the effective date of termination the President may suspend a faculty member with pay if the President, after consultation with the Dean of the Faculty, determines that the faculty member poses a danger to self or others or that the faculty member's conduct significantly interferes with the academic mission or the daily operations of the College.

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XIV. DISCIPLINE OTHER THAN DISMISSAL

If the Dean of the Faculty becomes aware that a faculty member's professional or personal conduct seriously interferes with the fulfillment of their College responsibilities or violates College policies but does not provide sufficient cause for dismissal, the Dean of the Faculty meets with the faculty member to detail the objectionable conduct and to give the faculty member opportunity to respond. After this meeting, the Dean of the Faculty makes a determination of responsibility and decides whether disciplinary measures are appropriate.

Examples of unacceptable neglect of duty include but are not limited to excessive absenteeism, inappropriate use of College resources, and failure to assume departmental responsibilities. Such behaviors call for disciplinary measures proportionate to the nature and extent of the misconduct and increasing in severity with repeated offenses. Discipline may take various forms, including but not limited to a reprimand that becomes part of the faculty member's permanent file, placement on probationary status with stipulated conditions to be met before reinstatement, temporary suspension from the faculty without pay, demotion in rank, or removal from an endowed professorship. A faculty member subject to such discipline has the right to petition the President to revoke the Dean of the Faculty's disciplinary sanction. The President's decision is final.

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I. FACULTY MEETINGS

The faculty normally meets once each Block during the academic year. The Dean of the Faculty prepares a schedule of faculty meeting dates for the year. Additional meetings may be called as the President deems necessary.

Details of the faculty meeting are described in the Faculty Meeting Bylaws. Agenda items must be received by the Dean of the Faculty's Office by the agenda due date before a regularly scheduled faculty meeting. The Dean of the Faculty's Office distributes the agenda several days prior to the meeting. The Faculty Secretary keeps a record of the proceedings of regular faculty meetings (and other faculty meetings upon request) and circulates these minutes to all faculty members and administrators. The Dean of the Faculty's Office maintains the permanent file of faculty minutes.

In addition to the faculty, as defined in PART TWO, I. (with the exception of part-time and short-term visitors), the following Colorado College administrators have the right to vote at regular faculty meetings: the President, the Dean of the Faculty, the Dean of the College, the Associate Dean of the Faculty,, the Vice President and Chief Financial Officer, the Vice President for Enrollment, the Vice President and Chief Information Officer, the Vice President for Advancement, the Vice President for Student Life / Dean of Students, the Director of the Butler Center, the College Chaplain, the College Librarian, the Director for Academic Programs, Director of Assessment and Program Review, Director of the Collaborative for Community Engagement, Director of Field Study, Director of Global Education, Director of the Quantitative Reasoning Center, Director of the Writing Center, the Registrar, and the Cultural and Linguistic Diversity Education Specialist. Other College administrators have the privilege of the floor at faculty meetings

The Faculty Executive Committee may schedule special forums of the faculty during the academic year and decides whether to invite only teaching faculty or to include, as well, persons who attend regular faculty meetings.

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II. ACADEMIC ORGANIZATION

The faculty has organized the academic program of the College into three divisions. For the purposes of funding, personnel reviews, and elections, interdisciplinary programs are affiliated with divisions; however, faculty in interdisciplinary programs may request to be affiliated with a different division if their areas of work and approaches to inquiry are more closely related to another division's.

DIVISIONS OF THE COLLEGE AND THEIR DEPARTMENTS OF INSTRUCTION

Division of Humanities: Art; Classics; Comparative Literature Program; English; French; Chinese, German, Italian, Japanese, and Russian Languages; Music; Philosophy; Religion; Spanish and Portuguese; Theatre and Dance; and Studies in the Humanities

Division of Natural Sciences: Chemistry and Biochemistry; Environmental Studies and Science; Geology; Human Biology and Kinesiology; Mathematics and Computer Science; Molecular Biology; Organismal Biology and Ecology; Physics; Psychology; and Studies in the Natural Sciences

Division of Social Sciences: Anthropology; Economics and Business; Education; Feminist and Gender Studies; History; Race, Ethnicity and Migration Studies; Political Science; Sociology; Southwest Studies; and Studies in the Social Sciences

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III. DEPARTMENT CHAIRS AND ASSOCIATE DEPARTMENT CHAIRS

(For the sake of concision, the term chair or department chair refers to academic program directors as well as to chairs of academic departments.)

A. Department Chairs

Department chairs are appointed by the Dean of the Faculty after they consider the advice of the department and consults with the President. The term of appointment may vary according to a department's circumstances, but normally appointments are for three years, with the possibility of renewal. The College grants department chairs an additional non-teaching Block because of their increased responsibilities. In years when those responsibilities are unusually extensive and demanding the release from teaching and/or compensation may be adjusted.

Department chairs oversee all departmental activities, but no chair is expected to fulfill all their duties without assistance. A chair should instead delegate various tasks widely and equitably among departmental colleagues. When other persons agree to undertake particular departmental tasks, they should consult regularly with the chair as the work proceeds.

One of the most important responsibilities of a department chair is to promote the morale of their department through consultative and supportive leadership. The chair's specific duties fall into four categories.

Governance. The chair manages all the resources of the department: its personnel, academic program, space allocation, and equipment. The chair represents the department in the budget- planning process, at chairs' meetings and faculty meetings, and in other meetings called to conduct College business. The chair oversees periodic self-studies and external reviews of the department and prepares assessment reports that are required by certification boards or accrediting agencies.

Personnel. The chair oversees departmental level work regarding hiring, staffing planning, sabbaticals, personnel and performance reviews. An important responsibility is the onboarding and mentoring of newer members of the department.

At least once each academic year, a chair discusses with all members of the department their record of teaching, scholarship, and College service. (For the College's expectations in these three areas, see PART TWO, VII.A.) These discussions make possible a broader perspective from which faculty can assess their various contributions to the College community. The ultimate goal of these conversations is to improve teaching and learning at Colorado College. To this end, the chair will, for example, call attention to a faculty member's strengths, help them to recognize any deficiencies, and discuss possible ways to improve teaching strategies or to pursue scholarly projects. One important resource for the chair's evaluation of a faculty member's teaching effectiveness is student course evaluations (ACCE); and one of the chair's duties is ensuring that all department members are reviewing students' evaluations of their courses.

At least once each year, each chair (or a designee of the chair, such as the mentor of a junior faculty member, reviews the course evaluations (ACCE) of every member of their department or program. These reviews can serve as a basis for constructive discussions between the chair and department members about ways to improve teaching effectiveness. As diagnostic instruments, course evaluations can contribute significantly to the improvement of faculty members' teaching skills; as evaluative instruments, they can aid in decision-making about faculty members' performance.

The chair supervises all non-teaching employees of the department—office personnel, laboratory

technicians, paraprofessionals, and student assistants. This supervisory role includes the responsibility of preparing performance evaluations and making salary recommendations.

Curriculum. Chairs make the final decisions about teaching assignments for members of their department. They prepare the department's annual schedule of courses, approve and submit changes to approved course schedules, and submit proposals for new courses or course changes.

Chairs are responsible for enabling members of the department to provide adequate academic advice to their advisees. They make sure that departmental requirements and up-to-date information about graduate programs and career opportunities are accessible to majors, and they organize activities such as departmental social functions and departmental seminars featuring visiting speakers. A chair, after consulting with students and supervising faculty members, must sign all proposals for independent study undertaken in the department.

