



Faculty Handbook

2023-2024



Our Mission

Through **innovative** learning opportunities, **individual** student attention, and an unwavering commitment to **inclusive** educational access, Simpson College cultivates a diverse community of learners to lead lives of meaning and purpose.

Our Vision Statement

To be nationally recognized as the quintessential liberal arts college of the Greater Des Moines area, transforming students through welcoming communities, exceptional programs, and distinctive opportunities.

Our Core Values

Grounded in the liberal arts tradition and drawing from our Methodist heritage, Simpson College affirms these values as guiding principles that create our cultural foundation.

Discovery - We design learning opportunities in which curiosity and creativity flourish, where students venture outside their comfort zone to explore their identity and place in the world.

Access - We extend higher education opportunities to all types of learners, empowering students to pursue intellectual, personal, and professional growth.

Citizenship - We prepare students for global and local leadership through broad liberal arts education, experiential and service-learning, and civic engagement.

Belonging - We engender communities of radical hospitality where all are welcome and unique identities are embraced.

Justice - We defend the dignity and worth inherent in all human beings, creating an atmosphere where equity and inclusion are hallmarks of our community.

Integrity - We recognize a moral responsibility to respond to ethical challenges through our religious, secular, and spiritual identities.

Approved by the Board of Trustees on February 7th, 2020

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**SIMPSON COLLEGE FACULTY HANDBOOK
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**SIMPSON COLLEGE FACULTY HANDBOOK
PART I: CONSTITUTION & BYLAWS**

CONSTITUTION

Article I

Name

Section 1. The organization shall be known as the Faculty of Simpson College.

Article II

Membership (*revised 02/04/2011 board meeting*)

Section 1. The faculty consists of the president of the college, the academic dean and faculty holding contracts described in Part II, Section 2 of the Simpson College Faculty Handbook.

Section 2. Only full-time faculty holding contracts described in Section 2.1.1 have voting rights in full faculty meetings. Voting rights at the department level are established by the department.

Article III

Object

The object of the faculty is to discharge efficiently and effectively the following responsibilities:

Section 1. The faculty shall have primary responsibility for determining the academic policies of the college. This responsibility includes concern for such matters as courses of instruction, standards, degrees, requirements for admission, retention, and graduation.

Section 2. A deep and abiding concern for academic freedom is of paramount importance to the determination of a sound academic policy. Therefore, the primary responsibility of the faculty for the determination of the academic policy of Simpson College carries with it certain responsibilities with respect to academic freedom. First, the faculty is charged with the responsibility of maintaining a climate of academic freedom throughout the Simpson College community. Second, the individual faculty member must accept the obligations imposed on them by the climate of academic freedom. Specifically, this means:

- Each faculty member is entitled to freedom in exercising their responsibilities in the classroom.
- The faculty member is entitled to freedom in research and to the enjoyment of the results of such research, subject to adequate performance of their other academic duties. Contract research undertaken for pecuniary return should not be undertaken without consultation with the dean for academic affairs.
- The faculty member is a citizen, a member of a learned profession, and a representative of Simpson College. When they speak or write as a citizen, the

faculty member is free from institutional censorship or discipline, but their position in the community imposes a special obligation on them. As a person of learning and as an educator, they should remember that the public may judge one's profession and Simpson College by one's statements. Hence, the faculty member should at all times be accurate, show respect for the right of others to express their opinions, and make every effort when speaking or writing as a private citizen to indicate that they are not an institutional spokesperson.

Section 3. The faculty shall have broad responsibilities for the life of the college community and the preservation of a "climate of learning."

Section 4. The faculty shall have responsibility for making recommendations to the president concerning personnel policies affecting its own members.

Article IV

Officers and Duties

Section 1. Chairperson of the Faculty (*revised 01/12/2022 faculty meeting*)

The chair of the Faculty Liaison Council is the chairperson of the faculty. They preside at the faculty meetings and shall have a secretary keep minutes of the proceedings of all faculty meetings.

Section 2. Vice Chairperson of the Faculty

The dean for academic affairs is the vice-chairperson of the faculty. They shall preside at faculty meetings in the absence of the chairperson; serve as an ex officio member on all faculty committees; act as custodian of the constitution and provide true copies of the current constitution to the members of the faculty.

Section 3. Faculty Secretary (*secretary/social secretary combined board meeting 05/13/2016*)

The Faculty Secretary shall work with the Administrative Assistant to the Dean in the production of the minutes of the proceedings of all faculty meetings. The Administrative Assistant to the Dean will take the minutes and prepare a draft which the Faculty Secretary shall proofread for accuracy and clarity prior to the minutes being made available for faculty approval. If the Administrative Assistant to the Dean is unable to attend a faculty meeting, the Faculty Secretary shall be responsible for taking and preparing the minutes. The minutes shall be posted to the faculty portal at least 72 hours prior to the next regular meeting of the faculty. The Faculty Secretary shall be nominated by the constitution and nominating committee at the March faculty meeting for a vote at the April faculty meeting.

The Faculty Secretary, with the assistance of the Administrative Assistant to the Dean, shall also be responsible for all social and courtesy obligations of the faculty.

Section 4. Marshals

Three marshals shall direct the physical organization and conduct of all academic processions. Two marshals shall be nominated by the Constitution and Nominating Committee from a list of full-time faculty members who will be teaching during the following academic year. The nominations shall be presented at the April faculty meeting for a vote at the May faculty meeting. In order to allow for continuity, the first election shall provide for one person serving for a one-year term and the second person to serve for a two-year term. In subsequent years, only one person will then be elected to serve for a two-year term. In addition to the two full-time elected faculty members, the academic dean shall appoint one member of the emeritus faculty to serve as the third marshal.

Section 5. Parliamentarian (*revised 02/05/2016 board meeting*)

The faculty parliamentarian shall be responsible for providing advice to the chair of the meeting on matters of procedure during meetings and details of the constitution and by-laws as required. Rulings by the parliamentarian on procedural issues can be overruled by a simple majority vote of the faculty. The faculty parliamentarian will be elected by the faculty at the May faculty meeting from the membership of the Constitution and Nominating Committee and shall serve a two-year term.

Section 6. A faculty member shall not hold more than one office during an academic year.

Article V

Meetings and Conduct of Meetings

Section 1. Regular meetings of the faculty shall be held once a month during the academic year.

Section 2. Special meetings may be called by the chairperson of the faculty or in their absence the vice-chairperson of the faculty.

- The chairperson of the faculty, or in their absence the vice chairperson of the faculty, will call a special meeting when it is requested by a petition signed by ten or more members of the faculty.
- Twenty-four hour notice shall be given to members of the faculty for all special meetings. Notification of special meetings shall include the following:
 - Whether the meeting was called by the chairperson of the faculty, vice chairperson of the faculty or by petition.
 - Purpose
 - Time and place

Section 3. Conduct of Meetings

- a. All faculty meetings are open to the faculty and to all regularly enrolled students. Students in attendance will act solely in the capacity of observers and will not have the privilege of speaking or voting.
- b. In addition to the students acting as observers, six regularly enrolled, degree-seeking, full or part-time students shall act as all-campus representatives. These students shall

be designated in September under the regular procedures of the student senate. Their names shall be transmitted by the president of the student body to the chairperson of the faculty for confirmation by the faculty at the October faculty meeting. Upon confirmation by the faculty, these students shall have floor privileges at all faculty meetings for the balance of the academic year.

- c. Announcement of faculty action shall be made only by the chairperson of the faculty or in their own initiative or upon the request of the faculty.
- d. Other individuals may be invited to attend faculty meetings by the chairperson of the faculty on their own initiative or upon the request of the faculty.
- e. Only those defined by the constitution as members of the faculty in Article II, Section 1 may vote in faculty meetings, serve as voting faculty members of faculty committees, or vote in departmental meetings.
- f. The faculty may elect, by majority vote, to meet as a body of voting members only. In considering whether to close a meeting, the faculty should weigh its commitment to openness with the college community implied in paragraphs a and b of this Section. A motion to meet as a body of voting members only will include the reason for the closed session.
- g. One-half of the members of the faculty shall constitute a quorum.

Article VI

Amendments to the Constitution (*revised 02/04/2011 board meeting*)

Section 1. The faculty, the president of the college, or the board of trustees may propose an amendment to this constitution. Normally such an amendment shall carry the approval of all three. The responsibility of the president of the college to make an independent recommendation to the board of trustees, however, and the prior and final authority of the board in all matters pertaining to the life of the college under the articles of re-incorporation (Article II, Section 3), are recognized.

Section 2. Procedure for Obtaining Faculty Approval

- a. An amendment to this constitution can only be approved by the faculty during the regular academic year.
- b. A proposed amendment (whether it is initiated by the board of trustees, the president of the college, a group of faculty members, or an individual member of the faculty) will be distributed in writing to the members of the faculty, and will be read at the first faculty meeting following its distribution.
- c. Immediately after the proposed amendment has been read, the chairperson of the faculty will refer it, without debate or discussion, to the Constitution and Nominating Committee for investigation. The committee shall report at the next regular faculty meeting.
- d. The committee will encourage members of the faculty to present their arguments to the committee concerning the merits of the proposed amendment.
- e. At the time the committee makes its report to the faculty, the chairperson of the committee will move the adoption of the changes as the committee may deem appropriate.

- f. If the committee has made substantial changes in the proposed amendment, it will distribute written copies of the amendment, as modified, to the members of the faculty. Immediately following the seconding of the motion to adopt the proposed amendment, the chairperson of the committee will move to table the motion to adopt and to make it orders of the day for the next regular faculty meeting.
- g. Approval of the proposed amendment requires an affirmative vote by two-thirds of the votes cast. Abstentions do not count as a vote cast.

Section 3. Certification of Approval

- a. The signature of the chairperson of the faculty appended to the amendment under the statement “approved by the faculty of Simpson College on (insert date of approval)” will certify the faculty’s approval of the amendment.
- b. The signature of the president of the college appended to the amendment under the statement “approved by the President of Simpson College on (insert date of approval)” will attest to their approval of the amendment.
- c. The signature of the chairperson of the Board of Trustees appended to the amendment under the statement “approved by the Board of Trustees of Simpson College on (insert date of approval)” will attest to the board of trustee’s approval.

Section 4. An amendment to this constitution shall take effect on the day following final approval.

BYLAWS

Article I

Meetings of the Faculty

Section 1. Ten regular faculty meetings will be held every year. The chairperson of the faculty shall designate the date of the first faculty meeting that shall be during the period immediately preceding the first day of classes in the fall semester. A standard day and time shall be designated by the chairperson of the faculty for the remaining regular faculty meetings held each month of the academic year.

Section 2. Order of Business

The order of business for all regular faculty meetings will be proposed by the chairperson of the faculty at the first faculty meeting of the academic year and approved by a majority vote of the faculty. Any changes in the order of business of a particular faculty meeting can be proposed by the chairperson or any faculty member at the beginning of that meeting and will require a majority vote for implementation.

Order of the Agenda:

Call to Order

Consideration of Minutes

Report of the President

Report of the Academic Dean

Items Requiring 28-day Waiting Period

Unfinished Business
 New Business
 Reports of Faculty Committees
 Reports of Officers of the College
 Reports of Officers of the Faculty
 Announcements
 Adjournment

Section 3. In a special faculty meeting the consideration of any business other than that for which the meeting was called must be approved by two-thirds of the members present.

Section 4. All meetings shall be conducted in accordance with Robert's Rules of Order, except that informal consideration of all business shall prevail and paragraph seven of Article I of Robert's Rules of Order on the limitation to debates shall be suspended, unless the faculty votes to invoke this paragraph for the consideration of a particular question.

Section 5. If a faculty member believes that action taken by the faculty is in violation of the constitution or bylaws and if an appeal of the decision of the chair was not upheld by a majority vote of the faculty, then any two faculty members may request the Constitution and Nominating Committee to study the constitutional issues involved and to return with a recommendation to be acted upon at the next regularly scheduled faculty meeting.

Article II

Faculty Committees and Organization (*revised 04/12/2017 faculty meeting*)

Section 1. Committee Organization

- a. The President of the college and the Academic Dean or the Academic Dean's designees are non-voting, ex officio members of all committees. They should be notified of all meetings and should receive copies of the minutes of each meeting. Other members of the faculty and administrative staff may be asked to serve ex officio on committees related to their interests and responsibilities, subject to approval by a majority vote of the faculty.
- b. The first alphabetically listed member of the newly elected or appointed committee shall be responsible for convening the first meeting of the committee for the purpose of electing a chairperson and a secretary.
- c. Each committee has the authority to designate subcommittees from its own membership and to enlist the cooperation and assistance of other faculty members and college officers, not members of the committee.
- d. As a general principle, no faculty member shall be elected to serve on more than two committees.
- e. Unless otherwise specified, faculty members elected to committees shall serve for three years.
- f. Generally, proposals considered at full faculty meetings originate in a standing committee. When proposing a change to the faculty handbook or college catalog, committees can request a vote at the next full faculty meeting or request that the proposal be given a "waiting period" before faculty vote. In either case, the proposal

must be distributed to the faculty at least ten academic days prior to the meeting in which the vote will take place. If the committee wants additional feedback from the faculty, the committee can announce the proposal at a given faculty meeting and request a vote at the following faculty meeting. Any changes to the proposal must be finalized and distributed to the faculty at least ten days prior to the meeting in which the vote will take place.

- g. Except for the Faculty Personnel (FPC) and Faculty Liaison (FLC) Committees, elected faculty committee meetings (as designated in Part I: Constitution and Bylaws, Article V, Section 3) are normally open to all members of the faculty. Other elected faculty committees may vote to close their meetings to non-members by a vote of the majority of committee members. Non-committee members of the faculty who choose to attend elected faculty committee meetings, do not have the right to speak, unless permission is granted by a majority of the committee.

Section 2. Elections (*revised 05/26/2020 faculty meeting*)

- a. In order to be eligible for committee membership a faculty member must meet the specified membership requirements of the committee to which they would be elected. Faculty on leave or teaching a semester abroad in a given academic year may not serve on an elected committee during that semester.
- Election of committees, requiring divisional representation, the Faculty Liaison Council, and faculty chair shall be held in the April faculty meeting.
 - All other elections will be held in the faculty meeting in May.
 - Members of each division shall nominate two faculty members for each vacant position that represents their division on the Faculty Personnel Committee and at least one faculty member for each vacant position on each of the other committees with divisional representation. These nominations shall be submitted to the Constitution and Nominating Committee no later than March 20 for elections at the April faculty meeting.
 - The Constitution and Nominating Committee shall have the slate of candidates, along with each nominee's department and rank, included with the agenda prior to the faculty meeting at which the elections are scheduled.
 - Nominations may be made from the floor before voting begins for each committee to be elected.
 - If during the academic year vacancies occur in committees having divisional representation, the appropriate divisions will submit their nominations to the Constitution and Nominating Committee which will in turn submit such nominations to the faculty for election at the next regularly scheduled faculty meeting. If vacancies occur in committees not having divisional representation, the Constitution and Nominating Committee will submit such nominations to the faculty for election at the next regularly scheduled faculty meeting. Nominations may be made from the floor before voting begins.
 - Nomination and election of faculty to committees are to begin at the commencement of the April and the May faculty meetings, with the balloting process to be initiated immediately following the opening of the meeting and the approval of the minutes of the previous faculty meeting.

Standing faculty committees elected at the last regular faculty meeting of the academic year shall take office at the beginning of the next academic year.

Section 3. Standing Committees (*revised 04/17/2019 faculty meeting*)

Academic Appeals (*revised 04/12/2017 faculty meeting*)

Membership:

- (a) Three tenured faculty members from separate divisions with staggered terms.
- (b) Ex officio, non-voting members: The Registrar and Dean of Students.

Responsibilities:

- (a) To hear appeals made by students concerning final grades, academic probations, suspension, academic dismissal and decisions of the Academic Petitions Subcommittee of the Educational Policy and Curriculum Committee or actions of the Registrar.

Academic Program Improvement Committee **APIC** (*revised 12/05/2018 faculty meeting*)

Membership:

- (a) Three tenured faculty members from separate divisions with staggered terms.

Responsibilities:

- (a) To conduct periodic and comprehensive reviews of academic departments and academic support programs of the college to ensure that the undergraduate and graduate programs are engaged in ongoing self-evaluation to maintain and enhance their quality, vitality and responsiveness and to aid in institutional planning and budget allocation.
- (b) To review information about enrollments, budgeting and expenses, personnel, facilities, and measures of effectiveness provided by internal and external reviewers
- (c) To make reports to the administration and the faculty based on the results of those reviews. The reports will include:
 - (1) the strengths and achievements of the undergraduate and graduate programs,
 - (2) the areas in need of internal and external support and
 - (3) thoughtful feedback to enhance program goals and planning based on evaluation and data.
- (d) To develop procedures and policy for the comprehensive review of academic departments and academic support programs, as described in (a) above.
- (e) To maintain a database and archive of academic program evaluation activities.

Admissions, Scholarship and Finance **ASFC** (*revised 04/12/2017 faculty meeting*)

Membership:

- (a) Three faculty members from separate divisions with staggered terms.
- (b) Ex officio non-voting members: Vice President for Enrollment, and the Assistant Vice President for Enrollment & Financial Assistance.

- (c) The president of the student government with the advice and consent of the student senate shall appoint one student who will be available to participate on the committee to discuss policy issues, at the request of the committee.

Responsibilities:

- (a) To formulate and recommend to the faculty policies governing the admission of students.
- (b) To evaluate the administration of the admission policies, and to report its operation to the faculty.
- (c) To develop policy regarding scholarships, student aid, activity aid, and recommend adoption of such policy to the faculty, administration, or student government as appropriate.
- (d) To exercise final responsibility in the case of exceptions to the normal policy.

Committee for Academic Diversity & Inclusion **CADI** (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Three faculty members with staggered terms, one from the Humanities or Visual & Performing Arts; one from Natural Science or Social Science; one from Business Administration & Multimedia Communication or Education and Sport & Health Sciences.
- (b) Ex officio non-voting members: The Associate Dean of Curriculum and Assessment, the Associate Director of Multicultural and International Affairs, the Director of the Teaching and Learning Center, and the Vice President for Diversity, Equity, and Inclusion.
- (c) Two student representatives appointed by the Student Government Association in consultation with CADI members with advice from multicultural and diverse student organizations. Other student constituencies may be included as well.

Responsibilities:

- (a) To approve Faculty Development diversity grants to enhance diversity awareness and engagement in particular courses
- (b) To assist faculty search committees to ensure that diversity and inclusion concerns are represented
- (c) To help establish relevant academic policies to enhance inclusion and respect for diversity in the classroom.
- (d) To consult with Faculty Development to assist with faculty diversity training
- (e) To consult with CADI student representatives regarding DEI issues in the classroom
- (f) To advise on relevant major lectures, including the Carver lecture and Women in America lecture

Constitution and Nominating Committee **CNC** (*revised 05/26/2020 faculty meeting*)

Membership:

- (a) One faculty member from each division with staggered terms. Every member must have at least two years of service as a faculty member at Simpson College.

