

WABASH COLLEGE FACULTY HANDBOOK



2026-2027

**DEAN OF THE COLLEGE'S OFFICE
CENTER HALL 115**

*Wabash College educates men to think critically,
act responsibly, lead effectively,
and live humanely.*

Wabash College, a liberal arts college for men, seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership among diverse populations around the globe.

Wabash is an equal opportunity employer and welcomes employment applications from persons of all backgrounds without regard to their race, color, national origin, sex, gender identification, religion, disability, age, marital or parental status, sexual orientation, military status, genetic information, citizenship status, or any other legally protected status except where such a distinction is a bona fide occupational qualification. Wabash is welcoming for all people who have relationships with the College.

Wabash takes appropriate steps to provide reasonable accommodation upon request to qualified individuals with disabilities so long as doing so does not cause an undue hardship. Wabash also takes appropriate steps to provide reasonable accommodation upon request to employees whose religious beliefs or restrictions create a conflict with Wabash's policies, practices, or procedures so long as doing so does not cause an undue hardship. If you need accommodation, please provide a written description of your situation and your needs to Human Resources, and someone will contact you to discuss your request. These accommodations are distinct and separate from any alternative work arrangements.

PREFACE

Wabash College has been guided over the years by a common law tradition. While Wabash continues to provide a relatively free and unstructured environment in which a faculty member may teach and learn, this handbook is a valuable resource that defines overall policies and procedures of the College. These procedures have been created, committed to writing, and/or modified to preserve the culture and spirit of the College while adhering to federal and state law and recognized practices of higher education.

This handbook does not attempt to codify all the rules and practices which govern the operation of the College, and more general policies related to employment are located in the Wabash College Employment Guide (located under Faculty/Staff Resources on the MyBash webpage). Likewise, information about many administrative processes useful to department chairs is located in the Department Chair Handbook (also located under Faculty/Staff Resources on the MyBash webpage), while details of the College curriculum and rules governing progress toward the bachelor's degree are found in the Academic Bulletin (located on the Registrar's webpage) and are not reproduced here.

The Dean of the College's Office is responsible for maintaining this Handbook. Substantive modifications, deletions, and additions of policies and procedures are typically made in consultation with faculty leaders, the President of the College, and/or the Academic Affairs Committee of the Board of Trustees. Questions regarding the policies and procedures found in this Handbook, or their interpretation, should be directed to the Dean of the College.

Table of Contents

CHAPTER 1: COLLEGE GOVERNANCE	1
1.1 COLLEGE ADMINISTRATIVE STRUCTURE	1
College Administration	1
Division Chair Responsibilities and Governance	1
Department Chair Responsibilities and Governance	2
Faculty Responsibilities in Governance	2
1.2 FACULTY MEETINGS	2
1.3 COMMITTEES	3
Committee Membership	4
Committees with Appointment by Committee on Committees	5
Committees with Elected Faculty Representation	8
Committees with Faculty Representation by Administrative Appointment	9
Elected Assignments	11
Appointed Assignments	11
CHAPTER 2: THE FACULTY: EXPECTATIONS AND RESPONSIBILITIES	13
2.1 EXPECTATION OF FACULTY EXCELLENCE	13
2.2 TEACHING RESPONSIBILITIES	14
Course Requirements	14
Student Absences	15
Grading and Final Exams	15
Additional Teaching Responsibilities	15
2.3 ACADEMIC HONESTY	16
The Rule of Conduct and Academic Honesty	16
2.4 ACCOMODATION FOR STUDENTS WITH DISABILITIES	18
2.5 COPYRIGHT COMPLIANCE IN TEACHING AND LEARNING AT WABASH COLLEGE	19
Policy Statement	19
2.6 FACULTY STATEMENT ON HARASSMENT (SPRING 1990)	20
CHAPTER 3: POLICIES ON ACADEMIC APPOINTMENTS, TENURE, AND PROMOTION	21
3.1 CONDITIONS OF APPOINTMENT	21
Appointments	21
Faculty Qualifications	22
Employment Background Screening	22
3.2 TENURE TRACK FACULTY REVIEWS	24

Timetables for Reviews.....	25
Membership of Departmental Review Committees.....	26
First Year Advisory Review.....	26
Second Year Review.....	27
Fourth Year Review.....	29
Tenure Review	32
3.3 PROMOTION TO PROFESSOR.....	35
3.4 ASSOCIATED FACULTY STATUS AND REVIEW OF ASSOCIATED FACULTY	38
3.5 REVIEW OF CONTINGENT FACULTY	41
3.6 ASSISTANT AND ASSOCIATE TEACHING PROFESSOR (NON-TENURE TRACK)	43
3.7 APPOINTMENT OF DEPARTMENT AND DIVISION CHAIRS	43
3.8 TERMINATION OF APPOINTMENT OR DISMISSAL	44
CHAPTER 4: FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT.....	45
4.1 COMMITMENT TO FACULTY DEVELOPMENT	45
4.2 PROFESSIONAL TRAVEL FUND	46
Guidelines for Travel to Professional Meetings.....	46
4.3 JOHN J. COSS FACULTY DEVELOPMENT FUNDS.....	47
Guidelines for Faculty Development Funding	49
Reports on Activities Funded.....	50
Coss Course Development Funds	50
4.4 BKT RESEARCH GRANTS	51
4.5 SABBATICAL LEAVE PROGRAM	51
4.6 McLAIN-McTURNAN-ARNOLD RESEARCH SCHOLAR PROGRAM	52
4.7 OUTSIDE GRANT PROPOSALS	53
4.8 INSTITUTIONAL POLICIES AND PROCEDURES RELATING TO RESEARCH MISCONDUCT	54
CHAPTER 5: FACULTY SALARIES AND BENEFITS.....	61
5.1 SALARY REVIEW PROCEDURE	61
5.2 PLACHER FUND SALARY SUPPLEMENT	62
5.3 REGULAR LEAVE OF ABSENCE.....	63
5.4 LEAVE OF ABSENCE FOR UNTENURED FACULTY MEMBERS.....	63
5.5 PARENTAL LEAVE	63
5.6 RETIREMENT ACCOUNT PLAN.....	64
5.7 RETIREMENT PROGRAM	65
5.8 CHILDREN’S SCHOLARSHIP PROGRAM	65

5.9 MOVING EXPENSES	66
5.10 BENEFITS ELIGIBILITY	66
CHAPTER 6: OTHER POLICIES AND PROCEDURES PERTAINING TO FACULTY	67
6.1 GRIEVANCE PROCEDURE FOR FACULTY AND PERSONS WITH ASSOCIATED RANK	67
6.2 FACULTY SHARED POSITION POLICY	70
6.3 STATEMENT ON OUTSIDE EMPLOYMENT.....	71
6.4 USE OF COLLEGE FUNDS	71
Alcohol Policy	71
Departmental Budgetary Responsibility.....	72
6.5 FACULTY MAILBOXES	73

CHAPTER 1: COLLEGE GOVERNANCE

1.1 COLLEGE ADMINISTRATIVE STRUCTURE

College Administration

Under the charter of the College, legal responsibility for the establishment of policy is vested in the Board of Trustees that in turn appoints the President. Reporting directly to the President are the Dean of the College, the Dean of Students, the Dean for College Advancement, the Dean for Professional Development, the Chief Financial Officer, the Director of Athletics, the Dean for Enrollment Management, the Special Assistant to the President for Belonging and Community, and the Chief of Staff. The Dean of the College is the College's Chief Academic Officer and is supported by the Senior Associate Dean of the College, the Associate Dean of the College and Registrar, and the three Division Chairs. It is the responsibility of the Division Chair to supervise departmental programs within the division and, along with the Associate Deans, to act as advisor in academic, personnel, and budgetary matters to the Dean of the College and the President. Department Chairs work closely with the Division Chairs, the Associate Deans, and the Dean of the College concerning curricular, personnel, and budgetary matters.

Division Chair Responsibilities and Governance

The Division Chairs are advocates of the faculty and Division as well as evaluators of teaching and college programs. They work with Department Chairs on personnel and curricular matters and review initiatives in program development. In regular monthly meetings with the Department Chairs, the Division Chairs, in support of the mission of the College, lead discussions of shared concerns including teaching evaluation, common budgetary issues, assessment plans, departmental cooperation, faculty and support staff recruitment, and the role of the Divisions' curricula in a Liberal Education. The Division and Department Chairs set the agenda for the monthly Division meetings, called and presided over by the Division Chair. On the advice of Department Chairs or the Division at large, the Division Chair brings concerns to the College administration or the faculty as a whole for discussion, response, and action.

The Division Chairs serve with the Dean of the College as members of the Academic Personnel Committee that conducts tenure and promotion reviews of faculty members, the review of faculty salaries, and a continuing study of teaching needs and responsibilities. Their recommendations on these matters are reported to the President for consideration and approval. The Division Chairs work closely with the Dean's Office and Department Chairs in hiring faculty, from reviewing the job description to concurring in the department and Dean's decision. They serve on the Academic Policy Committee, the Faculty Development Committee, and the Trustee Committee on Academic Affairs. They meet weekly with the Dean of the College to consider college concerns and needs.

Department Chair Responsibilities and Governance

Department Chairs are responsible for preparing the departmental teaching schedule and assigning teaching responsibilities, for assessment of programs, for managing department budgets and funds, for continuing development and mentoring of departmental faculty, and for preparing their department members for reviews. They are expected to serve both as advocates for and evaluators of the department's faculty members. Based on the College's procedures, they make salary, promotion, and tenure recommendations to the Dean of the College and the Division Chairs. Department Chairs work closely with Division Chairs and the Dean of the College's Office to conduct searches to fill faculty positions. Department Chairs meet monthly to discuss issues relating to management of departments and to make recommendations concerning these issues to the administration and faculty. The Department Chairs elect a moderator of this group.

Faculty Responsibilities in Governance

Wabash College is a faculty-driven institution where faculty participation in college governance and decision making is essential to the daily operation of the College. Faculty are expected to attend and participate in faculty meetings and department meetings and engage in college service, including serving on college committees, to advance the continued good health of the institution. Faculty governance participation includes adopting rules and procedures and forming committees as deemed appropriate; initiating and adopting policies and actions affecting the curriculum and other educational matters, including graduation requirements and adoption of new courses and establishment or elimination of majors and minors, subject to approval by the Board of Trustees; electing the Faculty Visitor to the Board of Trustees, Secretary to the Faculty and Representatives to the GLCA Academic Council; and populating a slate of candidates and to elect faculty to the Budget Committee, Committee on Committees, Faculty Development Committee, Financial Aid/Admissions Committee, Grievance Committee, the at-large representative to the Academic Policy Committee, and other committees as formed by the faculty.

1.2 FACULTY MEETINGS

Faculty meetings are normally held on the first and third Tuesdays of the month during times that classes are in session. The President of the College presides. Notices of agenda, starting time and place of meeting—usually at 4:15 p.m. in the Goodrich Room of Lilly Library—are distributed in advance. The Standing Rule of the Faculty is to conclude its meetings at 5:30 p.m. Regardless of rank or tenure, faculty members are free to speak to issues under discussion or to raise questions of general concern and to vote on motions.

Student Visitor to the Faculty Meetings. Appointed by the Student Senate, the Visitor attends faculty meetings as an observer and reports to the Senate matters of particular concern.

Voting Eligibility in Faculty Meetings:

1. All members of the faculty with the rank of instructor or above.
2. The President, the Dean of the College, the Dean of Students, the Registrar, and the Dean for Enrollment Management.
3. Persons holding appointments with “associated faculty status.”
4. Members of the administrative staff who, as teachers, have previously been entitled to vote, even though they no longer teach.
5. Others granted voting eligibility by vote of the faculty.

Order of Business in Faculty Meetings:

1. Call to order and approval of minutes
2. Old business
3. New business
4. Reports of officers
5. Reports of committees
6. Question period
7. Discussion period
8. Adjournment

The Faculty Secretary solicits items of business in advance of scheduled meetings, while curricular matters are generally brought to the faculty after discussion by the Academic Policy Committee. It is a rule of the faculty that proposals that would make a substantive change in the academic policy of the College will be tabled for two weeks (the usual time between regular faculty meetings) after their introduction. The rule has been interpreted to permit discussion at the time the proposal is introduced, but to preclude action, including amendment, until the next regular meeting of the faculty.

Although full legal responsibility for the establishment of institutional responsibility rests with the Board of Trustees, the faculty traditionally has exercised control over academic matters such as the curriculum and requirements for graduation.

1.3 COMMITTEES

There are three kinds of committees that support the governance of the College: Committees with Appointment by the Committee on Committees, Committees with Elected and/or Appointed Faculty Representation, and Ad Hoc Administrative Committees. The President and the Dean of the College are ex officio members of all committees. In addition to committees, there are a number of additional elected and appointed assignments that support the operation and health of the College.

Committee Membership

Individual faculty have an opportunity in the spring semester to indicate their preferences for appointment to committees. The Committee on Committees then selects faculty for committees and seeks an equitable distribution of committee work. To ensure that faculty members may become acquainted with different aspects of the College, a faculty member who has served on a particular committee for several years will ordinarily be assigned to a different committee. First-year faculty are not usually asked to serve on committees. At the first faculty meeting of the year, the faculty approves faculty membership of all appointed committees.

Faculty elections are held each spring (as needed) for APC (At-Large), Budget Committee, Committee on Committees, Faculty Development Committee, Faculty Visitor to the Board of Trustees, Financial Aid/Admissions Committee, Grievance Committee, and Representatives to the GLCA Academic Council.

When student membership is not prescribed for a committee, the committee may upon its own volition seek student members.

When committee work is not appropriate for assignment to one of the standing committees, an ad hoc committee will be formed and disbanded when its service is completed.

At the conclusion of the spring semester, the committee's chair should file with the Dean of the College's Office a brief report of the committee's activities and ensure that its records are in good order.

In the spring of 1998, the faculty approved the following guidelines regarding committees:

1. Except for the Teacher Education Committee [sunset after the elimination of the Secondary Licensure Program], the Pre-Health Professions Committee, and the Academic Policy Committee, committees shall be held to a maximum of three faculty participants, exclusive of coaches and ex officio members.
2. Terms of office for appointed faculty committees should normally be two years.
3. All elected and appointed faculty committees shall report to the faculty annually before the last regular faculty meeting. This report shall include an outline of their activities and accomplishments. The reports should be sent to the secretary of the faculty and e-mailed to all faculty. At the faculty meeting after the report is submitted, members of the committee should be prepared to answer questions that may arise from the report.

In the discussion of the guidelines, it was noted that there might be other committees with mandated representation for which the limit of three faculty would be inappropriate and for which the term in office would exceed two years. Indeed, in subsequent years, with shifting committee

workloads and the combining of some previously existing committees, other committees also exceed the three faculty participants guidelines, including the Graduate Fellowships Committee, the Ides/Undergraduate Research Celebration Committee, the Lilly Scholarship Selection Committee, the Off-Campus Study Committee, and the Retention Programming Committee.

On November 17, 1969, the faculty adopted the following procedures for faculty elections:

1. At the faculty meeting immediately preceding any election, the President will announce the election for the next meeting. At the time of the announcement the President will describe briefly the position to be filled and invite the faculty to make nominations in writing to the Secretary.
2. Secretary's regular announcement of the pending meeting will include the names of all nominees received. Further nominations in writing will be in order up to the time of the faculty meeting and the right to make nominations from the floor will be preserved.

At the same time the faculty provided for a three-member committee, elected by the faculty, to consult with the administration in the appointment of faculty members to committees. This body is known as the Committee on Committees. The Dean of the College serves as chair. Members serve for three years and one member is replaced each year.

[Committees with Appointment by Committee on Committees](#)

These are committees appointed by the Committee on Committees and confirmed by vote of the faculty at an early fall meeting. Unless otherwise noted, appointments are for two years.

Athletics Committee. This committee reviews the College's policies with respect to intercollegiate athletics. It is responsible for maintaining the standards of conduct required by the National Collegiate Athletic Association (NCAA). The committee makes recommendations on written petitions concerning questions of compliance with rules and regulations and submits them to the President of the College for approval.

College Lecture and Film Committee. This committee of faculty and staff supports an annual slate of visiting lecturers and film screenings. The committee brings outside lecturers to campus, such as the annual Phi Beta Kappa speaker, and/or supports proposals from the Wabash community for visiting lecturers or public events. The committee also organizes and supports campus film screenings, bringing to campus films of educational value and interest to the Wabash community.

Community Engaged Learning Committee. This committee provides Wabash students, faculty, and staff with opportunities to learn about and participate in volunteer service opportunities in Crawfordsville, Montgomery County, and beyond. It seeks to engage the Wabash community in an on-going discussion of the value of such service learning.

Dual Degree Engineering Committee. This committee supervises the dual-degree pre-engineering program and advises students interested in engineering.

Environmental Concerns Committee. This committee works to create institutional mindfulness of environmental issues and engages the community in the development of environmentally sound practices. The membership includes faculty, staff, students, and administrators.

Gender Issues Committee. This committee's general objectives are to enrich the curriculum and the quality of life at Wabash College by encouraging perspectives that recognize and actively address issues of gender.

Graduate Fellowships Committee. This committee shares information with students and faculty concerning the Fulbright, Gilman, Goldwater, Truman, Rhodes and other prestigious fellowships. Led by the Director of Fellowships, the committee works with students on the fellowship application process, including conducting mock interviews with students (with a workload particularly concentrated in the prime September-October fellowship season). The committee consists of the Director of Fellowships and at least one faculty member from each division.

Honorary Degree Committee. This joint trustee/faculty committee collects and keeps a list of the names of all persons proposed for honorary degrees and nominates annually to the Board of Trustees an appropriate slate of candidates to be recognized at Commencement and such other times as the Trustees may authorize. The committee includes two appointed faculty members and the President and the Dean of the College, ex-officio.

Institutional Animal Care and Use Committee. This committee, which includes faculty, staff, a veterinarian, and a lawyer, reviews research programs and animal facilities to ensure compliance with federal guidelines for the proper care of research animals.