Chairs can contribute to the wider academic goals of the College by helping to develop cooperative teaching opportunities and by encouraging department members to participate in interdisciplinary programs, General Education courses, and the College's First Year Program.

Budget. The chair prepares the department's annual budget request; provides budget information, when requested, to authorized College offices or committees; and monitors departmental spending.

B. Associate Department Chairs

After consultation with members of the department, a chair may request the Dean of the Faculty to authorize an associate chair to assume some of the department's administrative duties. The kinds of circumstances that could support such a request might include the large number of departmental faculty, high course enrollments, numerous majors, high demand for student advising, an extensive slate of upcoming personnel reviews, an impending external review, unusual expectations for departmental involvement in community service, and a two-in-one departmental structure (e.g., Art History and Art Studio).

When the Dean of the Faculty authorizes the appointment of an associate chair, the chair must specify, in writing, the duration of the appointment and the associate chair's duties, which, in some cases, may warrant application to the Dean of the Faculty for an additional Block without teaching. These duties do not, however, diminish the chair's overall responsibility for the affairs of the department.

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IV. AD HOC COMMITTEES

The President, the Dean of the Faculty, or the Faculty Executive Committee may establish ad hoc committees to study issues that do not fall within the purview of standing committees. Depending on the task with which a committee is charged, either the FEC itself or the President or the Dean of the Faculty, after consultation with the FEC, appoints members of ad hoc committees. When an ad hoc committee is to address matters of interest to the faculty, the FEC helps formulate the committee's charge and then monitors the committee's progress, requires interim reports (at least one each semester), and ensures that the committee's final report is made available to the whole faculty.

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V. STANDING COMMITTEES

A. Elected Committees

Only full-time tenure-track members of the faculty are eligible to serve on elected committees.

1. Faculty Executive Committee

The Faculty Executive Committee is composed of sixteen elected faculty members, which make up its four constituent subcommittees (Budget and Planning, Governance, Personnel Policies, and Personnel Review), plus (ex officio, non-voting) the President and the Dean of the Faculty. All tenured faculty members of the FEC are elected by the general faculty for staggered three-year terms (unless a member is elected to take the place of someone on leave from the College, in which case the replacement shall serve only as long as the regular member is on leave). All non-tenured, tenure-track faculty members of the FEC are elected by the general faculty for one-year terms. The faculty members of each subcommittee elect its chair. The President attends FEC meetings at the invitation of the Committee's chair.

a. Election Procedure for Subcommittees of the Faculty Executive Committee

The Governance Subcommittee each spring requests from the Dean of the Faculty a list of faculty who are eligible to stand for election to the FEC, excluding department or program chairs, those going on sabbatical or lengthy leaves, those who hold administrative titles, and associate chairs upon request. Additionally, those faculty who are cycling off the FEC, the Curriculum Executive Committee, or the divisional executive committees are ineligible to appear on any election ballots (except for Appeals Boards) for an equivalent number of years as their most recent continuous service on those respective committees. For example, a complete three-year term of active service would be followed by three years of ballot ineligibility. Should a term be interrupted by a sabbatical or leave, the length of the ballot ineligibility would be only as long as their most recent term of active service. This rule would not apply to a faculty member serving as a one-year replacement. The Governance Subcommittee then prepares a list of eligible candidates in Block 7 that explains how candidates meet requirements of tenure and academic division, and lists the continuing members of each subcommittee. Faculty may request removal of their name from the eligibility list for unusual personal or professional circumstances. The Subcommittee then sends a ballot to all faculty members, who nominate faculty for election to fill subcommittee positions according to division and rank for the following academic year. The first round constitutes the nominations of the candidates who receive the four highest number of nominations, including ties, and the second round is conducted by Borda count method, in which voters rank the candidates 1 through x, depending on the number of nominees for each position. Faculty members return their ballots to a designated member of the Governance Subcommittee.

The Governance Subcommittee will solicit nominations and determine eligibility for the two non-tenured, tenure track faculty positions. The Subcommittee sends a ballot to all faculty members, who nominate faculty for election to fill subcommittee positions according to division for the following academic year. The first round constitutes the nominations of the candidates who receive the four highest number of nominations, including ties, and the second round is conducted by Borda count method, in which voters rank the candidates 1 through x, depending on the number of nominees for each position. Faculty members return their ballots to a designated member of the Governance Subcommittee.

When situations with elections arise that are not anticipated by Handbook procedures,

the Governance Subcommittee, in consultation with the FEC, will proceed in a manner that is consistent with the spirit of the Handbook procedures and guidelines.

b. The FEC will consist of the following:

1. Four members of a Budget and Planning Subcommittee, one tenured faculty member from each division (three-year terms) and one non-tenured, tenure-track faculty member from any division (one-year term).
2. Four members of a Governance Subcommittee, one tenured faculty member from each division (three-year terms) and one non-tenured, tenure-track faculty member from any division (one-year term).
3. Four members of a Personnel Policies Subcommittee, one tenured faculty member from each division and one non-tenured, tenure-track faculty member from any division (one-year term; cannot be undergoing review in that year). Tenured members include: up to two members from Personnel Review in the third year of a 3-year term, who transition to Personnel Policies for the third and final year; one to two (depending on number of members rotating in from Personnel Review) members elected directly to Personnel Policies
4. Four members of a Personnel Review Subcommittee, one from each division and one elected at large, all of whom are tenured. All serve three-year terms, but the final year may be served on Personnel Policies if previous two years were fully served (e.g., member did not have a gap in service due to leave, etc.).

The subcommittees work independently, but each reports to the full Faculty Executive Committee, which exercises the power of final recommendation to the faculty or administration. The Faculty Executive Committee advises the Dean of the Faculty and the President on all College matters of concern to the faculty. Through regular contact and conversation, it represents the faculty to the Board of Trustees. The chair of the Faculty Executive Committee reports on behalf of the FEC at meetings of the Board.

The Faculty Executive Committee normally meets twice each Block.

c. The responsibilities of the FEC subcommittees consist of the following:

Budget and Planning Subcommittee

The Budget and Planning Subcommittee serves as the faculty representatives to the Campus Budget Committee and makes recommendations to the FEC regarding College priorities and long-range planning, and advises the President and the Dean of the Faculty on these matters.

The Committee on Compensation and its Faculty Salary Subcommittee submit reports to the Budget and Planning Subcommittee for review and comment prior to presenting them to the faculty. The Budget and Planning Subcommittee may request other faculty committees that make recommendations having long-term budgetary impact to consult with it before they bring their proposals to the Budget Committee or the full faculty for approval.

Governance Subcommittee

The Governance Subcommittee is responsible for overseeing FEC elections each spring and for assigning faculty members to standing appointive faculty committees. The Subcommittee either appoints faculty members of ad hoc committees or consults with the Dean of the Faculty or the President if they make respective appointments. Following FEC and Divisional Executive Committee elections in the spring, the Subcommittee presents a list of committee appointees to the faculty. In the spring, after consultation with committee chairs and review of their interim and final reports, the Subcommittee may issue written charges to particular committees for their work the following academic year. The Subcommittee oversees the work of all faculty committees but gives particular attention to those charged with bringing significant proposals to the faculty.