Responsibilities:

- (a) To make recommendations regarding changes in or additions to the constitution and by-laws of the faculty
- (b) To accept nominations for elections to faculty committees

- (c) To provide periodic updates to Faculty Liaison Council

Educational Policy and Curriculum Committee **EPCC** (*revised 01/21/2022 faculty meeting*)

Membership:

- (a) One faculty member from each division with staggered terms. At least three members must be tenured.
- (b) One student with junior status or higher appointed by the president of the student government with the advice and consent of the student senate.
- (c) Ex officio non-voting members: the Registrar and the Associate Dean of Curriculum and Assessment.
- (d) The chair shall be elected from among the tenured faculty members.
- (e) The chair shall be one of the representatives of the faculty to the Board of Trustees.

Responsibilities:

- (a) To study, evaluate, and make recommendations to the faculty concerning the addition and deletion or substantial alteration of undergraduate and graduate courses and programs, majors and minors in all day, evening, weekend offerings of the college as proposed by department chairs.
- (b) To coordinate and integrate the undergraduate and graduate courses, programs, and academic functions of the college.
- (c) To recommend to the faculty academic policies and procedures.
- (d) To communicate curricular and policy changes to the registrar in the manner and form the registrar requires.
- (e) To convene an Academic Petitions Subcommittee to consider academic petitions. There will be four members of this subcommittee, three voting members chosen from the membership of EPCC and the Registrar as a non-voting member.
- (f) To provide periodic updates to the Faculty Liaison Council.

Faculty Development Committee (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Three faculty members with staggered terms, one from the Humanities or Visual & Performing Arts; one from Natural Science or Social Science; one from Business Administration & Multimedia Communication or Education and Sport & Health Sciences.
- (b) Ex officio non-voting members: Instructional Designer, a research librarian, the Writing Center Director, and the Director of the Teaching and Learning Center.
- (c) One non-voting student appointed by the president of the student government with the advice and consent of the student senate. The student may not participate in discussions of who receives faculty development grants.

Responsibilities:

- (a) To encourage professional development by promoting planning and opportunities for growth throughout each stage of a faculty member's career. The committee shall report to the faculty on all matters pertaining to faculty development in the college.

- (b) To support all forms of faculty development, including research, scholarship, creativity and pedagogy; and to encourage the publication, propagation, and exhibition of faculty work.
- (c) To advise the Academic Dean on new faculty orientation and mentoring programs to support the integration of newcomers into the faculty community.
- (d) To make recommendations to the Academic Dean regarding the awarding of internal grants (e.g., the Research, Scholarship and Creativity Grant and the Course Development and Enhancement Grant) to support faculty development.

Faculty Liaison Council **FLC** (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Faculty Chair (elected term of 3 years, non-renewable for consecutive terms)
- (b) Division Heads (may not fulfill any other membership category)
- (c) At-large tenured faculty representative (must be different academic division than Faculty Chair)
- (d) At-large non-tenured or non-tenure track representative
- (e) One faculty representative from ACBC
- (f) Ex-officio non-voting members: the Academic Dean, the Associate Dean of Curriculum and Assessment, the Dean of Continuing, Graduate, and Online Education, and the Registrar.

Responsibilities:

Advises faculty and administration on issues of shared governance serving as the liaison between the faculty and the administration in the discussion of matters of common interest and the establishment of procedures by which interests of both may be represented

- (a) Serves as an information site for communication among the Academic Dean, the faculty, and working committees
- (b) Advises and helps develop strategic and tactical planning initiatives including position requests and replacements
- (c) Makes recommendations to the Academic Dean and the President in matters of the financial welfare of the faculty including compensation levels and equity, changes to health insurance, and other benefits programs
- (d) Receives periodic updates from the chairs of CNC, EPCC, ACBC, and FPC
- (e) Works with the Academic Dean to set the agenda for faculty meetings

Faculty Personnel Committee **FPC** (*revised 05/26/2020 faculty meeting*)

Membership:

- (a) One faculty member from each division with staggered terms. All must be tenured. A majority must hold the rank of professor.
- (b) Those eligible for and intending to apply for promotion to full professor shall not serve on the Faculty Personnel Committee during the year(s) their applications are to be considered.
- (c) The Director of Faculty Development, the New Faculty Orientation Coordinator and the Faculty Development Coordinator for Continuing &

Graduate Programs shall not serve on this committee during their term of office nor for three years thereafter.

- (d) Committee members shall not participate in any matter regarding their own employment status nor shall they be made aware of verbatim discussions of the committee in such cases.
- (e) The chair of the committee must hold the rank of full professor with tenure.
- (f) The chair shall be one of the representatives of the faculty to the Board of Trustees.

Responsibilities:

- (a) To make recommendations to the Academic Dean and the President in matters of reappointment, rank and tenure; sabbatical leaves and leaves of absence of faculty members; initial appointments above the rank of assistant professor; the general welfare of the faculty excluding compensation levels and other predominantly budgetary matters.
- (b) To recommend to the faculty: candidates for honorary degrees; criteria for earning tenure, promotion, and sabbatical leaves.
- (c) To review, upon request by the affected faculty member and in accordance with the procedures noted in Part III of the Faculty Handbook, decision against tenure, promotion or reappointment.¹
- (d) To provide periodic updates to the Faculty Liaison Council.

¹Rationale for the change:

- The Hearings and Appeals Committee does not exist and the responsibilities attributed to the Hearings and Appeals Committee are actually the responsibility of FPC.
- Responsibilities attributed to the Hearings and Appeals Committee are written verbatim in Part II, Section 10 of the Faculty Handbook where these responsibilities are accurately ascribed to FPC.
- Part III, Sections 3-7 of the Faculty Handbook discuss tenure, promotion, and reappointment procedures - each of these sections has a discussion of the procedure for contesting a negative decision and FPC's role in that process. It is confusing to talk about a single appeals process and to attribute responsibility of that process to FPC.
- It seems appropriate for the Constitution and Bylaws (Part I of the Faculty Handbook) to list tenure/promotion/reappointment appeals review as a responsibility of FPC, and for the Personnel Procedures (Part III of the Faculty Handbook) to explain how an appeal proceeds.

Institutional Review Board IRB (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) One faculty member from the Natural Science or Social Science Division.
- (b) One faculty member from the Humanities or Visual and Performing Arts or Education and Sport & Health Sciences or Business & Multimedia Communication Division.
- (c) One faculty member that teaches an Ethical Decision-Making Course.
- (d) Two faculty members at large.
- (e) The Academic Dean may appoint one ex officio voting member who is not a college professor, and not otherwise associated with Simpson College.
- (f) So long as no person is elected on the basis of gender, the Constitution and Nominating Committee will make every effort to ensure that the

institutional review board does not consist entirely of men or entirely of one gender.

Responsibilities:

- (a) To review all proposals to conduct research that involves human subjects, by either exempting a proposal from IRB review, approving a proposal, require modification in a proposal (to secure approval), or disapproving a proposal.
- (b) To follow the written instructions for the research review procedures as they are described in the code of federal regulations for the protection of human subjects.
- (c) To maintain a database of proposed research projects and the review process associated with each proposal.

Library Advisory Committee **LAC** (*revised 04/12/2017 faculty meeting*)

Membership:

- (a) Three faculty members from separate divisions with staggered terms.
- (b) Ex officio, voting member: the College Librarian/Archivist
- (c) Ex officio, non-voting members: other librarians
- (d) One student appointed by the president of the student government with the advice and consent of the student senate.

Responsibilities:

- (a) To act in an advisory capacity in all areas of library administration, including the following:
 - Mission, vision, and strategic planning.
 - Instruction: liaisons with divisions, collaboration for teaching/learning, integrating information literacy.
 - Policies, media and other services, facilities, technology, and web presence.
 - Budget proposals and allocations.
 - Personnel: serve on search committees as needed.
 - Assessment: annual report, comparative statistics, surveys, and other assessments; preparation for accreditation.
- (b) To make recommendations regarding other matters directly related to library administration not mentioned above.
- (c) To report the committee's recommendations to the college administration.

Post-Baccalaureate Curriculum Committee **PBCC** (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Three faculty members from separate divisions with staggered terms. At least one must be from a department which offers post-baccalaureate degrees or certificates.
- (b) One graduate student elected by the Graduate Student Council.
- (c) Ex officio non-voting members: the Dean for Continuing, Graduate & Online Education, and the Registrar.

Responsibilities:

- (a) To study, evaluate, and make recommendations to the educational policy and curriculum committee concerning the addition, deletion, or substantial alteration of graduate courses and programs.
- (b) To study, evaluate, and make recommendations to the educational policy and curriculum committee concerning the addition, deletion, or substantial alteration of post baccalaureate certificate programs.
- (c) To aid in coordinating and integrating the graduate courses, programs, and academic functions of the College.
- (d) To recommend to the Education Policy and Curriculum Committee policies and procedures for graduate courses and programs.

Student Learning Improvement Committee **SLIC** (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Four faculty members from separate divisions with staggered terms.
- (b) The Associate Dean of Curriculum and Assessment, ex-officio, voting
- (c) One member of the academic support staff appointed by the Academic Dean to serve a three-year term, voting.
- (d) One student with junior status or higher appointed by the president of the student government with the advice and consent of the student senate.

Responsibilities:

- (a) To review the results of the annual student learning assessment reports of the academic majors and academic support programs.
- (b) To administer the annual assessment of the general education program.
- (c) To make recommendations about improving student learning to the academic departments and academic support programs based on the results of the annual student learning assessment reports.
- (d) To report annually on the assessment of the general education program to the faculty and academic support staff.
- (e) To develop procedures and policy for the assessment of student learning.
- (f) To maintain a database and archive of academic assessment activities.

Off-campus Programs Committee **OCPC** (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Three faculty members with staggered terms, one from the Humanities or Visual & Performing Arts; one from Natural Science or Social Science; one from Business Administration & Multimedia Communication or Education and Sport & Health Sciences.
- (b) Non-voting ex officio members: the Director of Off-campus Programs, the Registrar, and the Associate Director of Multicultural and International Affairs.
- (c) One student appointed by the president of the student government with the advice and consent of the student senate.

Responsibilities:

- (a) Oversight of study abroad proposals
 - To receive all proposals for study abroad courses offered for academic credit

- To discuss, evaluate, and provide feedback on those proposals according to standards set by the faculty and in consultation with other faculty committees where appropriate
 - To forward all proposals for educational policy and curriculum to the EPCC with either a positive or negative recommendation
 - To forward all proposals for other policies to the Academic Dean with either a positive or negative recommendation
- (b) Support the Office of Off-campus Programming by making recommendations to the EPCC and administration regarding:
- Existing study-abroad programs offered by the college and other institutions
 - New international programs of the college
 - Promotion of international education among students and faculty
- (c) To advise the Director of the Teaching and Learning Center about faculty development opportunities in the area of study abroad

Teacher Education Committee (*revised 01/12/2022 faculty meeting*)

Membership:

- (a) Three faculty members from different divisions with staggered terms
- (b) One student appointed by the president of the student government with the advice and consent of the student senate will participate in meetings related to policy only
- (c) Non-voting, ex officio member: Chair of the Education Department

Responsibilities:

- (a) To act as a liaison between the Teacher Education Program and the greater Simpson community
- (b) To review existing policies regarding the Teacher Education Program and its integration into the mission of the college
- (c) To collaborate with the chair of Teacher Education in the development of new policies and their integration into the mission of the college
- (d) To review the education department recommendations regarding the selection and retention of students in the Teacher Education Program based on students' fulfillment of the program requirements
- (e) To hear student appeals related to readmission or advancement through the program requirements of the Teacher Education Program

Undergraduate Research & Creativity Committee (*added 01/12/2022 faculty meeting*)

Membership:

- (a) The Undergraduate Research directors (appointed by the Academic Dean) will serve as non-voting ex-officio member(s) and co-director(s) of the Symposium
- (b) One faculty member from the Natural Science or Social Science Division
- (c) One faculty member from the Humanities or Visual and Performing Arts Division
- (d) One faculty member from the Education and Sport & Health Sciences or Business & Multimedia Communication Division

- (e) Two student representatives with prior experience presenting at the Symposium appointed by the Student Government Association (SGA) will serve as a voting member

Responsibilities:

- (a) To oversee the planning and operation of the annual Research and Creativity Symposium
- (b) To support the Undergraduate Research Director(s) in the planning of and operation of the Summer Research Symposium
- (c) To assist the Undergraduate Research Director(s) in awarding SUSI (Simpson Urban Studies Institute) and SIR (Simpson Interdisciplinary Research) grants and student travel stipends
- (d) To work with the Undergraduate Research Director(s) in developing and promoting initiatives supporting undergraduate research

Ad Hoc Committees

Members of ad hoc committees may be elected by the faculty or appointed either by the chairperson of the faculty or the vice-chairperson of the faculty. Such committees shall be dissolved with the submission and acceptance of a final report and shall in no case extend beyond the end of the academic year succeeding the one in which the committee was constituted.

Section 4. Committee Leadership (*revised 05/26/2020 faculty meeting*)

4.1 Committee Chairs

- Each standing committee shall elect a Chair from among its voting faculty members in accordance with the particular requirements of each committee. The faculty chair will be elected by the full faculty.
- The Chair may not be an ex officio member of the committee.
- The term of office shall be one year with the exception of the faculty chair.
- A Chair may be re-elected with the exception of the faculty chair.
- A Chair's responsibilities include:
 1. Establishing committee agendas
 2. Scheduling and conducting meetings
 3. Representing the committee in meetings of the full faculty
 4. Acting as a liaison between the committee and the administration
 5. Review archived committee procedures and update as necessary.
- Each standing committee shall elect a Secretary from among its voting faculty members.

4.2 Committee Secretaries

- The Secretary may not be an ex officio member of the committee.
- The term of office shall be one year.
- A Secretary may be re-elected.
- A Secretary's responsibilities include:
 1. Keeping minutes of the committee
 2. Soliciting the approval of the committee for those minutes

3. Collecting the official electronic correspondence of the committee to be included with the minutes
4. Making minutes available to:
 - a. Other members of the current committee
 - b. Dean of Academic Affairs
 - c. Incoming chair and secretary once they are elected
 - d. Official records of the college as defined by established procedures

4.3 Representatives to the Board of Trustees (*revised 05/26/2020 faculty meeting*)

Membership:

- (a) The faculty chair and the chairs of the Educational Policy and Curriculum Committee, and the Faculty Personnel Committee shall serve as faculty representatives to the Board of Trustees.
- (b) The faculty shall elect one at-large representative for a one-year term during the May elections.

Responsibilities:

- (a) Attend meetings of the Board of Trustees following the bylaws set by the Board:

Members of the faculty will serve as representatives of the faculty to the Board and will be invited to attend the Board meetings as guests and to attend the following designated committees. They may, however, elect to attend a committee meeting of their choice when circumstances warrant, with the permission of the committee chair or the administrator support person. They will have no voting power on either the Board or on the committees, but may be asked to provide faculty perspectives to either body, and should expect to report on committee deliberations to the faculty.

- The chair of the Educational Policy and Curriculum Committee may attend the meetings of the Committee on Learning Programs.
 - The chair of the Faculty Personnel Committee may attend the meetings of the Committee on College Advancement.
 - The faculty chair may attend the meetings of the Committee on Resource Management.
 - The at-large faculty representative may attend the meetings of the Committee on Enrollment Management.
- (b) Faculty representatives may, at their discretion, present reports to the faculty.

4.4 Representatives to the Sexual Misconduct Review Board (*revised 10/14/2020 faculty meeting*)

Membership:

- a) Four faculty members with staggered terms.
- b) No more than two faculty members from the same division.

- c) Diversity of faculty representatives is encouraged and should be considered by faculty when voting for representatives.

Responsibilities:

- a) Undergo training as established by Simpson College and the Title IX Coordinator.
- b) Participate in Sexual Misconduct Review Board hearings on a rotating basis.
- c) Serve as an advisor to a complainant or respondent if needed.
- d) Participate in Sexual Misconduct Appeal hearings.

Article III

Amendments to the Bylaws (*revised 04/15/2015 faculty meeting*)

A member of the faculty (including chairs of committees) may propose an amendment to the bylaws. An amendment must be presented to the faculty at one meeting and voted on at the next regularly scheduled faculty meeting. *Robert's Rules applies a simple majority vote to pass.*

Upon introduction at the first faculty meeting, the chair will refer the bylaw amendment to the Constitution and Nominating Committee for review and recommendation. The Constitution and Nominating Committee will return the proposed amendment to the faculty with its recommendation (positive or negative) at the next regular meeting for a vote.

**SIMPSON COLLEGE FACULTY HANDBOOK
PART II: PERSONNEL POLICIES**

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SIMPSON COLLEGE FACULTY HANDBOOK PART II: PERSONNEL POLICIES

Simpson College expects of its faculty members sound scholarship, competent teaching, creativity, concern for students, responsibility in committee assignments, interest in student activities and college events, respect for regulations voted by faculty and trustees, and cooperation in the achievement of the declared purposes of the institution.

In order to assist in the achievement of these objectives, the college faculty, administration and trustees seek to provide clear guidelines to each faculty member in areas of criteria for evaluation of performance, promotion, tenure, and special conditions pertaining to the continuation or termination of employment. Therefore, the policies governing Simpson faculty are those stated in the following sections as approved specifically by its board of trustees.

SECTION 1: ACADEMIC FREEDOM

Every faculty member shall enjoy the privileges and accept the obligations of academic freedom. The college faculty, administration and trustees subscribe to the guidelines for the understanding of academic freedom set forth in the 1940 Statement of Principles on Academic Freedom and Tenure (see Simpson College Faculty Handbook Part VII, Appendix A) formulated by the Association of American Colleges (AAC) and the American Association of University Professors (AAUP). The following information from the 1940 Statement of Principles on Academic Freedom and Tenure express the Simpson College's faculty core understanding of academic freedom:

- The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter that has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, one should remember that the public might judge the profession and the institution by his/her utterances. Hence, he/she should at all times be accurate, should exercise appropriate restraint, and should make every effort to indicate that he/she is not an institutional spokesperson.

The relationship of the college to The United Methodist Church imposes no limitations upon the academic freedom of the faculty as outlined in the above statement. It is expected, however, that those serving the college – faculty or administration – understand and accept this relationship and fulfill their respective professional functions in general

sympathy with the nature and objectives of the institution as a church-related college of liberal arts, which is non-sectarian in academic requirements and program.

SECTION 2: COMPOSITION OF THE FACULTY

2.1.0 Types of Faculty Contracts

All faculty members at the college will have a written contract for their work. The contract describes the employment relationship between the faculty member and the college.

2.1.1 Full-Time Contracts

2.1.1.1 Full-Time Regular Contract *(revised 02/07/2020 board meeting)*

These positions have teaching assignments that normally consist of 24 course credits or the equivalent during an academic year. Additional faculty duties ordinarily include:

- Attendance and participation in department meetings and events.
- Attending faculty meetings and convocations.
- Service on committees or other special assignments if eligibility rules allow such service.
- Holding regular office hours and advising students.

Faculty members with regular contracts may choose to supervise independent and directed studies.