Institutional Review Board. This committee, which includes faculty and staff, including at least one scientist, at least one non-scientist, and one person not affiliated with Wabash (often a medical doctor), reviews research involving human subjects to ensure ethical compliance with federal guidelines.

Lilly Scholarship Selection Committee. Each year Wabash offers Lilly Scholarships to entering freshmen based on their potential to be future leaders of society. The committee includes the Dean for Enrollment Management, the Director of Financial Aid, alumni, and faculty. The Dean for Enrollment Management and the Director of Financial Aid review all applications and select a group of semi-finalists. The semi-finalist applications are subject to a blind read by a group of high school counselors to select finalists for interviews conducted by alumni and faculty. After the interviews, the committee chooses the Lilly Award winners. The Dean for Enrollment Management is the Chair of the committee, and faculty committee members are appointed for three-year terms.

McLain-McTurnan-Arnold Research Scholar Committee. This faculty committee awards the McLain-McTurnan-Arnold Research Scholar Fellowship. The committee consists of three members, one from each of the College's Divisions, who request and review applications for the award and select the winner. Members serve three-year terms.

Off-Campus Study Committee. This committee supervises and evaluates all off-campus study programs, including immersion learning courses, available to Wabash students. It receives and approves applications from students who propose to study off-campus and approves applications for scholarships (e.g., Givens, Rudolph). The committee also solicits, provides feedback on, and reviews proposals for immersion courses.

Pre-Health Sciences Committee. This committee supervises the pre-health program and advises pre-health science students. The committee also provides student recommendations for professional schools.

Pre-Law Committee. This committee advises students about preparation for a career in the law and supervises pre-law programming at the College.

Scientific Integrity Committee. To comply with federal guidelines, this committee reviews allegations of misconduct in science (fabrication, falsification, or plagiarism of results), and, if cause exists, investigates and completes any required reports to the Public Health Service. An administrative staff member chairs the committee and committee members are drawn from faculty in the life sciences, the physical sciences, the behavioral sciences, and the humanities.

Teaching and Learning Committee. This committee seeks to enhance the teaching-learning process by providing information and organizing workshops directed at pedagogy and teaching practice. The committee organizes the annual August Teaching and Learning Workshop and sponsors events throughout the year.

Technology Advisory Committee. This committee, with representatives from the faculty, staff, and administration, advises the Dean of the College on technology issues. Members serve three-year terms.

Undergraduate Research Celebration/Ides of August Committee. This committee organizes annual celebrations of student and faculty research, scholarship, and creative work in the form of the annual Undergraduate Research Celebration and the Ides of August program. This committee is an acknowledgement that student engagement stands at the center of the Wabash mission to change lives and that faculty development in the form of scholarly inquiry is central to that pursuit. The committee works with students in planning and scheduling oral and poster presentations for the Research Celebration, which takes place on the Friday afternoon of the January trustee meeting. Featuring faculty and staff members representing each of the College's Divisions, the committee

also organizes the annual celebration of faculty development projects known as the Ides of August. Members serve three-year terms.

Committees with Elected Faculty Representation

Academic Honesty Appeals. This committee reviews student appeals in cases involving academic dishonesty and serves to educate faculty on academic honesty issues, including annually reporting out general information on academic honesty violations. Faculty will report instances of academic dishonesty to the Office of the Dean of the College (to the Registrar/Associate Dean of the College specifically) as specified in the Academic Bulletin and Faculty Handbook. In the case of a first offense, the Registrar/Associate Dean of the College will inform the student that should he feel wrongly accused, he can appeal the strike to an Appeals Panel. In the case of a subsequent offense, there is an automatic review by the panel. The Academic Honesty Appeals committee is composed of three faculty members, one elected from each division, for three-year staggered terms. Division Chairs are not eligible for election. All other continuing faculty (tenure-track and tenured) are eligible.

Academic Policy Committee. This committee reviews all proposals that directly affect the curriculum of the College. It is responsible for a continuing self-study of the academic program. The committee recommends to the full faculty changes in academic policy and the curriculum. Committee membership includes seven faculty members and a student representative; the Dean of the College (chair), the Dean of Students, the Registrar, and the Division Chairs serve ex officio. Six faculty members are elected from and by Divisions, and one is elected at-large, for two-year terms. The Student Senate appoints the student for a two-year term.

Budget Committee. This committee, chaired by the Chief Financial Officer of the College and including the President of the College, the Dean of the College, and two faculty members elected by the faculty for three-year terms, reviews, establishes priorities, and recommends to the President of the College the Current Operating and Capital Budget for the coming fiscal year.

Committee on Committees. This committee each year asks the faculty to express a preference for committee service and, during the summer, draws up a proposed membership list for appointed faculty committees. This list is submitted to the faculty at the first regular faculty meeting in the fall for its confirmation. The committee is comprised of the Dean of the College (who serves as chair) and three-elected faculty members (elected by the full faculty), one from each Division and serving staggered three-year terms.

Curriculum Appeals and Final Honors Committee. This sub-committee of the Academic Policy Committee sits as a court of equity to act on student petitions for exceptions to curricular requirements. It reviews periodically the requirements for final honors in the College and recommends revisions when they seem to be in order. It also acts as the screening committee for the John Maurice Butler Prize and the Lewis S. Salter Prize, receiving nominations, collecting

supporting materials, and making recommendations to the faculty. It is comprised of five members: the Registrar (as chair) and Dean of Students serve ex officio and are joined by three faculty members of the APC, one from each division.

Faculty Development Committee. This committee administers all faculty development funds, including those derived from the John J. Coss Memorial Fund. (See Section 4.3 for a description of the funds and guidelines.) The committee consists of three faculty members, representing each Division, elected by the full faculty to three-year terms; the three Division Chairs; and the Dean of the College. The Dean appoints the committee chair from among the faculty members.

Financial Aid/Admissions Committee. This committee meets regularly to review financial aid and scholarship policies and serves as an advisory resource for the Office of Admissions in studying and formulating admissions policy and strategy for the College. Membership includes the Dean for Enrollment Management and three faculty members, one from each division, elected by the faculty for a term of three years.

Grievance Committee. To facilitate an environment of mutual confidence, the College provides a grievance procedure to permit faculty to raise matters of concern with a committee of peers, which the committee in turn will share with the administration after considering the matter. The grievance procedure and election and membership of the Grievance Committee are explained in Section 6.1.

Committees with Faculty Representation by Administrative Appointment

Academic Personnel Committee. This committee conducts tenure and promotion reviews of faculty members, the review of continuing faculty salaries, and a continuous study of teaching needs and responsibilities. This committee consists of the Dean of the College and the Division Chairs.

Committee for Institutional Improvement. This committee is responsible for collecting, documenting, and supporting reflection and assessment activities across the College. The Committee interacts with all areas of the College, including academic affairs, student life, admissions, financial aid, athletics, professional development, and financial affairs. The Committee encourages continuous self-study and improvement by leading the College's accreditation efforts, analyzing institutional data and disseminating results, and collecting documentation of changes resulting from reviews of campus offices. Committee members are appointed by the Dean of the College.

Committee on Belonging and Campus Community. The CBCC develops and monitors campus-wide data, strategies, and initiatives to sustain a culture of student care. The committee is co-chaired by the Dean of Students and a faculty member and includes representation from the faculty, student

body, and several staff offices that drive belonging-and-community at Wabash. Committee members are appointed by the Dean of the College in consultation with the Dean of Students.

Fine Arts Recruiting Committee. This committee, which is drawn from faculty in the Art, English, Music, and Theater Departments, as well as representatives from Enrollment Management, collaborates on topics associated with recruiting students interested in Fine Arts to Wabash College.

Fringe Benefits Committee. This committee periodically reviews employee benefit programs and recommends possible program changes to the administration. The committee consists of two faculty members appointed by the Dean of the College, two bi-weekly staff members, one member of the administrative staff, one retired employee, the Director of Human Resources, the Dean of the College, and the Chief Financial Officer, who serves as Chair. Members serve three-year terms.

Interdisciplinary Majors and Minors Steering Committees. Most interdisciplinary programs that have been approved as majors or minors, such as Asian Studies, Black Studies, Business, Environmental Studies, Film and Digital Media, Gender Studies, Global Health, PPE, and Hispanic Studies, have appointed committees charged with overseeing the individual curricular programs as well as counseling students on preparation for future paths and careers, including courses to take, activities to be involved in, and choices of off-campus programs and graduate schools.

New Faculty Orientation Committee. This committee plans New Faculty Orientation, held in early August each year for new faculty and associated faculty joining the College. The committee is responsible for content, participants, schedule, and budget for each year's orientation, and is charged with creating an orientation that prepares new faculty for pedagogical excellence as well as for aspects of curricular and co-curricular culture that are unique to Wabash. This committee is composed of the Senior Associate Dean, Faculty Development Coordinator, Senior Administrative Assistant to the Dean of the College, and two additional faculty members.

Retention Programming Committee. This committee oversees retention-related programming across multiple areas of the College, with a particular emphasis on programming for first year students. The committee reviews and assesses current retention programming, and crafts and implements new policies and programs that can increase student success and retention. The committee reports to the Dean of the College and Dean of Students and implements policy recommendations from Senior Staff. The committee is co-chaired by the Faculty Coordinator of Retention and the Associate Dean for Student Engagement and Success. The Director of Institutional Research serves on the committee ex officio. Other committee members include the Associate Dean of Students, the Director of Financial Aid, the Registrar, a Freshman Course Co-Director, and representatives from the Athletic Department and Career Services. Other faculty or administrators may also serve by appointment of the Dean of the College.

Safety Committee. All matters of safety at the College are studied and reviewed by the Safety Committee. The committee is responsible for the development and implementation of safety policy and practices, including proper disposal of chemical and biological wastes, and performance of a blood-borne pathogen program and radiation safety. It includes members from the faculty who supervise laboratories, art studios, and the theater shop; staff members from the Student Health Center, Campus Services, and Athletic Departments; and the Chemical Hygiene Officer. The Dean of the College appoints committee members.

Visiting Artist Planning and Implementation Committees. Artists are invited to the campus for performances, lectures, and workshops through the work of these two committees. The Chair of Division II, who serves on the committee ex officio, appoints the members for two-year terms. Committee members serve first on “Planning,” then on “Implementation.”

Elected Assignments

Faculty Visitor to the Board of Trustees. Elected by the faculty, the Visitor serves a term of two years. The Faculty Visitor attends Board meetings as an observer to report to the faculty matters of particular interest.

Representatives to the GLCA Academic Council. Two faculty members are elected by the faculty to represent Wabash at meetings of the GLCA Academic Council. The terms are for three years. The council provides faculty with information on consortial activities such as Off-Campus Programs, the Tuition Remission Exchange, Global Learning Initiatives, the Conference Schedule, and Faculty Development. The Academic Council also makes recommendations for improving GLCA programs and initiating new projects.

Secretary to the Faculty. Elected by the faculty for a five-year term, the Secretary notifies the faculty of the time and agenda of faculty meetings, takes the minutes at the meetings and distributes them, and coordinates faculty elections.

Appointed Assignments

Coordinator of Faculty Development. Appointed by the Dean of the College, the Faculty Development Coordinator works with College groups (including the Teaching and Learning Committee and New Faculty Orientation) to support faculty development. The Coordinator organizes programming for faculty development, communicates regularly with the faculty on pedagogy issues, and provides resources on pedagogy.

Director of Colloquium. The Dean of the College appoints two faculty as the Director of Colloquium who handle administrative details associated with Senior Colloquium including text selection, student and faculty recruitment, and recording grades.

Faculty Athletic Representative. Appointed by the Dean of the College in consultation with the Athletic Director, the Faculty Athletic Representative to the NCAA represents the College at conference and NCAA meetings and supports the College's compliance with NCAA Division III regulations.

Faculty Coordinator of Retention. Appointed by the Dean of the College, the Faculty Coordinator of Retention has broad responsibility related to student retention and the first-year experience. The Coordinator works with the Freshman Seminar Directors to set and review course policies, goals, and staff development opportunities and participates in their program reviews. The Coordinator also works closely with directors of orientation, advising, and residence life to organize and consider best practices for first-year students and serves as co-chair of the Retention Programming Committee to support college retention efforts, particularly as they relate to the first year.

Faculty Parliamentarian. Appointed by the Dean of the College in consultation with the President, the Faculty Parliamentarian is responsible for ensuring that procedures and practices common to Wabash Faculty Meetings, largely based on Robert's Rules of Order, are followed. This person also consults with the President, Dean of the College, and Faculty Secretary on questions of procedure for Faculty Meetings.

Freshman Seminar Directors. The Dean of the College appoints the Co-Directors to organize academic elements of the first-year experience and the required freshman-year seminars, Freshman Tutorial and Enduring Questions. The directors are responsible for organizing the courses (including discussions and decisions on shared content such as particular readings and types of assignments), recruiting faculty to teach them, undertaking course assessments, and conducting course staff meetings and faculty development related to the first year.

Off-Campus Program Liaisons. The Dean of the College appoints liaisons for GLCA/ACM programs and initiatives, including: AIT/BSM Budapest, Harlaxton College, Japan, Latin America, the Newberry Library, the New York Arts, and the Washington (D.C.) semester.

CHAPTER 2: THE FACULTY: EXPECTATIONS AND RESPONSIBILITIES

2.1 EXPECTATION OF FACULTY EXCELLENCE

The education of undergraduate men, from the acquisition of knowledge and skills to the development of qualities of mind and character, is central to the mission of the College. The maintenance of an excellent faculty is crucial to that mission. For Wabash College, a community of teacher-scholars sustains excellence. Effective teacher-scholars support the mission of the College through excellent and innovative teaching, continued scholarship and creative work, and leadership in the life of the community.

First and foremost, faculty continuously achieve excellence in teaching in all its forms and settings, whether in lectures, in small group or individual discussions, in laboratory or studio work, or in office conferences and other out-of-class interactions. Wabash faculty are reflective about the processes of teaching and learning, annually assessing student outcomes, and improving their effectiveness as teachers. While faculty focus primarily on their own disciplines, their interests and abilities extend beyond a particular field, leading to involvement in all-college courses, co-curricular and extra-curricular activities, and the broader intellectual life of the College.

Wabash faculty share a commitment to sustained intellectual growth through continued scholarly or creative work. While the nature of this work varies by discipline, and may change during the course of a career, a common feature is that at least some of it will extend beyond the institution such that it contributes to the world of scholarship or fine arts outside the College. Research and creative activity should not detract from excellence in teaching. Rather, they enhance and complement teaching by engaging students, directly or indirectly, in the search for new knowledge and understanding, synthesis, and application.

For Wabash to thrive as a community of scholars, it must rely on faculty commitment to the overall welfare of the College beyond individual courses or research and creative projects. Faculty leadership is essential in much of the College's planning and operation within individual departments, within the wider context of the College community, and within the broader scholarly, artistic, or civic communities to which each faculty member belongs.

Wabash College, as a community of teacher-scholars, is characterized by frequent conversations among colleagues, in both formal and informal settings, about the work and mission of the College. Similar conversations occur between faculty and students. This teaching and learning, occurring outside the traditional classroom setting, is integral to the mission of the College. The Wabash faculty understands that a student's education also occurs outside the classroom in many different places, in co- and extra-curricular events, and they support the attainment of a liberal arts education on these occasions.

As members of the Wabash community who are concerned about the College's continued good health, faculty members are expected to support initiatives such as those in belonging and community; admissions; and alumni relations. In addition to regularly scheduled classroom responsibilities, faculty members are expected to act as advisors and mentors to students. It has long been the policy that faculty members are assigned student advisees who may consult with them regarding academic or personal matters. The College believes this advising function is important and has a significant impact on the student's satisfaction with and profit from his educational experience.

2.2 TEACHING RESPONSIBILITIES

The "academic year" coincides with the College's fiscal year—July 1 through June 30. The "teaching year" begins shortly before new student orientation in the fall and ends after all grades have been turned in to the Registrar following Commencement in the spring.

The full-time teaching load for faculty is three courses per semester (3-3). This reflects regularly scheduled courses and laboratories and is exclusive of independent study offerings.

As we are a residential liberal arts college, Wabash faculty teach their Fall and Spring semester courses in person. The College recognizes that there are circumstances beyond our control (e.g., personal illness, family illness, inclement weather) under which it makes sense to teach a class session virtually, but doing so should be the exception. Faculty should not make virtual class meetings a regular or scheduled part of a course without prior approval from the Dean of the College.

Course Requirements

Faculty should maintain regular office hours and times of student availability. Office hours should be published in course syllabi and reported to the appropriate Academic Administrative Coordinator at the start of each semester.

Faculty should electronically submit course syllabi, credit hour compliance forms, and course student learning outcome statements to the appropriate Academic Administrative Coordinator at the start of each semester.

It is a faculty rule that "all scheduled classes are to be met on the days just preceding and just following any vacation period."

The faculty supports the extracurricular programs of the College. Except for Colloquium, classes should not meet on a regular schedule during Chapel hours or after 4:00 p.m. When educational needs demand an arranged meeting time outside regularly scheduled class hours, faculty and students will carefully consider extracurricular and academic responsibilities and will consult with

the Registrar's Office to schedule a meeting time and place. They should be aware of extracurricular and co-curricular programs and should avoid scheduling class events that conflict with them.

Exams during term should not exceed the regularly scheduled class period.

Student Absences

The College recognizes no specific rule with regard to student absences, although students are excused from class for College-sponsored activities or for reasons of health, personal, and/or religious obligation without penalty to their academic standing in courses. Faculty members honor excuses from the Dean of Students or the Student Health Center. In discussion with students, faculty members determine appropriate ways to make up the work missed, including examinations. Faculty members are free to set their own rules and to deal with disciplinary questions, as they believe right and sensible. In the event of serious misconduct, the Dean of the College, the Dean of Students, and/or the student's advisor should be notified at once.

Grading and Final Exams

At mid-semester, all students making grades of D or F or otherwise doing unsatisfactory work will be reported to the Registrar and thence to the Dean of the College.

For all freshmen, mid-semester grades in all courses are to be reported to the Registrar in both the Fall and Spring semesters.

Spring semester senior grades must be submitted to the Registrar on Monday following the final exam week. The Registrar announces other deadlines for grades.