After consultation with representatives of faculty, administrators, and students, the Subcommittee may recommend proposed changes in the faculty committee structure to the FEC. Any such changes must be approved by the faculty.

Personnel Policies Subcommittee

The Personnel Policies Subcommittee is responsible for reviewing, revising, and developing policies and procedures related to hiring, review, tenure, and promotion, and to personnel issues related to diversity, equity, and inclusion.

Personnel Review Subcommittee

The Personnel Review Subcommittee works with divisional committees, forming three Personnel Councils, on third-year, tenure, and promotion reviews. It works with the full FEC on termination of tenured appointments, and allocation among departments of tenure-track positions. These groups of seven individuals are called Personnel Councils. Recommendations on personnel files from the Councils are then forwarded to the Dean of the Faculty.

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2. Curriculum Executive Committee

The Curriculum Executive Committee (CEC) is composed of seven elected faculty members: one tenured faculty member from each academic division; one tenured faculty member representing ID programs; and one non-tenured, tenure-track faculty member from each academic division. Tenured faculty members are elected to three-year terms; non-tenured faculty members are elected to one-year terms. If two ID representatives are not available to run, the opening will become an at-large position. CEC election procedures are the same as procedures to elect FEC committee members (V.1.a.) and occur after the FEC elections. The faculty committee members elect the CEC chair. Non-voting members of the committee include the Dean of the Faculty, the Dean of the College, the FYP Director, the Writing Center Director, and three students elected by the Student Government Association. The CEC meets at least once per block.

The CEC is responsible for reviewing the academic program of the College, assessing its effectiveness, and recommending curricular program and policy changes. The CEC reviews graduation policies and all-college requirements, as deemed necessary. The CEC considers proposals regarding the creation and elimination of academic majors, interdisciplinary programs, minors, and certificates. CEC recommendations regarding such proposals will be brought to the faculty.

In its deliberations, the CEC is guided by the College's academic mission and attention to the College's curriculum as a whole. On its own initiative or at the request of other faculty committees, the CEC investigates educational innovations and best practices and engages the College in long-term curricular discussions. The CEC makes regular reports at faculty meetings. Proposals by the CEC are included in the regular faculty meeting agenda for consideration and potential approval.

3. Executive Committees of the Divisions

Each Divisional Executive Committee consists of three-full time faculty members elected by the faculty of the division after the FEC and CEC elections in the spring semester. The current members of a Divisional Executive Committee oversee the election of the Committee's new member (or new members) for the following year. Only tenured faculty are eligible for election. The outgoing committee determines that all eligible faculty are included on the ballot, that none is a current department or program chair or a member of the Faculty Executive Committee, and that none will be on leave. The Divisional Executive Committee then conducts the electoral ballot. The term of office is three years, and the terms are staggered so that one member's term expires each year. Each Divisional Committee selects its chair from its tenured members.

Each divisional committee selects its own chair.

Most responsibilities of Divisional Executive Committees are common to all three. Each Committee serves as an information-gathering body and forum on matters of divisional concern; makes recommendations to the Committee on Instruction concerning curriculum changes proposed by departments and individual faculty members within the division; makes recommendations on appointments and serves as members of the Personnel Council along with the Personnel Subcommittee of the Faculty Executive Committee regarding appointments, third-year reviews, reappointments, tenure, and promotions of faculty members of the division; makes annual or bi-annual salary review recommendations to the Dean of the Faculty; and, in its role as the Divisional Research and Development Committee, awards research and study grants to the divisional faculty.

The major responsibilities of a Divisional Committee's chair include overseeing the Committee's personnel reviews. A second member of each Divisional Committee represents the division on the Committee on Instruction. The Committee's third member takes primary responsibility for the process of awarding research and study grants and represents the division on the Faculty Research and Development Board. One member of each Divisional Committee also serves as the divisional representative on the Summer Programs Committee.

Each Divisional Executive Committee decides what additional Committee responsibilities are appropriate because of particular needs or special concerns of its division.

Any vacancy on a Divisional Executive Committee arising during the academic year from any cause is filled by a successor promptly elected by the faculty of the division for the remainder of the term. In accordance with regular divisional election procedures, the remaining members of the Divisional Committee oversee the election of a replacement. Should all three Committee positions become vacant simultaneously, the Governance Subcommittee of the FEC assumes responsibility for an election to fill the vacant positions.

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B. Appointed Committees

Faculty committee members are appointed by the Governance Subcommittee for staggered three- year terms. Whenever possible, the Governance Subcommittee honors faculty requests for relief from committee service every fourth year. Members of College committees who are not faculty or students are appointed by the President, on the advice of the President's Cabinet and Staff Council. Student members are appointed by the Colorado College Student Government Association. The Governance Subcommittee appoints all committee chairs except when a person serves as chair by virtue of their office.

The Governance Subcommittee oversees the work of all appointed faculty committees unless, in particular cases, this Handbook indicates otherwise. Each committee pursues its work according to the general and continuing charge included in this Handbook's description of committee responsibilities and, in some years, an additional and more specific charge given by the Governance Subcommittee.

Within the boundaries of these charges, committees should exercise their own initiative in identifying and addressing relevant needs and concerns of the Colorado College community.

1. Academic Events Committee

The Academic Events Committee invites nominations from the College community for honorary degrees and alumni honorary degrees and forwards a list of candidates to the President's Cabinet that submits recommendations to the Board of Trustees for approval.

In consultation with the Office of the Dean of the Faculty and individual faculty members, the Committee plans and implements the Colorado College Fall Conference. The Committee accepts proposals for or solicits speakers to schedule for Faculty Luncheons. Working jointly with representatives from the Blue Key Honor Society, the Committee accepts proposals and selects the events for the First Mondays Event Series.

After soliciting recommendations for speakers from appropriate academic divisions and departments, the Committee makes arrangements for the Demarest Lloyd Lectures in the Humanities and the William Jovanovich Lectures in Public Affairs.

The Academic Events Committee consists of three faculty members, no two from the same academic division of the College, and three exempt staff, one from the Alumni and Parent Relations Office and one from the President's Office

2. Advancement Advisory Committee

The Advancement Advisory Committee works to improve communication and understanding between the Colorado College faculty and the Advancement Office. The faculty members on the Committee seek to become informed about the organization and functions of the Advancement Office, and they advise the Advancement Office regarding faculty participation in alumni and fund-raising activities. When questions about the role or policies of the Advancement Office arise, the Committee serves as a liaison between Advancement and the faculty.

The Advancement Advisory Committee consists of three faculty members, no two from the same academic division of the College; the Vice President for Advancement; and the Assistant Vice President for Development.

3. Assessment Committee

The Committee is responsible for developing and managing a department/program assessment plan for the College. The Committee guides and supports department assessment practices and

provides feedback designed to ensure the efficacy of these practices. The Committee keeps current on reaccreditation requirements of the Higher Learning Commission, regularly reviews assessment outcomes and drafts requisite reports.

The Assessment Committee is composed of three faculty members, no two from the same academic division of the College, the Associate Dean of the Faculty (ex officio), a Librarian from Tutt Library (ex officio) and the Director of Assessment and Program Review (ex officio).