At the time of the hire, academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials.

These faculty members are considered to be on a probationary contract until they receive tenure.

2.1.1.2 Full-Time Term Contract *(added 02/07/2020 board meeting)*

Full-time term contracts may be used in cases where the college administration believes a full-time contract is warranted, but is unsure about the stability of student demand for the course offerings associated with the position.

These positions are oriented toward teaching, and have teaching assignments that normally consist of 24 to 28 course credits or the equivalent during an academic year. Additional faculty duties ordinarily expected include:

- Attendance and participation in department meetings and events.
- Attending faculty meetings.
- Service on committees, if the eligibility rules of the committee allow such service.
- Holding regular office hours.

If related to new programs, these positions may also be assigned duties related to the recruitment and advising of students in those programs.

At the time of the hire, academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials.

Three years after the creation of these positions, the administration shall determine if student demand for the courses associated with the position are strong and that the institution sees an ongoing need for the position. At this point, there are three options:

- 1) the position shall become tenure-track.
- 2) the position shall be renewed for up to two years for final evaluation and determination of on-going institutional need.
- 3) the position shall be discontinued.

The second option may only be taken once. The administration must then select either option 1 or 3.

2.1.1.3 Full-Time Teaching Specialist Contract *(revised 02/07/2020 board meeting)*

Teaching Specialists are faculty hired primarily for the purpose of providing specialized instructional support outside of the traditional classroom. Ordinarily, they are not expected to teach traditional credit-bearing courses.

If Teaching Specialists do teach traditional courses as a part of their contract they must have appropriate qualifications for doing so and the assigned traditional teaching load must not exceed 12 credits per academic year. If the position demands more than 12 credits of teaching as part of the normal load, the academic dean and department chair shall convert the position to a Full-Time Term contract (see 2.1.1.2).

Full-time Teaching Specialist faculty may be elected to committees, if the eligibility rules of the committee allow such service.

Academic rank (instructor, assistant professor, associate professor, professor) for Teaching Specialist faculty will be assigned as appropriate to their academic credentials at the time of hire. They are not eligible for tenure. If originally hired at the rank of instructor, teaching specialists are not eligible for promotion beyond the rank of assistant professor. Provisions regarding review criteria, notice of renewal or termination will be specified at the time of appointment.

2.1.1.4 Full-Time Joint Contract in a Single Department

A joint contract divides between two faculty members the rights and responsibilities equivalent to one full-time position, and may be negotiated after consultation with the department. Each faculty member sharing a joint contract is eligible individually for promotion and tenure in accordance with the regular criteria and procedures. A provision may be included in the initial contract that if one member of a joint appointment ceases for any reason to be a member of the faculty, the remaining member may assume the responsibilities of one position at the rank and tenure status of the remaining member. If that provision is not included in the initial contract, the remaining member retains tenure, if tenured, and may negotiate a full-time position by mutual agreement among the remaining member, the department, the Faculty Personnel Committee and the academic dean. If mutual agreement cannot be reached, at the discretion of the academic dean, the faculty member may be issued a one-year terminal contract.

2.1.1.5 Full-Time Contract in Multiple Departments

Faculty members may teach courses in more than one department, but all regular faculty must hold an appointment in a single academic department.

2.1.2 Other Types of Contracts *(revised 02/07/2020 board meeting)*

These members of the faculty do not vote in faculty meetings.

2.1.2.1 Adjunct Contract *(revised 02/07/2020 board meeting)*

Faculty members on term contracts who are not teaching a full load (24 credits or its equivalent) but rather have been hired to address enrollment or other curricular needs of the college will be appointed as adjunct faculty. Academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials. They are not eligible for tenure or promotion; provisions regarding notice of renewal or termination will be specified at the time of appointment.

2.1.2.2 Part-Time Teaching Specialist Contract *(added 5/13/16 board meeting contingent on faculty approval at the 5/23/16 faculty meeting)*

Faculty members providing service to the institution in a less than full-time capacity as described in Part II, Section 2.1.1.3 are considered part-time teaching specialists. Requirements for appointment will be consistent with those outlined for full-time teaching specialists, as will the assignment of academic rank.

2.1.2.3 Research Fellow *(added 05/13/2016 board meeting contingent on faculty approval at the 5/23/2016 faculty meeting)*

An individual appointed as a research fellow may conduct research, supervise students in research, supervise independent studies, guest lecture in classes and perform other tasks as determined by the institution. The term will be one calendar year. The appointment may be renewed upon mutual agreement. Compensation, if any, will be negotiated at the time of appointment and be included in a formal written agreement.

2.1.2.4 Full-Time Visiting Faculty Contract *(added 02/07/2020 board meeting)*

Full-time visiting faculty contracts may be used to fill a specific short-term vacancy (late resignation, sabbatical replacement, grant-funded scholar, etc.) if the courses associated with the position cannot be filled through the use of adjuncts and overloads.

These positions are oriented toward teaching and have teaching assignments that ordinarily consist of 24 to 28 course credits or the equivalent during an academic year. Additional faculty duties ordinarily expected of full-time visiting faculty members include:

- Attendance and participation in department meetings and events.
- Holding regular office hours.

At the time of the hire, academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials.

These contracts may be issued for one or two years. If the administration and department determine that there is a need beyond that, the position should be covered by a full-time term or tenure-track contract.

2.2.0 Types of Appointments

Whereas the term *contract* is used to describe the employment relationship between the college and the individual, the term *appointment* is used to describe the status of the relationship between the college and the individual.

2.2.1 Term Appointments

Faculty members on teaching specialist and adjunct contracts will be appointed for terms of one year or other stated periods. Term appointments may be renewable or non-renewable as stipulated at the time of appointment. Persons with term appointments are not eligible for tenure or promotion beyond the rank of assistant professor

2.2.1.1 Visiting Appointments

Faculty members on term contracts filling a specific vacancy (late resignation, sabbatical replacement, grant-funded scholar, etc.) will be appointed as *visiting* faculty. Academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials.

2.2.2 Probationary and Tenured Appointments

Faculty members with regular or joint appointments will be on probationary appointments or on appointments with continuous tenure.

2.2.2.1 Probationary Appointments

Probationary appointments may be made for one year, or for other stated periods up to a maximum of six years; a probationary appointment may be renewed, but no such appointment implies a presumption of renewal. Appointment to a probationary contract does not guarantee tenure.

Previous service at Simpson College and other institutions of higher education may be included in the probationary period subject to limitations agreed upon in writing at the time of appointment. If not previously agreed upon in writing, a person with more than three years previous probationary service completed after the terminal degree has been earned will be appointed for a probationary period of not more than four years, even though the person's total probationary period in the academic profession is thereby extended beyond the normal maximum of seven years.

2.2.2.2 Appointments with Continuous Tenure

Appointments with continuous tenure are made after a probationary period of not more than six years. Time spent on leaves of absence will not be included in the six years of probationary service, unless the faculty member and the college agree in writing to the contrary at the time the leave is granted. Tenure may be granted earlier, but not later, than the expiration of the probationary period. The appointment to continuous tenure will follow the policies outlined in Simpson College Handbook Part II: Personnel Policies, Section 8 and the procedures described in Simpson College Handbook Part III: Personnel Procedures, Section 5.

SECTION 3: APPOINTMENT

Simpson College defines its policies for appointment, promotion and tenure as stated herein. These policies are regularly administered by appropriate faculty, administrative and trustee groups. **The procedures for the implementation of these policies can be found in Simpson College Faculty Handbook Part III: Personnel Procedures, Section 2.**

Faculty appointments, promotions and tenure are governed by the force of the currently approved policies and procedures. Faculty who sign a contract for the ensuing year tacitly agree to the policies and procedures in force for that year.

3.1.0 Degree Criteria for Initial Appointment

The following minimal degree criteria have been established for initial appointment in the various types of faculty contracts.

3.1.1 Degree Criteria for Initial Full-Time Appointments *(revised 02/07/2020 board meeting)*

The appropriate academic degree required for full-time appointment to a probationary and term contract will be the earned doctorate except in the following cases:

- Accounting: Masters, plus C.P.A.
- Athletic Training: Master's in field related to area of teaching, plus significant professional experience
- Communication and Media Studies: Ph.D., or Master's in field related to area of teaching, plus significant professional experience
- Computer Science: Ph.D., or a master's in a field related to area of teaching, plus significant professional experience
- English-Creative Writing: Master of Fine Arts
- Library: Master of Library Science
- Management: Doctorate in Management or Doctorate in another field (including J.D.) plus a Master's in business-related area, or an MBA plus relevant professional experience.
- Physical Education: Master's in field related to area of teaching, plus significant professional experience
- Social Work: Master of Social Work (MSW)
- Studio Arts: Master of Fine Arts
- Theatre-Acting/Directing: Master of Fine Arts
- Theatre-Design: Master of Fine Arts

The above listed degrees are considered to be terminal degrees for the purpose of tenure and promotion. In some cases, a faculty member may be hired in a tenure-track position before the terminal degree is complete. Expectations for degree completion will be included in the original contract. The academic dean, after consultation with the department and the Faculty Personnel Committee, may approve alternate degrees for initial appointment, tenure, and promotion. The approval of alternate degrees for appointment, tenure, and promotion will be documented in writing and included in the faculty member's file.

3.1.2 Degree Criteria for All Adjunct and Teaching Specialist Faculty Initial Appointments

The appropriate degree and/or professional experience for adjunct and teaching specialist faculty appointments will be determined by the academic dean in consultation with the department at the time of original appointment.

3.2.0 Academic Rank *(revised 02/07/2020 board meeting)*

The college recognizes four academic ranks: instructor, assistant professor, associate professor and professor.

It is understood that the academic dean, after consultation with the FPC, may waive certain criteria for initial appointment.

3.2.1 Instructor *(revised 02/07/2020 board meeting)*

Faculty must have an appropriate degree or significant professional experience or expertise. See 3.1.1 for details.

3.2.2 Assistant Professor

Earned doctorate in the appropriate discipline or other appropriate degree as listed in 3.1.1.

3.2.3 Associate Professor

The earned doctorate in the appropriate discipline or other appropriate degree as listed in 3.1.1 and have achieved the rank of associate at another accredited institution or a meritorious record of achievement in another relevant way.

3.2.4 Professor

The earned doctorate in the appropriate discipline or other appropriate degree as listed in 3.1.1 and have achieved the rank of professor at another accredited institution or a meritorious record of achievement in another relevant way.

3.2.5 Professor Emeriti *(revised 02/02/2010 board meeting)*

A faculty member who retires from service at Simpson College is eligible to be considered for appointment to the status of professor emeritus and shall, if appointed, be so designated irrespective of the rank at retirement. A faculty member must be at least 55 years old and have held a full-time appointment at the college for at least ten of the preceding thirteen years. Procedures for appointment to professor emeriti may be found in Simpson College Handbook Part III: Personnel Procedures, Section 1.4.0. Current privileges of faculty emeriti status may be found in the Simpson College Handbook Part V: Information. Emeriti may be given additional contracts to teach part-time or to perform other part-time duties at the college.

3.2.6 Academic Rank for Full-time Administrators

Academic rank for administrators and other non-faculty employees will be determined at the time of hire by the president or academic dean in consultation with the Faculty Personnel Committee. Full-time administrators with faculty rank will not normally

receive appointment to an academic department unless their duties include significant teaching responsibility.

3.3.0 Faculty/Administration Appointments

3.3.1 Appointment of Faculty to Administrative Positions

A faculty member tenured at Simpson who accepts a non-faculty appointment shall retain tenure and faculty rank, and if negotiated in the initial administrative appointment contract and upon the approval of the department, may return to her or his department upon the conclusion of administrative service.

3.3.2 Appointment of Administrators to Regular Faculty

College administrators and other non-faculty employees appointed to regular faculty (tenure-track or tenured) positions must qualify on the basis of the same criteria as other faculty. As a general rule, such appointments are to be made at the discretion of the president of the college and with the approval of the academic dean, the Faculty Personnel Committee, and the appropriate department. Academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials.

Non-faculty employees appointed to regular faculty may be promoted on the basis of total contribution to the college under the same standards of excellence in performance of assigned duties, time in rank, and degree requirements as other faculty members.

3.3.3 Appointment of Non-faculty Employees to Adjunct *Faculty* (revised 02/07/2020 board meeting)

Administrators and other non-faculty employees appointed to adjunct positions (teaching less than 24 credits or its equivalent) must qualify on the basis of the same criteria as other faculty. As a general rule, such appointments are to be made at the discretion of the academic dean upon consultation with the appropriate department. Academic rank (instructor, assistant professor, associate professor, professor) will be assigned as appropriate to their academic credentials. They are not eligible for tenure or promotion; provisions regarding notice of renewal or termination will be specified at the time of appointment.

3.4.0 Terms and Conditions of Appointment

Appointment to the faculty will be stated or confirmed in writing by the president of the college and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of any appointment and any special understandings will be confirmed in writing and a copy furnished to the faculty member. An appointment to the faculty is not confirmed until a contract is issued, signed by both parties, and received by the college.

3.5.0 Degree Completion

Faculty members who are hired in regular (tenure-track or tenured) contracts without the appropriate terminal degree will have any conditions regarding the completion of the degree stated in the original contract of hire. If a faculty person does not complete the requirements for the appropriate terminal degree by the end of the period stated in the

initial contract, at the discretion of the academic dean the subsequent contract may include a notice of termination.

SECTION 4: EVALUATION

All full-time and part-time faculty will be subject to periodic evaluations. The procedures for evaluations are described in Simpson College Faculty Handbook Part III: Personnel Procedures.

SECTION 5: REAPPOINTMENT

Recommendation for reappointment will be submitted by the department through a process approved by the faculty and described in Simpson College Faculty Handbook Part III: Personnel Procedures. The decision to reappoint will be made by the president upon the recommendation of the academic dean. In addition to merit as a faculty member, enrollment and program needs of the college are proper considerations in deciding whether or not to renew any non-tenured appointment.

SECTION 6: NON-REAPPOINTMENT *(revised 05/11/2012 board meeting)*

6.1.0 Non-Reappointment of Tenure-track and Tenured Faculty

In the absence of a letter of resignation, a faculty member holding a tenure-track position or a position with continuous tenure shall be notified in writing of non-reappointment not later than March 1 of the first academic year of service if the appointment expires at the end of that year. If it does not expire at the end of that academic year, then a notice of non-reappointment shall be given in writing at least three months in advance of the termination of the appointment.

In the absence of a letter of resignation, a faculty member shall be notified in writing of non-reappointment not later than December 15 of the second year of academic service, if the appointment expires at the end of the academic year. If it does not expire at the end of the academic year, then a notice of non-reappointment shall be given in writing at least six months before the termination of the appointment.

In the absence of a letter of resignation, a faculty member, after two or more years of full-time service to the college, will be notified in writing of non-reappointment not later than May 31 of the year prior to termination of the contract.

6.2.0 Non-Reappointment of Full-Time Term and Teaching Specialist Faculty

(revised 02/07/2020 board meeting)

In the absence of a letter of resignation, a faculty member holding a full-time term contract or a full-time teaching specialist contract will be provided notice of contract termination and/or non-reappointment according to the procedures outlined in Part III, Section 3.2.0 of the Simpson College Faculty Handbook.

SECTION 7: PROMOTION

Nominations for promotion may be made by the candidate on his/her own behalf or by colleagues within or outside the department or by the academic dean. The procedures for

promotion and indicators of successful achievement of the criteria can be found in Simpson College Faculty Handbook Part III: Personnel Procedures, Section 6. Promotion will be granted by the president and reported to the board of trustees. Promotion will commence in the following academic year.

7.1.0 Definitions and Expectations

The following section is provided to help define the criteria for tenure and promotion. The examples are not meant to be exhaustive, but serve to provide guidance to all involved in the tenure and promotion process.

7.1.1 Teaching (*revised 05/12/2023 board meeting*)

Teaching effectiveness may include but is not limited to the following five categories: competence in the content area; classroom performance; academic and professional standards; effective professional relations with students; and creativity and self-improvement. The following is an indication of the kinds of activities that might fall into these categories.

Competence in the content area is generally considered to be but is not limited to:

- Mastery and knowledge of the subject matter.
- Staying current with advances and changes within the field.
- Thoroughness of course content.
- Designing and implementing courses that meet the objectives of the department and the college.
- Incorporating course content that is inclusive of diverse perspectives.
- Acknowledging historical and contemporary barriers to women, BIPOC (Black, Indigenous, people of color), and other marginalized identities in the discipline.

Effective classroom performance is generally considered to be but is not limited to:

- Effective organization.
- Effective, clear and stimulating presentation and/or discussion.
- Enthusiasm for the subject matter.
- Encouragement of active learning and critical thinking.
- Stimulation of student research, scholarship, and creative projects.
- ~~Allowance for differing learning styles and/or cognitive abilities.~~
- Willingness to assist students academically inside and outside of the classroom.
- Allowance for and encouragement of the respectful interchange of ideas.
- Providing timely and effective feedback to students.
- Facilitation of student independent learning.
- Stating and meeting course objectives and standards.
- Incorporating best practices for supporting neurodivergent learners.

Maintenance of academic and professional standards is generally considered to be but is not limited to:

- Maintaining academic rigor.
- Providing clear statements of expectations, policies and grading criteria in a syllabus.
- Applying fair and uniform standards of evaluation.

- Adhering to academic rules and regulations of the college and the department.
- Designing tests and assignments that are drawn from course material.
- Providing students with the opportunity to evaluate instruction.
- Meeting classes at the time and for the duration assigned.
- Submitting book orders, grades and other administrative assignments complete and on time.

Effective professional relations with students are generally considered to be but are not limited to:

- Maintaining open communications.
- Posting and maintaining adequate office hours.
- Clearly stating expectations, policies and grading criteria.
- Maintaining a professional attitude and demeanor inside and outside of the classroom.
- Meeting special needs of students.
- Keeping student matters confidential.
- Creating a learning experience free of discrimination and harassment.
- Establishing and supporting a climate that fosters belonging for all students.
- Working explicitly to reduce the impact of exclusion, stereotypes, oppression, and microaggressions.
- Fostering an environment that minimizes the chances that differences in perspectives and experiences will threaten or isolate vulnerable individuals.

Creativity and self-improvement is generally considered to be but is not limited to:

- Innovation in course content, course design, methodology, assignments, or evaluation.
- Inter-disciplinary or cross-disciplinary interests.
- Introducing students to the creative processes of the discipline.
- Self-reflection on teaching.
- Efforts to improve teaching.
- Seeking creative ways to incorporate diversity, equity, and inclusion in teaching.

It should be noted that faculty at Simpson College are expected to be effective teachers with both major and non-major students, as well as beginning and advanced students.

7.1.2 Advising (*revised 02/08/2013 board meeting*)

Academic advising of students is an essential part of the faculty member's teaching responsibilities. An effective advisor is one who is available and accessible to students, who provides informed counsel on Simpson's curriculum, and who assists students to relate their goals to academic majors and specified courses. Effective advising requires knowledge of the rules, regulations, and procedures of Simpson College as established in its various handbooks and manuals. An effective advisor listens well, provides care and understanding, and assists students in making their own decisions. Advisors should assist students in developing strengths and identifying and improving areas of weakness in their intellectual development. Advising happens formally with assigned advisees as well as informally in normal day-to-day contact with students. Although effective advising may

happen in other ways, the faculty at Simpson College highly value advisors meeting in-person with advisees.