The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. (This is sometimes referred to as "dead week".) No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course.

The Registrar prepares the final examination schedule for each semester, and faculty are required to give final examinations in the period assigned during the examination week.

Additional Teaching Responsibilities

A faculty member identifying a student to be in serious academic or personal difficulty should file a report with the Wabash Intervention Network (WIN Report) in order to alert the Associate Dean for Student Engagement and Success, the student's advisor, the Office of the Dean of the College, and the Dean of Students. As necessary, a faculty member might directly alert one of these offices

and direct students to student support services including the Writing Center, Accessibility Services, Quantitative Skills Center, Supplemental Instruction, Counseling Center, and Office of Student Enrichment.

All continuing faculty are expected to serve as Academic Advisors.

All faculty are responsible for knowledge of the College curriculum and standard academic policies. Curriculum details and policies are located in the Academic Bulletin.

This list of teaching responsibilities is non-exhaustive. Much day-to-day and semester-to-semester information about the Wabash teaching and learning community is communicated via the Office of the Dean of the College, the Division Chairs, Department Chairs, and the Registrar. Important resources related to administrative aspects of teaching responsibilities are available on the MyBash and Registrar webpages.

2.3 ACADEMIC HONESTY

All incidents of either cheating or plagiarism are to be reported immediately to the Office of the Dean of the College. The Associate Dean of the College and Registrar should be the faculty member's first point of contact for reporting cases of plagiarism. If it is the student's first offense, the faculty member determines the consequences within the context of the course. For any subsequent offense, in addition to the faculty member's penalty with respect to the course, the default penalty from Wabash for the student is dismissal by the Dean of the College. Student appeals of determinations of academic dishonesty or plagiarism are made, first, to the Associate Dean of the College and Registrar and reviewed by the Academic Honesty Appeals committee. An additional appeal of a decision by the committee may be made to the President of the College. The following statement appears in the Academic Bulletin and is discussed each year during New Student Orientation.

The Rule of Conduct and Academic Honesty

Acts of academic dishonesty may be divided into two broad categories: cheating and plagiarism. Cheating may extend to homework and lab assignments as well as to exams. Cheating is defined in three principal ways: copying from other students or from written or electronic materials; providing or receiving unauthorized assistance; and collaborating on take-home assignments without faculty authorization.

Plagiarism is the unacknowledged use of someone else's material. There are three common kinds of plagiarism. One is to use the exact language of a text without putting the quoted material in quotation marks and citing its source. A second kind of plagiarism occurs when a student presents as his own without proper citation, the sequence of ideas or the arrangement of material of

someone else, even though he expresses it in his own words. The language may be his, but he is presenting and taking credit for another person's original work. Finally, a student commits plagiarism when they submit work produced, at least in part, by another person, or by generative AI, unless explicitly authorized by the course instructor(s).

As an intellectual community, Wabash requires the highest standards of academic honesty. Cases of academic dishonesty are managed by the Dean of the College's Office. The Associate Dean of the College receives faculty reports of cases of academic dishonesty, and meets with all students accused. The Dean of the College adjudicates cases of academic dishonesty requiring an administrative response, and makes decisions about continuation at the College.

The grade penalty for any academic dishonesty offense is decided by the professor. The infraction is reported to the Associate Dean of the College. The Associate Dean of the College will inform the student that should he feel wrongly accused, he can appeal the determination to an Academic Honesty Appeals Panel, comprised of elected faculty members and advised by the Dean of the College. First offenses for which the student accepts responsibility without appeal, or for which the Appeals Panel affirms the professor's finding, result in mandatory supplemental instruction for the student under the direction of the Office of Student Enrichment. This instruction is not a punishment, but is meant to ensure that the student understands why the professor's accusation constitutes academic dishonesty and equips him with the tools to prevent future charges. If the Panel grants a student's appeal, there is no finding of academic dishonesty, but the Panel's decision remains independent from the professor's assignment of grades.

After the first offense, the default penalty for any additional offense of academic dishonesty is expulsion from the College, pending an automatic review by the Academic Honesty Appeals Panel. A student facing a repeat accusation of academic dishonesty is highly encouraged to submit a written appeal to the Panel. The Panel will review all available information retained by the Dean of the College's Office pertaining to both the current accusation and any prior admitted or upheld academic dishonesty offense. Following this review, if the Panel affirms the accusations against the student, they may recommend a response from the College other than expulsion if they determine it warranted by circumstances. In such cases, the Dean of the College will consider these recommendations in determining the student's penalty. The student may appeal in writing the finding of academic dishonesty and/or the assessed penalty directly to the President of the College, who will consider the appeal at his or her discretion.

The overriding rule of conduct for students is: "The Student is expected to conduct himself, at all times, both on and off the campus, as a gentleman and a responsible citizen."

2.4 ACCOMODATION FOR STUDENTS WITH DISABILITIES

Wabash College responds to the needs of students with disabilities as outlined in Section 504 of the Rehabilitation Act of 1973 (PL 93-616) and the Americans with Disabilities Act of 1990 (PL 101-336). The College will provide persons with disabilities an equal opportunity to participate in and benefit from programs and services as afforded to other individuals. This is done in the most integrated settings appropriate to the needs of the individual with a disability.

Students with a disability are encouraged to inform the Associate Dean for Student Engagement and Success and Accessibility Services Coordinator of their disability. However, to respect the student's right to confidentiality, the student's instructor(s) and relevant College staff will be notified of the student's disability only after he has given written permission for this information to be shared.

Documentation of the disability must be on file with the Accessibility Services Office before an accommodation will be recommended. According to the Association on Higher Education and Disability's April 2012 Guidance on Documentation Practices, this documentation and request for accommodation may take a variety of forms:

Primary Documentation: Student's Self-report. The student is a vital source of information regarding how he or she may be "limited by impairment." A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted, may be sufficient for establishing disability and a need for accommodation.

Secondary Documentation: Observation and Interaction. The impressions and conclusions formed by higher education disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. Experienced disability professionals should feel comfortable using their observations of students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

Tertiary Documentation: Information from External or Third Parties. Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and should be mined for pertinent information.

Once appropriate documentation is received, necessary academic accommodations will be determined. Key points of consideration and action include:

- The student has the responsibility of deciding whether he will request accommodation. If he chooses accommodation, then the instructor(s) for the course(s) for which accommodation is requested will be notified. The student is encouraged to communicate with his instructor(s) or relevant staff about his disability as early in the semester as possible.
- Each request for accommodation must be assessed individually, and the person with a disability must be an active participant in the assessment process.
- In the assessment process, any available diagnostic information, the student's past experiences, and recommendations from the student's instructors will be considered.
- Appropriate accommodations may include but are not limited to the following: relocating class to an accessible room, removing structural barriers, providing interpreters and note takers, using assistive technology such as closed captioning and text-to-voice computers, providing text in large print, allowing lectures to be taped, extending testing time, using a different testing format, reducing course load, and providing alternative testing sites.
- If the requested accommodation is a course substitution/waiver for a requirement, the request will be forwarded to the Curriculum Appeals Committee.
- It is inappropriate for the instructor(s) to determine that no accommodation is needed without consultation with the Accessibility Services staff.

If a student with a documented disability is not satisfied with a recommended accommodation, he is encouraged to work with the staff of Accessibility Services and his instructor to resolve the matter informally. However, if the student has remaining issues of concern, he may contact the Dean of Students or Dean of the College.

2.5 COPYRIGHT COMPLIANCE IN TEACHING AND LEARNING AT WABASH COLLEGE

Policy Statement

All members of the Wabash community should comply with [U.S. Copyright Law, Title 17 of the United States Code](#), the doctrine of [Fair Use](#), and respect the intellectual property rights of others. Infringement of another person's copyright is a violation of federal law. The legal ramifications of infringement include fines that range from \$200 to \$150,000 per infringement and/or prison. Use of Wabash College information resources or information technologies that results in copyright infringement is prohibited. Employees of the College who direct or require others to copy or distribute copyrighted material should ensure that such actions can be accomplished lawfully and encourage those copying or distributing copyrighted material to do so in compliance with U.S. Copyright law.

This policy applies to all authorized users of the College's information resources and technologies, as well as contractors and volunteers involved in the production of the College's teaching or marketing materials. This policy does not limit use by the community of material for which the College owns copyright.

When copying content for classroom use, less is best. The greater the amount copied, the less likely that fair use exception will apply. It is best to copy only the portion required to accomplish a specific educational goal, which may sometimes include small or short works in their entirety (though this should be avoided when possible). Only a Court can make a final determination of whether a particular use is fair and the College encourages those with questions to contact the Humanities Coordinator or Library Director prior to making any sort of fair use determination. For questions regarding video content, please contact the Library Visual Media Liaison. Copied content may be made available online if access is restricted to the enrolled students of a specific course and copying or distribution for non-educational purposes is prohibited.

For additional information on copyright, various material formats, common usage questions and scenarios please refer to the [Wabash Copyright Website](#). For guidance on content derived from artificial intelligence, please consult the [Copyright and Artificial Intelligence Guidance](#) from the U.S. Copyright Office.

2.6 FACULTY STATEMENT ON HARASSMENT (SPRING 1990)

We, the Faculty of Wabash College, affirm that our community should embrace both diversity and freedom of speech. While in no way wishing to abridge the free exchange of ideas, we believe that comments, written or spoken, and actions that threaten or embarrass people because of their race, gender, religion, occupation, sexual orientation, national origin, physical disability, or ethnic group hurt all of us. Such insensitivity to any individual or group betrays the spirit of the liberal arts. We invite Students, Staff, and Administrators to join us in fostering an environment of mutual respect.

CHAPTER 3: POLICIES ON ACADEMIC APPOINTMENTS, TENURE, AND PROMOTION

3.1 CONDITIONS OF APPOINTMENT

Wabash College is committed to full compliance with all provisions of Title IX of the Federal Education Amendments of 1972 and with Section 504 of The Rehabilitation Act of 1973, as amended, which are relevant to our educational and employment practices. As permitted by federal law, Wabash will continue to maintain its present admission policies and its status as a college for men.

However, the College remains committed to equal opportunity in employment. It is the College's policy that, as required by law, equal employment opportunities be available to all persons without regard to their race, color, national origin, sex, gender identification, religion, disability, age, marital or parental status, sexual orientation, citizenship status or military status, except where such a distinction is a bona fide occupational qualification. This policy applies to all employees and applicants for employment and to all phases of employment including hiring, promotion, demotion, and treatment during employment, rates of pay or other forms of compensation, and termination of employment.

The process of appointment and faculty search guidelines are described in detail in the Department Chair Handbook.

Appointments

With the authorization of the President, the Dean of the College issues faculty appointments. The terms and conditions of each appointment will be stated in writing and be in possession of both the College and the faculty member before the appointment begins.

Appointment to a tenure-track position means that the faculty member shows the qualities and potential that may lead to tenure. The standards for continuing appointments are measured against the reference points in the characteristics of the teacher-scholar described at the beginning of Chapter 2. It is the responsibility of the faculty member to demonstrate the qualities, continued growth, and potential that give confidence in sustained performance and development as an excellent and innovative teacher, a creative and productive scholar, and a valued member of the Wabash community. Renewal of appointment is an expression of this confidence, based on educational judgment, not simply a reward for achievement. Successive reviews require higher levels of confidence from the evidence presented. The award of tenure reflects the Academic Personnel Committee and the President's complete confidence in future performance based on the evidence from the candidate's record.

Faculty Qualifications

Wabash College requires documentation of professional qualifications for teaching faculty (tenure track, non-tenure track, and visiting). Such documentation is requested upon hire and typically consists of verification of a terminal degree in the faculty member's discipline and receipt of official transcripts. However, for some non-tenure track, temporary, and/or part-time faculty, professional qualifications may be established by demonstration of equivalent experience.

New teaching faculty hired after July 1, 2017 are required to have official transcripts verifying their advanced degree(s) sent by the degree-granting institution to the Office of the Dean of the College.

For teaching faculty hired prior to July 1, 2017, Wabash collects one or more of the following forms of verification of highest degree earned:

- Degree verification from the National Student Clearinghouse;
- Official transcript from the degree-granting institution; and/or
- Photocopy of the diploma for the highest degree earned.

In limited cases, practitioners or professionals in specialized areas of instruction (for example accounting, law, music performance, studio art, or theater) may demonstrate qualifications through equivalent experience. Departments undertaking a search that it anticipates will result in the hire of an individual with alternate, equivalent experience will, prior to posting a position description, determine in writing what equivalent experience would provide satisfactory qualifications and how the evaluation will be determined.

In these instances, the prospective faculty member will provide the hiring department with a resume or CV and documentation of relevant, equivalent experience suitable for the teaching assignment. Demonstration of expertise or ability might be provided through means such as professional accomplishment and prior work experience or validation of artistic talent. The faculty member's qualifications will be assessed by the hiring department with additional advice and review provided by the Senior Associate Dean of the College, and final approval for hiring offered by the Dean of the College. Documentation of the department's determination of the candidate's equivalent professional experience is kept on file in the Office of the Dean of the College, as is documentation provided by the candidate.

Departments also will establish standards for equivalent experience for any faculty without standard faculty qualifications who were hired prior to July 1, 2023. Such expectations will be placed in writing along with an explanation of how existing faculty satisfy the equivalent experience requirement and kept on file in the Office of the Dean of the College.

Employment Background Screening

To ensure that Wabash College employees are well qualified and have the strong potential to be productive and successful, and to further ensure that the College maintains a safe and productive work environment, it is the policy of the College to perform pre-employment screening and

credentials verification on all applicants who are offered and accept an offer of employment. A pre-employment background check is a sound business practice that benefits everyone. It is not a reflection on any particular job applicant.

Therefore, all offers of employment are conditioned upon the College's receipt, review, and approval — in the College's sole discretion — of a pre-employment background screening report. All background screenings are done only after a person has received and signed an Applicant Disclosure form, which should take place during the interview process. Any applicant who refuses to sign a release form or otherwise cooperate in the background screening process will not be offered employment.

Applicants are expected to provide references from their former employers as well as educational reference information that can be used to verify academic accomplishments and records. Background checks may include verification of information provided on the completed application for employment, the applicant's resume, or on other forms used in the hiring process.

Information to be verified includes (but is not limited to) social security number, previous addresses, reference checks, and verification of the applicant's stated education and employment. The background check may also include a criminal record check, though criminal conviction, plea, or pending charges will not automatically bar an applicant from employment. The effect of a conviction, plea, or pending charges will be assessed with respect to time, circumstances, seriousness of the offense, and job responsibilities and duties. However, an applicant's failure to reveal a conviction, plea, or pending charge (other than those that have been annulled, expunged, sealed, pardoned, erased, or impounded) could disqualify the applicant from consideration for employment or could result in termination of employment if subsequently discovered.

Additional checks such as a driving record or credit report may be made on applicants for particular job categories if appropriate and job related. Should a credit check be necessary, applicants will receive a Summary of Your Rights Under the Fair Credit Reporting Act.

All pre-employment background screenings are conducted by a third party to ensure privacy and legal compliance. All reports are treated confidentially. If the College intends to deny employment wholly or partly because of information obtained in a pre-employment background check, the applicant will first be provided with a copy of the background report and the contact information for the third-party reporting agency.

The College may also conduct a background screening on current employees in the same manner as described above in appropriate circumstances such as, by way of example only, to determine eligibility for reassignment. Employees will be notified in advance of any such screening to the extent required by law.

The College relies upon the accuracy of information contained in the employment application process, as well as the accuracy of other statements made by applicants throughout the hiring process and statements made by employees during their employment, including but not limited to oral interviews. Any misrepresentations, falsifications, or material omissions in any such information or data could result in the College's exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

3.2 TENURE TRACK FACULTY REVIEWS

Every review is an occasion for a Department to demonstrate its commitment to excellence, fully supporting the mission of Wabash College.

While all reviews are, by their nature, evaluative, each review has a distinct focus. The first-year review is primarily advisory in nature. The second-year review is intended to be primarily developmental, emphasizing the faculty member's progress as a teacher and department member. The fourth-year review, which serves as a pre-tenure review, assesses the faculty member's accomplishments as an established teacher, a developing scholar, and a continuing colleague. The tenure review is an evaluation of the faculty member's demonstration of unusual merit and skills of special value to the curriculum of the College, as well as his or her promise of continuing excellence in the full range of qualities that characterize the teacher-scholar.

The Department Chair directs the first-year advisory review. The Dean directs the second-year, fourth-year, and tenure reviews. Faculty should understand that successful second- and fourth-year reviews do not guarantee a successful tenure review.

The Dean of the College and the Division Chairs constitute the Academic Personnel Committee, which directs the review and makes a recommendation to the President of the College, who has access to all review materials. All recommendations from the Dean and the Division Chairs are discussed with the President and are based on their educational judgment of the candidate's teaching, the quality of his or her creative or scholarly activity and publications, the range of intellectual interests, and participation in and leadership of the college community, including activities as an advisor and mentor of students. The President makes the final decision in all reviews.

It is important for all tenure reviews that each candidate will have completed five years of teaching at the college level before a tenure review begins. Acceptance of tenure heightens the faculty member's commitment to continued excellence and performance and obligates him or her to participate in the affairs of the College with greater responsibility and effectiveness.

The term "tenure" means that the services of a faculty member with tenure will be terminated only for cause (for example, continuing to perform, despite written warning, at a level below that

prescribed in this handbook) or due to the College's changing needs and circumstances. The College's situation (size and enrollment, department structure, financial conditions, or programmatic changes), as well as a faculty member's merits, provides the basis for judgments concerning tenure.

At the conclusion of each review, materials collected in the personnel review dossier will be available to the faculty member. These materials become a part of the review dossier for subsequent reviews. The dossier does not include any items specified below as 'confidential' and its contents in full are maintained electronically by the Dean of the College's Office.

The faculty member may consult his or her review dossier at any point between reviews. Upon submitting the prescribed new materials for a review, the faculty member is encouraged to review all previous non-confidential material in the dossier. The faculty member should then discuss with the department chair the materials present in the portfolio, including new materials submitted by the faculty member. The chair may recommend additional materials to be added by the candidate. The candidate may ask that missing material be added. When this process is completed, the chair and faculty member will prepare and sign a statement indicating that they have reviewed the contents of the file. From that time until the end of the review, the faculty member may submit no additional materials unless the Academic Personnel Committee requests it. However, the candidate may update the status of material in the portfolio. For example, if a publisher accepts a submitted manuscript, this change in status may be documented.