4. Athletics Advisory Board

The Athletic Advisory Board serves in an advisory and recommendation role to the President and Vice President/Director of Athletics on all matters within the College's NCAA athletic programs. The Board provides input on the effectiveness of current athletics policies, programs at all levels (intercollegiate athletics, club sports, and intramural sports), identifies shifting needs, landscape and interests regarding NCAA athletics and recommends changes that would strengthen the programs and student-athlete experience. The Board's broadest responsibility is to serve as a liaison among the different constituencies of the College community – students, staff, faculty, and alumni/ae-in all matters related to athletics.

The composition of the Athletics Advisory Board follows the rules as defined by NCAA bylaws. In compliance with NCAA bylaws, the Athletic Advisory Board consists of eight voting members including two faculty members made up of at least one Faculty Athletic Representative who is appointed by the President; two staff members who are appointed by Staff Council and are department heads or report directly to the President; the Vice President/Director of Athletics; one student, appointed in consultation with the Student Athletics Advisory Committee; an alumnus or alumna of the College, appointed in consultation with the Alumni Association Council; and one member of the Board of Trustees. The NCAA compliance officer and the designated Senior Woman Administrator (SWA) serve ex officio and without vote.

5. Budget Committee

With the goal of sustaining the College's fiscal integrity and the quality of its academic program, the Budget Committee is responsible for making recommendations to the President, for approval by the Board of Trustees, that will ensure a balanced and sustainable College budget over the next three years. To this end the Committee reviews budget planning assumptions and current budget forecasts; articulates specific budget objectives; projects revenue (especially endowment payout and tuition) and expenses (particularly the financial aid and compensation pools) for the following one, two, and three years; assesses management practices across campus and identifies areas for cost-cutting and savings; formulates proposals needed to achieve a balanced budget; and establishes a time-line for key policy decisions that affect the budget. The Committee regularly informs the College community about the process and results of its work.

The Budget Committee consists of the Dean of the Faculty, who chairs or designates a representative to chair the Committee; four members of the faculty, who are the elected representatives from the Budget and Planning Subcommittee of the Faculty Executive Committee; two staff members, one of whom is non-exempt; two students; the Vice President for Finance and CFO; the Vice President for Student Life and Dean of Students, and a senior exempt staff member appointed annually by the President.

6. Campus Design Review Board

The Campus Design Review Board is charged with reviewing proposals for new buildings and major renovation projects to ensure that they are consistent with the goals and values of Colorado College. The Board gives particular attention to the potential of a proposed facility to enhance the academic experience of the persons who will be using it; a facility's compatibility with the Long-Range Development Plan, including its location in relation to the topography of the campus and to driveways, parking lots and setbacks; and the size of a structure in relation to the campus design as a whole. The Board also considers the quality of design and site planning (the materials and colors proposed, landscaping, lighting, signage), compatibility with existing development in areas adjacent to the campus, and compliance with ADA requirements.

The Campus Design Review Board consists of three faculty members appointed by the Faculty Executive Committee in consultation with the President, no two from the same division of the College; a representative of the administration from Student Life, Advancement, Finance and Administration, or an academic office whose director reports to the Dean of the College; a member of the non-exempt staff; the Director of Facilities Services (ex officio); and the chairs of any active planning committees for a proposed building or renovation. The College may appoint additional committee members, including outside consultants, as needed.

7. Colorado Springs Undergraduate Research Forum Committee

The committee members of Colorado College serve as representatives of the College on the larger CSURF committee made up of faculty representatives from the University of Colorado at Colorado Springs (UCCS), the United States Air Force Academy (USAFA), Colorado College (CC), and Pikes Peak Community College (PPCC). CSURF gives undergraduate students from all four institutions the opportunity to present their research and creative work in a formal academic setting and receive feedback from scholars and peers across the disciplines.

In consultation with the Office of the Dean of the College and individual faculty members, the Committee sets the date, plans and implements the spring CSURF event. In consultation with the Dean of the College's office the CSURF committee sets the Colorado College's budget for the forum. Participating institutions take turns hosting the event. With permission from the Dean of the Faculty, the Dean of the College, and from Department chairs, administrative assistants could help with arranging the forum when it is hosted at Colorado College.

The CSURF Committee also reviews and makes decisions on Venture Grant and Life of the Mind proposals. Students may appeal decisions to the Dean of the College.

The Colorado College CSURF Committee consists of three faculty members, at least one of whom is tenured and chairs the committee, from three different academic divisions of the College (or two divisions and one interdisciplinary program from any division), a Student Collaborative Research Program staff member, and two students who participate in the review of Venture and Life of the Mind Grants, and CSURF planning.

8. Committee on Admission and Financial Aid

In the context of the aims of Colorado College and the role of higher education in our society, the CAFA discusses issues related to College admission and financial aid policies, formulates policy guidelines, and forwards recommendations to the Faculty Executive Committee and the administration. CAFA members participate in the regular reading of applications; meet with the President of Colorado College to discuss admission goals, policies, procedures, and challenges;

and, at the discretion of the committee, choose not more than one topic or challenge per year to investigate, with the purpose of utilizing the knowledge that is obtained in the College's admission goals. At least once per year the CAFA will call a general meeting of the faculty to answer questions and hear concerns about admissions.

CAFA comprises the Vice President of Enrollment and three faculty members, one from each division, and one from each rank (Assistant Professor, Associate Professor, Full Professor).

9. Committee on Instruction

The Committee on Instruction discusses curricular issues at the operational level, usually referring questions of curricular policy to the Curriculum Executive Committee. One important function of the Committee is to review and evaluate proposals for course changes and new courses according to academic policy and administrative procedures. It also evaluates proposals for new majors and minors, and new interdisciplinary programs after proposals have been approved by the Curriculum Executive Committee. When the Committee approves proposals, it submits them to the full faculty for its consideration. Any course that is to be added, dropped, or substantially modified requires review by the Committee on Instruction and approval by the faculty. In judging the merits of a proposal under review, the Committee is guided by the recommendation of the appropriate Divisional Executive Committee (except in the case of General Studies courses), the overall aims of the College's academic program, and the course's effect on teaching resources and staffing. In the case of departmental courses, the Committee takes into account as well the department's stated curricular objectives. The Committee reviews graduation lists prepared by the Registrar and forwards these lists and its recommendations regarding honors at graduation to the faculty.

The Committee on Instruction also reviews all courses proposed for CP (Critical Perspectives), or Q (Quantitative Reasoning) designation. Departments submit proposals for special designation to their Divisional Executive Committee, which forwards to the Committee on Instruction those courses that, in its judgment, meet the faculty's criteria for special designation. The Committee on Instruction oversees the assessment program for the College's CP courses and every third year the Committee reviews all courses with CP designation, and recommends to the faculty whether to renew or deny the CP designation for each of these courses. The Committee regularly assess the College's General Education requirements and forwards any recommended changes to the Curriculum Executive Committee. Each year the Committee is responsible for ensuring that enough courses are offered so that students can complete General Education requirements in their first two years. The Registrar's Office may, from time to time, refer questions to the Committee, or the Dean of the College or their designee regarding General Education designation for course credits transferred from other academic institutions.

The Committee on Instruction consists of up to three members of the Dean of the College's Office, one of whom serves as chair; the Dean of the Faculty (ex officio); one designated representative of each Divisional Executive Committee; an FEC appointed faculty representative of interdisciplinary programs; three student members, one from each division; and the following non-voting members: the Registrar and a member of the library staff.