Experience in the advising process may include but is not limited to:

- A record of advisees who have graduated.
- Participation in Simpson Colloquium courses.
- Assisting students with internships.
- Assisting with directed or independent studies.
- Facilitating individual undergraduate research.

7.1.3 Professional Development, Scholarship and Achievement

Professional development, scholarship and achievement improve teaching effectiveness by encouraging the faculty member to keep abreast of new trends and ideas, to reevaluate ideas and theories, and to think seriously on a professional level about concepts and issues that are part of the body of knowledge to which students are exposed. The form of professional development, scholarship and achievement varies by discipline.

Evidence of professional development, scholarship and achievement may be demonstrated by but is not limited to the following four categories: ongoing professional development; involvement in research and scholarly study; creative and artistic works; and service to professional organizations within the discipline.

Ongoing professional development may include but is not limited to:

- Attendance at discipline-based professional conferences
- Attendance at faculty development workshops and conferences
- The writing and submission of grants
- Regular participation in the college's sabbatical leave program

Ongoing involvement in research and scholarly study may include but is not limited to:

- Publications (especially peer-reviewed works).
- Presentations at state and national conferences.
- Professional consultation.

Creative and artistic works may include but is not limited to:

- Paintings.
- Sculptures.
- Performances.
- Scripts.
- Poetry.
- Other forms of aesthetic expression.

Service to professional organizations within the discipline may include but is not limited to:

- Serving on boards.
- Serving as a journal editor.
- Holding an elected office.
- Being sought out as an expert within the discipline.

7.1.4 Service to Colleagues and the College *(revised 05/12/2023 board meeting)*

Promotion to associate professor and professor requires that a faculty member provide service to the Simpson College community. Faculty members are expected to contribute to the governance, operational, and community activities of their departments and the college. Service applies a faculty member's knowledge, skills, and expertise to benefit students or the institution.

An important goal for the service requirement includes promoting a more comprehensive understanding of the various facets of campus life and governance while providing the opportunity to collaborate with faculty and administrators from across the campus.

Specific activities will vary, since they reflect such variables as the academic or professional expertise of the individual faculty member, the nature and needs of each department/division, and the faculty member's interests. Evidence of this service may include but is not limited to:

- Participation on standing faculty committees
- Participation on ad hoc committees, task forces, or working groups
- Work on departmental or divisional projects and assessment
- Serving on search committees
- Assisting students with service projects
- Advising student organizations
- Serving as department chair or division head
- Serving as a departmental liaison
- Serving as mentors for new faculty
- Participation in recruitment
- Involvement in furthering the mission, vision, and values of Simpson College on campus and beyond by helping students and/or others in their pursuit of diversity, equity, and inclusion.

To demonstrate effective service to colleagues and the college, the faculty member needs to reflect on the following:

- What was accomplished
- What role he or she played in it
- Its significance or impact

It is the expectation of the faculty that such service will be consistent and of increasing responsibility over one's career.

7.2.0 Promotion Criteria for Regular (probationary and tenured) Faculty

The following criteria will be considered in reviewing nominations for promotion to the designated rank for full-time probationary and tenured faculty. The procedures for the implementation of these policies can be found in Simpson College Faculty Handbook Part III: Personnel Procedures, Section 6.

7.2.1 To Assistant Professor

In most cases, faculty members with the appropriate terminal degree will receive the rank of assistant professor at the time of hire. When a terminal degree is not complete at the time of hire, the rank will be at the instructor level. The rank will be adjusted upwards by the academic dean to assistant professor upon the completion of the degree.

The following are criteria established for original appointment to assistant professor:

7.2.1.1 Terminal Degree

In addition, the candidate must show *promise of success* in the following areas:

7.2.1.2 Teaching

7.2.1.3 Advising

7.2.1.4 Professional Development, Scholarship and Achievement

7.2.1.5 Service to Colleagues and the College

7.2.2 To Associate Professor

All successful candidates for tenure are automatically nominated for promotion to associate professor. In addition to the appropriate terminal degree as required for the rank of assistant professor and at least a minimum of three years fulltime teaching at Simpson College, the candidate must show *demonstrated success* in the following areas:

7.2.2.1 Teaching

7.2.2.2 Advising

7.2.2.3 Professional Development, Scholarship and Achievement

7.2.2.4 Service to Colleagues and the College

7.2.3 To Professor

Promotion to professor may be made after at least six years of full-time service at the rank of associate professor. In addition to the appropriate terminal degree required for the rank of associate professor, the candidate must show *a sustained record of success* in the following areas:

7.2.3.1 Teaching

7.2.3.2 Advising

7.2.3.3 Professional Development, Scholarship and Achievement

7.2.3.4 Service to Colleagues and the College

7.3.0 Promotion for Adjunct and Teaching Specialist Faculty

Faculty in adjunct and teaching specialist contracts are not eligible for promotion except in the case of faculty hired at the rank of instructor without the terminal degree. Upon the completion of the terminal degree, the rank of assistant professor will be granted by the academic dean. Faculty members in adjunct and teaching specialist contracts at the rank of assistant or associate are not eligible for promotion. Promotion to associate and full professor is only available to tenured faculty.

SECTION 8: TENURE (*revised 05/15/2020 board meeting*)

The college will award tenure only to full-time regular faculty who have demonstrated excellence in teaching, advising of students, professional development, as assessed by

their peers both on and off campus, and service to the college, which typically includes work on standing committees of the faculty as well as special assignments that might emphasize recruitment, retention, or administration.

They must hold the necessary academic credentials specified in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 3.1.1.

Granting of tenure is also contingent upon an interest and involvement in the overall activities of the college. Tenured faculty members hold leadership roles across campus that preserve the institution and continually improve the experience of Simpson's students.

Tenure is customarily awarded to faculty members after six years of full-time service unless otherwise specified in the faculty member's contract of hire. A minimum of three years of full-time teaching at Simpson College is required to be eligible for tenure. During this probationary period, they receive annual evaluations by department chairs, division heads and student evaluations for every course, as well as extensive reviews by the Faculty Personnel Committee during their third and sixth years. The review process is overseen by the academic dean and the president of the college.

Election to appointment with tenure is by the board of trustees upon the recommendation of the president of the college. The nomination for appointment with tenure is initiated by the Faculty Personnel Committee. Tenure will not be granted to part-time faculty members.

Criteria for tenure and promotion are defined in Simpson College Faculty Handbook, Part II: Personnel Policies, Section 7.

Procedures for awarding tenure are in Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 5.

As a consequence of the investment that the college makes in reviewing, supporting, and developing tenure-track faculty, and the commitment that these faculty members exhibit toward the college as vested stakeholders, the college honors the value that tenure brings to the institution.

8.1.0 Criteria

8.1.1 Degree *(revised 05/17/2013 board meeting)*

The appropriate academic degree required for a tenured position will be the earned doctorate except as indicated in 3.1.1.

In order to be considered by the committee for tenure and/or promotion, Simpson College must have documentation that the appropriate degree has been awarded. Normally, this will be a transcript that denotes the completed degree. In cases where all degree requirements have been completed but the degree has not been posted to the transcript by the degree granting institution, Simpson College may accept a letter from the appropriate college official (typically the Registrar) that shows that all requirements have been

completed and that the degree will be posted to the transcript on a date certain. Documentation of the completion of the appropriate degree must be included in the candidate's file by the closure date.

In addition to the appropriate terminal degree as required for the rank of assistant professor, the candidate must show *demonstrated success* in the following areas:

8.1.2 Teaching

8.1.3 Advising

8.1.4 Professional Development, Scholarship and Achievement

8.1.5 Service to Colleagues and the College

8.2.0 Tenure for Employees with Faculty Rank

Employees with faculty rank whose assignment includes supervision and other non-teaching duties that are greater than half-time are not eligible to receive tenure. If a subsequent appointment results in a position with full-time teaching responsibility, the faculty member is then eligible for tenure consideration. Time spent in teaching as a non-tenured faculty member shall be credited toward time required for tenure on the basis of full-time equivalency.

8.3.0 Stopping the Tenure Clock

Tenure-track faculty members serve a probationary period between the time they begin employment and the tenure decision. Under appropriate circumstances this time-period, which is specified in the faculty member's offer letter, may be modified. At the request of the faculty member the college may agree to modify this time-period by not more than two one-year stops in the tenure clock. Any approved modification will result in a corresponding postponement of the tenure decision.

Tenure-track faculty members may request that the tenure clock be stopped for a one-year period under any of the following circumstances if the faculty member believes the circumstances would seriously impair the faculty member's capacity to build the record of accomplishment he or she judges appropriate for professional satisfaction and tenure review:

- i. Pregnancy, childbirth, adoption or foster child placement
- ii. Substantial caregiver responsibility for someone with whom the tenure track faculty member has a familial or household relationship/impairment.
- iii. Physical or mental illness or impairment
- iv. Military service
- v. Legal concerns, including but not limited to, the settling of estates or the processing of divorce, custody disputes, civil suits or the defense of felony criminal charges.

The above list of circumstances is not intended to be exhaustive, but instead is intended to be illustrative in nature. This policy recognizes that a variety of circumstances and conditions can occur that would make it beneficial to the faculty member and the College to temporarily stop the tenure clock.

Tenure clock stops are granted in one-year increments. A cumulative total of two years is normally the maximum period of time that the tenure clock may be stopped for any

combination of reasons. Requests should be made no more than 6 months after the commencement of the qualifying event or extenuating circumstance.

A request for a tenure clock stop must be submitted in writing to the academic dean. In determining whether the request will be granted the College shall determine if, in its opinion, the circumstances identified would seriously impair the faculty member's capacity to build the record of accomplishment necessary for successful tenure review: Approval of a request shall be automatic for any faculty member who has been granted a paid or unpaid leave of absence for one or more semesters and for any of reasons specified in paragraph (i), above. Documentation of medical reasons (other than childbirth) will be required prior to approval; documentation of other extenuating circumstances may also be required. The faculty member may appeal a denial of a request to the President of the College, whose decision on the matter shall be final. It should be noted that unless an exception is granted by the College, faculty members will serve the total number of probationary years as specified in the original contract at the time of hire (excluding any year(s) during which the tenure clock is stopped).

It is very important that all individuals and committees participating in tenure reviews understand that any individual whose tenure clock has been stopped must be held to the same standards -no lesser and no higher- as those to which all other candidates are held.

SECTION 9: DISCIPLINARY POLICY

The college respects, supports, and advocates the many academic freedoms granted to faculty with the understanding that academic freedoms include expectations and responsibilities. In the event that a faculty member exhibits inappropriate conduct, sanctions or more severe disciplinary action may be taken. Examples of inappropriate conduct include: violation of the college's sexual harassment or drug and alcohol policies; illegal conduct; failure to fulfill academic obligations; disruption of teaching, research, or other college business; violation of the college's statement on consensual relationships; academic dishonesty; or any other unprofessional behavior that renders a faculty member unfit in his or her professional capacity as a Simpson faculty member. Any charge that could lead to disciplinary action against a faculty member is a matter of utmost gravity, and the decision to pursue disciplinary action must be weighed with a serious regard for the academic freedom of all parties directly concerned, and indeed for the entire academic community. The faculty member has a right to know the charges and to appeal any decision using the process outlined in Simpson College Faculty Handbook Part III: Personnel Procedures, Section 9.

9.1.0 Sanctions

9.1.1 Minor Sanctions

Minor disciplinary sanctions may include but are not limited to an oral reprimand, a written reprimand, or a written agreement on the terms for continued appointment.

9.1.2 Severe Disciplinary Sanctions

Severe disciplinary sanctions may include but are not limited to suspension without pay for a specified time, reduction or change of assignment, reduction or change in salary, reduction in rank, or dismissal.

SECTION 10: APPEALS OF FACULTY PERSONNEL COMMITTEE RECOMMENDATIONS

The dean for academic affairs has the responsibility of conveying the reasons for a negative recommendation of the committee.

If the faculty member involved desires a fuller explanation of the reasons for the negative recommendation in his or her case, he/she will have the right to a hearing before the committee.

The faculty member always has the right of appeal to the president of the college who may, in exceptional cases and in the light of certain stated questions, ask the committee to restudy and reassess the case and subsequently to report its recommendations. Ultimately, the decision of the president to support or overturn the Faculty Personnel Committee recommendation is final.

SECTION 11: DISMISSALS FOR CAUSES OTHER THAN FINANCIAL THREAT OR RETRENCHMENT

A faculty member may be dismissed for causes, other than financial necessity or retrenchment while he/she is on tenure or prior to the end of a contract, but such dismissal shall be carried out only after prescribed procedures involving (1) an advisory committee consisting of the three professors of the faculty, senior in terms of service and not currently divisional chairpersons, (2) a hearing committee consisting of the divisional chairpersons and three members-at-large selected on the basis of seniority of rank and service not including advisory committee members, (3) the president, (4) and the board of trustees. The three senior professors on the advisory committee shall be selected on the basis of term in service in the professorial rank and if necessary the associate professorial rank, and in alphabetical order. The senior member of the advisory committee shall be its chairperson. The members of the advisory committee and the hearing committee who are in office when a case begins shall continue until the case is closed. The hearing committee shall elect its chairperson from among its members.

When reason arises to question the fitness of a faculty member who has tenure or whose term appointment has not expired, the president shall discuss the matter with him/her in personal conference. The matter may be terminated by mutual consent at this point. If, however, an adjustment does not result, the president shall charge the advisory committee with the function of rendering confidential advice and shall informally inquire into the situation in order to effect an adjustment. If none is affected, this committee shall determine whether in its view formal proceedings to consider dismissal should be instituted. If the advisory committee recommends that such proceedings should be begun, or if the president of the institution, even after considering a recommendation of the committee favorable to the faculty member, expresses his/her conviction that a

proceeding should be undertaken, action shall be commenced under the procedures that follow. Except where there is disagreement, the president and the advisory committee shall jointly formulate a statement with reasonable particularity of the grounds proposed for the dismissal. If there is disagreement, the president or his/her representative shall formulate the statement.

The formal proceedings shall be commenced by a letter addressed to the faculty member by the president informing the faculty member of the statement formulated, and informing him/her that, if he/she so requests, a hearing to determine whether he/she should be removed from his/her faculty position on the grounds stated will be conducted by the hearing committee at a specified time and place. In setting the date of the hearing, sufficient time shall be allowed the faculty member to prepare his/her defense. The faculty member shall be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded to him/her. The faculty member shall state in reply whether he/she wishes a hearing, and, if so, shall answer in writing not less than one week before the date set for the hearing, the statements in the president's letter.

Suspension of the faculty member during the proceedings involving him/her shall occur only if immediate harm to himself/herself or others is threatened by his/her continuance, or if, in the judgment of the president of the college, considerable harm to the quality of the instructional program of the college is the prospect. Any such suspension shall be with pay.

The hearing committee shall proceed by considering the statement of grounds for dismissal already formulated, and the faculty member's response written before the time of the hearing. If the faculty member has not requested a hearing, the hearing committee shall consider the case on the basis of the obtainable information and decide whether the faculty member shall be removed. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the president's letter to the faculty member shall be received. All such hearings shall normally be held in private.

The president shall have the option of attendance during the hearing. He/she may designate an appropriate representative to assist in developing the case; but the committee shall determine the order of proof, shall normally conduct the questioning of witnesses, and, if necessary, shall secure the presentation of evidence important to the case.

The faculty member shall have the option of assistance by counsel, whose functions shall be similar to those of the representative chosen by the president. The faculty member shall have the aid of the hearing committee, when needed, in securing attendance of witnesses. The faculty member or his/her counsel and the representative designated by the president shall have the right, within reasonable limits, to question all witnesses who testify orally.

The faculty member shall have the opportunity to be confronted by all witnesses adverse to him/her. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as his/her statements, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may when necessary be taken outside the hearing and

reported to it. All of the proceedings shall be duly recorded. Unless special circumstances warrant, it shall not be necessary to follow formal rules of court procedure. In the hearing of charges of incompetence, the testimony may include that of teachers and other scholars, either from the college or from other institutions.

The hearing committee shall reach its decision in conference, on the basis of the hearing. Before doing so, it shall give opportunity to the faculty member or his/her counsel and the representative designated by the president to argue orally before it. If written briefs would be helpful, the hearing committee may request them. The committee may proceed to a decision promptly, without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means; or it may await the availability of a transcript if its decision would be aided thereby. It shall make explicit findings with respect to each of the grounds of removal presented, and a reasoned opinion may be desirable. Publicity concerning the committee's decision may properly be withheld until consideration has been given to the case by the board of trustees. The president and faculty member shall be notified of the decision in writing and shall be given a copy of the record of the hearing. Any release to the public shall be made through the president's office.

The president shall transmit to the trustees' academic affairs committee the full report of the hearing committee, stating its action. The academic affairs committee may choose to review the case, or the faculty member may appeal to the academic affairs committee for review. In either event, the review shall be based on the record of the previous hearing, accompanied by the opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The decision of the hearing committee shall either be sustained or the proceedings be returned to the committee with the objections specified. In such a case the committee shall reconsider, taking account of the stated objections and receiving new evidence if necessary. It shall frame its decision and communicate it in the same manner as before. Only after study of the committee's reconsideration shall the academic affairs committee make a final decision.

Except for such simple announcements as may be required, covering the time of hearing and similar matters, public statements about the case by either the faculty member or administrative officer shall be avoided so far as possible until the proceedings have been completed.

SECTION 12: INSTITUTIONAL RETRENCHMENT UNDER CONDITIONS OF FINANCIAL THREAT AND/OR ENROLLMENT *(revised 05/17/2013 board meeting)*

12.1.0 Introduction

The board of trustees by law has ultimate responsibility for all programs of the college, including the academic programs and departments. (See Article VII of the Articles of Incorporation and Article I and Article XI of the By-laws of Simpson College.) By tradition and practice, the faculty of the college have "primary responsibility for determining the academic policies of the college." (See Article III of the Faculty Constitution.) As indicated in Article XI of the Simpson College Bylaws, the faculty and the administration "cooperate" with each other in making educational policies, requirements, courses of study, etc.

12.2.0 Discontinuance of Academic Programs and Majors in Conditions Other Than Financial Threat or Exigency

Academic programs and academic majors are added and deleted from the offerings of the college by vote of the faculty. At the same time, the administration of the college is responsible for providing resources for all programs of the college and the hiring of faculty. Working together through its various committees, the faculty and the administration determine funding levels for the college's various academic programs.

From time to time, the administration of the college may seek to eliminate an academic program, an academic major or an academic department for the purpose of reducing costs or reallocating resources outside of the conditions outlined in the Simpson College Faculty Handbook Part II: Personnel Policies, Section 12.3.0. As the AAUP suggests in its policy statement on the matter, such decisions should be "based essentially on educational considerations" and "must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance." (See AAUP Recommended Institutional Regulations on Academic Freedom and Tenure.) Should this be the case, administration will follow the procedures outlined in the Simpson College Faculty Handbook Part III: Personnel Procedures, Section 13.1.0.