The Chair and the Departmental Review Committee will read accumulated materials in the dossier as a part of their deliberations during the review. After they have submitted their letter of evaluation and supporting materials, no additional materials may be added unless requested by the Academic Personnel Committee. The Division Chairs, the Dean of the College, and the President will also review these materials as a part of any review decision process.

Timetables for Reviews

In the summer or semester preceding a review, the Dean of the College will set a timetable for the activities described in the following sections and distribute it to the faculty member being reviewed, his or her Department Chair, and the Division Chairs. This timetable is also placed in the Department Chair Handbook.

By the end of the spring semester of the first year, the Department Chair will provide an advisory review for new faculty on continuous appointment.

The Second-year and Tenure Reviews generally will be conducted in the Fall Semester and completed no later than December 15, except in compelling circumstances as determined by the Dean of the College. The Fourth-year Review generally will be conducted in the Spring Semester

and completed no later than May 15, except in compelling circumstances as determined by the Dean of the College.

A faculty member on the tenure-track may apply for an extension of the normal six-year probationary period because of personal illness, parental leave, or other factors beyond the faculty member's control that hinder the performance of the usual range of duties associated with being a successful faculty member, i.e., teaching, scholarship, and service. Faculty seeking to extend the probationary period should consult with the Department Chair prior to submitting a request to the Dean of the College, who will consult with the Personnel Committee. When extensions of the probationary period are granted, a revised schedule of reviews for reappointment will be determined by the Dean of the College in consultation with the faculty member.

The faculty member should be aware of procedures and timelines for all reviews. He or she should communicate regularly with his or her department chair and the Dean of the College to ensure that the review proceeds in a timely fashion. However, it is understood that a missed deadline will not invalidate a review unless it can be shown that missing the deadline changed the review outcome.

Membership of Departmental Review Committees

For purposes of reviews, except the first-year advisory review, a departmental review committee will be constituted as follows:

1. All tenured members of the department unless a tenured member is a spouse or a family member of the individual being reviewed;
2. The department chair, even if he or she is not tenured, unless the department chair is the individual being reviewed or is a spouse or family member of the individual being reviewed;
3. When deemed appropriate by the Academic Personnel Committee, other department members judged by the Dean of the College to have particular expertise, appropriate experience, and no discernable conflict of interest; and
4. The Departmental Review Committee will be made up of at least three tenured faculty. In the case of small or largely untenured departments, outside faculty persons will be added to the Departmental Review Committee in consultation with the candidate, the appropriate Division Chair, and the Dean of the College.

First Year Advisory Review

The Department Chair will meet with the faculty member during his or her second semester at the College to discuss their performance with an emphasis on teaching and learning, plans for research/creative works, and service to the College community. This review follows earlier and regular conversations between the two throughout the first year.

After the Department Chair has met with the faculty member, the Department Chair discusses this review with the appropriate Division Chair. A brief summary of the review, written by the Department Chair, will be sent to the Dean of the College by May 15. The Dean will include the letter in the faculty member's on-going review dossier.

Second Year Review

The steps in this review are:

1. A systematic gathering of student comments that assist in an assessment of the quality of teaching. If there are no current students who have taken an upper-level class from the faculty, then the faculty may get permission from the Dean to include a graduate(s) in the list of students. This must include an approximately equal number of written comments from current students and individual interviews. The Department Chair and the appropriate Division Chair will share with approximate equality the gathering of student comments.

The faculty member and the Dean's Office will each assemble a list of students (the number to be specified by the Dean) whose comments on the candidate's effectiveness as a teacher will be solicited. These students should represent a broad range of teaching and learning experiences, including all-college courses. The candidate may also include students who can address his or her mentoring and advising activities. The Department and Division Chair will contact students for individual interviews. The Dean will write the students from whom written comments are requested. Those on the lists who do not respond initially to the request will be contacted again; if a representative number of those on either list do not respond, additional students will be identified and contacted. The written comments and interview summaries (with names and other identifying information removed) become a part of the review dossier and will be available to the Departmental Review Committee.

2. For the review dossier, the faculty member should prepare the following materials:
 - a. an up-to-date vita;
 - b. a statement (not to exceed 5000 words) and supporting documents (not to exceed 100 pages, with no limit on student and course evaluations or scholarly work) describing and reflecting on:
 - i. the faculty member's development as a teacher, including syllabi and class materials developed or revised by the candidate, and evidence supporting the effectiveness of the candidate's teaching. This should include reflection on student course evaluations, which should be regularly collected and included in the supporting documents.

- ii. the faculty member's specific research and creative work, especially that which the Trippet funds supported, including copies of published materials or published reviews of the faculty member's work, if available;
 - iii. the faculty member's responsibilities as a faculty advisor, and service to the Department and College. Among these responsibilities, faculty are encouraged to reflect on informal work and include individual work and activities that might otherwise be invisible to the department and personnel committee.
 - c. other materials specified by the Dean or mutually agreed on as acceptable.
3. The Department Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information, if needed. A summary of this discussion will be sent to the Dean immediately after the meeting and will be included in the review dossier.
 4. The Department Chair, with assistance from the Departmental Review Committee, will add to the review dossier:
 - a. summaries of previously documented conversations with the faculty member about teaching and learning and research;
 - b. an assessment of the faculty member's teaching and learning, with supporting documents generated by the Department. The Department Chair should use multiple means of assessment including a series of class visits by the Department Chair and/or other review committee members and a review of the faculty member's responses to evaluation forms he or she has developed and used in courses;
 - c. an in-house review and evaluation of the candidate's research or creative work; and
 - d. a summary and evaluation of the candidate's contributions to the Department and the College.
 5. All members of the Departmental Review Committee will read and discuss these materials, as well as those in the permanent review dossier. After these discussions, the Chair will submit a written evaluation of strengths and weaknesses and recommendation to the Dean of the College, with a copy to the appropriate Division Chair. The letter should be signed by all members of the review committee and will be included in the review dossier. Minority opinion, dissents, or any other additional comments should be cited in this letter.
 6. Before the Dean and Division Chairs begin their deliberations, the Dean will ask the faculty member to check the list of all the documents assembled for the review and to confirm that all steps in the process have been taken. If everything is not in order, the review is halted until missing materials have been included and the process is completed.

7. The Division Chairs and Dean will discuss all materials, including the departmental evaluation and recommendation.
8. If the Dean determines that clarification or additional information is necessary, he or she will consult the Department Chair. A record of this consultation will be included in the review dossier.
9. The Dean will recommend renewal or termination of contract to the President, who has access to all review materials.
10. The President makes the final decision.
11. After the Dean notifies the faculty member of the President's decision, the Department Chair and the appropriate Division Chair will discuss the results of the review with the faculty member, identifying strengths and weaknesses, and, in the case of renewal, discussing faculty development support from the Department and the College. A memo of this discussion, written by the Division Chair, will become a part of the review dossier. Following finalization of the memo, copies of the departmental letter and summaries of student interviews and letters will be provided to the faculty member.

Fourth Year Review

The steps in this review are:

1. A systematic gathering of student comments that assist in an assessment of the quality of teaching. If there are no current students who have taken an upper-level class from the faculty, then the faculty may get permission from the Dean to include a graduate(s) in the list of students. This must include an approximately equal number of written comments from current students and individual interviews. The Department Chair and the Division Chairs will share with approximate equality the gathering of student comments.

The faculty member and the Dean's Office will each assemble a list of 15 students whose comments on the candidate's effectiveness as a teacher will be solicited. (Students shall be selected from among those who have had meaningful contact with a faculty member since the beginning of his/her last review.) These students should represent a broad range of teaching and learning experiences, including all-college courses. The candidate may also include students who can address his or her mentoring and advising activities. The Division Chairs will contact students for individual interviews. The Dean will write the students from whom written comments are requested. Those on the lists who do not respond initially to the request will be contacted again; if a representative number of those on either list do not respond, additional students will be identified and contacted. The written comments

and interview summaries (with names and other identifying information removed) become a part of the review dossier and will be available to the Departmental Review Committee.

2. For the review dossier, the faculty member should prepare the following materials:
 - a. an up-to-date vita;
 - b. a statement (not to exceed 7000 words) and supporting documents (not to exceed 100 pages, with no limit on student and course evaluations or scholarly work) describing and reflecting on:
 - i. the faculty member's development as a teacher, including syllabi and class materials developed or revised by the candidate, and evidence supporting the effectiveness of the candidate's teaching. This should include reflection on student course evaluations, which should be regularly collected and included in the supporting documents.
 - ii. the faculty member's specific research and creative work, especially that which the Trippet funds supported, including copies of published materials or published reviews of the faculty member's work, if available;
 - iii. the faculty member's responsibilities as a faculty advisor, and service to the Department and College. Among these responsibilities, faculty are encouraged to reflect on informal work and include individual work and activities that might otherwise be invisible to the department and personnel committee;
 - iv. the statement also should address comments and feedback from the departmental and debrief letters produced in the faculty member's prior review;
 - v. a multi-year projection of plans for teaching and learning, research/creative work, and service; and
 - vi. other materials specified by the Dean or mutually agreed on as acceptable.

The Department Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information, if needed. A summary of this discussion will be sent to the Dean immediately after the meeting and will be included in the review dossier.

3. The Department Chair, with assistance from the Departmental Review Committee, will add to the review dossier:
 - a. summaries of previously documented conversations with the faculty member about teaching and learning and research;
 - b. an assessment of the faculty member's teaching and learning, with supporting documents generated by the Department. The Department Chair should use multiple means of assessment including a series of class visits by the Department Chair and/or other review committee members and a review of the faculty member's responses to evaluation forms he or she has developed and used in courses;

- c. an in-house review and evaluation of the candidate's research or creative work; and
 - d. a summary and evaluation of the candidate's contributions to the Department and the College.
4. All members of the Departmental Review Committee will read and discuss these materials, as well as those in the permanent review dossier. After these discussions, the Chair will submit a written evaluation of strengths and weaknesses and recommendation to the Dean of the College, with a copy to the appropriate Division Chair. The letter should be signed by all members of the review committee and will be included in the review dossier. Minority opinion, dissents, or any additional comments should be cited in this letter.
 5. The Dean of the College will invite the faculty member's colleagues in the Wabash community to write individual letters of comment for the review dossier. The Dean will also solicit comments from particular colleagues identified by the faculty member (e.g., chairs of all-college courses, chairs of committees, colleagues who have taught with the candidate and people involved in co-curricular activities of the candidate). If confidentiality is requested, a summary by the Dean of their substantive comments may be made a part of the review dossier. These materials will be available to the Departmental Review Committee.
 6. Before the Dean and Division Chairs begin their deliberations, the Dean will ask the faculty member to check the list of all the documents assembled for the review and to confirm that all steps in the process have been taken. If everything is not in order, the review is halted until missing materials have been included and the process is completed.
 7. If the Dean determines that clarification or additional information is necessary, the Dean and the Division Chairs will consult the Department Chair. A record of this consultation will be included in the review dossier.
 8. The Division Chairs and Dean will recommend renewal or termination of contract to the President, who has access to all review materials.
 9. The President makes the final decision.
 10. After the Dean notifies the faculty member of the President's decision, the Dean, Department Chair, and appropriate Division Chair will discuss the results of the review with the faculty member. A memo of this discussion, written by the Division Chair, will become a part of the review dossier. Following finalization of the memo, copies of the departmental letter, summaries of student interviews and letters, and staff letters will be provided to the faculty member.

Tenure Review

The steps in this review are:

1. A systematic gathering of student comments that assist in an assessment of the quality of teaching. This must include an approximately equal number of written comments from current students and individual interviews. The Division Chairs and the Dean will share with approximate equality in the gathering of student comments. The faculty member and the Dean's Office will each assemble a list of 15 students whose comments on the candidate's effectiveness as a teacher will be solicited. (Students shall be selected from among those who have had meaningful contact with a faculty member since the beginning of his/her last review.) These students should represent a broad range of teaching and learning experiences, including all-college courses. The candidate may also include students who can address his or her mentoring and advising activities. The Division Chairs will contact students for individual interviews. The Dean will write the students from whom written comments are requested. Those on the lists who do not respond initially to the request will be contacted again; if a representative number of those on either list do not respond, additional students will be identified and contacted. The written comments and interview summaries (with names and other identifying information removed) become a part of the review dossier and will be available to the Departmental Review Committee.
2. The Dean will send letters to alumni who have graduated in the last five years and request extensive comments on the faculty member as a teacher and a member of the Wabash community. A copy of the text of the Dean's letter will be placed in the review dossier, but not the alumni names. The Dean will specify the number of alumni; approximately half of those written will come from the faculty member's list. If confidentiality is requested, a summary by the Dean of their substantive comments may be made a part of the review dossier.
3. The faculty member will identify four outside evaluators of his or her research or creative work and will provide their names and contact information to the Dean of the College's office by June 15 preceding the semester of the tenure review. The faculty member will also provide a brief rationale for the appropriateness of the persons submitted as potential reviewers, including the relationship to and prior interactions with the selected reviewers. Knowing reviewers is permissible but interactions should be limited and professional in nature. Suggested reviewers should not be co-authors, grant collaborators, professional references, etc. The Dean of the College, after consultation with the Department Chair and the appropriate Division Chair, will select two evaluators. At the date established on the review timetable (which is generally aligned near the first day of fall classes), the Dean will send the evaluators the faculty member's up-to-date CV, copies of the candidate's research or creative work, the Faculty Handbook statement on the expectation of faculty excellence (section 2.1), and a letter indicating that the College seeks an assessment of the quality,

originality, and significance of the faculty member's research or creative work. (A copy of the Dean's letter will be included in the review dossier.) While the evaluators' reports are shared only with the department review committee and the Academic Personnel Committee, their contents will be summarized in the discussion with the faculty member after the review is completed.

4. For the review dossier, the faculty member should prepare the following materials, which should reflect his or her development over the years at the College:
 - a. an up-to-date vita;
 - b. a statement (not to exceed 9000 words) and supporting documents (not to exceed 100 pages, with no limit on student and course evaluations or scholarly work) describing and reflecting on:
 - i. the faculty member's development as a teacher, including syllabi and class materials developed or revised by the candidate, and evidence supporting the effectiveness of the candidate's teaching. This should include reflection on student course evaluations, which should be regularly collected and included in the supporting documents.
 - ii. the faculty member's specific research and creative work, including copies of published materials or published reviews of the faculty member's work, if available;
 - iii. the faculty member's responsibilities as a faculty advisor, and service to the Department and College. Among these responsibilities, faculty are encouraged to reflect on informal work and include individual work and activities that might otherwise be invisible to the department and personnel committee;
 - iv. the statement also should address comments and feedback from the departmental and debrief letters produced in the faculty member's prior review;
 - v. a multi-year projection of plans for teaching and learning, research/creative work, and service that is of such a nature that it can be reviewed and updated in later years; the projection should include an outline of a sabbatical leave proposal (for which the faculty member is typically eligible in the year immediately following successful Tenure Review); and
 - vi. other materials specified by the Dean or mutually agreed on as acceptable.

The Department Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information, if needed. Immediately afterwards, a summary of this conversation will be sent to the Dean and will be included in the review dossier.

5. The Department Chair, with assistance from the Departmental Review Committee, will add to the review dossier:

- a. summaries of previously documented conversations with the faculty member about teaching and learning and research;
 - b. an assessment of the faculty member's teaching and learning, with supporting documents generated by the Department. The Department Chair should use multiple means of assessment including a series of class visits by the Department Chair and/or other review committee members and a review of the faculty member's responses to evaluation forms he or she has developed and used in courses;
 - c. an in-house review and evaluation of the candidate's research or creative work; and
 - d. a summary and evaluation of the candidate's contributions to the Department and the College.
6. All members of the Departmental Review Committee will read and discuss these materials, as well as those in the permanent review dossier. After these discussions, the Chair will submit a written evaluation of strengths and weaknesses and recommendation to the Dean, with a copy to the appropriate Division Chair. The letter should be signed by all members of the review committee and will be included in the review dossier. Minority opinion, dissents, or additional comments should be cited in this letter.
7. The Dean of the College will invite the faculty member's colleagues in the Wabash community to write individual letters of comment. The Dean will also solicit comments from particular colleagues identified by the faculty member (e.g., chairs of all-college courses, chairs of committees, colleagues who have taught with the candidate and people involved in co-curricular activities of the candidate). If confidentiality is requested, a summary by the Dean of their substantive comments may be made a part of the review dossier. These materials will be available to the Departmental Review Committee.
8. Before the Dean and Division Chairs begin their deliberations, the Dean will ask the faculty member to check the list of all the documents assembled for the review and to confirm that all steps in the process have been taken. If everything is not in order, the review is halted until missing materials have been included and the process is completed.
9. Once the Tenure Committee begins deliberations, if the Dean determines that clarification or additional information is necessary, the Dean and the three Division Chairs will consult the Department Chair. A record of this consultation will be included in the review dossier.
10. If either step 8 or 9 means a delay beyond the decision deadline, the Dean will notify all parties of a postponement.
11. The Division Chairs and Dean make their recommendation to the President, who has access to all review materials.
12. The President will make the final decision.

13. After the President and Dean report to the faculty member the College's decision, the Dean, Department Chair, and appropriate Division Chair discuss the results of the review with the faculty member. A memo of this discussion, written by the appropriate Division Chair, is included in the review dossier. Following finalization of the memo, copies of the departmental letter, summaries of student interviews and letters, and staff letters will be provided to the faculty member.
14. Following a successful tenure review, an assistant professor will be tenured and promoted to associate professor effective at the beginning of the next academic year (July 1). Promotion to Associate Professor not only acknowledges that the faculty member has demonstrated unusual merit and skills of special value to the curriculum of the College, but also expresses the College's confidence in the faculty member's promise of continuing excellence in the full range of qualities that characterize the teacher-scholar.