10. Compensation Committee

The Compensation Committee is responsible for reviewing current and proposed allocation of the salary pool as well as all benefits, including retirement programs for faculty and staff.

During the fall, the three full-time faculty members of the Compensation Committee serve as the Faculty Salary Committee. After consulting with the Budget Committee, the Faculty Salary Committee submits its report to the faculty for approval. The six staff members of the Compensation Committee serve as the Staff Salary Committee. After consulting with Human Resources and Staff Council, the Staff Salary Committee may submit a report to the Compensation Committee.

The Compensation Committee consists of three full-time faculty members, one from each of the professorial ranks; one retired faculty member; three exempt staff; and three non-exempt staff. The Director of Human Resources is an ex-officio, non-voting member of the Committee. This committee reports to the Budget Committee.

11. Dean of the College's Advisory Committee

The Dean of the College's Advisory Committee reviews student and faculty requests for waivers or interpretations of the College's academic rules and regulations. Examples may include: petitions to have courses count as part of the general education requirement, petitions for excused grades, and petitions for grade track changes. The VPAC also reviews student and faculty petitions related to waivers and exceptions regarding policy and interpretations of all offices that report to the Dean of the College.

The Dean of the College's Advisory Committee consists of three faculty members (two tenured and one untenured) from at least two distinct academic divisions, the Dean of the College, a staff representative from the academic division, a representative of the Registrar's Office, and two students. Other members of the staff may be consulted in matters pertinent to their expertise. The Dean of the College chairs the Committee.

12. Diversity and Equity Advisory Board

The Diversity and Equity Advisory Board serves as an advisory group to the President of the College and the Cabinet on all matters related to diversity and equity regarding staff and faculty. The Board promotes and nurtures an inclusive campus culture that values different backgrounds, experiences, ideas and opinions, recognizing the various intersections of identities that make up the CC community. Its work helps ensure that the College addresses on a continuing basis all of the possible implications of the protections as stated in our anti-discrimination policy statement. Specific duties of the DEAB include, but are not limited to: monitoring campus climate through data collection and policy development; overseeing educational programming for staff and faculty on issues of diversity and equity; consulting with faculty, staff, and administration on curriculum and other program development and future diversity/equity goals; and becoming campus leaders knowledgeable about current diversity-related issues in higher education.

The DEAB consists of eight voting members: four (4) faculty as assigned by the FEC, with no more than two from any one division, and including at least one person active in an ID program, all serving staggered three-year terms, if possible; and four (4) staff as assigned by the Staff Council, all serving three-year terms, if possible. The faculty and staff co-chair will be selected by the FEC and Staff Council in consultation with the President. Non-voting members of the DEAB are the Title IX Coordinator, ADA/504 Coordinator, the DEI Team (Senior Associate Dean of Faculty Equity and Inclusion, Senior Associate Dean of Students, and Assistant Vice-President for Diversity, Equity, and Inclusion), the Director of Human Resources, a Title IX/VII Coordinator, and

a librarian with diversity/equity research and/or collection responsibilities.

13. Faculty Representative to the Cutler Board

The Faculty Representative on Cutler Board helps the board manage student publications. Cutler is a non-profit institution formally independent of Colorado College. The responsibilities of the faculty member, carried out in conjunction with student representatives, include attending two meetings per month; interviewing and selecting editors for the *Catalyst*, *Leviathan*, and *Cipher*; preparing budgets and securing funding; arbitrating staff disputes; and ensuring up-to-date technology. The Faculty Advisor also serves as a liaison between Cutler Board and the faculty and administration.

14. Faculty Representatives to the Board of Trustees

Four faculty representatives serve as voting members on Board of Trustees Committees, one on each of the following committees: (1) Investment; (2) Budget and Finance; (3) Buildings, Grounds, and Campus Infrastructure; and (4) Student Success. Faculty also serve on Ad Hoc Board Committees and Strategic Project Teams when convened by the President of the College for any given academic year.

Terms of Service

Faculty Board of Trustee Committee members: (1) Are nominated from any rank of tenure-track faculty: Assistant Professor; Associate Professor; Full Professor; (2) Serve two-year terms (back to back terms are an option, with Board of Trustees approval); (3) Attend all relevant meetings; (4) Engage in and contribute their expertise to the work of the committee they serve on; (5) Report to relevant All-College Faculty Committees (DEAB, FEC, CEC, Campus Design Review Board) as necessary; and (6) Report to the faculty on current/ongoing initiatives for their committee at the beginning of each academic term (at the Block 1 and Block 5 Faculty Meetings). Appointment to a Board of Trustees Committee serves as a faculty member's All-College committee service; however, serving on department committees or supporting other college initiatives is not precluded, if the representative so desires. Faculty members self-nominate only when it appears that they are available to serve for full, uninterrupted two-year terms; and they serve during sabbatical leaves if they accept a Board of Trustees committee appointment. The Board of Trustees sets the agenda for the committees' initiatives. Time commitments vary by committee and years of appointment

Process for Selecting faculty Board of Trustees Committee Members

The FEC recommends faculty members for appointment to regular Board of Trustees committees for two-year terms. The slate of candidates is developed through faculty self-nomination. In years when Board committee faculty positions are open, the FEC solicits self-nominations in April or May of the academic year. The FEC reviews the interested candidates and forwards a slate of nominees to the Board of Trustees Chair. The Chair of the Board of Trustees reviews nominees and then appoints faculty representatives to the relevant committees

The FEC also recruits faculty members of Ad Hoc Board Committees and Strategic Project Teams, when needed, using a similar self-nomination and recommendation process. The Board of Trustees Chair appoints the faculty members included in these committees.

15. Faculty Research and Development Board

The Faculty Research and Development Board advises the Dean of the Faculty regarding College support for faculty research and development. The Board sets policy regarding divisional distribution of research and development funds, makes annual budget recommendations to the Dean of the Faculty that are related to research and development, and advises the Dean of the Faculty on the awarding of sabbatical leaves, Benezet Grants, Summer Stipends, the Mrachek Fellowship, Faculty Development Blocks, and other competitive all-College research grants.

The Faculty Research and Development Board consists of the three designated representatives of the Divisional Executive Committees; the Dean of the Faculty; and the Director of Faculty Research Support. The Board elects its chair from among the three faculty members.

16. Faculty Secretary

The Secretary of the Faculty is a tenured or tenure-track faculty member who attends all the regular meetings of the faculty to record official actions of the body along with reports and statements delivered by the Deans, the President, committee chairs, etc. The Secretary coordinates with staff of the Dean's Office to assure that the meeting minutes are distributed in advance of succeeding meetings, and that final approved versions of the minutes constitute, in combination with the official Agenda, an accurate record of the proceedings. Other duties include assisting as necessary with voting procedures. It is helpful for the Secretary to be broadly acquainted with faculty colleagues.

17. General Education and Assessment Review Committee

The General Education Assessment and Review Committee carries out assessment of learning outcomes for a subset of General Education categories each year and reviews proposals for General Education course designations.