12.3.0 Institutional Retrenchment Under Conditions of Financial Threat and/or Financial Exigency

12.3.1 Retrenchment

Retrenchment is a term used by the college to describe a need to significantly reduce expenditures in a given area or college-wide outside of the normal reshaping of the offerings of the college as described in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 12.2.0. It is a condition that by definition is temporary and as such has a beginning and end date. A period of retrenchment is formally declared and ended by the president of the college.

The board of trustees, through its own deliberations and recommendations by the president, reserves the right and assumes the responsibility to make decisions about retrenchment necessary to preserve the minimal requirements for the maintenance of institutional excellence and financial stability. Reductions in expenditures, including those in faculty or staff, may be necessary due to a serious financial threat to the college, resulting from financial reversals and observable or anticipated deficits. Such a condition may necessitate reductions in academic departments or programs and/or elimination of supporting administrative positions.

12.3.2 Financial Threat

A financial threat to the college may arise in a given academic year or emerge as an anticipated condition in the near future.

An existing or anticipated threat to the financial stability of an institution is defined as the presence of, or anticipation of, a significant budget deficit concluded to extend longer in length than the period of a single budget year. Such a threat may arise from continued and anticipated enrollment decline, serious reversals in endowment income, or the impact of serious budget reversals brought on by factors beyond the control of the college or its

administration.

The conditions of financial threat are to be distinguished from those of a single year budget imbalance brought about by a temporary drop in student enrollment, cyclical market reversals affecting endowment income, unanticipated expenditures in a given year or a temporary reduction of annual gift income.

In her or his position as the chief administrative officer of the college, the president has the responsibility to initiate discussions with the proper faculty committees, responsible administrative personnel, and appropriate committee or committees of the board of trustees, if he/she believes a financial threat exists.

The procedures to be used in the case of retrenchment under conditions of financial threat can be found in the Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 13.2.1.

12.3.3 Financial Exigency

Financial exigency is defined by AAUP as "...an immediate financial crisis that threatens the survival of the institutions as a whole..." (See AAUP, Recommended Institutional Regulations on Academic Freedom and Tenure.) It differs from "financial threat" in its immediacy and scope. A financial threat may be built over time due to low enrollment, misjudgments, decrease in fundraising or other changing environmental conditions. A financial exigency is more likely to come about due to a cataclysmic event, i.e. a natural disaster, political disturbance or sustained period of financial loss.

The procedures to be used in the case of retrenchment under conditions of financial threat and/or exigency can be found in the Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 13.2.0.

SECTION 13: FACULTY GROWTH AND DEVELOPMENT *(revised 05/15/2020 board meeting)*

13.1.0 Sabbatical Leave *(revised 02/03/2012 board meeting)*

As time and resources allow, all tenured faculty with at least six years of service at Simpson College, regardless of rank and including the president of the college and the deans of the college, who have not recently had extensive leave on any basis, may apply for sabbatical leave following procedures outlined in the Faculty Handbook Part III: Personnel Procedures, Section 8.

13.2.0 Leaves of Absence

The college administration and trustees endeavor, whenever possible, to grant leave of absence without pay upon request, but the time spent on the leave usually shall not count toward the time necessary for earning tenure and/or promotion. Staff benefits usually do not continue during a leave of absence. Medical insurance coverage, however, may be negotiated with the college administration.

Leaves of absence with partial pay may be granted if the circumstances warrant this action, but the time spent in this status usually shall not count toward the time required for tenure and/or promotion.

SECTION 14: AMENDING THE FACULTY PERSONNEL POLICIES SECTION

An individual faculty member, group of faculty members, the president of the college, or the board of trustees may propose an amendment to the faculty personnel policies. An amendment must be distributed to the faculty in writing, be presented to the faculty at the first regular faculty meeting following its distribution and voted on at the next regularly scheduled faculty meetings. During the twenty-eight-day wait, the Faculty Personnel Committee (FPC) will hold an open forum to receive faculty input on the proposed amendment. The chair of FPC will report on the findings of this forum prior to the faculty voting on the proposed amendment. Approval of the proposed amendment requires an affirmative vote by two-thirds of the faculty. Normally such an amendment shall carry the approval of the faculty, the administration, and the board of trustees. When agreement cannot be reached among these three groups, the responsibility of the president of the college to make an independent recommendation to the board of trustees and the prior and final authority of the board in all matters pertaining to the life of the college under the articles of re-incorporation are recognized. However, no changes to the policies will be enacted without faculty consultation and consideration of their recommendations.

**SIMPSON COLLEGE FACULTY HANDBOOK
PART III: PERSONNEL PROCEDURES**

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SIMPSON COLLEGE FACULTY HANDBOOK PART III: PERSONNEL PROCEDURES

SECTION 1: PROCEDURES FOR INITIAL APPOINTMENT

The information contained in this section describes the procedures approved by the faculty, board of trustees and administration for the purpose of appointment, evaluation, tenure, promotion and other personnel-related issues for faculty at Simpson College. They have been designed to ensure academic due process. The procedures outlined herein work in tandem with the policies outlined in Simpson College Faculty Handbook Part II: Personnel Policies. Other important policies that apply to all employees of the college, including the college's nondiscrimination and harassment policies, may be found on the college's website: <https://simpson.edu/internal/human-resources/employee-handbook>

1.1.0 Criteria for Initial Full-Time Appointments *(revised 02/07/2020 board meeting)*

Normally, full-time appointment to the faculty is made by the academic dean in consultation with the department. The criteria for initial full-time appointment are listed in Simpson College Faculty Handbook Part II: Personnel Policies, Section 3.

1.2.0 Teaching Specialist Contracts *(added 02/07/2020 board meeting)*

Normally, initial teaching specialist appointment to the faculty is made by the academic dean in consultation with the department. The criteria for initial appointment are listed in Simpson College Faculty Handbook Part II: Personnel Policies, Section 3.

Persons holding teaching specialist contracts are *not eligible* for tenure. In general, holders of such contracts will perform specific types of teaching duties not necessarily associated with traditional classroom teaching. Teaching specialist contracts may include but are not limited to librarians, lab instructors, clinical faculty, departmental internship coordinators, media specialists and vocal and instrumental music specialists.

Incumbents of all such positions hold full faculty status pertaining to voting privileges and serve on committees for which they are eligible. Holders of such positions are expected to hold normal minimal professional credentials as defined by the academic dean in consultation with the department.

The incumbent of such a position will normally be hired initially on a series of one-year contracts for the first three years under the conditions of evaluation and notification of contract continuance or termination designed for all faculty. Following this three-year period, an incumbent of this position may be offered an extended three-year contract (generally renewable, as a three-year contract). When determined to be appropriate by the academic dean and department chair, a three-year contract may be offered as an initial appointment. Appropriate evaluation procedures continue during the extended contract period, and the incumbent will be subject to normal expectations of the maintenance of professional skills and performance of responsibilities as described in the criteria developed for the position and included in the individual's personnel file in the dean's office.

Holders of teaching specialist contracts are not eligible for appointment or promotion to the ranks of associate or professor. Teaching specialist faculty hired in the rank of

instructor may receive promotion to assistant professor upon the completion of a terminal degree or upon the completion of five years of continuous service by action of the FPC.

If the college determines a position filled with a specialist teaching contract should be filled with regular faculty contract, the holder of the contract may or may not be considered for the tenure track appointment. Should such an appointment be made, eligibility for tenure begins simultaneously with the beginning of the tenure-track contract unless included in the initial contract at the time of hire.

1.3.0 Research Fellow *(added 05/13/2016 board meeting contingent on approval of the faculty at the faculty meeting 05/23/2016)*

Normally, research fellows will be appointed at the request of an academic department. The academic department chair will present the request to the academic dean and provide a description of the proposed work of the research fellow, a description of the potential benefits to the college, and the proposed compensation, if any. The department will also provide the vitae of the person nominated and any other materials which might be helpful to the academic dean in making her or his decision.

All research fellow appointments will be communicated in writing, have a defined length of term, include if appropriate academic rank, and provisions and conditions for renewal and termination. The research fellow will submit an annual report of activities to the department chair and academic dean. The report should also include a formal request for reappointment, if appropriate.

In addition to privileges outlined in the specific contract and those described in Part V, Section 3.14.0 of the Faculty Handbook, research fellows will have those privileges consistent with those accorded Faculty Emeriti and described in Part V, Section 3.1.0 of the Faculty Handbook.

1.4.0 Professors Emeriti *(revised 10/14/2016 board meeting)*

At the end of the academic year in which a faculty member who is at least 55 years of age and has held a full-time appointment at the college for at least ten of the preceding thirteen years retires from teaching, he/she will be eligible and automatically nominated for emeritus status. The appointment is made by the president of the college upon the recommendation of the academic dean and the FPC. If the recommendation of the dean or the decision of the president is negative, the faculty member may appeal the decision to the FPC. Notification of appointment to emeritus status shall be sent to the retiring faculty member no later than the end of May during the final year of employment. Current privileges of such an appointment may be found in Simpson College Faculty Handbook Part V: Information.

SECTION 2: PROCEDURES FOR FORMATIVE REVIEW AND REAPPOINTMENT OF PROBATIONARY, REGULAR FACULTY

The review, evaluation and reappointment for all full-time probationary tenure-track faculty will be conducted using the following procedures. The chair of the department, with the help of a review committee created for the purpose, conducts a **formative** evaluation of faculty in their first, second, fourth and fifth years. The FPC conducts the mid-probationary (third-year) review, the tenure review, all promotion reviews, and all

post-tenure reviews. All committee members will be held to a high level of confidentiality regarding the process and outcome of the review.

The file created for reappointment described in this section is open to the candidate, the members of the FPC, the chair of the department, members of the annual review committee, the division head, the academic dean and the president of the college. The documents submitted for the files are the property of the college.

2.1.0 Formative Review

Formative review for full-time regular probationary faculty in years one, two, four, and five is conducted by the department chair with a committee assembled for the purpose. The formative review normally takes place in the spring of each year.

The three-person review committee consists (when possible) of the department chair, a tenured faculty member from the department and one tenured faculty member from outside the department. If a tenured faculty member in the department is not available, a second tenured faculty member from within the division of the faculty member may be appointed. (Note: The role of the department chair is not dependent on tenure; it is then reasonable that a non-tenured department chair will conduct reviews.)

Recognizing that the college is small, situations may arise that are not covered by these procedures (e.g. a three-person department without tenured faculty members or non-tenured department chair up for review). In these situations, FPC and the dean will make the final decision of the makeup of the committee. Information regarding the policy regarding conflict of interest for committee participation may be found on the college's website: <https://simpson.edu/system/files/2019-08/Conflict%20of%20Interest%20Guidelines%20July%202007%20updated%20Feb%202012.pdf>

2.1.1 Timing and Procedures

2.1.1.1 The Semester Before a Formative Review

- a. The department chair meets with the person being reviewed and they determine provisional dates of the review. They also discuss possible members of the review committee.
- b. The person being reviewed provides the chair with the names of three possible tenured faculty members from outside the department and up to three tenured faculty members from within the department.
- c. The department chair then selects the members of the review committee, finalizes dates of review and informs the person being reviewed.

2.1.1.2 The Semester of a Formative Review

- a. A file is created in the academic dean's office. As part of all regular reviews, the chair of FPC will announce the review. Signed letters will be accepted for the candidates file in the academic dean's office. The letters should address the criteria for reappointment, promotion and tenure as stated in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7. (See Simpson College Faculty Handbook Part VII: Appendix B for details regarding the guidelines.)

- b. A file is created in the academic dean's office to hold these letters. The file includes the candidate's teaching evaluations, and all letters submitted during the process. The candidate will write a self-evaluation and submit a current vita and syllabi for the file. The candidate will be permitted to review the file.
- c. The first meeting of the review committee is organizational. The committee reviews the conflict of interest policy and organizes class visits.
- d. Each member of the committee sits in on at least one class, individually interviews the candidate, and reviews the file.
- e. If, based on the evidence in the current review, the review committee deems it useful, committee members may consult the file containing formative review material from previous years of the person being reviewed in the academic dean's office.
- f. At the second meeting, the review committee discusses the substance of the letter that will summarize its findings. The department chair drafts the formal letter and, after approval by members of the committee, sends it to the candidate. The letter should address the four criteria outlined in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7 on teaching, advising, professional development and service. The letter should focus on the materials gathered through the review process and found in the file.
- g. After the person being reviewed receives the letter, the chair schedules a meeting with the review committee so that the person being reviewed may respond. After the meeting, the review committee may or may not choose to revise the letter as it deems appropriate.
- h. The final formative letter is included in the file of the person being reviewed in the academic dean's office.

2.2.0 Reappointment for Probationary, Regular Faculty

The department chair and division head conduct a review for the purpose of reappointment of all probationary, regular faculty in their first, second, fourth and fifth years.

- a. The chair writes a letter regarding reappointment. It is based on the formative review. In addition, the chair should seek the opinions of all tenured members of the department regarding the reappointment of the candidate.
- b. The chair will create a letter regarding reappointment of the candidate that summarizes the work of the candidate and the view of the department. In writing the reappointment letter, the department chair is speaking on behalf of the department. In a situation where the view of the department chair is contrary to the others in the department, the chair must clearly delineate her or his opinion from that of other faculty members.
- c. The department chair shares the reappointment letter with the candidate before sending it to the division head and allows the candidate a chance to respond. The department chair may or may not revise the letter as she or he deems appropriate before sending it to the division head.
- d. The chair then sends the reappointment letter to the division head.
- e. The division head reviews the letter, sits in on at least one class, and personally interviews the candidate. The division head makes sure that the process has been followed and that the department chair's recommendation is consistent with the evidence. The division head follows up on any problems or irregularities in the process that he or she identifies.

- f. The division head submits her or his reappointment letter with the reappointment letter from the department chair to the academic dean.
- g. The academic dean makes a recommendation to the president of the college, who makes the final decision.
- h. The academic dean meets with the faculty member to share the final decision regarding reappointment and writes a concluding statement for the file.
- i. A decision against reappointment will be reviewed by the Faculty Personnel Committee upon the written request of the faculty member. The request must be sent to the chair of the FPC within 30 days of the faculty member receiving the negative reappointment decision.

SECTION 3: PROCEDURES FOR ANNUAL REVIEW, REAPPOINTMENT, AND CONTRACT TERMINATION OF FULL-TIME TERM CONTRACT AND TEACHING SPECIALIST FACULTY *(revised 02/07/2020 board meeting)*

3.1.0 Performance Criteria

Each full-time term contract and teaching specialist position has its own set of performance criteria determined at the time of hire by the department chair, division head and academic dean. These criteria are included in the contracts issued to fill these positions. They are also listed in the personnel file associated with each contract, which is held in the academic dean's office.

3.1.1 Timing and Procedures for the review

Evaluations are conducted by the department chair, and are overseen by the division head and academic dean. These evaluations are intended to provide feedback on performance as well as making a recommendation about reappointment. The review normally takes place in the spring of each year, and is based upon the contents of the file held in the academic dean's office.

3.1.1.1 The Semester Before Review

The Academic Dean shall provide the chair of FPC with a list of all candidates for this kind of review. The chair of FPC shall announce these names together with those of faculty undergoing the regular review process. In addition, the department chair shall encourage all tenured members of the department to write letters for the file.

All signed letters shall be filed in the academic dean's office. They should address the criteria established for the position at the time of hire.

3.1.1.2 The Semester of Review

Access to the personnel file is described in part III, section 12.1.0. At the beginning of the review process, each file shall include:

- Performance criteria
- Student evaluations
- Signed letters
- The candidate's current vita
- A written self-evaluation from the candidate that addresses performance criteria
- Current syllabi (if the criteria include teaching courses)

The letter from the department chair shall summarize the file and the work of the candidate. In preparation for writing this letter, the chair shall review all of the information in the file and, for positions with teaching responsibilities, visit at least one class. The letter shall include a recommendation regarding reappointment based upon the criteria developed for the specific position. The chair shall share the letter with the candidate. Afterward, the candidate may respond to the chair. Subsequently, the chair may opt to revise the letter. The final draft of the chair's letter is placed in the file in the academic dean's office.

After it is placed in the file, the chair's letter is reviewed by the division head who ensures that the process has been followed and that the department chair's recommendation is consistent with the evidence and criteria. The division head then writes a letter and delivers it to the candidate, department chair, and the academic dean's office.

After reviewing all these materials, the academic dean makes a recommendation regarding reappointment to the president of the college, who makes the final decision. After this decision is made, the academic dean meets with the candidate to share the final decision regarding reappointment. Afterwards, the academic dean writes a concluding statement for the file.

3.1.2 Appeals to FPC

If a decision is made against reappointment, the candidate may request a hearing by FPC. The candidate must submit such a request to the chair of FPC within 30 days of the meeting with the academic dean described above. FPC's recommendation regarding this appeal goes to the candidate, department chair, division head, academic dean, and president.

3.1.3 Reviews of Teaching Specialist Faculty

- a. After a six-year annual review probationary period (as per Part III Section 3.1.0), department chairs may ask the Faculty Personnel Committee to move teaching specialist instructors in their departments to a three-year rotating review schedule. The Academic Dean and President must approve this transition.
- b. Years 1 and 2: The teaching specialist faculty member shall meet with the department chair to discuss their performance as measured by the criteria established for their position. The department chair shall write a brief summary of the meeting for the instructor's personnel file, which is held in the office of the Academic Dean.
- c. Year 3: A comprehensive review shall be conducted as outlined in Part III Section 3.1.1.1., 3.1.2.

Note that this does not change the employment status of these instructors; they remain on annual contracts.

3.2.0 Contract Termination

Full-time term contracts and teaching specialist faculty hold term contracts. The conditions of employment, including the length of the term of employment are specified

in writing at the time of appointment. There is no representation by the college of continuing employment past the date specified in the contract.

- a. Individuals holding these contracts will normally be given notice of their reappointment in writing not later than March 1 of the contract year. If notice is not given by that date, the contract will expire without notice at the date stipulated in the contract.
- b. In the case of gross misconduct or miscarriage of professional responsibility, an incumbent may be terminated at any time during the contract period on thirty days' written notice, or thirty days' pay in lieu of such written notice.

SECTION 4: PROCEDURES FOR MID-PROBATIONARY (THIRD-YEAR) REVIEW AND REAPPONTMENT *(revised 02/03/2012 board meeting)*

The FPC conducts the review for faculty midway to tenure. Normally, this will happen in the third year of appointment for faculty with a six-year probationary appointment. If a faculty member is hired with one or more years of previous service credited towards his/her tenure review, the midway review will take place in the year that is half-way to their tenure year. For example, a faculty member given three years' credit towards tenure would be reviewed in his/her second year of service.

The FPC will appoint one of its members to chair the review committee for the faculty member under mid-probationary review. Each faculty member under review will have a different review committee. Whenever possible, the FPC member chairing the review committee will not be a member of the division of the faculty member under review.