3.3 PROMOTION TO PROFESSOR

Promotion recommendations are the responsibility of the Dean of the College and the Division Chairs, with appropriate consultation with Department Chairs. The President makes the final decision on promotions.

The education of undergraduate men, from the acquisition of knowledge and skills to the development of qualities of mind and character, is central to the mission of the College. Thus, the first consideration in Promotion to Professor shall be excellence in teaching. In addition, the general requirements for promotion include participation in scholarly or creative work that extends beyond the College and allows the faculty member to test their ideas against the standards of the discipline. This testing process may take place in a variety of forms including published writings, creative activity in the arts, presentations before professional societies, etc. Also important for promotion are the breadth and power of the faculty member's intellectual interests and citizenship within the college community. The faculty member may suggest other criteria particularly pertinent to the evaluation. Promotion to Professor acknowledges a faculty member's distinguished record of sustained excellence since tenure as a teacher, scholar, and leader. It also expresses the College's confidence in this individual's future sustained commitment to continued excellence in these areas, as well as to the mission of Wabash College.

While no specific time guidelines exist for promotion to Professor, rarely is an Associate Professor promoted with less than eight years in rank. The process for promotion from Associate Professor to Professor is generally initiated by the faculty member. An initial step in the process is a discussion between the faculty member and the appropriate Department Chair or Division Chair (if the candidate is a Department Chair). The Department Chair will normally administer the promotion process, including submitting a letter of recommendation to the Dean. If the faculty member under

review is a Department Chair, the Division Chair or a full professor in the department will serve in this role. Following the initial discussion about the process, should a tenured faculty member desire to apply for promotion, the review will consist of the following steps:

1. By December 1, a tenured faculty member who intends to apply for promotion should supply to the Dean of the College the names and contact information of three outside evaluators qualified to comment on the faculty member's research or creative work. The faculty member will also provide a brief rationale for the appropriateness of the persons and the relationship to and prior interactions with the selected reviewers. Knowing reviewers is permissible but interactions should be limited and professional in nature. Suggested reviewers should not have served as an evaluator in the faculty member's tenure review nor should they be co-authors, grant collaborators, professional references, etc. The Dean of the College, after consultation with the Department Chair and the appropriate Division Chair, will select one evaluator.
2. At the date established on the review timetable (which is generally aligned near the first day of spring classes), the Dean will send the evaluator the faculty member's up-to-date CV, copies of the candidate's research or creative work, the Faculty Handbook statement on the expectation of faculty excellence (section 2.1) and promotion (opening of section 3.3), and a letter indicating that the College seeks an assessment of the quality, originality, and significance of the faculty member's research or creative work. (A copy of the Dean's letter will be included in the review dossier.) While the evaluator's report is shared only with the Academic Personnel Committee, its contents will be summarized in the discussion with the faculty member after the review is completed.
3. The Senior Administrative Assistant to the Dean of the College will oversee the collection of student comments that assist in an assessment of the quality of teaching. The faculty member will assemble a list of 8 current students whose comments on the candidate's effectiveness as a teacher will be solicited. The faculty member will supply an additional list of 8 alumni who will be asked for written comments. The selected students should represent a broad range of teaching and learning experiences, including all-college courses. The candidate may also include students who can address his or her mentoring and advising activities. The written comments (with names and other identifying information of current students removed) become a part of the review dossier and will be available to the Academic Personnel Committee.
4. For the review dossier, the faculty member should prepare the following materials by January 31, which should reflect on his or her development since receiving tenure at the College:
 - a. an up-to-date vita;

- b. a statement (not to exceed 9000 words) and supporting documents (not to exceed 100 pages, with no limit on student and course evaluations or scholarly work) describing and reflecting on:
 - i. the faculty member's continued development as a teacher, including syllabi and class materials developed or revised by the candidate, and evidence supporting the effectiveness of the candidate's teaching. This should include reflection on student course evaluations, which should be regularly collected and included in the supporting documents.
 - ii. the faculty member's specific research and creative work since tenure, including copies of published materials or published reviews of the faculty member's work, if available;
 - iii. the faculty member's responsibilities as a faculty advisor, and service to the Department and College. Among these responsibilities, faculty are encouraged to reflect on informal work and include individual work and activities that might otherwise be invisible to the department chair and personnel committee.
 - iv. other materials specified by the Dean or mutually agreed on as acceptable.

The Department Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information, if needed. Immediately afterwards, a summary of this conversation will be sent to the Dean and will be included in the review dossier.

- 5. After reading materials submitted by the faculty member and the collected student comments, the Chair will submit to the Dean of the College a written evaluation of strengths and weaknesses and recommendation (copy to the faculty member). The Chair's letter should be provided to the Dean of the College by March 1.
- 6. Before the Dean and Division Chairs begin their deliberations, the Dean will ask the faculty member to check the list of all the documents assembled for the review and to confirm that all steps in the process have been taken. If everything is not in order, the review is halted until missing materials have been included and the process is completed.
- 7. Upon receiving the portfolio of materials, student comments, department chair letter of recommendation, and outside reviewer report, the Dean and Division Chairs will review materials and deliberate on the faculty member's request for Promotion to Professor. They will then make their recommendation to the President, who also has access to all review materials, and who will make the final decision.
- 8. The President and the Dean will report to the faculty member the College's decision by May 15. In the event of a negative review decision, the faculty member will retain tenure and

the rank of Associate Professor as well as have the opportunity to apply for promotion again at a future time.

9. Promotions to Professor will usually be announced no later than the Special Faculty meeting in advance of Commencement and will be effective July 1 of the next academic year.

3.4 ASSOCIATED FACULTY STATUS AND REVIEW OF ASSOCIATED FACULTY

Associated Faculty rank is a designation that recognizes the valuable contributions of staff members to the academic program, and to the teaching and learning of Wabash students specifically. Associated Faculty status is generally available to professional staff who participate in classroom teaching (serve as instructor of record) but devote less than half of their regular duties to academic instruction.

A staff member may be appointed to Associated Faculty rank upon hire, or may request consideration for Associated Faculty status through discussion with his or her supervisor and a written request for the status. Additional conversations may include the Dean of the College or Dean of Students as applicable, or the President of the College. Associated Faculty have an advanced or terminal degree and serve as area supervisors, head athletic coaches, or professional staff who support and advance student education in meaningful ways. Due to the scope of their duties, individuals in some supervisory roles, such as the Athletic Director, Library Director, and Registrar/Associate Dean, may retain the designation of Associated Faculty due to their contributions and relationship to the academic program while not regularly participating in classroom teaching.

Initial appointments are generally made at the rank of Assistant Professor (Title: Associated Faculty with the rank of Assistant Professor) and reviews are typically conducted in the third and sixth year of appointment to the rank. Subsequently, with appointment to Associated Faculty with the rank of Associate Professor, reviews occur at five-year intervals with staff eligible to request appointment as Associated Faculty with the rank of Professor after 10 years at the Associate Professor rank. An individual may, without impacting continued employment, decline to go through an Associated Faculty review and forfeit his or her status as Associated Faculty. However, in such circumstances, if the staff member regularly participates in classroom teaching, an annual teaching evaluation will be performed by the relevant academic department chair.

Associated Faculty status signifies an individual's commitment to excellence in teaching; investment in professional development as it relates to student education and pedagogy; and overall service to the academic program of the College. In addition to the expectation of classroom teaching, Associated Faculty status provides rights, privileges, and responsibilities consistent with faculty appointments including:

- Out-of-class instruction of Wabash students.
- Service on college committees.
- Eligibility to attend Faculty meetings and serve as a voting member of the faculty.
- Eligibility to march at Commencement and participate in related and similar activities.
- Eligibility to apply for John J. Coss Faculty Development Funds to support development and professional advancement as it pertains to student education and pedagogy.

Associated Faculty rank does not confer tenure nor does it include periodic sabbatical leaves.

Appointment to higher Associated Faculty ranks also does not result in an additional salary increment, but review results may be considered in the annual salary review process. The Associated Faculty review process assesses contributions to the academic program and may, when appropriate, contribute to or be incorporated in an overall performance evaluation, but it does not supersede reviews of a staff member's broader job performance as a professional staff member or coach. Appointment to Associate Professor or Professor is based on excellence in teaching and the development of a teaching philosophy and pedagogical approach reflective of the expectations of Wabash College; professional development activities that prepare and advance the individual's work in supporting the academic program; and College service that supports the activities of the academic program and demonstrates an investment in the broader life and work of the College.

The review process for Associated Faculty is intended to be flexible enough to recognize the different positions and contributions of staff members holding the rank, but consistent in its evaluation of the Associated Faculty member's contributions to the academic program. Associated Faculty reviews encourage excellence in teaching, enhance professional development, and seek to contribute to the advancement of the educational experiences of Wabash students. Reviews should also include reflection on longer term goals and contributions to the academic program.

For each review, the review committee will be selected by the Senior Associate Dean of the College in consultation with the Associated Faculty member and his or her area head or supervisor. All review committees will include at least one tenured faculty member.

The steps in this review are:

1. The Associated Faculty member, area supervisor, Senior Associate Dean of the College, and Division Chair or review committee chair will meet to discuss the review process, review components, and timeline. The area supervisor will produce a written summary of this conversation along with any process modifications and clarifications necessary for the particular review.
2. A gathering of student and community comments that assist in an assessment of contributions to the academic program. If there are no current students who have taken a course from the Associated Faculty person, then permission may be granted to include

graduates in the process. An approximate equal number of written comments and individual interviews will be solicited with some students selected by the Associated Faculty person and some by the Dean's Office. The candidate may also include students who can address his or her academic mentoring and advising activities. Student interviews generally will be conducted by the review committee chair and Senior Associate Dean; written feedback will be solicited through the Dean of the College's office. In addition, faculty and staff members may be invited to submit letters commenting on the Associated Faculty member's contributions to the academic program.

3. For the review dossier, the Associated Faculty person should prepare the following materials:
 - a. An up-to-date vita or resume;
 - b. A reflective statement of no more than 3,000 words that addresses contributions to the academic program. Pending any alterations devised in the initial formulation of the review, the statement should include reflection on:
 - i. Work and development as a teacher, inside and outside the traditional classroom. This should include reflection on student course evaluations, which should be regularly collected and included in the supporting documents.
 - ii. Professional development as it relates to student education and pedagogy, with particular attention to any activities that were supported with professional development funds;
 - iii. Service to the academic program, including reflection on informal work and inclusion of activities that might otherwise be invisible to those conducting the review;
 - c. Supporting materials in the form of syllabi, student course evaluations, relevant and recent publications, and/or other materials as agreed upon in establishing the review.
4. The review committee will add to the review dossier:
 - a. An assessment of the Associated Faculty member's teaching and learning, with supporting documents as generated by the review committee (including, as applicable, classroom observations of teaching); a review and evaluation of the individual's professional development as it relates to student education and pedagogy, including review of any recent publications; and a summary and evaluation of the individual's service contributions in support of the academic program.
 - b. A written letter of evaluation that includes recommendations regarding the continued improvement and development of the Associated Faculty person and continued status as Associated Faculty. This letter, and all review materials, will be submitted to the Senior Associate Dean.

5. Depending on the Associated Faculty member under review, the Senior Associate Dean will discuss the review materials, including the committee's evaluation and recommendations, with either the appropriate Division Chair or the Dean of the College.
6. After consulting with the Dean of the College, the Senior Associate Dean will announce the results of the review. A debriefing meeting will take place between the Senior Associate Dean, Associated Faculty person, area supervisor, and Division Chair as appropriate. A written summary of this debriefing and the review outcome will be produced by the Senior Associate Dean and will be included in the staff member's employment file. Following finalization of the debrief memo, copies of the review letter and summaries of student interviews and letters will be provided to the Associated Faculty person.

3.5 REVIEW OF CONTINGENT FACULTY

Reviews of contingent faculty are designed primarily to encourage and evaluate excellence in teaching which advances the educational quality of the College and superior student experience. The review process also promotes faculty development through valuable conversations about teaching, research, and service. Reviews involve self-reflection on the part of the faculty member under review and supply guidance and mentorship from department colleagues. The review process contributes to continuous improvement of the faculty member and future preparation for service at Wabash College or elsewhere.

Reviews of contingent faculty (that is part-time and full-time faculty who are appointed off the tenure track, including faculty holding the title of Assistant or Associate Teaching Professor) follow the general guidelines used for second year reviews, including typically taking place in the fall semester, but are tailored to match the needs of the individual faculty member and department and to reflect the nature of their appointment.

The frequency of contingent faculty reviews has some variance based on length and type of appointment. Visiting Faculty in their second year who have the possibility of an additional renewal of appointment will generally undergo a contingent faculty review in the fall of their second year. For faculty with a longer-term affiliation with the College, contingent reviews generally occur approximately every three years. For faculty teaching a more limited schedule, one to two courses per year, an annual teaching observation and discussion with a Department Chair occurs rather than a full review, unless such a review is requested by the faculty member.

For each review, the review committee will consist of the Department Chair and one or two additional tenured members of the department. In cases where there is not a sufficient number of departmental faculty available for the review, additional members will be appointed based on a

conversation between the faculty member under review, the Department Chair, and the Senior Associate Dean of the College.

The steps in this review are:

1. The faculty member, Department Chair, appropriate Division Chair, and Senior Associate Dean will meet to discuss the review process, review components, and timetable for review. The Department Chair will produce a written summary of this conversation.
2. For the review dossier, the faculty member should prepare the following materials:
 - a. An up-to-date vita;
 - b. Pending any alterations devised in the initial formulation of the review, a statement (not to exceed 5000 words) describing and reflecting on:
 - i. his or her development as a teacher. This should include reflection on student course evaluations, which should be collected regularly and included in the supporting materials.
 - ii. his or her relevant research, scholarship, and creative work, particularly the development of a coherent research program, plan, or trajectory;
 - iii. his or her service to the department and the College, to the extent appropriate and based on nature of appointment; faculty also are encouraged to share and reflect on individual work and activities that might otherwise be invisible to those conducting the review;
 - iv. his or her longer-term career goals and, when applicable, preparation for post-Wabash employment. For those seeking tenure-track positions at other institutions, this might include submitting a sample set of job materials for feedback.
 - c. Supporting materials in the form of syllabi, student course evaluations, relevant, recent scholarly works, and/or other materials as agreed upon in establishing the review.
 - d. Additional assessment of teaching effectiveness in the form of classroom observations of teaching by the review committee and approximately 15 to 20 student interviews and/or written student evaluations. Student interviews will be conducted by the Department Chair and Senior Associate Dean; written feedback will be solicited through the Dean of the College's office.
3. The department will compose an evaluation letter that includes recommendations for continued improvement and development of the faculty member and, as appropriate, continuation at the College. This letter, along with the review dossier, will be sent to the Senior Associate Dean and appropriate Division Chair.

4. The Senior Associate Dean and appropriate Division Chair will discuss the review materials, including the departmental evaluation and recommendations.
5. After consulting with the Dean of the College, the Senior Associate Dean will announce the results of the review and address the potential for appointment renewal. A debriefing meeting will take place between the faculty member, Department Chair, Division Chair, and the Senior Associate Dean. When applicable, a date of a future review will be established. A written summary of this debriefing and the review outcome will be produced by the Senior Associate Dean and will be included in the faculty member's employment file.

3.6 ASSISTANT AND ASSOCIATE TEACHING PROFESSOR (NON-TENURE TRACK)

In select cases, a faculty member may be appointed as Assistant or Associate Teaching Professor outside the tenure stream. Reflecting the development of a longer-term association with the College, Teaching Professor appointments may be made after a second contingent faculty review or six years of teaching at the College, but do not come with tenure or a guaranteed duration of appointment. Such appointments most commonly provide continued support for a department across sabbatical leaves, supplemental instructional support, or specialized expertise that supports student success and College operations. Non-tenure track Assistant and Associate Teaching Professors provide excellent teaching and valuable departmental and College service but do not have research requirements or expectations. They also participate in the College's biennial salary review process. This status is granted by the Dean of the College in consultation with the relevant Department Chair, Division Chair, and the President and on the basis of the continuing needs of the College.

3.7 APPOINTMENT OF DEPARTMENT AND DIVISION CHAIRS

When Department and Division Chairs' appointments are due for review or renewal, it is the usual practice of the Dean of the College to visit with each member of the appropriate department or division, the Division Chair (if the person being reviewed is a Department Chair), and other members of the faculty and staff who have a working relationship with the department or division. When these interviews are complete, the Dean of the College discusses the results of the conversations with the Division Chairs and the President of the College in order to reach an appointment decision. The Dean then announces to the entire college community the new appointments.

Appointments and re-appointments are usually made for three to five years and announced in the spring semester of the concluding year of an existing appointment.

3.8 TERMINATION OF APPOINTMENT OR DISMISSAL

The Dean of the College, the President, or, if necessary, the Board of Trustees may terminate for cause a tenured professor or dismiss for cause a faculty member prior to the expiration of a term appointment. See Section 3.2 for additional details.

CHAPTER 4: FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT

4.1 COMMITMENT TO FACULTY DEVELOPMENT

Faculty Development, broadly defined, is essential for an academic career at Wabash College. It is of critical importance to an individual's teaching, research or creative work, and community service in all faculty reviews. Strong faculty development manifests the College's belief that teaching and learning occur both within and outside the classroom, thus contributing to a rich learning environment that students and faculty regard as vital to the academic program at Wabash. Faculty development not only enhances the careers of individual faculty members, it also offers a model for our students' development.

Every faculty member approaches his or her faculty development differently and should discuss this regularly with his or her Department Chair (see 5.1 for the biennial faculty review process). The College offers support in several specific ways:

- funds from the Dean of the College's office for most of the expenses for professional meetings up to a total of \$2,000 per full-time faculty member per fiscal year;
- access to Coss Faculty Development Funds, the distribution of which is based on colleagues' judgment of individual proposals;
- research grants of up to \$8,000 for Byron K. Trippet Assistant Professorships;
- the McLain-McTurnan-Arnold Research Scholar Program, a semester award determined by faculty colleagues' evaluation of proposals that involve original investigative work, broadly defined;
- a generous sabbatical leave program, that sustains a department's academic responsibilities while allowing the individual on leave to concentrate on research and development goals;
- staff assistance from the Director of Grant Relations and the Dean of the College's Office in identifying potential funding sources and in writing grant proposals to support annual as well as sabbatical research or creative work;
- the Summer Internship Program in all three collegiate divisions;
- continuous updating and expansion of computer hard- and software, enabling easy access to electronic data bases and Internet.