To assess learning outcomes of General Education courses, the committee collects samples of student work in the chosen categories and reviews this work to evaluate how well the General Education program is meeting its learning outcome goals. The focus is on the assessment of the program rather than assessment of individual courses, faculty, or students. Direct assessment of student work is carried out by the appointed faculty members of the committee, along with other committee members when appropriate. The committee prepares annual reports summarizing its assessment findings, and it provides those reports to the Curriculum Executive Committee and the Office of the Dean of the Faculty. These reports inform the Crown Center's programming, the CEC's review of General Education structure, and the College's external reporting for accreditation. The committee works with the Director of Assessment and Program Review to design an appropriate multi-year cycle of assessment.

When the committee recommends approval of proposals, it provides a consent agenda for faculty vote. The committee works with the Registrar to maintain accurate records of courses proposed, approved, and offered in each category.

The committee seeks input from faculty consultants when the committee does not have sufficient expertise to review proposals in certain categories. The Committee is composed of the following members: six faculty members appointed by the FEC, with attention paid to expertise in General Education categories being assessed in the next cycle; a representative from the First-Year Program (ex officio); the Director of Assessment and Program Review (ex officio); and a representative from the Office of the Dean of the Faculty (ex officio)..

18. Health Professions Advisory Committee

The Health Professions Advisory Committee oversees the academic programs related to the health professions and informs interested students about current developments in the field. As the emphases and requirements of graduate programs change, the Committee encourages academic departments to ensure adequate access to courses and other educational opportunities that will help students prepare for graduate work in the health professions. The Committee also participates in the hiring and periodic review of the non-faculty health professions staff.

The Committee solicits faculty evaluations of students who are applying for graduate school in one of the health professions and uses these evaluations to write a composite letter of recommendation for each graduating pre-health-professions student. The experience of the Committee over many years is a valuable resource in its endeavor to produce balanced appraisals which graduate school admissions committees can trust and which therefore directly benefit our student applicants.

The Committee awards all grants and academic honors made possible by the Figge-Bourquin endowments. These endowments support collaborative student-faculty research and educational enrichment opportunities for pre-health-professions students.

The Health Professions Advisory Committee consists of three faculty members, two from departments that teach courses required for pre-health-profession students (Chemistry and Biochemistry, English, Human Biology and Kinesiology, Mathematics, Molecular Biology, Organismal Biology and Ecology, Physics, and Psychology.) The Pre-Health Professions Manager and the Director of the Career Center are ex officio members. Faculty appointments are typically for three years and begin in June as most of the work of this committee is completed in the summer. The Governance Subcommittee appoints the Committee chair in consultation with the members of the HPAC.

19. Information Technology and Library Board

The Information Technology and Library Board makes policy recommendations to the President and the Dean of the Faculty, and advises the Vice President and Chief Information Officer and the College Librarian on campus technology and library issues.

The Information Technology and Library Board consists of the Associate Dean of the Faculty or a delegate, one faculty member; two staff representatives; and two students. The Vice President and Chief Information Officer and the College Librarian are non-voting members of the Board.

20. Institutional Review Board

The federal government mandates institutional review boards at colleges, universities, and other research institutions in order to ensure that all research involving human subjects at these institutions is carried out ethically and within legal limits. The Colorado College Institutional Review Board reviews and approves or rejects faculty and student research proposals, educates the campus about carrying out ethically sound research, provides research resources upon request, and otherwise works to keep Colorado College in compliance with federal regulations and to preserve the good reputation of the College among persons knowledgeable about human subject research.

By federal law an Institutional Review Board must have at least five members, and these persons may not all be of the same gender. The Colorado College IRB consists of two faculty members, at least one of them from an academic discipline that routinely conducts human subject research;

one exempt or non- exempt staff member who is unfamiliar with human subject research; one person with human subject research expertise who is not associated with Colorado College; and the Director of Assessment and Program Review, who serves as permanent chair of the IRB. The faculty and staff members serve two- year terms. The outside member's term of service is not fixed. The IRB chair solicits expert advice from persons outside the IRB as required by particular cases.

Potential IRB members, both staff and faculty, must be willing to complete online training on the laws and ethics of human subjects research by the end of October of their first year serving on the IRB. New members work with the Permanent IRB Chair to determine the most appropriate training modules and clarify any additional training expectations.

21. Global Education Committee

The Global Education Committee formulates and recommends to the faculty and administration policies and guidelines regarding various aspects of study away programs such as the creation, scheduling and requirements for faculty-led study away programming, as well as the review and approval of all new faculty-led semester and half-semester offerings. It will review and make recommendations for procedure changes within the field of study away related to the goals of the Antiracism Initiative and ongoing efforts to improve student access and equity, including proposals related to financial structuring of global education programs and financial aid support for student participants in CC-sponsored study away. It will also conduct regular reviews of procedures and policies governing the approved list of partnered semester programs, as well as additions or subtractions to that list proposed by the Center for Global Education and Field Study. It will develop and conduct a program feedback process for CC-led Block and Semester programs. Finally, it will review and make recommendations for exemption from, or reconsideration of, college policy related to study away. The Global Education Committee consists of three faculty members (when possible, includes one faculty member who has served as a leader of a block away and a faculty member who has served as a leader of a semester or half semester away); the Director of Global Education, who chairs the Committee; the Assistant Director of Global Education; Only the faculty members may vote on matters pertaining to academic credit.

22. KRCC Liaison

The KRCC faculty liaison links KRCC and the wider National Public Radio network with the College's faculty, administration and students. In so doing the liaison also functions as an advocate for KRCC on campus, helping to extend the reach of the station, to clarify and explain its goals, and to integrate the station and its staff into campus life. Finally, KRCC's liaison assists in assuring the long- term sustainability of the station by assisting in KRCC's fundraising activities; such fundraising includes, but is not necessarily limited to, coordinating individuals from across campus to pitch during KRCC's membership drives.

23. Press Committee

The Press Committee is responsible for oversight of the Press at Colorado College. It advises the Director of Libraries on the hiring of the Printer and arranges programming of for-credit courses as well as workshops and volunteer activities offered by the Press; it offers direction on the Press's artistic and publication program. Its membership includes faculty in Art, History, and English as well, potentially, as other interested departments, in addition to College administrators from gallery and development staffs; the College's Printer is an *ex officio*

participant. The Press Committee heeds the counsel of an external Press Advisory Board of national experts on fine printing in shaping the Press's course, but retains responsibility—in cooperation with the College's Librarian, under whose administrative oversight the Press lies—for supervision of its Printer and the ongoing activities of the Press at Colorado

College. The facilitator of the Press Committee serves in lieu of other committee responsibilities, but its other members participate according to their and their respective departments' interests without formal appointment.

24. Summer Session Committee

The Summer Session Committee reviews Summer Session policies, evaluates previous Summer Session curricula and recommends appropriate changes, and approves course proposals submitted in the fall for the following Summer Session.

The Committee also approves summer courses offered by the College's Master of Arts in Teaching programs. In joint meetings with the Education Department, the Committee reviews policies of the Master of Arts in Teaching licensure program and sends proposed changes to the Committee on Instruction.

The Summer Session Committee consists of the Dean of the College; the Director of Summer Session; the chair of the Education Department; designated representatives of each of the three Divisional Executive Committees; a representative of the Admission Office; a representative of the Registrar's Office; a representative of interdisciplinary studies; and one other exempt staff member selected by the Dean of the College.