The file created for mid-probationary review described in this section is open to the candidate, the members of the FPC, the members of the review committee, the chair of the department, the division head, the academic dean and the president of the college. The documents submitted for the files are the property of the college.

4.1.0 Evaluation Procedures for Faculty Midway to Tenure

4.1.1 Timing and Procedures

4.1.1.1 The Semester Before the Review *(revised 02/03/2012 board meeting)*

- a. The designated FPC member meets with the candidate to determine dates of the review, and membership of the review committee.
- b. The review committee consists of the FPC member, the department chair, division head and one tenured faculty member from outside the department. If the faculty member under review is serving as the department chair and/or the division head, a tenured faculty member from the candidate's department (or division, if the department lacks a tenured faculty member) will serve on the review committee. The selection of that tenured faculty member will be made by the Review Committee Chair. The review committee is chaired by the FPC member.
- c. The person under review provides the review committee chair with the names of three tenured faculty members from outside the department, one of whom will be asked by the review committee chair to serve on the review committee.

If the faculty member under review wants to include an outside evaluator as a part of the review process, she or he will provide the review committee chair with the names of three faculty members within the discipline at other institutions, one of whom will be asked by the review committee chair to serve as an off-campus evaluator.

- d. If an off-campus evaluator is used, their role will be to provide the review committee an objective evaluation of the faculty member under review using the accepted criteria for tenure and promotion. The evaluation will be based on a review of the materials in the file and evidence gathered during a campus visit. The selection of the outside evaluator and campus visit will be governed by guidelines approved by the FPC (see Simpson College Faculty Handbook Part VII: Appendix C).

4.1.2 The Semester of the Review

- a. A file is created in the academic dean's office. As part of all regular reviews, the chair of FPC will announce the review. Signed letters will be accepted for the candidates file in the academic dean's office. The letters should address the criteria for reappointment, promotion and tenure as stated in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7. (See Simpson College Faculty Handbook Part VII: Appendix B for details regarding the guidelines.) The FPC chair also announces the deadline for the closing of the file.
- b. A file is created in the academic dean's office to hold these letters. The file includes the candidate's current vita, teaching evaluations, and all letters submitted during the process. The candidate will write a self-evaluation and submit a current vita and syllabi for the file. The candidate will be permitted to review the file.
- c. The first meeting of the review committee is organizational. The committee reviews the conflict of interest policy and organizes class visits.
- d. Each member of the committee sits in on at least one class, individually interviews the candidate and reviews the file.
- e. If an off-campus evaluator is used, the committee chair arranges for the visit of the off-campus evaluator. The evaluator summarizes her or his findings and sends a letter to the review committee for inclusion in the file.
- f. At the second meeting, the review committee discusses the substance of the letter that will summarize its findings. The committee chair drafts the formal letter and, after approval by members of the committee, sends it to the candidate. The letter should address the four criteria outlined in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7 on teaching, advising, professional development and service. The letter should focus on the materials gained through the review process and found in the file.
- g. Once the candidate has received the letter, a meeting with the committee is scheduled so that the faculty member has an opportunity to respond to it. After the meeting, the committee may or may not revise the letter as it deems appropriate.
- h. The letter is submitted to the FPC.
- i. The FPC reviews the file, meets with the candidate and makes recommendation regarding reappointment for the following year of the faculty member to the academic dean.

- j. The academic dean makes a recommendation to the president of the college, who will then make the decision. The academic dean shares the decisions of the FPC, the dean, and the president in a personal meeting with the faculty member and writes a concluding statement for the candidate's personnel file. The concluding statement is shared with the candidate and with the FPC.
- k. A decision against reappointment will be reviewed by the FPC upon the written request of the faculty member. The request must be sent to the chair of the FPC within 30 days of the faculty member receiving the negative reappointment decision.

SECTION 5: PROCEDURES FOR TENURE

The FPC conducts the tenure review. Normally, this is in the sixth year of full-time service unless specified otherwise in the faculty member's contract.

The file created for tenure described in this section is open to the candidate, the members of the FPC, the chair of the department, the division head, the academic dean, the president of the college, and the board of trustees. The documents submitted for the files are the property of the college.

5.0.0 Procedures for Tenure Review

5.1.0 Timing and Procedures

5.1.1 The Semester Before the Review *(revised 05/20/2022 board meeting)*

- a. The chair of the FPC meets with all candidates and outlines the process.
- b. Department Chairs brief the candidate on the expectations for the self-evaluation.
- c. Candidates solicit letters from two tenured colleagues from the College.
- d. Candidates provide the Academic Dean with the names of five tenured faculty members in the same discipline from other institutions as candidates for the outside evaluator.

5.1.1.1 The Semester of the Tenure Review *(revised 05/20/2022 board meeting)*

- a. A file is created in the Academic Dean's office. As part of all regular reviews, the chair of FPC will announce the review. Letters from the Simpson community should address the criteria for reappointment, promotion and tenure as stated in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7. (See Simpson College Faculty Handbook Part VII: Appendix B for details regarding the guidelines.) The FPC chair also announces the deadline for the closing of the file.
- b. The file will contain all materials related to the process, including:
 - General supporting materials
 - the candidate's current vita,
 - the candidate's current syllabi,
 - a self-evaluation, 8 – 10 pages long,
 - student evaluations,
 - one or two artifacts that demonstrate achievement in professional development and scholarship,

- other letters submitted (not required or solicited)
- Letters from Simpson faculty
 - two letters requested from tenured faculty colleagues,
 - Letters from the department chair, the division head, and each tenured member of the department.
- Letters from off-campus,
 - a report from an off-campus faculty member within the discipline who has evaluated the candidate on campus, or virtually, if necessary. (For details on outside evaluator report, see Simpson College Faculty Handbook Part VII: Appendix F for guidelines.),
 - the candidate has the option to include up to two additional letters of support requested from off-campus colleagues within the discipline.
- c. The department chair, the division head and each tenured faculty member in the department is expected to write a letter for the file. Letters should speak to the criteria for promotion listed in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7.
- d. Two members of the FPC visit the candidate's classes and interview the candidate.
- e. Upon the closing of the file, the FPC meets with the candidate.
- f. The FPC bases its decision on the information collected for the review and the materials contained in the file. FPC may request additional information.
- g. The FPC makes a recommendation to the academic dean. The academic dean makes a recommendation to the president of the college, who makes a recommendation to the board of trustees, who make the decision.
- h. The academic dean shares the decisions of the FPC, the dean, the president, and the board of trustees with the faculty member in a personal meeting and writes a concluding statement for the candidate's personnel file. The concluding statement is shared with the candidate and with the FPC.
- i. A decision against tenure will be reviewed by the Faculty Personnel Committee upon the written request of the faculty member. The request must be sent to the chair of the FPC within 30 days of the faculty member receiving the negative reappointment decision.

SECTION 6: PROCEDURES FOR PROMOTION

6.1.0 Eligibility for Promotion is Determined by the Policies Outlined in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7.

The file created for promotion described in this section is open to the candidate, the members of the FPC, the chair of the department, the division head, the academic dean, the president of the college, and the board of trustees. The documents submitted for the files are the property of the college.

6.1.1 Timing and Procedures

6.1.1.1 The Semester of the Review *(revised 05/15/2020 board meeting)*

- a. A file is created in the academic dean's office. As part of all regular reviews, the chair of FPC will announce the review. Signed letters will be accepted for

the candidates file in the academic dean's office. The letters should address the criteria for reappointment, promotion and tenure as stated in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7. (See Simpson College Faculty Handbook Part VII: Appendix B for details regarding the guidelines.) The FPC chair also announces the deadline for the closing of the file.

- b. The file will contain all materials related to the process, including,
 - the candidate's current vita,
 - the candidate's current syllabi,
 - a self-evaluation,
 - two letters requested from faculty colleagues in regular appointments on campus,
 - student evaluations,
 - the candidate has the option to include two letters requested from off-campus colleagues within the discipline, and other letters submitted. (See Simpson College Faculty Handbook Part VII: Appendix B for guidelines.)
- c. The department chair, the division head and each tenured faculty member in the department is expected to write a letter for the file. Letters should speak to the criteria for promotion listed in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7.
- d. Two members of the FPC visit the candidate's classes, meet with the department full-time faculty non-letter writers, and interview the candidate.
- e. Upon the closing of the file, the FPC meets with the candidate.
- f. The FPC bases its decision on the information collected for the review and the materials contained in the file. FPC may request additional information from the candidate.
- g. The FPC makes a recommendation to the academic dean. The academic dean makes a recommendation to the president of the college, who makes the decision.
- h. The academic dean shares with the faculty member the decisions of the FPC, the dean, and the president in a personal meeting and writes a concluding statement for the candidate's personnel file. The concluding statement will be shared with the candidate and with the FPC.
- i. A negative decision may be reviewed by the Faculty Personnel Committee upon the written request of the faculty member. The request must be sent to the chair of the FPC within 30 days of the faculty member receiving the negative reappointment decision.

6.2.0 Procedures for Promotion to Associate Professor at the Time of Tenure

- a. Faculty members nominated for tenure while at the rank of assistant professor are automatically nominated for promotion to associate professor.
- b. The procedures for tenure outlined in Simpson College Handbook Part III: Personnel Procedures, Section 5 will be used for determining the promotion to associate professor.
- c. The decision to recommend promotion to associate professor is separate from and is contingent upon the granting of tenure.
- d. Normally, the FPC bases its decision to recommend promotion to associate professor solely on the information collected for the tenure review. When it

deems it appropriate, the FPC may seek additional information to augment that collected for the tenure review.

SECTION 7: PROCEDURES FOR POST-TENURE REVIEW

(revised 04/14/2021 faculty meeting)

Tenured faculty (unless otherwise evaluated for promotion) will be evaluated by the same instruments and procedures every fifth year of consecutive service. Tenured faculty will be evaluated using:

- a self-evaluation (addressing teaching, advising, professional development, and service to the college)
- two peer evaluation letters,
- chairperson's or other designated supervisor's evaluation letter, and
- an interview with the FPC.

The goals and objectives to be addressed in the self-evaluation materials are stated in Simpson College Faculty Handbook Part II: Personnel Policies Section 7. Student evaluations along with any other supporting documentation may be included in the self-evaluation sent to the chairperson or other designated supervisor, the FPC, and the academic dean. Other appropriate supporting documentation might include a post-sabbatical report and the resulting letter from FPC, copies of grant proposals, letters from outside collaborators, etc. Supervisors will meet with the faculty to discuss the criteria addressed. Chairpersons' evaluations are presented to the FPC, the dean and the evaluated faculty. Peer evaluations are required by at least two persons nominated by the faculty member being evaluated. The peer evaluations are to assist the faculty member in continuing to pursue professional development and improve performance.

If the evaluated faculty is a chairperson, a tenured member of the faculty (from within the same department as the faculty member under review, if possible) should be invited to serve as peer evaluator, in addition to the two faculty members from outside the department.

The FPC review process will usually include an interview with the faculty member during or after the evaluation process. Upon completion of the process, the FPC recommendations shall be forwarded to the academic dean and a summary of the FPC concerns and recommendations shall be forwarded to the faculty member. The academic dean may, at his or her discretion, respond to the FPC and the faculty member regarding the review.

SECTION 8: PROCEDURES FOR SABBATICAL REVIEW

8.1.0 Sabbatical Leave *(revised 02/04/2011 board meeting)*

As time and resources allow, all tenured faculty with at least six years of service at Simpson College, regardless of rank and including the president of the college and the deans of the college, who have not recently had extensive leave on any basis, may apply for sabbatical leave during the following academic year, subject to the following conditions:

- Application has been made by the third Friday in September prior to the intended sabbatical year.

- The applicant will have completed six years of full-time service on the Simpson faculty by the date of the sabbatical.
- The sabbatical proposal has been determined to meet adequate standards consistent with responsibilities of the application and the needs of the college, and has been approved by the president and the board of trustees after consultation with the faculty member, head of the department, dean for academic affairs, and the faculty personnel committee.

All such leaves shall be subject to the following options and conditions:

- The faculty member is expected to file a written report of the sabbatical accomplishments and activities with the dean's office and the faculty personnel committee within sixty days of the terminal date of the leave.
- The faculty member is expected to return to teaching duties at Simpson for at least one year following the sabbatical, unless the faculty member and the college have mutually agreed to an understanding contrary to this expectation.
- A sabbatical leave may be granted for either a fall or spring semester with full salary, or for a full year at one-half salary.
- Semester sabbatical leaves may include the May term upon application, provided such a leave does not involve release from more than one-half of the normal twenty-four semester hour yearly teaching load requirement.
- Sabbatical leave periods count toward the requirements for promotion to the next academic rank.
- Staff health and life insurance benefits continue. Retirement benefits are based upon actual compensation during the sabbatical period.

After a sabbatical leave, a faculty member or administrator (as defined above) may, after six years of full-time service at Simpson, become eligible again for a sabbatical leave. A leave of absence (see below) does not count toward eligibility for a sabbatical leave. Once one is eligible for a sabbatical leave, the eligibility is sustained annually until one undertakes the sabbatical leave.

8.2.0 Leaves of Absence

The college administration and trustees endeavor, whenever possible, to grant leave of absence without pay upon request, but the time spent on the leave usually shall not count toward the time necessary for earning tenure and/or promotion. Staff benefits usually do not continue during a leave of absence. Medical insurance coverage, however, may be negotiated with the college administration.

Leaves of absence with partial pay may be granted if the circumstances warrant this action, but the time spent in this status usually shall not count toward the time required for tenure and/or promotion.

SECTION 9: PROCEDURES FOR RESOLVING GRIEVANCES OTHER THAN SALARY, ALLEGED DISCRIMINATION AND SEXUAL HARASSMENT

A faculty member who has a grievance about any matter other than alleged discrimination or sexual harassment may petition the FPC for redress. Faculty with grievances regarding alleged discrimination or sexual harassment should contact the academic dean or the human resources office. A faculty member with a grievance about

salary should consult Simpson College Faculty Handbook Part III: Personnel Procedures, Section 10.

The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain factual data or other material that the petitioner deems pertinent to the case. The FPC will determine whether the petition warrants a complete inquiry or whether the petition should be dismissed.

If the FPC decides that the case merits full consideration, it will first attempt informally through conversations with both parties to resolve the matter to the satisfaction of all parties directly involved.

If the grievance is not resolved informally, the committee will conduct a hearing. The hearing will be conducted by rules established by the FPC for each individual circumstance. If appropriate, findings and recommendations for disposition will be reported by the FPC to the parties immediately involved, and with the concurrence of all parties, to the faculty and the administration.

The decision may be appealed to the academic dean, and then to the president, and ultimately the board of trustees, if they are not party to the original grievance.

SECTION 10: PROCEDURES FOR GRIEVANCES CONCERNING SALARY

The complainant shall file a written grievance with the dean for academic affairs within seven days of the receipt of the contract letter. The grievance shall outline the nature of the complaint and may contain such factual or other information that the complainant wishes to include. The complainant may also request that he/she be allowed to make a personal presentation to the dean. The dean shall grant this request as expeditiously as possible.

Within seven days after the grievance has been filed, the dean for academic affairs shall respond in writing to the complainant. A copy of the dean's report and recommendation shall be sent to the president of the college.

After receiving the report of the dean, the complainant, within five days, may file a written appeal with the president of the college. Either the complainant or the president may request a meeting concerning the grievance. The president shall respond in writing to the appeal within fourteen days of its filing.

The period for accepting or rejecting the contract shall extend until the grievance process has been completed.

The grievance and all replies to it shall become a part of the complainant's permanent personnel file at Simpson.

SECTION 11: PROCEDURES FOR APPEALING MINOR AND SEVERE SANCTIONS OTHER THAN DISMISSAL

A faculty member who believes a minor or a severe disciplinary sanction, other than dismissal, has been levied inappropriately against him or her by the administration may petition the FPC for redress.

The petition will set forth in detail in what way the faculty member believes the sanction is inappropriate and will state how the matter might be redressed. It will contain factual data or other material which the petitioner deems pertinent to the case. The FPC will determine whether the petition warrants a complete inquiry or whether the petition should be dismissed.

If the FPC decides that the case merits full consideration, it will first attempt informally through conversations with both parties to resolve the matter to the satisfaction of all parties directly involved.

If the matter is not resolved informally, the committee will conduct a hearing. The hearing will be conducted by rules established by the FPC. If appropriate, findings and recommendations for disposition will be reported by the FPC to the parties immediately involved, and with the concurrence of all parties, to the faculty and the administration.

The decision may be appealed to the academic dean, then to the president, and ultimately to the board of trustees, if they are not party to the original grievance.

SECTION 12: FACULTY PERSONNEL FILES *(revised 10/14/2016 board meeting)*

12.1.0 Fulltime Faculty Personnel Files

Personnel files (as defined by Iowa statute) created and held by Simpson College on an individual fulltime faculty member are available for review by the individual. The personnel files covered by Iowa statute include the personnel file kept in the human resources office and the personnel file kept in the academic dean's office. Confidential recommendations received at the time of hiring may be excluded from review.

Faculty Personnel Committee files are created for the purpose of evaluation, tenure and promotion and are also kept in the academic dean's office. Access to FPC files is strictly limited to the following:

- the individual faculty member
- members of the Faculty Personnel Committee
- the academic dean and the dean's administrative assistant
- the president of the college
- the faculty member's department chair
- the faculty member's division chair
- members of any committee formed for the purpose of faculty evaluation, tenure and promotion

12.2.0 Part-time Faculty Personnel Files

Personnel files (as defined by Iowa statute) created and held by Simpson College on an individual part-time faculty member are available for review by the individual. The personnel files covered by Iowa statute include the personnel file kept in the human resources office and the personnel file kept in the C&G office. Confidential recommendations received at the time of hiring may be excluded from review.

The personnel file kept by the associate vice president of academic affairs is created for the purpose of evaluation, retention, and renewal. Access to these files is strictly limited to the following:

- the individual faculty member
- the academic dean and the dean's administrative assistant
- the C&G office
- the president of the college
- the faculty member's department chair
- the faculty member's division chair

Faculty may hand-copy materials in their files for their own records.

The files described above and their contents are the property of the college.

SECTION 13: PROCEDURES FOR DISCONTINUANCE OF ACADEMIC PROGRAMS AND MAJORS *(revised 05/15/2020 board meeting)*

13.1.0 Procedures for Reduction and Discontinuance of Academic Programs and Majors in Conditions Other Than Financial Threat or Exigency

13.1.1 Academic Program and Major Reduction and Discontinuance

The college through its administration adds resources to academic programs and departments for the purpose of strengthening the college and enhancing the student experience. So too, the college has the authority to reallocate funds from one academic program to another. This is done through direct reallocation, i.e., funds are taken from one program and added to another program. It also may be done by not adding resources as costs increase or it might be done by not refunding a vacant position. Generally, this is done in negotiation directly with the impacted department.