While most of these opportunities assist faculty development mainly in an individual's particular discipline, Wabash College values work outside the area of primary training and research. The College seeks to support such efforts—for example the preparation for and participation in the Freshman Tutorial Program and Enduring Questions—as well as the development of expertise appropriate to new curricular initiatives.

4.2 PROFESSIONAL TRAVEL FUND

The College recognizes the importance of professional meetings to faculty members individually, to the College collectively, and to the welfare of education as a whole. The College will support part of the costs associated with attendance at professional meetings up to a total of \$2000 per full-time faculty member during the fiscal year (July 1- June 30). Faculty who will be leaving the College after the academic year will not be eligible for Professional Travel Funds after commencement. Faculty who are on sabbatical are eligible for travel to professional meetings.

Guidelines for Travel to Professional Meetings

Application for professional travel funds should be made via a pre-approval form directed to the Senior Administrative Assistant to the Dean of the College. The form is available under [“Faculty & Academic Affairs Staff Travel Pre-Approval Form”](#) in the Faculty/Staff Resources area of the MyBash page. After receiving pre-approval, faculty may use a college p-card to make travel related purchases (e.g. conference registration, flight, hotel). While travelling, a p-card may also be used to cover expenses, except for expenses related to meals and incidentals, which will be paid on a per diem basis and reimbursed without receipts. Meals during professional travel should not be placed on a p-card and all expenses other than meals and incidentals require receipts for reimbursement or p-card reconciliation.

For travel to professional meetings, the College will pay for either mileage or airfare, whichever is less. If faculty wish to start or end the trip from somewhere other than Indianapolis, they will be responsible for any extra charges. Faculty may research and purchase flights on their own or utilize the College’s Travel Coordinator for assistance.

The College will also pay mileage to and from airports, parking fees, transportation to and from airport to hotel, registration fees, lodging (actual cost), and a meals-and-incidentals allowance based on federal per diem rates for a maximum of five (5) days. The College will also pay for the purchase of conference proceedings or conference papers as a separate line item (i.e., not included in the per diem) in cases where they are not covered by registration fees and will present an ongoing benefit to faculty.

The College will allow up to two (2) additional days per diem in cases where faculty can justify remaining in a given location (where they are already present for a Dean’s Office-funded professional meeting) for faculty development purposes.

Examples: An Art professor has a three-day conference in New York City, and she would like to spend two extra days in New York to visit the latest exhibit at the Met, see what’s new in the galleries, and so forth. Or, a Theater professor has a four-day conference in London, and it seems a shame not to take advantage of the opportunity to see the latest West End shows. In both of these cases, important faculty development opportunities could be missed if the faculty member is not

able to leverage the conference location because he or she needs to return promptly due to a dearth of funding. Requests for this kind of allocation of funds would need to be made in writing to the Dean of the College prior to the conference travel arrangement being made and thus would be subject to the Dean's approval.

For reimbursement, expense reports and receipts must be turned in to the Senior Administrative Assistant to the Dean of the College within 30 days after travel is completed. Likewise, expenses placed on p-cards should be reconciled promptly. All expenses should be submitted by the June deadline the Business Office sets prior to the end of each fiscal year in which they were incurred (even if this means the faculty member has fewer than 30 days to submit expense reports and receipts). Travel forms are available on the [Travel Payments and Reimbursements](#) page of the Treasurer's Office website.

Driving to meetings that are conveniently located in mid-western cities will be reimbursed at the prevailing IRS mileage rate or supported by a rental car procured by the Travel Coordinator. Otherwise, typically, the College does not pay for rental cars used during professional meetings.

The Internal Revenue Service holds that any reimbursement for expenses not covered by receipts should be treated as compensation and taxes withheld, with the exception of food and incidentals covered by per diem. To protect the faculty member as well as the College, the College requires all expense accounts, with the exception of the per diem issued for meals and incidental expenses during professional travel, to be accompanied by itemized receipts for the listed expenses.

All College personnel, including students, who may travel by air on College business or any College-sponsored activity or function, are required to use only regularly scheduled commercial airlines. In addition, if air travel is to be arranged for a group, please notify the Travel Coordinator (Business Office) in advance so that appropriate insurance arrangements may be made. More information is available on the [Travel Coordinator website](#).

4.3 JOHN J. COSS FACULTY DEVELOPMENT FUNDS

Faculty Development Funds are intended to enhance both the scholarly and professional growth of faculty as well as the educational programs of the College. Since the Faculty Development Committee administers funds from the John J. Coss Memorial Fund, proposals are expected to be consistent with the guiding statement for the Coss Memorial Fund: namely, that the fund be applied for the use of the College by way of enabling members of the faculty to travel, to engage in activities of writing or study, or to engage in other activities deemed to be conducive to the benefit of the College by advancing the professional capacities and attainments of the members of the faculty.

All continuing faculty and associated faculty are eligible upon employment to apply for funds. The committee's first priority is tenured and tenure-track faculty. Faculty on term appointments will not normally receive Faculty Development funds, but may apply for consideration, should funds be available. Faculty who will be leaving the College after the academic year will not be eligible for Faculty Development Funds after Commencement. The Faculty Development Committee will use its collective judgment to determine whether proposals are consistent with the guiding statement. Conference presentations will be eligible for funding from the Coss Faculty Development Funds, but will be given lower priority, as these activities are also supported by the Dean's Professional Travel Fund. Members of the Committee are available to discuss potential proposals. The Committee encourages creative ideas and is open to a wide variety of proposals, as long as there is a good rationale for the proposed activity. Examples of types of proposals have included:

- Travel to collect photographs and other visual materials for classes and websites, including from art or museum exhibits;
- Participation in writer workshops and clinics;
- Participation in short courses (e.g., NEH seminars, Chautauqua courses, intensive language programs, workshops on teaching technology, etc.);
- Archival and library research;
- Presentation of invited talks;
- Running faculty development workshops; and
- Paying honoraria and supporting program costs for departmental on-campus programs.

Additional examples of supported activities are located on the Faculty Development Canvas page. Again, any proposal reasonably advancing the professional development of a faculty member or the pedagogical mission of the College will receive full consideration.

Support for travel to a professional meeting may be granted if the faculty member is a participant and the normal professional meeting funds through the Dean of the College's Office have already been used. Support for travel to overseas professional meetings may be provided only when the faculty member is an active participant. While a faculty member is on leave overseas, funds are not provided for interim trips to and from the United States.

Though equipment and software should generally be funded under the regular budgetary process, the Faculty Development Committee will also consider requests for funding for equipment and clerical assistance for special projects, in keeping with the Fund's original guidelines and following the purchasing processes outlined by the Business Office. Equipment purchased through FDC funds is the property of the college.

Funds are also not intended to support activities that produce income for the faculty member.

Guidelines for Faculty Development Funding

Format of Proposals: (1) Proposals should begin with a clear, concise statement of the program or project for which support is desired, including how the proposed activity will enhance the faculty member's scholarship and/or teaching. (2) The statement of purpose should be followed by an itemized budget. Proposals that include travel are asked to also complete the ["Faculty & Academic Affairs Staff Travel Pre-Approval Form"](#) in the Faculty/Staff Resources area of the MyBash page. If a faculty member has previously obtained funding from the Coss Faculty Development Fund, it is expected that they present a report prior to obtaining further funding.

The maximum grant is \$2000 per faculty member per academic year. To apply for an FDC grant, send a proposal via email attachment to the FDC committee chair. Applications for Faculty Development funding may include airfare, mileage, parking fees, transportation to and from the airport to the hotel, registration fees, lodging, and an allowance for meals and incidentals based on the federal per diem rates. Applications may also include the purchase of conference proceedings or conference papers as a separate line item (i.e., not included in the per diem) in cases where they are not covered by registration fees and will present an ongoing benefit to faculty.

Faculty may apply for funds during the academic year, when the committee meets monthly, and applications for funds to be used in the summer should be submitted no later than the May meeting. (Requests should be made in advance of, rather than after, the faculty development activities). The FDC funds are awarded on an academic-year (rather than fiscal-year) cycle.

Following Committee meetings, the Chair will notify applicants of the Committee's decision. After approval has been granted, faculty may use a college p-card to make approved travel related purchases (e.g. conference registration, flight, hotel). While travelling, a p-card may also be used to cover expenses, except for expenses related to meals and incidentals, which will be paid on a per diem basis and reimbursed without receipts. Meals during professional travel should not be placed on a p-card, and all expenses other than meals and incidentals require receipts for reimbursement or p-card reconciliation.

For reimbursement, expense reports and receipts must be turned in to the Senior Administrative Assistant to the Dean of the College within 30 days after travel is completed. Likewise, expenses placed on p-cards should be reconciled promptly. All expenses should be submitted by the June deadline the Business Office sets prior to the end of each fiscal year in which they were incurred (even if this means the faculty member has fewer than 30 days to submit expense reports and receipts). Travel forms are available on the [Travel Payments and Reimbursements](#) page of the Treasurer's Office website.

Reports on Activities Funded

Upon the completion of the funded project, the recipient of the Faculty Development Funds is expected to submit via email attachment (Word or PDF) a report on the funded activities to the Chair of the Faculty Development Committee. The report should be addressed to a general audience and may be posted to the Faculty Development Canvas page for the benefit of future proposers.

Coss Course Development Funds

Course development is typically part of a faculty member's regular work. However, faculty may apply to the Faculty Development Committee for Coss Course Development Funds to support development of a new course that will contribute significantly to a special need in a department and/or in the College curriculum and that requires an unusual amount of time or cost in materials to develop. Funding is limited, meaning that only select proposals can be supported each year. Proposals which advance the College's efforts to deepen and expand the curriculum and support strategic priorities will be prioritized.

Each grant may consist of a faculty stipend of up to \$1,000 and a supplement of up to \$500 for materials. Any proposal involving release time must have the approval of the appropriate Department Chair(s) and the Dean. The release time may be applied either to the semester during which the course is developed, or the semester during which it is first taught. All faculty on continuing appointments are eligible to apply.

Each proposal should include:

- A narrative description of the proposed course and the work to be done. A statement of the course objectives and its significance to the departmental or institutional curriculum.
- Basic information about the course, such as whether it is required or elective, how often it will be offered, anticipated enrollment, whether it is taught by an individual or a team, etc.
- A statement of endorsement by the Department Chair stating when the course will be offered.
- An estimated itemized budget including a rationale for the requested stipend that details the estimated time commitment and the desired supporting materials.

Upon completion of the funded course development project, the recipient of Coss Course Development Funds is expected to submit via email attachment (Word or PDF) to the Chair of the Faculty Development Committee a completed syllabus and a reflection on how the developed course fulfills the goals of the proposal. The report should be addressed to a general audience and may be posted to the Faculty Development Canvas page for the benefit of future proposers.

4.4 BKT RESEARCH GRANTS

New continuing faculty appointments at the rank of Assistant Professor are made with the title “Byron K. Trippet Assistant Professor.” The appointments are made with the expectation of development or continuation of research or creative work. Funding support totaling \$8,000 is available to each appointee, beginning on the date of appointment and until such time as the appointee receives tenure at Wabash College. Up to \$4,000 may be spent during the initial two-year appointment. The remaining funds are available pending a successful second-year review.

The Byron K. Trippet funds are administered by the Dean of the College and the Division Chairs. The funds are intended to support research or creative work, which may extend throughout the academic year and summer. To apply for BKT funds, Assistant Professors should submit a written proposal to the Dean of the College. The faculty member should discuss his or her proposal with the Department Chair before submission. The proposal should include a narrative which clearly indicates the nature of the proposed research to be undertaken, including:

- a description of the project;
- a list of resources or sites which will be consulted, including names of contact person(s);
- an explanation of how the proposed work may relate to work previously undertaken by the faculty member;
- a brief discussion of how it relates to current work in the discipline;
- and a justification of proposed purchases.

The proposal must also include an itemized budget. Support monies have been provided for travel to research sites, attendance at relevant meetings and workshops, the incorporation of educational technology into course materials, and the purchase of books, software, laboratory equipment, and stipends. Equipment purchased through BKT funds is the property of the college. A report on the use of the research grant should be given to the Dean of the College by September 15. BKT Assistant Professors can contact the Senior Administrative Assistant to the Dean of the College to obtain the balance of BKT funds available to them, or to submit receipts for BKT fund expenses.

4.5 SABBATICAL LEAVE PROGRAM

A formal sabbatical leave program, one year at half pay or one semester at full pay, went into effect with the academic year 1962-63. Faculty members become eligible in their sixth year at Wabash College to apply for sabbatical leave in their seventh year, assuming that they have received tenure. They are then eligible to apply for additional sabbatical leaves at seven-year intervals. Faculty members who freely forego a particular sabbatical leave for the year in which they are eligible will continue to be eligible at the convenience of the College. When two or more members of the same department are simultaneously eligible, the Department Chair must write to

the Dean of the College an evaluation of the effect on the Department's program. The College may (with adequate notice) postpone for one year an individual's eligibility for sabbatical leave.

Faculty are expected to use sabbatical leaves in a fashion that will enhance their contribution to the College when they return. They are encouraged to plan their sabbatical projects at least two years before eligibility. This should include conversations with colleagues, their Chair, and staff who may be able to assist them in securing funding. While the College will try to support the faculty member's sabbatical need, the College, to sustain the academic program, expects that the replacement faculty will use the office, lab or studio of the faculty on sabbatical.

Requests for sabbatical leave should be made by September 1 of the year preceding the year for which the sabbatical is requested. A letter of application should briefly outline projected activities during the leave, noting how they will affect his or her teaching or otherwise contribute to the College. The application should be made to the Department Chair and the Office of the Dean of the College. To facilitate departmental and academic planning, faculty going on sabbatical must confirm their intention to take a full year or a semester sabbatical (and which semester) no later than one week before Spring semester classes begin.

It is understood that the acceptance of a sabbatical leave carries with it an obligation to return to the faculty at the end of the leave. Following the sabbatical leave, the faculty member should file a report with the department chair (with a copy to the Dean of the College), summarizing the work completed, its effect on teaching and scholarly work, and plans for further progress.

Sabbaticals will not ordinarily be granted to persons contemplating full-time non-Wabash remunerative employment. The College continues to provide its portion of fringe benefits payments during sabbatical leaves. Faculty on sabbatical are also eligible for travel to professional meetings.

4.6 McLAIN-McTURNAN-ARNOLD RESEARCH SCHOLAR PROGRAM

The McLain-McTurnan-Arnold Research Program provides a semester free of teaching and other college duties for the purpose of pursuing a research project in one's field. Research is defined broadly to include any original investigative work. Salary and benefits are provided by the College during the period of study. The research scholar program is available to tenured faculty and those undergoing tenure review, with a successful review required for the award. Deadline for proposals is generally in early October and specified by this committee. Proposals are judged by a committee of three faculty members, one from each division. It is understood that in accepting the designation as a McLain-McTurnan-Arnold Scholar, the faculty member will report to the Committee on the work accomplished at the conclusion of the leave and will resume his or her duties in the College for the year immediately following that leave.

4.7 OUTSIDE GRANT PROPOSALS

The College seeks to encourage and assist faculty as they pursue sources of external funding for research, scholarship, creative activities, and programmatic purposes. The Grants Office staff maintains the College's database for all external grants in addition to providing a variety of resources to Wabash grant seekers. Working closely with the Dean of the College's Office, the Director of Grant Relations (DGR) oversees the Grants Office and provides assistance with grant processes, including, but not limited to: research for funding sources; compliance with internal and external grant policies and procedures; developing proposals and progress reports; creating and monitoring budgets; friendly proofreading and editing; use of electronic submissions; and processing grant awards and agreements, including obtaining the required authorized signatures. All faculty grants must be approved by the Dean of the College prior to submission.

As early in the process as possible, the faculty member should consult their Department Chair, the DGR, and the [Faculty Grants Manual](#), located under Faculty/Staff Resources on the MyBash webpage. The Manual and additional resources are also on Canvas in the External Grants section of the Faculty Development Course. All required internal forms are available in the Manual and at www.wabash.edu/grants along with other resources the Grants Office provides to all faculty and staff. Faculty members thinking about writing a proposal should complete the Preliminary Grant or Fellowship Proposal Information Form and submit it to the DGR in order to prompt assistance.

At least three weeks prior to the submission deadline, a faculty member must complete the Proposal Needs Checklist for External Applications and submit it to the Grants Office. Any proposal that requires matching funds or special allocation of space must be negotiated with the proper internal administrative officials before approval for submission will be granted. Faculty members are encouraged to begin the proposal process early to facilitate approval. Proposals which include sabbatical leave or leaves of absence should be requested by September 1 of the year preceding the leave.

The College acknowledges grantsmanship as a form of faculty scholarship activities, and proposals themselves mark milestones in career development. The Dean of the College appreciates copies of fellowship applications, and notation of applications should be included in biennial salary reviews. When applying for a Fellowship, faculty members should use the Information Form for Fellowship Application to discuss the application with their Department Chair. Applications for fellowship leaves must also be approved by the Dean and the Department Chair prior to submission. A copy of the submitted proposal should be sent to the Grants Office.

Faculty should always consult with the Grants Office on any external grant proposals, and a copy of those proposals will be sent to the Grants Office to be included in the College's database and grant files. Faculty members who are awarded grants from external funding sources must share the award announcement, reporting requirements, grant agreement, and deadlines with the DGR and

the Assistant Director of Grants Management (ADGM), who will coordinate the internal processing of the award. In addition, faculty members are required to work closely with the ADGM to set up the grant account and adhere to the approved expenditures of budgeted funds. While some flexibility is allowed between budget categories, it is imperative that all activities related to the grant be carried out in a manner which will enhance the reputation of the individual and the College. With assistance from the ADGM, the faculty member is to file all interim and final reports in a timely and orderly fashion.