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C. Non-Appointed Committees

1. Honor Council Advisor

The Honor Council Adviser serves as a resource and consultant for the Colorado College Honor Council. Fully respecting the Honor Council as an institution managed by and for students, they advise the Council in its efforts to educate the College community about standards of academic integrity and in its work of investigating and adjudicating allegations of Honor Code violation. The Advisor provides a consistent faculty presence in the Council's several regular meetings per Block and in special meetings with College administrators. They assist in documenting the work of the Council and forwarding Council decisions to appropriate College authorities; arrange for the Council's annual report to the faculty; and serve as a liaison with faculty members who inquire about Honor Code principles and their application in particular academic contexts.

2. Colorado College Student Government Association Advisor

The CCSGA Advisor serves as a liaison between the faculty and the student-elected student government. Fully respecting the CCSGA as an institution managed by and for students, they provide guidance as needed for the student government and its initiatives, and, when requested, facilitate communication between the faculty and the student government. The advisor attends regular CCSGA meetings at least once per block and any special meetings between the CCSGA and administrators. They provide faculty perspective to CCSGA discussions regarding student matters, the status of student organizations and activities, and activities of the organization's

subcommittees.

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I. THE HONOR SYSTEM AND THE HONOR COUNCIL

Established in 1948 to promote personal responsibility and academic integrity, the Honor System is an essential part of life at Colorado College. Upon admission to the College, students commit themselves to comply with the requirements of the Honor System on all assignments completed for credit—tests, exams, papers, reports, and theses. Students are required to sign the Honor Code pledge on all written work to certify that they have received no unauthorized help on an assignment but have submitted their own work and have properly acknowledged the sources of information and ideas not their own.

Colorado College students administer the Honor System. Students elect the members of the Honor Council and are responsible for reporting suspected violations to a member of the Council. The Honor Council adjudicates cases of alleged violations and ensures that the Honor System constitution and a guide to source acknowledgement are made available to all students and faculty.

Two members of the faculty serve as advisor to the Honor Council, but all faculty members share responsibility for the continuing effectiveness of the Honor System. Faculty members are expected to explain to students how the Honor System applies in a given course, report possible violations to the Honor Council, and cooperate in Honor Council investigations and trials; and faculty are strongly urged to accept any Honor Council recommendation regarding the course grade for a student found guilty of a violation.

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II. THE PRACTICE OF TEACHING ON THE BLOCK PLAN

A. Course Meeting Place and Times

1. Course rooms

The Registrar assigns course rooms for class meetings and laboratory sessions. Except when a morning and an afternoon class use the same room, each class has a course room reserved for its exclusive use. The Registrar may sometimes make a group of rooms available to a particular department, allowing the department to decide how to use them most efficiently.

2. Class meeting time

Unless students have been otherwise notified, the first class of each Block meets at 9 A.M. in the assigned course room. The course instructor has the prerogative of changing the class meeting time for the rest of the Block.

In order to allow students to participate in adjunct courses and co-curricular and other leisure activities, classes should ordinarily be dismissed by 3 P.M., but under certain circumstances (field trips, for example) dismissal by 3 P.M. will not be feasible.

B. Class Attendance

Students are expected to attend courses regularly and are responsible for course work whether present or not. Instructors will determine attendance requirements for their courses. In general, students who miss an examination or a paper deadline because of illness or personal emergency

are allowed to take the exam or submit the paper later.

Attendance policies must allow each student one absence to support well-being without penalty, details, or documentation (beyond notifying the professor about their absence). When flexibility would put undue stress on other students and/or faculty, instructors may indicate that well-being absences on certain days (e.g., exams that cannot be taken at multiple times, field trips) will adversely affect a student's grade. Instructors may designate certain days (e.g., exams that cannot be taken at multiple times, field trips) as days on which missing class will adversely affect a student's grade because flexibility would put undue stress on other students and/or faculty.

Instructors should communicate such dates and their attendant grade consequences to students in advance. Instructors are not expected to reproduce class experiences for students who are absent. Syllabi may outline what steps students should take to prepare themselves to reengage with class upon their return.

Because continued absence from class may indicate that a student has left campus or is in serious difficulty, faculty members are responsible for informing the Dean of the College when a student has been absent for three consecutive class sessions. If the student returns to class and provides a satisfactory explanation of their absences, the instructor may decide to excuse them. If the student seems hesitant to explain the reasons for their absences, a faculty member may urge the student to make an appointment with the Dean of the College for conversation or counseling. If the Dean determines that the excessive absences have been due to legitimate extenuating circumstances such as illness or family emergency, the instructor may excuse those absences. Faculty members should not contact Boettcher Health and Counseling center for information about students who miss class or about the reasons for their absences.

Colorado College courses normally end at noon on Wednesday of the fourth week of the Block. (The Dean of the Faculty's Office publishes any exceptions in the academic calendar.) Although faculty members have wide discretion in organizing their courses and setting class time, they should not depart from the

"Wednesday noon" rule. The College requires class attendance in the weeks of Block Breaks and holidays and regards "long weekends" (missing class on Mondays and Fridays) as an abuse of the Block Plan. At the beginning of each Block, course instructors should explain these features of the College's attendance policy and possible consequences of ignoring them (grade penalties, for example).

C. Examinations and Grades

1, Examinations

Every faculty member decides what examinations are appropriate to their courses. Because all exams are given under the Honor System, instructors are present in the classroom only to make announcements and answer questions. When giving out an exam, instructors should explain how the Honor System applies and remind students to sign the Honor Code pledge.

2. Grading tracks and the meaning of letter grades

Colorado College provides students a two-track grading system. Students may choose either track for any course. The G Track allows students to be evaluated according to grades A through D (or No Credit); the P Track includes three options: S (Satisfactory), CR (Credit), and NC (No Credit). The “Academic Policies” section of The Colorado College Catalog of Courses provides complete information regarding the full range of grades and the grade equivalents of CR, the numerical value of each grade (for purposes of computing grade-point average), and the meaning of each letter grade at Colorado College.

3. The Incomplete and No Credit grades and the IP designation

If a student has a legitimate reason for not satisfying all course requirements by the end of the Block, the instructor reports a grade of Incomplete to the Registrar and provides an explanatory comment on a form provided by the Registrar’s Office. An Incomplete must be removed by the beginning of the fourth Block after the course ended unless the instructor requires that the course work be completed earlier. If the work has not been made up in the prescribed period, the Registrar’s Office converts the grade of Incomplete to No Credit.

The No Credit grade indicates that a student failed to complete all course requirements and provided no legitimate reason for that failure or that the student’s course work was clearly unsatisfactory and unworthy of College credit. The Registrar’s Office requires that instructors explain their reasons for any No Credit grade. Instructors’ explanations of Incomplete and No Credit grades are crucial for the deliberations regarding academic suspensions and warnings. After an instructor has submitted course grades to the Registrar, a student cannot change a No Credit to a passing grade by, for example, turning in a missing paper or by taking a missed examination.

Students who wish to repeat a course in order to earn a higher grade must receive approval from the instructor who will teach the course and from that instructor’s department chair. No grade will be expunged from a student’s transcript. All courses taken and re-taken, and all grades in those courses, remain a part of the transcript. No course can meet graduation requirements more than once.

The notation IP (“in progress”) on a grade report indicates on-going study in courses of two or more Blocks that are not in sequence or in research courses that cannot be completed in one Block. Students must complete “in progress” work in no more than eight Blocks.