13.1.2 Planned Reduction in Program Funding

In the case of a planned reduction in resources (program or personnel), if removing funding is such that it jeopardizes the quality or viability of a faculty approved program or academic major, it is incumbent upon the administration to bring the matter to the Educational Policy and Curriculum Committee (EPCC) for review. The administration will also provide a timetable for the resolution of the matter. The impacted department or program will have the right to a hearing by the EPCC regarding the matter. Should the EPCC disagree with the decision of the administration, the EPCC may seek a hearing before the Learning Programs Committee of the board of trustees, or its designees. The decision of the Learning Programs Committee is final.

Should the planned reduction in program funding result in terminating academic staff positions, non-tenured faculty, tenure-track faculty, or tenured faculty, the Faculty Personnel Committee will be notified. The college will use the termination procedures outlined in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 6. The role of the Faculty Personnel Committee will be to make sure that the termination procedures have been followed. Tenured faculty members impacted by planned reduction in program funding will have the right of appeal using the procedures outlined in the Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 13.3.0.

13.1.3 Elimination of a Major, Program or Academic Department

In the case of a planned elimination of a major, program, or department, the administration will present its plan, including a timetable for action, to the EPCC. The impacted department will have the right to a hearing by the EPCC. If the EPCC agrees with the proposal, it will send it with a positive recommendation to the full faculty for a vote. If the EPCC does not agree with the proposal, it will send it to the full faculty without recommendation for a vote. If a majority of faculty agrees with the plan, it will be implemented. If a majority of faculty does not agree with the plan, the matter will be referred to the board of trustees, or its designee for a decision. The decision of the board will be final.

Should the reduction plan include terminating academic staff positions, non-tenured faculty, tenure-track faculty, or tenured faculty, the Faculty Personnel Committee will be notified. All contract termination processes outlined in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 6 will be followed. Tenured faculty members impacted by planned reduction in program funding will have the right of appeal using the procedures outlined in the Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 13.3.0.

13.2.0 Procedures for Retrenchment Under Conditions of Financial Threat and Financial Exigency

13.2.1 Retrenchment Under Conditions of Financial Threat

In the case of a perceived financial threat to the college and the belief that a declaration of retrenchment is warranted, the President will present the evidence of the financial threat to the faculty's Faculty Liaison Council (FLC) for review and discussion. The administration will also provide a timetable for the resolution of the matter.

If the FLC agrees by majority vote that a financial threat exists and that the threat warrants retrenchment, the President will declare that a retrenchment situation exists and put into effect the procedure outlined in the Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 13.2.3. The President will also provide the FLC with an estimate of when the retrenchment period will end. This may be a specific date, or a specific condition. For example, retrenchment may end at the end of a budget year or upon two consecutive years of balanced budgets.

If the FLC does not agree that a financial threat exists or that the threat does not warrant retrenchment, it will state its case in writing to the President and ask that the matter be reconsidered. Upon review, if the President does not agree with the FLC in its assessment of the situation, she or he will provide the FLC his or her rationale. If the FLC does not agree with the President's assessment, the FLC has the opportunity to request a hearing of the College Board of Trustees or its designee. The decision of the College Board of Trustees is final.

13.2.2 Process to Address the Financial Threat

When the FLC and the President agree that a financial threat exists, and that it demands retrenchment, and that cuts in the academic program and/or staffing budget must be made, the President will ask the faculty to elect a special committee consisting of one

tenured faculty member from each academic division of the college and two at-large representatives of the faculty to advise him or her about reducing the academic program. The President will provide the special committee with an estimate of the amount that must be cut from the academic budget and any recommendations it may have for reductions in the academic program to address the financial threat. The administration will also provide a timetable for the resolution of the matter.

The special committee will review the information and recommendations from the administration and use its discretion to make its own recommendations to cut the academic budget to the level required. The special committee will have the authority to seek and gather additional information from college offices outside of the academic affairs division and meet with other members of the faculty to develop its proposal. Maintaining the overall quality of the academic program and the needs of current students will remain paramount.

The special committee will consult with appropriate members of the faculty, including the division heads, department chairs and committees as necessary. Departments impacted by the recommendations of the special committee may appear before the special committee to appeal.

If the administration disagrees with the recommendations from the special committee, it will work to resolve the differences. If this is not possible, the special committee will have the opportunity to request a hearing of the College Board of Trustees or its designee. The decision of the College Board of Trustees is final.

Should the reduction plan include terminating academic staff positions, non-tenured faculty, tenure-track faculty, or tenured faculty, the Faculty Personnel Committee will be consulted. All contract termination processes outlined in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 6 will be followed. Tenured faculty who are impacted by the reduction have the right to appeal under the Simpson College Handbook, Part III: Personnel Procedures, Section 13.3.0.

13.2.3 Retrenchment Under Conditions of Financial Exigency

In the case of a perceived financial exigency to the college and should the President believe that a declaration of retrenchment is warranted, the President will present the evidence of the financial exigency and the administration's plan and timetable to address the financial exigency to a joint meeting of the faculty's Faculty Liaison Council (FLC) and the Educational Policy and Curriculum Committee (EPCC) for review and discussion.

If a majority of the FLC and EPCC members casting votes agree a financial exigency exists and that the situation warrants immediate retrenchment, and the plan presented by the President is appropriate, the President will put into effect the plan provided the FLC and EPCC.

If a majority of the members of FLC and EPCC do not agree with the President that a financial exigency exists or that the exigency warrants retrenchment, or that the President's plan is appropriate, it will state its case in writing to the President and ask that the matter be reconsidered. Upon review, if the President does not agree with the

members of the FLC and EPCC in their assessment of the situation, she or he will provide the FLC and the EPCC his or her rationale. If a majority of the members of the FLC and EPCC do not agree with the President's assessment, the members of the FLC and the EPCC will have the opportunity to request a hearing before the College Board of Trustees or its designee. The decision of the College Board of Trustees is final.

Departments impacted by the recommendations of the administration may appear before the members of FLC and the EPCC to appeal.

Should the reduction plan include terminating academic staff positions, non-tenured faculty, tenure-track faculty, or tenured faculty, the Faculty Personnel Committee (FPC) will be consulted. All contract termination processes outlined in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 6 will be followed. Tenured faculty members impacted by planned reduction in program funding will have the right of appeal using the procedures outlined in the Simpson College Faculty Handbook, Part III: Personnel Procedures, Section 13.3.0.

The FPC will review the plan to terminate the positions to make sure all appropriate Handbook policies with regard to appropriate notice have been followed and bring any concerns to the attention of the President. If the issues are not resolved, the FPC will have the opportunity to request a hearing before the Board of Trustees or their designee. The decision of the College Board of Trustees is final.

13.3.0 Appeal Procedure for Tenured Faculty Affected by Retrenchment

13.3.1 Appeal to the Faculty Personnel Committee

Any tenured faculty member under the threat of termination for reasons of retrenchment will have the right to appeal to the Faculty Personnel Committee. After hearing the appeal, the Faculty Personnel Committee will make a recommendation to the President.

13.3.2 Appeal to the Board of Trustees

Any tenured faculty member whose appointment is terminated by using the procedures identified in Section 13.1.2, Section 13.1.3, and Section 13.2.0, will be given the right to appeal such action to the Learning Programs Committee of the Board (LPC), or its designee, provided he or she initiates such an appeal within a thirty-day calendar period following notification of such termination.

The request for such an appeal should be given in writing to the president of the college within the period indicated above. The president will in turn make arrangements for the hearing of such an appeal before the LPC to be held within a period not to exceed thirty calendar days following the request.

The faculty member may place before the LPC any data pertinent to his or her appeal and may have one advisor or representative present. The faculty member will have the ability to call witnesses.

Having studied the appeal, LPC will make the final decision.

13.3.3 Reassignment

In the event that a tenured faculty member's appointment is to be terminated, the administration of the college will make every effort to place the faculty member in a suitable position elsewhere in the college. The college will provide reasonable re-training and/or financial assistance to help prepare for a reassignment at the college.

13.3.4 Assistance in Relocation

In the event retention of a tenured person is not possible, the administration of the college will provide assistance to such a person in securing a position in another college or university, or in a non-collegiate structure. These same services may be extended to persons on probationary or non-tenured contracts.

13.3.5 Notice of Termination

In all cases previously agreed upon, guidelines of notice of termination of contract will be followed (at least three months' notice in the first year of appointment, or by March 1; at least six months' notice in the case of second year appointment or by December 15; and at least one year's notice or by May 31 before the termination date of the appointment for those who have completed a minimum of two years).

SECTION 14: PROCEDURES FOR THE REVIEW OF PART-TIME ADJUNCT FACULTY *(revised 02/08/2019 board meeting)*

Department chairs are responsible for the regular review of part-time adjunct faculty members who teach face-to-face and online classes within their department. This should include class observations, review of student evaluations of teaching and discussion about performance. Normally, the review of part-time adjunct faculty will be conducted by the department chair. The department chair may delegate this responsibility to another full-time member or ask that another full-time member of the department participate in the review process. In extraordinary cases, the part-time faculty member may ask the academic dean (for the day program) or the Dean of Continuing, Graduate & Online Programs (for the continuing and graduate program) to have someone other than the department chair conduct the review.

Each semester, the department chair or her/his designee will review each part-time adjunct faculty member's student evaluations of teaching and take appropriate action as is warranted regarding the continued performance of the part-time faculty member. In addition to regularly reviewing student evaluations of teaching, department chairs are encouraged to regularly observe the classes of part-time faculty, including those classes taught online.

The Dean of Continuing, Graduate & Online Programs will also review the student evaluations of teaching of all part-time faculty members and bring to the attention of the department chair any concerns she or he might have about faculty performance.

All part-time adjunct faculty members will have a comprehensive review by their department chair or her/his designee in the first semester and their sixth semester of teaching at the college. The review will consist of an in-class observation, review of student evaluations of teaching, and a face-to-face conversation. For online courses, a review of the online course using an online course quality rubric will substitute for the

in-class observation portion of the review. At the conclusion of the review, the person conducting the review will create a letter summarizing the performance of the faculty member, including any recommendations for improvement. Within two weeks of completing the review, a copy of the letter is sent to the faculty member and to the Dean of Continuing, Graduate & Online Programs for review and inclusion in the faculty member's file.

After the sixth semester review, part-time faculty members are eligible for an increase in stipend. The department chair will make this recommendation to the Dean of Continuing, Graduate & Online Programs.

All part-time adjunct faculty members will be expected to understand and complete the ECC student learning objectives and other learning objectives for the classes they teach and also participate fully in all ECC and other assessments of student learning objectives. Non-compliance and/or poor performance in these areas may be grounds for dismissal or non-reappointment.

SECTION 15: AMENDMENT PROCEDURES

An individual faculty member or group of faculty members may propose an amendment to the Faculty Personnel Procedures. An amendment must be presented to the faculty at one regular faculty meeting and voted on at the next regularly scheduled faculty meeting. Amendments must be approved by a majority vote of the faculty. Amendments to procedures in the Faculty Handbook will become effective when they have been approved by the board of trustees of Simpson College or their designee.

**SIMPSON COLLEGE FACULTY HANDBOOK
PART IV: ACADEMIC POLICIES**

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**SIMPSON COLLEGE FACULTY HANDBOOK
PART IV: ACADEMIC POLICIES**

1. CREDIT AND PLACEMENT

1.1 ADVANCED PLACEMENT WITH CREDIT: *(revised 05/21/2012 faculty meeting)*

Students who complete the college entrance examination board advanced placement tests(s) (AP) with a score of three (3) or better may be given advanced placement with credit but without a grade for those courses throughout the college in which tests are passed. The award of such credit is subject to review by the department concerned.

A student may earn credit but without grade by examination in those courses or subject areas presently available or to be available through the college level examination program (CLEP).

A maximum of 24 credits may be earned by a combination of AP and CLEP credit.

1.1.1 Credit Granting Policy for Non-Traditional Credit: *(added 05/20/2013 faculty meeting)*

The following guidelines apply to CLEP credit, military credit, vocational-technical course credit, AP credit, International Baccalaureate and life experience credit.

1.1.1.1 A maximum of 32 credits may be granted to a student in the combined areas of coursework taken through the armed services, CLEP credit, life experience credit, vocational-technical course credit, AP credit, and credit through non-accredited associations.

1.1.1.2 Students may earn credit in the non-traditional areas only within the first 64 hours of graduation credit; this is equivalent to the first two years of work toward a degree.

1.1.1.3 The student must demonstrate that the credit applied for meets the curriculum and standards of Simpson College by supplying appropriate supporting documentation.

1.1.2 Sources for Non-Traditional Credit Include: *(added 05/20/2013 faculty meeting)*

1.1.2.1 Advanced Placement. Students who complete the college entrance examination board advanced placement tests(s) (AP) with a score of three (3) or better may be given advanced placement with credit but without a grade for those courses throughout the college in which test are passed. The award of such credit is subject to review by the department concerned.

1.1.2.2 CLEP Exam. A student may earn credit but without grade by examination in those courses or subject areas presently available or to be available through the college level examination program (CLEP). A maximum of 24 credits may be earned by a combination of AP and CLEP credit.

1.1.2.3 International Baccalaureate. Simpson recognizes the IB program and grants credit on a course by course basis for examination scores of 4 or better on the Higher Level courses only. A maximum of 24 credit hours may be earned through the IB.

1.1.2.4 Armed Services Credit. A maximum of 16 credit hours may be awarded for coursework equivalent to Simpson College courses taken while in and

through the armed services that meet ACE guidelines for course transfer. The Dantes tests (Military CLEP) will be accepted under the guidelines pertaining to Simpson CLEP standards. To be eligible for credit, each course transferred must be approved by the Dean for Academic Affairs.

1.1.2.5 Professional Organization. A maximum of 16 credit hours may be awarded for coursework equivalent to Simpson courses taken through unaccredited organizations such as LOMA (Life Office Management Association), ABA (American Banking Association), CPCU (Chartered Property and Casualty Underwriters), and Bible Schools. Each course must be approved by both the chairperson of the department in which the credit is being granted and the Dean for Academic Affairs.

1.1.2.6 Life Experience. A maximum of 24 credits may be awarded for life experience credit, and credits are limited to that number that would bring the student's total credits to 64. The total number of life experience credits available to a student will be determined at the date of submission of the final portfolio. (Note the exception mentioned above for accounting students seeking to complete 150 credits.)

1.2 ADVANCED COURSE PLACEMENT: *(revised 05/23/2011 faculty meeting)*

A student may be placed in a course level above that normally expected for his/her classification on the basis of superior secondary school performance, transfer credit, examinations, unusual experience, or departmental waiving of prerequisites. Details may be secured from the head of the relevant department. No credit is given for such courses unless in the case of departmental examination.

If a student passes a departmental examination in lieu of taking a course, the student may elect to receive credit for the course. The grade associated with this credit will be Pass (P) or Honors Pass (HP) as determined by the department chair and based on the grade on the exam. A departmental examination for a particular course may be attempted only once. There is no further penalty in the event the student does not pass the examination or does not choose to receive credit.

2. CLASS ATTENDANCE

2.1 CLASS ATTENDANCE POLICY-FACULTY: *(revised 03/04/2010)* Faculty members should make a point of being prompt in their arrival for lectures and discussion periods and hold the students to the same promptness in class attendance. If it is necessary for an instructor to cancel or be absent from a class, the department head and the dean for academic affairs must be advised of this fact.

2.2 CLASS ATTENDANCE POLICY-STUDENTS: *(revised 03/04/2010)* Students are expected to be present at regularly scheduled meetings of classes and laboratories. The privilege of being excused from class or making up work missed because of absence from the class is granted wholly at the discretion of the instructor. The instructor has the obligation of explaining to his/her class at the first meeting of the group his/her particular requirement as far as class attendance is concerned. Instructors report to the office of the registrar the names of students who have excessive absences for no apparent reason. That office likewise will report to the faculty appropriate information available concerning student absences.

2.3 CLASS ABSENCES FOR COLLEGE-SANCTIONED ACTIVITIES: The Simpson faculty believe that learning happens outside of the classroom as well as in class. The faculty has agreed that students shall not be penalized for participation in college-sanctioned events which necessitate absence from classes, so long as the student informs the faculty member prior to the event and completes work equivalent to what was missed in class. Scheduled college-sanctioned events that require class absences, shall be listed on the portal under Student Excused Absences one week in advance, if possible, and approved by the academic dean. Those scheduling college-sanctioned events are responsible for posting the event and shall seek to minimize the disruption of classes, and encourage students to avoid unnecessary absences.

3. COURSE INFORMATION

3.1 SPECIAL TOPICS: 190, 290, 390, 590, 690 (*revised 12/05/2018 faculty meeting*) Each department may set up a course or courses in selected special topics. Special topics courses examine content not covered by the current curriculum.

The course numbers are 190, 290, 390, 590 and 690. These courses are not to be confused with Independent Study 380, which is planned for study by a single student. Submit the title (limited to 21 characters counting spaces) and course description of the special topic to the registrar and report the course to EPCC. The basis for course designation is as follows:

190 – This designation will be for any special topics for which there are no pre-requisites and the content would be suitable for an entry level of study.

290 – This designation will be for any special topic for which there might be pre-requisites and the level of the content would be appropriate for a student with a suitable background in the subject matter.

390 – This designation will refer to courses that are advanced in nature with pre-requisites or permission of instructor.

590 – This designation will refer to special topics courses at the graduate level.

690 – This designation will refer to special topics courses offered to advanced standing students.

Note: It is recommended that departments use special topics courses as a way to offer a new course, but it is expected that courses that have been offered as special topics for 2 semesters be proposed as catalog courses if the course will be taught on a regular basis.

3.2 INDEPENDENT RESEARCH: 198, 298, 398 (*added 01/19/2010*) Undergraduate independent research is defined as: An inquiry or investigation conducted by an undergraduate student that makes an intellectual or creative contribution to the discipline.

Each department may set up a course or courses in independent research. These courses are normally open to majors and minors in the department offering the course, however, the instructor and the department chair may choose to invite students outside their department to participate in the research project. Students may only be registered in independent research at the request of the instructor and department chair.

The course numbers are 198, 298, and 398. These courses are not to be confused with Independent Study 380, etc., or with special topics 190, etc. The basis for course designation is as follows:

198 – Independent Research. This designation will be for any independent research that is designed for entry level study of the subject in which the student would not work alone but assist

in the research under direct supervision. This would normally be offered to majors or minors in the department that offered the course, or for students requested by the department chair and the instructor to participate in a specific research project as an assistant in the research.

298 – Independent Research. This designation will be for independent research that is open for any rank of student deemed ready to participate in conducting their own research. Normally reserved for majors and minors of the department offering the research opportunity, but can be open to any student upon the request of the chair of the department and the instructor. All participants must be approved by the instructor and the department chair.

398 – Independent Research. This designation will refer to research at an advanced level and permission of instructor and the department chair. Normally reserved for majors and minors in the department offering the research opportunity, but can be open to any student upon the request of the instructor and the department chair.

3.3 CAREER OBSERVATION AND INTERNSHIP: COOP 119, 319 (*revised 02/15/2011 faculty meeting*): Simpson’s experiential learning programs integrate classroom work with learning on the job. Two different experiences (courses numbered 119 and 319) are available and may be taken individually or in sequence. No more than 16 credits in Coop 319 internship may be counted toward graduation. Grading for 119 and 319 will be H/P/NP. See department chairpersons and director of career services for further information.