All major equipment awarded to the College through external funding remains the possession of the institution, unless otherwise negotiated. Decisions concerning individual cases will be handled as they arise.

The College encourages faculty members to avail themselves of all opportunities for scholarship. The administration welcomes formal and informal discussion of projects and research ideas and is committed to a policy of support for such endeavors.

4.8 INSTITUTIONAL POLICIES AND PROCEDURES RELATING TO RESEARCH MISCONDUCT

An underlying principle of all research is the quest for truth. The credibility of research must be above reproach if the public trust is to be maintained. Any compromise of the ethical standards required for conducting research cannot be condoned. While breaches in such standards are rare, they must be dealt with promptly and fairly by all parties to preserve the integrity of the research community and of the College.

Scope: In cases of allegations of research misconduct involving research supported by the Public Health Service, including National Institutes of Health supported research, the controlling process is the [Procedures for Addressing Allegations of Research Misconduct for Public Health Services Supported Research](#) (42 CFR Part 93) that are maintained on the Grants Offices web page. These Policies and Procedures are intended to create and maintain a compliant research environment at Wabash College and apply to allegations of research misconduct involving (1) a person who, at the time of the alleged research misconduct, was employed by, was an agent of, or was affiliated by contract or agreement with this institution, and (2) any activity or program that involves the conduct of biomedical or behavioral research, biomedical or behavioral research training, or activities related to that research or training, including applications or proposals for PHS support. The College's overall approach to research misconduct, even when research is not PHS supported, is largely modeled after prior PHS processes.

Research misconduct: "Research misconduct," as used herein, is defined as: fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. It does not include honest error or honest differences in opinion. Research misconduct includes:

- Fraudulent or improper practice in conducting research or reporting the results of research, including intentional falsification or fabrication of data, plagiarism, or intentional misrepresentation of data collection and analysis, or other practices that seriously deviate from those that are commonly accepted within the scientific or scholarly community for proposing, conducting, or reporting research;
- Serious misappropriation of research funds, including but not limited to diversion of such funds to personal or non-college use. The term “serious misappropriation,” as used herein, is not considered to include minor deviations within budget categories, nor funds expended under reasonable circumstances within the scope and goals of the originally proposed research.
- Failure to follow grant appropriation requirements, including requirements for proper stewardship, accounting and reporting of grant funds, for any grant, whether from PHS, NIH, a private or other source.

Confidentiality: During all stages of research misconduct proceedings, including during allegations, inquiry, and investigation stages, confidentiality of both those who, in good faith, report suspected research misconduct and of the respondent (the individual(s) accused of research misconduct) will be protected to the greatest extent possible. Availability of information will be limited to those who need to know, consistent with a fair research misconduct proceeding, and as allowed by law. Except as may otherwise be proscribed under applicable law, confidentiality shall be maintained for any records or information from which research subjects might be identified, and disclosure is limited to those who have a need to know to carry out a research misconduct proceeding.

Procedures: If research misconduct is suspected, the following procedures apply (note that in all instances below where the “Dean's designee” is indicated, this means a member of the faculty or an Associate Dean of the College whom the Dean designates):

1. All allegations of research misconduct should be reported immediately to the Dean of the College, an Associate Dean of the College, Division Chair, Department Chair, Chief Financial Officer, or Human Resources Director.
2. Upon review, the Dean of the College (or the Dean’s designee) shall conduct an initial inquiry and complete related requirements as follows:
 - a. At the time of or before beginning an inquiry, the Dean of the College (or the Dean’s designee) must make a good faith effort to notify in writing the presumed respondent, and such notice must be served in person or sent by mail or its equivalent to the last known street address or email address of the presumed respondent. If the inquiry subsequently identifies additional respondents, they shall also be notified.
 - b. The Dean of the College (or the Dean’s designee) shall ensure that the institution maintains adequate records for a research misconduct proceeding.

- i. At the time of, or before notifying the respondent of the allegation, the Dean of the College (or the Dean's designee) will promptly take all reasonable and practical steps to obtain custody of all the research records and information needed to conduct the research misconduct proceeding, inventory the records and information, and sequester them in a secure manner. In cases where the research records or information encompass scientific instruments shared by a number of users, custody may be limited to copies of the data or information on such instruments, so long as those copies are substantially equivalent to the evidentiary value of the instruments;
 - ii. Where appropriate, the Dean of the College (or the Dean's designee) will give the respondent copies of, or reasonable, supervised access to, the research records;
 - iii. The Dean of the College (or the Dean's designee) will undertake all reasonable and practical efforts to take custody of additional research records or information that is discovered during the course of a research misconduct proceeding (including additional records or information discovered during the inquiry or investigation phases). In cases where the research records or information encompass scientific instruments shared by a number of users, custody may be limited to copies of the data or information on such instruments, so long as those copies are substantially equivalent to the evidentiary value of the instruments; and
 - iv. The Dean of the College (or the Dean's designee) will appropriately maintain the research records and information in a secure manner for 7 years after completion of the proceeding. In cases where research misconduct is not substantiated, the original research records will be returned to the researcher(s).
- c. The initial inquiry (which shall include informal consultation with the respondent) shall examine the circumstances of the allegations and determine whether there are sufficient grounds to indicate that an investigation is required. The Dean of the College (or the Dean's designee) shall complete this initial inquiry within 60 calendar days of initiating the inquiry, within which time a written inquiry report shall be prepared that includes the following information:
 - i. The name and position of the respondent accused of research misconduct;
 - ii. A description of the allegations of research misconduct;
 - iii. In cases involving PHS support, grant numbers, grant applications, contracts, and publications listing PHS support will be included;
 - iv. The basis for recommending that the alleged actions warrant an investigation (states what information was reviewed, summarizes relevant interviews, and includes the conclusions of the inquiry); and
 - v. Any comments on the report by the respondent or the complainant (see d., immediately below).
- d. The individual against whom the allegation was made shall receive a copy of the full

report of the initial inquiry and shall have the opportunity to review and provide written comment on the inquiry report, and the institution must attach any written comments received to the report.

3. If the Dean of the College (or the Dean's designee) determines not to conduct an investigation, he/she shall document such decision in writing in sufficient detail so as to permit a later assessment of the reasons why it was decided not to conduct an investigation.
4. If the Dean of the College (or the Dean's designee) determines there is sufficient information to suggest that an investigation is required, the Dean of the College (or the Dean's designee) shall:
 - a. Before the investigation begins, notify the individual about whom allegations have been made pursuant to Section 5, below;
 - b. Within 30 days of finding that an investigation is warranted, to the extent necessary, provide the ORI with the written finding and a copy of the inquiry report, and, upon request, provide the following information to ORI:
 - i. The institutional policies and procedures under which the inquiry was conducted;
 - ii. The research records and information reviewed, transcripts or recordings of any interviews, and copies of all relevant documents; and
 - iii. The charges for the investigation to consider.
 - c. Charge the Scientific Integrity Committee with the task of conducting a formal investigation and evaluation of all facts to determine whether research misconduct has taken place. The Committee must begin such investigation within 30 days after the Dean of the College (or the Dean's designee) determines that the investigation is warranted.
5. At the time the Scientific Integrity Committee is tasked with an investigation, and before the investigation begins, the Dean of the College (or the Dean's designee) shall notify the individual about whom allegations have been made that an investigation is to be conducted, include a copy of the inquiry report, Part 93 of the PHS policies to the extent applicable, and these policies and procedures, and shall present to him/her a statement of the allegations. This statement shall include information on the nature of the allegations and the focus of the investigation and shall inform the person being investigated of the opportunity to defend his/her conduct by having the opportunity to appear before the committee and provide comments and other relevant information to the committee. In addition, the Dean of the College (or the Dean's designee) will provide the individual with a statement indicating that the investigation and adjudication of the alleged research misconduct will be limited to the formal charges laid out in the statement of the allegations.

6. The Scientific Integrity Committee shall conduct a formal investigation and evaluation of all relevant facts to determine whether the allegations of research misconduct are valid. They may interview individuals with relevant information, examine research data (both published and unpublished), and seek expert opinion both inside and outside the College to aid in the scientific or scholarly audit. A finding of research misconduct requires that (a) there be a significant departure from accepted practices of the relevant research community; (b) the misconduct be committed intentionally, knowingly, or recklessly; and (c) the allegation be proven by a preponderance of the evidence.
 - a. The Scientific Integrity Committee shall complete all aspects of its investigation within 120 days, including, if necessary, preparing draft reports and sending the final report to ORI as noted under Section 8, below. If an extension of the investigation period is needed, such an extension must be requested of ORI in writing by the Dean of the College (or the Dean's designee) and reported to any other appropriate agency, if required by that agency.
 - b. The Scientific Integrity Committee shall prepare a draft investigation report and give the respondent an opportunity to comment on the draft report within 30 days.
 - c. Interim administrative actions, as appropriate to the allegations, may be taken prior to the completion of the investigation if such actions are deemed necessary to protect the welfare of human or animal subjects of research or to prevent the inappropriate use of funds.
7. Having completed its investigation, the Scientific Integrity Committee shall submit its findings of fact and recommendations in writing to the Dean of the College (or the Dean's designee).
 - a. If the Scientific Integrity Committee's findings fail to confirm an instance of research misconduct, all participants in the investigation, including the person against whom the charge was made, shall be so informed in writing by the Dean of the College (or the Dean's designee).
 - b. If the Scientific Integrity Committee has reason to believe that unfounded charges have been brought with malicious or dishonest intent, they may recommend consideration of appropriate action by the Dean of the College (or the Dean's designee), and all participants in the investigation, including the person against whom the charge was made, shall be so informed in writing by the Dean of the College (or the Dean's designee).
 - c. If the Scientific Integrity Committee finds that the allegations are substantiated and that research misconduct has occurred, the respondent shall have the right of appeal to the President of the College. If the appeal does not alter the decision of the Scientific Integrity Committee, the following actions shall then be taken by the Dean of the College (or the Dean's designee):

- i. The agency sponsoring the research shall be informed of the findings of the investigation.
 - ii. All participants in the investigation, including the person against whom the charge was made, shall be informed of the findings in writing by the Dean of the College (or the Dean's designee).
 - iii. Publishers and editors of journals shall be informed if manuscripts emanating from fraudulent research have been submitted or published.
 - iv. The College will maintain, for a minimum of seven years, after Public Health Service or other appropriate agency has been informed of the findings, all documentation accruing from the investigative actions of the institution.
8. The Dean of the College (or the Dean's designee) will:
- a. If within its jurisdiction, submit to ORI the final investigation report (including all attachments and any appeals). The final investigation report must be in writing and include:
 - i. Allegations. Describe the nature of the allegations of research misconduct.
 - ii. PHS support. Describe and document the PHS support, including, for example, any grant numbers, grant applications, contracts, and publications listing PHS support.
 - iii. Institutional charge. Describe the specific allegations of research misconduct for consideration in the investigation.
 - iv. Policies and procedures. If not already provided to ORI with the inquiry report, include the institutional policies and procedures under which the investigation was conducted.
 - v. Research records and information. Identify and summarize the research records and information reviewed, and identify any information taken into custody but not reviewed.
 - vi. Statement of findings. For each separate allegation of research misconduct identified during the investigation, provide a finding as to whether research misconduct did or did not occur, and, if so:
 - 1. Identify whether the research misconduct was falsification, fabrication, or plagiarism, and if it was intentional, knowing, or in reckless disregard;
 - 2. Summarize the facts and the analysis which support the conclusion and consider the merits of any reasonable explanation by the respondent accused of research misconduct;
 - 3. Identify the specific PHS support;
 - 4. Identify whether any publications need correction or retraction;
 - 5. Identify the person(s) responsible for the misconduct; and

6. List any current support or known applications or proposals for support that the respondent has pending with non-PHS Federal agencies.
- vii. Comments. Include and consider any comments made by the respondent and complainant on the draft investigation report.
- viii. Maintain and provide records. Maintain and provide to ORI upon request all relevant research records and records of the institution's research misconduct proceeding, including results of all interviews and the transcripts or recordings of such interviews.
- b. Submit the final institution action (whether the institution found research misconduct, and if so, who committed the misconduct),
- c. State whether the institution accepts the investigation's findings, and
- d. Describe any pending or completed administrative actions against the respondent.

Non-retaliation: Wabash College shall not retaliate, and shall not tolerate any retaliation by any person, against a College employee who, in good faith, reports an allegation of or concern about research misconduct or provides assistance to the Dean of the College (or the Dean's designee) or the Scientific Integrity Committee in connection with any inquiry or investigation under this policy.

CHAPTER 5: FACULTY SALARIES AND BENEFITS

The following policies and benefit explanations are either specific to faculty or of particular interest to faculty. College benefits of a more general nature applicable to all employees are summarized in the Wabash College Employment Guide with full details available from the Human Resources Office or the Human Resources webpage accessible via the MyBash page. Such policies include comprehensive group health coverage, disability benefits, Family and Medical Leave Policy, Life Insurance, and similar policies. The sabbatical leave program is explained in Handbook section 4.5.

5.1 SALARY REVIEW PROCEDURE

Wabash faculty regularly reflect on and document their professional development, and these activities form the basis for the biennial salary review process. In this process, salary merit levels are set for two years, though the salary increment associated with that merit level may vary across the two years depending on the size of the faculty raise pool. The value of the salary increment for continuing good work, merit units, and administrative service is established annually after the raise pool has been set for the next fiscal year. At the beginning of each review, faculty should revisit the description of faculty responsibilities in section 2.1 Expectation of Faculty Excellence.

For pre-tenure faculty, the second-year, fourth-year, and tenure review dossiers (including the Departmental Review letters) will serve as the salary review materials. The Personnel Committee will use these materials, plus a one-page (double-sided) activity sheet (but no reflective statement) addressing the two-year period, to assign a merit level following each review and, based on the approval of the President, will report the salary adjustments to the appropriate faculty member. In cases where the tenure clock is delayed for one year, the previous merit assignment will generally carry over until the next review. While first-year tenure-track faculty members are not eligible for a regular salary increase, they will receive the Placher Fund Salary Supplement in their second year.

Tenured faculty will submit biennially, beginning in January of their second-year post-tenure, a list of activities of the previous two years, a reflection on important contributions to the College, and a description of goals for the next two years (of approximately 1500 words, not to exceed 3000). The personnel committee seeks to recognize the good work faculty do across a variety of activities. Faculty are encouraged to reflect on teaching, scholarly activity, service, and other informal work and activities that might otherwise be invisible, elude easy quantification, or fit neatly into commonly recognized categories so that it may be considered by their department chair and the personnel committee. These documents should be submitted to the Senior Administrative Assistant to the Dean of the College and the relevant Department Chair. These materials will be reviewed using the following process:

- 1) During February, the Department Chair reviews the documents and meets with the faculty member to ensure a thorough understanding of their accomplishments and how the College can best support their goals.

- 2) The Department Chair then drafts a written evaluation addressed to the Dean of the College that describes the faculty member's strengths and weaknesses and makes a preliminary assessment of merit level. This draft evaluation should be submitted to the relevant Division Chair for review.
- 3) Before Spring Break, the Division Chair and Department Chair meet to discuss these evaluations. The purpose of this meeting is to ensure the Division Chair fully understands the faculty member's work and to identify any points in the draft evaluations that might be clarified. At this meeting, Division Chairs can also discuss the Department Chair's accomplishments and merit recommendation if they are being evaluated that year.
- 4) By the Tuesday after Spring Break, the Chair submits the final version of the written evaluation to the Senior Administrative Assistant to the Dean of the College. A copy of the evaluation and merit recommendation should also be given to the faculty member. The Personnel Committee reviews these materials.
- 5) The Dean of the College and Division Chairs send their final recommendations for faculty salaries to the President.
- 6) After salary recommendations have been adopted, the Dean writes to each Department Chair indicating the merit units assigned to each member of their department who was under review during the salary cycle.

The salary process for contingent faculty continuing at the College beyond a period of two years is similar to that for tenured and tenure-track faculty, except that reviews generally take place annually, are shorter, and Department Chair recommendations are discussed by the Dean of the College and the Senior Associate Dean of the College prior to approval by the President. However, salary reviews for faculty with the title of Assistant or Associate Teaching Professor will generally be conducted on a biennial basis like continuing faculty. The Senior Associate Dean will notify the faculty member and appropriate Department Chair at the time of reappointment whether the contingent faculty member should enter the summer wage pool and prepare an activities review document.

5.2 PLACHER FUND SALARY SUPPLEMENT

In 2011, in honor of longtime faculty member Bill Placher '70, the Board of Trustees established the Placher Fund, a board-designated endowed fund, for the purpose of supporting and strengthening faculty salaries. Beginning in their second year of appointment, all full-time, teaching tenure track and tenured faculty members are eligible for a salary supplement drawn from the proceeds of the Placher Fund. The supplement, which is not added to the base salary but, rather, is awarded each year based on the growth of and returns to the Placher Fund, does not replace operating budget salary dollars but works in addition to regular salary increases. The distribution and amount of the Placher Fund supplement is determined by the Dean of the College with the approval of the President of the College and in consultation with the Academic Affairs Committee of the Board of Trustees.

Faculty members on leave, including those extending a semester leave under the sabbatical leave program to a full-year through use of a research grant, will want to build-in funds to cover the support offered by the Placher fund as a salary supplement is not awarded in such circumstances.

5.3 REGULAR LEAVE OF ABSENCE

The College grants one-year leaves of absence without pay. The processes for application and decision are the same as for sabbatical leaves (explained in Chapter 4 of the Faculty Handbook) with the request due no later than October 1 of the year before leave is requested. The leave year does not count as a year of college service accumulated towards a sabbatical leave. Faculty members must make arrangements for the continuation during their leaves of those fringe benefits for which they are eligible. Faculty members should consult with the Chief Financial Officer well in advance of their leave, in order to determine which benefits the College will continue to provide and pay for and which it will not.

5.4 LEAVE OF ABSENCE FOR UNTENURED FACULTY MEMBERS

The College grants leaves of absence to faculty members who are untenured and whose first regular teaching appointment is at Wabash with the understanding that the review schedule is delayed by the period of time the faculty member is away from campus. It is important for all tenure reviews that each candidate will have completed five years of teaching at the college level before a tenure review begins.