4. Grade reports

Faculty members are expected to submit grades for a course by the second Monday of the block immediately following the block in which the course is taught. The Registrar’s Office notifies students of their grades at the end of each semester.

5. Change of grade

An instructor who decides that they have made a grading error may request the Registrar to change a student’s course grade. Such requests must be made within two Blocks after the end of a course.

D. Course Evaluations

The College gives serious attention to student evaluations as diagnostic instruments because they can contribute significantly to the improvement of faculty members' teaching skills. The primary aim of a course evaluation is to ascertain how effective a course was as a learning experience and how effectively a faculty member provided the opportunity for that learning experience, rather than how much students liked (or disliked) the faculty member. Faculty are expected to review their course evaluations regularly and to consider student feedback as they revise their courses. In review for third-year, tenure and promotion to associate professor, and promotion to full professor, faculty are expected to reflect on course evaluations in their teaching statements, describing how student evaluations have affected their pedagogy.

The All-College Course Evaluation (ACCE)

The College has an all-College course evaluation instrument (ACCE) that is administered at the end of each course. The ACCE is sent to students in all courses without exception, including independent studies and thesis blocks. For team-taught courses, student responses to questions about the course are visible to both professors, while questions pertaining to each professor are visible only to the respective professors. ACCE questions are standardized across all courses taught at the College. Questions are qualitative and quantitative. Individual faculty members may also add additional evaluation questions to the ACCE during the set-up period. The College sets a default time for students to view the course evaluation, but during the set-up period individual faculty can change the time evaluations become visible to students.

Faculty Access to Completed ACCEs

After faculty submit final grades, anonymized ACCE responses are accessible to faculty by student or by question. Faculty have access to output from all qualitative, quantitative, and additional questions for their own courses.

Administrative Access to Completed ACCEs

Qualitative data (including responses to additional questions) is available to the faculty member's chair and the Dean of the Faculty, who may use such data for salary reviews and personnel reviews. For the purposes of third-year reviews and tenure and promotion reviews (both associate and full), qualitative data (including additional questions) from the period under review is also accessible to members of the Personnel Council who have access to the review file during the time the file is available. Quantitative data is available only to faculty who taught the course, but faculty may opt to release quantitative data for a single course or as the default for all courses. At the institutional level, anonymized ACCE data may be used as research instruments by designated staff to aid in continued efforts to provide fair and informed assessment of teaching at Colorado College.

E. Independent Study

A student may undertake an independent study project in order to pursue in greater depth a subject previously studied or to investigate a topic not covered in a regular course. The level of work for an independent study must be advanced rather than introductory. Juniors and seniors are therefore more likely than first-years or sophomores to have the academic maturity and

course prerequisites necessary for successful projects. No student may undertake an independent study without a faculty supervisor. Also necessary is the approval of the independent study proposal by a department or interdisciplinary program chair. The student's faculty supervisor is responsible for ensuring that the independent study carries a workload at least as demanding as a regular course that earns the same credit. Before the study begins, student and supervisor should reach agreement about such features of the course as the schedule of readings, frequency of student/advisor meetings, and other course requirements.

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III. ACADEMIC ADVISING

A. Advising Guidelines

One of the important responsibilities of all regular, full-time faculty members, after their first year at the College, is advising students on all matters related to their progress toward graduation. The Advising Hub assigns every new student a faculty advisor, and faculty can play an important role in helping their first-year advisees adjust to college life. When students choose an academic major, they normally select an advisor in the department of their major. Faculty members should encourage all advisees to consult with them any time during the year about questions or problems related to the academic program.

The College requires returning students to confer with their faculty advisor during all pre-registration periods, and the pre-registration process does not allow students to submit a course schedule without their adviser's personal identification number (PIN). Registration instructions from the Registrar's Office explain that students must secure the consent (confirmed by PIN) of the course instructor for courses that have the prerequisite "COI," and the consent of the department chair (also confirmed by PIN) for courses that require "COD."

The Registrar's Office makes every student's course schedule available on-line by the end of the week following the pre-registration period. Thereafter, students may change their course schedule by means of drop/add online. Student degree progress can be viewed in their online records (e.g., Banner, Stellaric)

The Registrar's Office also provides reports of progress toward the degree to students and their faculty advisors. These reports indicate the total academic units earned to date; the units earned toward the 18 required outside the department of the major; and the student's progress toward satisfying the requirements for graduation as described in the Colorado College Catalog of Courses: all-College, divisional distribution, Critical Perspectives, foreign language, major (and minor) requirements. During pre-registration, faculty members should review the Registrar's reports with their student advisees as part of the advising process.

Information about the Colorado College Summer Session is available to faculty members and students in the Summer Session Bulletin and from the Office of Summer Programs.

B. The Apparent Authority Policy and Advising Responsibilities

If a faculty member gives a student incorrect information or advice about a College policy and the student takes legal action against the College because acting on that advice adversely affected their progress toward the degree, a court may rule in favor of the student on the basis of the "apparent authority doctrine." It is imperative, then, that in fulfilling their advising

responsibilities all members of the faculty be thoroughly familiar with the College's academic policies, particularly all-College and departmental degree requirements. For faculty and students alike, The Colorado College Catalog of Courses is the principal source of information about requirements for graduation, the necessary minimum progress toward the degree, registration and course changes, honors at graduation, academic warnings and suspensions, leaves of absence.

Faculty members should consult with the Dean of the College's Office when questions arise because of special student needs or unusual circumstances. They should not agree to any student request for an exception to a College policy without the approval of the Dean of the College.

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IV. PROCEDURE AND GUIDELINES FOR NEW COURSE PROPOSALS

A. Procedure

A faculty member who wishes to offer a new departmental course presents a proposal, including the rationale for the course, to their department. After discussion, possible revision, and approval of the proposal, the department submits it to the appropriate Divisional Executive Committee. The DEC may reject the proposal outright, send it back to the department for modification, or forward it to the Committee on Instruction with comments or questions. After discussing the proposal's educational merits and budgetary implications, the Committee on Instruction decides whether to recommend faculty approval. No course becomes part of the Colorado College curriculum without faculty approval.

If a department wants a new course to be included in the course schedule by the beginning of spring pre-registration in Block 7, its proposal must be reviewed and approved by the appropriate Divisional Executive Committee and the Committee on Instruction in time to be voted on at the Block 6 faculty meeting.

If a member of the faculty wishes to offer a new Divisional Studies course, they should submit it directly to the appropriate Divisional Executive Committee. A proposal for a General Studies course goes directly to the Committee on Instruction after the faculty member has discussed it with the representative of General Studies.

B. Guidelines

The Committee on Instruction considers the merits of any course proposal with questions such as the following in mind: Would the course enrich the liberal arts curriculum of the College? Would it contribute to the aims of the department (or the aims of the College's Divisional Studies or General Studies programs) by filling an educational lacuna? Would it supplement other course offerings in ways that would enhance a major or minor? Can available College resources (qualified faculty, library holdings, audio-visual and media services, field equipment, etc.) adequately support the course? Is the course likely to attract students because of the academic experience it promises? Will the course entail additional costs for students—and if so, are those costs reasonable?

In addition, requests for General Education courses should include the current catalog course description (for a new course, include the description being sent to the Committee on Instruction for review) and a brief rationale describing how the course meets the program goals (see Catalog or Registrar's website).

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