5.5 PARENTAL LEAVE

To assist faculty members in balancing their work and family responsibilities, the College offers eligible faculty members the opportunity to take parental leave in accordance with the terms of this policy. To be eligible for parental leave under this policy, the faculty member must be a full-time tenured or tenure-track faculty member, and must be the parent of a newborn child, or of a newly adopted child (age 5 or younger) (a “qualifying child”).

An eligible faculty member (regardless of sex) who is a biological or adoptive parent of a qualifying child, and who is the primary caregiver of that child, may take up to one semester of leave at full salary, applicable to the semester in which the birth or adoption occurs or the immediately following semester. For these purposes, the caregiver is “primary” if he/she has the relatively larger time commitment, as compared to the other parent, for the care of the child during the work day. The College may require that the faculty member provide certification to support this determination.

The primary caregiver may also take an additional semester of leave at no pay (the semester immediately following the semester that was taken as paid leave). During this unpaid semester, the College will continue to pay the College's portion of the applicable medical plan coverage for the faculty member.

An eligible faculty member who is a secondary caregiver (a parent who is not the primary caregiver) of a qualifying child may take up to one semester of unpaid leave, applicable to the semester in which the birth or adoption occurs or the immediately following semester. During this unpaid semester, the College will continue to pay the College's portion of the applicable medical plan coverage for the faculty member.

An eligible faculty member who is a primary caregiver and takes parental leave under this policy may also exercise the option to delay the tenure clock for up to one year.

Faculty members who are interested in taking leave under this policy must discuss their plans in advance with the faculty member's Department Chair and the Dean of the College so that adequate course coverage can be arranged.

Leave under this policy runs concurrently with a Family Medical Leave and any short-term disability benefits for which the faculty member is eligible due to recovery from the birth. This policy is limited to two birth events and/or adoptions per employee irrespective of primary or secondary caregiver roles.

5.6 RETIREMENT ACCOUNT PLAN

Retirement Account (RA) Plan (College Paid)

After one year of employment at Wabash, an employee begins to receive retirement contributions from the College. This one-year waiting period is waived if the employee comes to Wabash with an existing 403(b) contract with the retirement plan carrier from a prior higher education employer. For more information on the College's RA Plan, consult the Summary Plan Description, which is posted on the Human Resource page of the College's website.

Supplemental Retirement Account (SRA) Plan (Optional Employee Paid)

The employee may elect to make voluntary contributions to either a Roth account or a tax deferred annuity with the Teachers Insurance and Annuity Association (TIAA). There is no age or service requirement for participation in this program. For more information on the College's SRA Plan, consult the Summary Plan Description, which is posted on the Human Resource page of the College's website.

5.7 RETIREMENT PROGRAM

Phased Retirement. A faculty member may propose a program with reduced teaching load. The program is to be developed in consultation with the Department Chair, the Division Chair, and the Dean of the College. The Dean will report on the curricular, financial, staffing, and other relevant implications for the College of the proposal, to be reviewed by the President of the College and the Chief Financial Officer. After studying all materials, the President will approve or deny the request. Decisions will be based on the College's ability to maintain the faculty member's teaching quality and to meet its financial needs.

Written proposals for phased retirement should be sent to the Dean's Office no later than October 1 during the academic year preceding the program's suggested start.

The phased retirement program will become effective upon the faculty member's acceptance of the President's letter of appointment. Once the phased retirement program begins, the faculty member gives up his or her tenure at the College, is not eligible for sabbatical leave, and may not return to full-time teaching, but in all other respects is a member of the Wabash faculty. Each phased retirement program may be reviewed annually. On completion of the program, the faculty member will retire.

Emeritus faculty may request office, laboratory, and/or studio space. Requests should be made to the Dean of the College by April 15 and must be renewed annually. Applications for space should describe the anticipated use of the office (or studio/laboratory) with particular attention to how the College will benefit. With limited space, emeritus faculty should anticipate sharing office space.

5.8 CHILDREN'S SCHOLARSHIP PROGRAM

After one year of service, the children of an employee may be eligible to participate in the following program:

- Male children may attend Wabash College tuition free.

After five years employment, the children of an employee may be eligible to participate in one of the following programs:

- The GLCA Tuition Exchange Program
- The National Tuition Exchange Program
- A cash award of up to \$2,500/year for attendance at a school other than Wabash, a school that participates in the GLCA Tuition Exchange Program, or one that participates in the National Tuition Exchange Program.

Participation in these programs is limited to four years per child and eight years per family and is for undergraduate study only. Participation also depends on the child meeting the admissions and academic requirements of the school they select. The child must apply for all other aid for which he or she is eligible before consideration will be given for remission of tuition at Wabash and the cash award to another college or university.

5.9 MOVING EXPENSES

New Wabash College employee relocation/moving allowance guidelines are available on the [Procedures and Guidelines](#) page of the Treasurer's Office website.

5.10 BENEFITS ELIGIBILITY

Faculty on one-semester appointments do not receive college benefits including group health insurance, disability, and retirement.

CHAPTER 6: OTHER POLICIES AND PROCEDURES PERTAINING TO FACULTY

The following policies and procedures are either specific to faculty or of particular interest to faculty. Policies of a more general nature applicable to all college employees are provided in the Employment Guide. Such policies include the statement on Spouse and Partner Employment; the Professional Conduct Policy and Prohibition Against Harassment; the Notice to the College Community Concerning the Student Right to Know Act and Campus Security; the Notice to the College Community Pursuant to the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act; full policies on the use of p-cards; Motor Pool Procedures; the Electronic Media, Services, and Communication Policy; Political Intervention Activities Policy; and miscellaneous employee information and procedures.

6.1 GRIEVANCE PROCEDURE FOR FACULTY AND PERSONS WITH ASSOCIATED RANK

To facilitate an environment of mutual confidence, the College provides the following grievance procedure to permit faculty to raise matters of concern with a committee of her or his peers, which the committee in turn will share with the administration after considering the matter as described below.

1. Definition of Grievance and Scope of Grievance Procedure

A grievance is a complaint about an action that is judged by a faculty member (or group of faculty members) to affect directly and adversely the faculty member's academic freedom, professional standing, or economic position. This grievance procedure does not apply to a complaint about conduct subject to the Professional Conduct Policy and Prohibition Against Harassment.

2. Principles for Handling Grievance Investigations and Settlements

- a. Assurance of fairness and understanding to all parties.
- b. An attempt for prompt and final settlement of the matter.
- c. Promotion of an atmosphere of mutual confidence in the College community.

3. Grievance Committee and Grievance Panel

The faculty shall elect a Grievance Committee of seven members selected from the tenured faculty and those with associated faculty rank of associate professor or higher, exclusive of the Dean of the College, Division Chairs, Senior Associate Dean and Associate Dean of the College, any members of the President's Senior Staff who would otherwise meet eligibility requirements, and faculty Secretary. Committee elections generally will be held at the time identified for annual faculty meeting elections. Committee members generally will serve staggered three-year terms. Each faculty member will cast votes for up to three individuals to serve on the committee, rank ordering his or her choices. Votes shall be tallied by assigning three points to first choices, two points to second choices, and one point to third

choices. The individuals with the highest vote totals will be declared committee members. Tie votes for committee membership will be resolved by an additional vote.

The faculty Secretary will keep in confidence the individuals with the next three highest vote totals from the most recent Grievance Committee election, ordered alphabetically and regardless of any ties among those receiving votes, as alternates should additional Grievance Committee members be required for any reason.

Although Department Chairs, the Director of Athletics, and the Head Librarian shall be eligible for membership, assuming they have rank of associate professor or higher, they shall not participate in grievances involving members of their own departments. In grievances involving a personnel review, Grievance Committee members who participated in the review will not serve on the Grievance Panel, which is comprised of the members of the Grievance Committee who review a particular grievance. If the number of Grievance Committee members and committee alternates eligible to serve on a given Grievance Panel is fewer than four, the faculty shall elect additional panel members as needed at the next regular meeting or, if necessary, a special meeting convened by the faculty Secretary.

4. Procedure

- a. Prior to invoking the formal procedure, a faculty member will attempt in good faith to resolve his or her concern through internal methods, including conversations with his or her Department Chair, Division Chair, and the Dean of the College.
- b. If informal methods are unsuccessful, a faculty member may initiate the formal procedure by providing the Dean of the College or Senior Associate Dean of the College with a written statement of the particulars of his or her grievance. If the grievance relates to a review, the grievant must submit his or her written statement of the grievance within 30 days after the review results are provided to the grievant.
- c. Once a grievance procedure has been initiated, the Dean of the College or Senior Associate Dean of the College will review the written statement to determine if any members of the Grievance Committee are ineligible to serve on the Grievance Panel. After such Committee members are removed from consideration, the faculty Secretary will conduct a random draw from remaining Grievance Committee members to establish an initial Grievance Panel of four members. If a member of the Grievance Panel subsequently exits the panel, the faculty Secretary will, by random lot, return to the panel an eligible Grievance Committee member or, in the absence of any remaining eligible Committee members or alternates, call an election for a new panel member selected via a faculty election.
- d. Once a Grievance Panel of four members has been established, the grievant will be informed of the panel's composition. At that time the grievant may appoint one additional eligible faculty member to serve on the panel, bringing the Grievance Panel to a total of five members. Should the grievant elect to not appoint a faculty member to the Grievance Panel, the faculty Secretary will, by random lot, return to the panel an

eligible Grievance Committee member or, in the absence of any remaining eligible Committee members or alternates, call an election for a new panel member selected via a faculty election.

- e. After the five-member Grievance Panel is constituted, the Dean of the College or Senior Associate Dean of the College will deliver the written statement of grievance to them. The Grievance Panel also will identify a Chair who will guide their deliberations.
- f. The administration shall submit a written response to the Chair of the Grievance Panel and the grievant within 30 days after the grievant's submission of his or her written statement.
- g. The Grievance Panel shall determine the procedure it shall follow and communicate that procedure to the grievant and the administration. The Grievance Panel shall hold a meeting using their specified procedures at which both the grievant and the administration shall have the opportunity to express their positions through means such as the following: (1) their own oral statements; (2) the oral statements of other individuals that either the grievant or the administration request to appear on his, her, or its behalf; (3) documents; or (4) other means the Grievance Panel approves.
- h. The deliberations and activities of the Grievance Panel shall be held in confidence by members apart from issuing their written report and recommended action.

5. The Grievance Panel's Report

The Grievance Panel shall prepare a written report stating whether or not it found the grievance substantiated, the factual basis for that conclusion, and recommended action, if any. The Grievance Panel shall submit its report directly to the President of the College with a copy to the grievant. The Grievance Panel may also request a meeting with the President at the time of submitting its report to further explain their recommendation, should they so desire. The Grievance Panel's report shall be made part of the permanent grievance file.

If the President is the subject of a grievance not related to a personnel review, the panel report will be submitted to the College's representative, as appointed by the Chair of the Board of Trustees.

2. The President's Decision

The President (or College designee as appointed by the Board Chair) may accept or reject, in whole or in part, any conclusion or recommendation of the Grievance Panel and shall share his or her decision with the Grievance Panel, the grievant, and, when applicable, the individual subject to the grievance.

3. Grievance Committee Annual Report

At the conclusion of each academic year, the Grievance Committee will submit an annual committee report in which it will indicate how many grievances the committee heard

during the year. The report will not include any information on any submitted grievance or offer any statement on findings, recommendations, or actions.

6.2 FACULTY SHARED POSITION POLICY

Wabash College is aware that flexibility in hiring arrangement may benefit faculty and the College in allowing a single faculty position to be filled and the duties shared by two persons. By creating shared positions, the College is responding to the employment challenges facing academic couples across the country and especially in small communities such as Crawfordsville, and in accommodating changing desires and needs for flexibility on the part of faculty with young families. Couples benefit who might not otherwise be able to accept a position at Wabash, and the College gains curricular flexibility and opportunities for faculty mentorship of Wabash students.

Definition. A shared faculty appointment is one in which two qualified faculty members share equally one full-time position. Two faculty members may also share more than the equivalent of one full-time position. Both faculty members have full faculty status. Typically, both faculty members reside in the same department, but shared positions across departments may be considered. The process of appointment will follow faculty search guidelines described in the Department Chair Handbook.

Each person sharing the appointment will assume half of the duties of the position, which include teaching, academic advising, departmental and wider College service, and the pursuit of scholarly or creative activities. Variations in the distribution of responsibilities are subject to the discretion of the Dean of the College in consultation with the department chair.

Conflict of Interest. Each person sharing an appointment will be entitled to a full vote in departmental, divisional, and faculty meetings, and either or both may assume administrative functions. Consistent with College policy, neither may take part in personnel matters that would affect the other's rank or status or relate to conditions of the other's employment.

Renewal and Tenure. Renewal, tenure, and promotion will be determined according to processes and criteria specified in Chapter 3 of the Faculty Handbook. Each individual will be evaluated separately and without reference to the performance of the other. Each is expected to meet the College's expectations of faculty excellence in teaching, scholarship, and service. A record of institutional service is expected commensurate with the position. For example, if full-time faculty typically serve on three committees, a part-time responsibility might be one or two committees. In cases where the College appoints both parties to a new, shared position both individuals will be considered for renewal and tenure according to the same schedule unless otherwise agreed to by the Dean of the College and the individuals.

In those cases where the College has initially appointed one person to a full-time position, and then it is agreed to convert that appointment to a shared position, the agreement will detail the timetable for renewals and tenure review. If the incumbent is already tenured, the second person will not receive tenure upon appointment but must go through an appropriate review cycle and process to be determined by the Dean of the College. With every appointment, the Dean of the College, in consultation with the Academic Personnel Committee and department chair, will prepare a Memorandum of Agreement specifying all conditions of employment, dates for review and promotion, and expectations regarding teaching, scholarship, and service.

Termination. If either person sharing an appointment should be denied renewal or leaves the College, the position converts to a full-time tenure track position for the remaining member subject to College approval. If those sharing the appointment are tenured, and either person leaves the College, the position converts to a full-time tenured position for the remaining member subject to College approval. In either of these cases, if the College does not approve, the position terminates.

Salaries and Benefits: Each individual will be treated separately with respect to salary. Each individual will be paid a proportion of a full-time or equivalent salary prorated according to teaching load. Salary increments and Placher Fund Supplements will be prorated. Each individual is entitled to participation in the full range of fringe benefits accorded full-time faculty, including faculty professional travel, faculty development, sabbatical leave, and parental leave opportunities.

Approval. Creation of or conversion relating to a shared faculty position is subject to the approval of the Dean of the College in consultation with the Academic Personnel Committee.

6.3 STATEMENT ON OUTSIDE EMPLOYMENT

It is assumed that full-time teaching faculty will not undertake other employment. Anyone contemplating temporary employment or more than occasional consulting work outside the College should obtain the approval of the Dean of the College.

6.4 USE OF COLLEGE FUNDS

Alcohol Policy

Employees are reminded that College policy, established by the Trustees years ago, prohibits using College funds to purchase alcoholic beverages for students. Whether or not students are of legal age is immaterial; none of the College's resources go to purchase alcohol for students.

Departmental Budgetary Responsibility

Department Chairs are responsible for departmental budgets and accordingly must approve all expenditures for their respective departments. Requests for supplies, services, and equipment should be submitted to Department Chairs. Personal or individual memberships to professional associations should not be supported by departmental budgets.

Full details related to operating and budgeting processes are provided on the [Treasurer's Office](#) website. This includes advice on business processes, general finance, guidelines for purchases and payments (including preferred vendors and instructions related to the use of Indiana State Sales Tax Exemption), signature authority, travel payments and reimbursements, forms, and more.

The College will be responsible for purchase in the College's name of supplies, equipment, or services when made either by [Purchase Card \(p-card\)](#) or by [purchase order](#) issued in advance of placing an order.

Full details governing the use of p-cards are located in the [Purchases and Payments section](#) of the Treasurer's Office website. The Department Chair should review and sign monthly p-card expense reports containing p-card expenses made by department members. P-card expense reports for purchases made by the Department Chair should be reviewed and signed by an Associate Dean or the appropriate Division Chair. Division Chair expense reports should be reviewed and signed by an Associate Dean. All signed expense reports, along with receipts, should be submitted to the Business Office on a monthly basis. It is important that reconciliation reports are completed in a timely fashion in order to finalize or close out monthly expenses.

In instances other than professional travel in which a per diem allowance is provided, IRS regulations require that an itemized receipt for meals be submitted in order to be reimbursed, i.e. the credit card signature receipt is not sufficient if it lists only the cost/tip/total. Please be sure to submit the itemized receipt and the tip/total when turning in receipts for reimbursement (this includes p-card reconciliation). The IRS also requires the name(s) of all people who shared the meal when a receipt is submitted for a group meal. For example, if your department hosts a visiting speaker for a meal and one member of the department pays the bill and submits the receipt, then that individual must write the names of the other diners on the back of the receipt.

The College will reimburse the department chair or department members for out-of-pocket purchases up to a maximum of \$350, and no purchase order is required. Approved receipts or paid invoices should be presented to the Business Office for reimbursement along with a completed Payment Request Form. You can find the Payment Request Form on the Business Office page under the "Forms" link.

If an employee (other than a student) is traveling on college business and has not received a p-card, a travel advance may be available with approval from the Office of the Dean of the College.

Requests received by 4:30 p.m. on Friday will be available by 1:30 p.m. the following Thursday. An expense report with supporting receipts must be submitted within 30 days of trip completion.

The Department Chair's signature will be required on any charge against the department's budget that results in a cash disbursement. The department budget represents the maximum charges that can be incurred for the fiscal year. No further charges can be accepted once the budget limit is reached.

Facilities, equipment, and services of the College are to be used for college business only. This includes the use of autos, vans, photocopiers, telephones, computers, postage, office supplies, and other materials.

Students paid for services must be included on the student payroll. Check with the Human Resources Office hr@wabash.edu for details.

No one may be hired as an employee of the College to a new or existing position without the prior written approval of the President and either the Dean of the College or the Treasurer.

6.5 FACULTY MAILBOXES

Each faculty member is provided with a mailbox in the building in which their office is located.