Co-op Ed 119: Career Observation: Career observation is an opportunity for students to investigate career directions while earning 4 credits. Student requirements include attendance at one (1) Co-op 119 group session and one (1) individual session during spring semester (April); a minimum of 40 hours of career observation at one or more sites during May Term; class time on campus including participation and reflection, and submission of a career portfolio. The student must be in good academic standing and must be a freshman or sophomore.

Co-op Ed 319: Internship: An internship is an opportunity for a sophomore, junior or senior student to participate in professional training, assume initial decision-making responsibilities, or engage in project-based research and development with an off-campus organization in the private or public sector. The internship may consist of from 1 to 16 credits. Students must work at least 30 hours for each credit.

To qualify as an internship the position must provide the student with professional training or managerial responsibilities appropriate to an entry level opportunity available normally only to a candidate with a college degree. The position will ordinarily require some specific academic training or skills related to a major, minor, or program at the college, and may or may not provide compensation. The student must be in good academic standing and be a sophomore, junior or senior.

3.4 INDEPENDENT STUDY: 180, 280, 380, 580 (*revised 12/05/2018 faculty meeting*) Each department may offer to individual students an opportunity for Independent Study. The purpose of the independent study is to provide for students an opportunity to study a topic in their area of interest that the college does not offer, and that will enhance that particular student’s ability to achieve her/his educational goals. Independent study is distinguished from independent research in that the instructor will be working with the student through material that is already known in the field. The department offering the independent study may choose to allow the course to fulfill a requirement in the major or minor. All independent studies require approval of the instructor, the department chair and the division head. The student must have at least a 3.00 cum GPA.

The basis for course designation is as follows:

180 – Independent Study. This designation will be for any special topic that is open for any student. This course will not have any pre-requisites and can be used as an opportunity for a student to explore a subject of interest at an entry level.

280 – Independent Study. This designation will be for any special topic that is open for any student. This course may have pre-requisites and requires that the student have some knowledge of the field in which the subject is being offered.

380 – Independent Study. This designation will refer to courses that are advanced in nature and would require the student have an advanced understanding of the field in which this subject is being offered.

580 – Independent Study. This designation will refer to graduate level courses.

3.5 COURSE CREDIT: *(added 09/21/2010 faculty meeting)* The majority of courses at Simpson College will carry four credits each. A four-credit course normally engages about one-fourth of a full-time student's academic focus during the term. The same logic should be applied to courses fewer than four credits. Courses normally will carry one, two or four credits. Exceptions to this will be made upon approval of EPCC and affirmative faculty vote.

3.6 INTERNATIONAL TRAVEL COURSES: 197, 297, 397: *(added 09/20/2011 faculty meeting)* All international travel courses offered for academic credit are to be reviewed by the Study Abroad committee and the Educational Policy and Curriculum Committee as outlined in the Bylaws, Section I of the Faculty Handbook. These courses must be approved by the faculty.

The course numbers 197, 297 and 397 are reserved for international travel courses and may be regular catalog courses or special topics courses. The basis for course designation is as follows:

197 – Travel courses with this number are open to any student. This course will not have any pre-requisites.

297 – Travel courses with this number are open for any student. This course may have pre-requisites, may require that the student have some knowledge of the field in which the subject is being offered or may require the students have academic experiences beyond that of an entering student.

397 – Travel courses with this number are advanced in nature, generally have pre-requisites and may be restricted to juniors and seniors.

3.7 DOMESTIC TRAVEL COURSES: 196, 296, 396: *(added 09/20/2011 faculty meeting)* All domestic travel courses offered for academic credit are to be reviewed by the Educational Policy and Curriculum Committee and approved by the faculty.

The course numbers 196, 296 and 396 are reserved for domestic travel courses and may be regular catalog courses or special topics courses. The basis for course designation is as follows:

196 – Travel courses with this number are open to any student. This course will not have any pre-requisites.

296 – Travel courses with this number are open for any student. This course may have pre-requisites, may require that the student have some knowledge of the field in which the subject is being offered or may require the students have academic experiences beyond that of an entering student.

396 – Travel courses with this number are advanced in nature, generally have pre-requisites and may be restricted to juniors and seniors.

4. CLASSIFICATION AND ATHLETIC ELIGIBILITY

4.1 PROGRESS TOWARD DEGREE: *(revised 12/05/2018 faculty meeting)* Each full-time student is expected to make *normal progress* toward the completion of the degree. A course load of 16 credits per semester, plus one May Term course every other year, constitutes the normal course load necessary to complete the degree in four academic years for an undergraduate student. *Minimal progress* means the successful completion of at least 12 credits each semester. Graduate students taking 6 or more credit hours are considered full-time. Graduate students taking 3 or more credit hours are considered part-time.

4.2 CLASSIFICATION OF STUDENTS:

(revised 12/05/2018 faculty meeting)

Undergraduate students are classified as follows:

Freshmen	0-29.00 earned credits
Sophomores	29.01-61.00 earned credits
Juniors	61.01-95.00 earned credits
Seniors	95.01 and above earned credits

4.3 ATHLETIC ELIGIBILITY FOR RETURNING STUDENTS: *(revised 03/09/2022 faculty meeting)* To be eligible for intercollegiate athletics at Simpson, a student must meet the following standards.

4.3.1 Enrollment in Current Semester: The student must be a degree-seeking or certificate-seeking, full-time student (that is, the student must be enrolled in 12 or more credits, and must be making minimal progress toward a degree as defined above in 4.1.)

4.3.2 GPA Requirement: A student with freshman standing must have at least a 1.8 cumulative grade point average; a student with sophomore standing must have at least a 1.9 cumulative grade point average; a student with junior standing must have at least a 2.0 cumulative grade point average; and a student with senior standing must have at least a 2.0 cumulative grade point average. Students enrolled in graduate programs should refer to the handbook of their program for GPA requirements. Note: The minimum cumulative grade point average for athletic eligibility is not to be confused with the minimum grade point average for academic progress toward the degree.

4.3.3 Progress toward a Degree: The student must be making minimal progress toward a degree. This means that after one full academic year, fall semester and spring semester, a student must have successfully completed a minimum of 24 credits. At the conclusion of two full years a student must have accumulated 48 credits and after three full years, 76 credits, which includes at least one May Term through the third year.

4.3.3.1 Athletic Eligibility for Transfer Students: *(added 11/15/2011 faculty meeting)*

1. Initial Eligibility for Transfer Students *(added 03/09/2022 faculty meeting)*

Once the transfer student athletic eligibility standards requirements outlined below are met, a transfer student is initially eligible for a complete academic year, unless no longer in good academic standing.

- a. If a student is a transfer but did not participate in athletics at their previous school, then the student is eligible regardless of their GPA at the previous school.
- b. If a student was an athlete at the previous school, then the student must have been academically and athletically eligible had they returned to the previous school OR
- c. If the student transfers from a four-year to a two-year college and then transfers to Simpson, he or she successfully must have completed at least 24–semester or 36–quarter hours of transferable credit at the two-year college and spent at least two full-time semesters or three full time quarters of attendance at the two–year college to be eligible.
- d. If the transfer student, from either a two-year or four-year institution, does not meet one of the preceding exceptions for immediate eligibility, he or she must complete an academic year of residence at Simpson College to gain eligibility status.

2. Continued Eligibility of Transfer Students (*added 03/09/2022 faculty meeting*)

- a. Progress toward a Degree: The student must be making minimal progress toward a degree. This means that after one full academic year, fall semester and spring semester (any order), a student must have successfully completed a minimum of 24 credits. At the conclusion of two full years a student must have accumulated 48 credits and after three full years, 76 credits, which includes at least one May Term through the third year.
- b. 4.3.2 GPA Requirement: A student with freshman standing must have at least a 1.8 cumulative grade point average; a student with sophomore standing must have at least a 1.9 cumulative grade point average; a student with junior standing must have at least a 2.0 cumulative grade point average; and a student with senior standing must have at least a 2.0 cumulative grade point average. Students enrolled in graduate programs should refer to the handbook of their program for GPA requirements. Note: The minimum cumulative grade point average for athletic eligibility is not to be confused with the minimum grade point average for academic progress toward the degree.

4.3.3.2 Student-Athlete and Academic Honesty: (*added 11/15/2011 faculty meeting*) A student who has been placed on academic probation at Simpson due to academic dishonesty is no longer in good academic standing and is ineligible for that term.

4.3.4 Summer Enrollment: (*revised 11/15/2011 faculty meeting*) Summer school credits taken at Simpson College may immediately be applied to satisfy the minimal progress and GPA requirement for eligibility. If credits are not from Simpson, only the credits will be applied and not the GPA.

5. GRADUATION REQUIREMENTS: (*revised 12/05/2018 faculty meeting*) Simpson College offers 2 baccalaureate degrees: Bachelor of Arts and Bachelor of Music. Simpson also offers three graduate degrees: Master of Arts in Criminal Justice, Master of Arts in Teaching, and Master of Music in Choral Conducting.

5.1 BACHELOR OF ARTS: For the Bachelor of Arts Degree the candidate must fulfill the following general requirements.

5.1.1 Credits and GPAs: At least 128 credits of course work with cumulative Simpson, major, and minor (if applicable) grade point averages of C (2.00) or better.

5.1.2 Major: The completion of a major field of concentration.

5.1.3 Grades in Major and Minor: No grade below C- (1.70) or P will count toward fulfilling the requirements for the major or minor.

5.1.4 General Education: (*revised 03/09/2022 faculty meeting*) The completion of the general education program.

5.1.1.4 Simpson College Foundations (*added 03/09/2022 faculty meeting*): 5.1.4.1

Simpson College Foundations: The completion of the two-semester sequence required of new first-time first-year students and some transfer students. (See specific information about transfer student requirements in 11.2.)

5.1.5 May Term: The completion of one May Term course for every two years of full-time study at Simpson. All May terms count toward graduation.

5.2 BACHELOR OF MUSIC: For the Bachelor of Music Degree the candidate must fulfill the following general requirements:

5.2.1 Credits and GPAs: At least 132 credits of course work with cumulative Simpson, major, and minor (if applicable) grade point averages of C (2.00) or better.

5.2.2 Major: The completion of a major field of concentration.

5.2.3 Grades in Major and Minor: No grade below C- (1.70) or P will count towards fulfilling the requirements for the major or minor.

5.2.4 General Education: (*revised 03/09/2022 faculty meeting*) The completion of the general education program.

5.2.4.1 Simpson College Foundations (*added 03/09/2022 faculty meeting*): The completion of the two-semester sequence required of new first-time first-year students and some transfer students. (See specific information about transfer student requirements in 11.2.)

5.2.5 May Term: The completion of one May Term course for every two years of full-time study at Simpson.

5.3 SECOND DEGREE: (*revised 04/17/2012 faculty meeting*) A student who wishes to secure a second undergraduate degree must successfully earn at least 32 credits beyond the requirements for the first undergraduate degree. He/she must fulfill the requirements of a second major and meet all specific requirements for each of the two degrees desired.

5.4 RESIDENCE REQUIREMENTS: (*revised 03/09/2022 faculty meeting*) A candidate for a Bachelor of Arts degree is required to earn 32 credits of the degree through Simpson College. A candidate for a Bachelor of Music degree is required to earn 36 credits of the degree through Simpson College. Requests for exceptions to this rule may be made by academic petition. Other exemptions are described in 5.4.1 below.

5.4.1 Pre-Professional Study or Graduate Study: (*revised 05/23/2011 faculty meeting*) Following the completion of the first three years of residence at Simpson, students can arrange in advance to spend the fourth and/or fifth year in a professional, technical or graduate college (law, dentistry, engineering, medicine, medical technology, nursing, etc.). The student must complete all graduation requirements at Simpson or through transfer credit. This option requires the approval of the student's major department. Such students will not be eligible for the trustees' award.

5.5 PARTICIPATION IN COMMENCEMENT CEREMONY: *(revised 05/23/2011 faculty meeting)* Participation in the annual spring or December graduation ceremony will be limited to students who:

- a. have completed all degree requirements by the date of the ceremony and are in good academic standing, or
- b. are within two courses (eight credits maximum) and in good academic standing.

Note: Participation in the commencement ceremony does not mean the student has actually graduated. Students will not be graduated and will not receive a diploma until they have completed all graduation requirements. If degree requirements are completed within the calendar year of the student's participation in the ceremony, the student will be a member of that year's graduating class.

5.6 POSTHUMOUS AND END-OF-LIFE DEGREE AWARDING POLICY: *(revised 12/04/2013 faculty meeting)* To award a degree or certificate from Simpson College posthumously or in end-of-life circumstances that prevent a student from completion, a request to do so should be made to the EPCC. The request should state the reasons that the degree should be granted. The student to be awarded the degree must have completed at least 75% of the credits required for graduation.

If the EPCC approves the request, it will be forwarded to the full faculty at its next regularly scheduled meeting. If the faculty approves the degree, the proposal will be sent to the president of the college, the secretary of the board, and the academic dean. If all three approve, the degree will be granted.

5.7 CHANGES TO GRADUATION REQUIREMENTS: The authority to change the requirements for degrees is vested in the faculty.

6. MAJORS AND MINORS

6.1 MAJORS:

6.1.1 Declaring a Major: *(revised 1/11/2017 faculty meeting)* A first year student may declare an academic major no earlier than the beginning of his or her second semester at Simpson College. A student previously enrolled full-time at another institution who transfers to Simpson College may declare a major as early as her or his first registration/advising appointment at Simpson.

All students (part-time and full-time) must formally declare a major by the end of the add/drop period of the next regular semester once reaching fifty (50) earned credits. If a student has not declared his or her major by this time, a hold will be placed on the student's record preventing the student from changing his or her registration. Once a major has been formally declared, the hold will be lifted.

All students are required to have a faculty advisor from the department of each of the student's declared majors.

The declaration of major form is available online.

6.1.2 Alterations to Major Requirements: Alterations in the departmental prerequisites and course requirements for a student pursuing a major in that department may be approved by the department head. A course substitution or waiver form for major requirements is available online.

6.2 CATALOG

6.2.1 Catalog of the Major: Major requirements are determined by the catalog in effect when the student's major is declared.

6.2.2 Catalog of the General Graduation Requirements: *(revised 05/23/2011 faculty meeting)* General requirements for graduation, including general education requirements, are determined by the catalog in effect on the date on which the student becomes degree seeking at Simpson (admission to Simpson College).

6.2.3 Catalog of Readmission: *(revised 04/16/2014 faculty meeting)* Students who break continuity in attendance at Simpson must complete the readmission process through the office of the dean for academic affairs before they are again degree candidates. If students have been out for one calendar year or less, requirements at readmission are those in effect at the time of the original admission and declaration of major. Students who have broken continuity for more than one calendar year are subject to the requirements of the catalog in effect at the time of readmission, including the requirements for general education. Students who seek readmission to Simpson after at least one calendar year of separation and during that time of separation complete an Associate of Art degree from a regionally accredited institution will be covered under 11.2.2.c.

6.3 DEFINITIONS *(revised 04/17/2012 faculty meeting)*

6.3.1 Major: *(revised 09/21/2010 faculty meeting)* A major is a course of study in an academic discipline or interdisciplinary field. Normally the maximum number of four-credit courses in a major at Simpson College is 10, including courses from other departments, plus a capstone experience. For those majors with one- and two-credit courses, the maximum credits will be 40 plus a capstone experience. The capstone experience will normally carry no more than four credits. Exceptions must be approved by EPCC and the faculty. Proposals for exceptions should include documentation such as accreditation requirements and examples of similar majors at other Bachelor of Arts institutions.

6.3.2 Minor: *(revised 05/23/2011 faculty meeting)* A minor is a course of study in an established academic discipline or interdisciplinary field. A minor normally requires at least 16 credits and no more than 24 credits. Exceptions must be approved by EPCC and the faculty.

6.4 INDEPENDENT INTERDISCIPLINARY MAJOR (IIM): *(revised 10/19/2010 faculty meeting)*

6.4.1 Interdisciplinary Studies Program: The interdisciplinary studies (IntSt) program faculty consists of three faculty members, one of which will be the director of the program, representing three divisions of the college. The interdisciplinary studies program faculty will serve as a committee that will advise students on the development of student-chosen advisory boards and completion of Independent Interdisciplinary Major (IIM) proposals and will review, but not approve, proposals to pass on to the EPCC for final approval. The IntSt program faculty will serve as a department for students pursuing an IIM, signing graduation applications, petitions and other documents requiring department chair review.

6.4.2 Independent Interdisciplinary Major (IIM) Approval Procedure:

- a. The student consults with the interdisciplinary studies program faculty on choosing an advisory board and developing a proposal.
- b. With support from the student-chosen advisory board, the student develops a title of the IIM, a set of courses, including options to allow for changes in course offerings, and the nature of the senior project.
- c. The student submits a proposal to the interdisciplinary studies program faculty including the title of the IIM, a list of required courses, description of the senior project, two letters of recommendation, and an explanation for how the proposed program will meet the student's educational goals and lead the student into a career or graduate school.
- d. The interdisciplinary studies program faculty will review the proposals and advise the students on the development of a proposal, but will not approve the proposals. The proposal then goes to the EPCC for final approval. The student, along with his or her advisory board, will have the opportunity to meet with the EPCC in support of the proposal.
- e. After EPCC approval, the interdisciplinary studies program faculty can approve changes to the required courses of the IIM.

6.5 ADDITION AND DELETION OF ACADEMIC MAJORS AND MINORS TO THE CURRICULUM *(added 10/14/2015 faculty meeting)*

6.5.1 The additions of academic majors and minors are typically added to the curriculum by approval of the full faculty. Academic departments seeking to add majors and minors to the curriculum must submit proposals to the Educational Policy and Curriculum Committee (EPCC) for review using the appropriate forms.

6.5.2 Academic departments seeking to drop academic majors and minors from the curriculum must notify the EPCC of their intention to do so on the appropriate forms in time to allow EPCC and the full faculty to consider the change and have any concerns addressed, and in time to allow the college to change all of its marketing materials. Generally, in order to accomplish this, the department will need to submit the forms to EPCC at least 15 months before the major will no longer be offered. For example, a department seeking to drop a major for fall semester 2017 should plan on submitting its materials to EPCC by March 1, 2016.

- a. Departments dropping majors and minors from the curriculum must work with the academic dean to provide a "teach out" plan to allow students who are currently enrolled in the major or minor to finish their program of study.
- b. During the teach out period, the department must either provide the courses necessary for the program, provide substitutions for required courses, waive requirements, and/or make other necessary changes to allow the students to graduate on time.
- c. Upon receiving notice from a department about the dropping of a major or minor, the EPCC will notify the full faculty at the next regular faculty meeting and if there are no objections, the proposal will go into effect according to the schedule identified above. If there are objections, the matter will be referred back to the EPCC for additional consideration.

7. HONORS

7.1 PRESIDENT'S AND DEAN'S LIST: *(revised 05/21/2012 faculty meeting)* The Dean's List is announced after each fall and spring semester of the regular academic year. The Dean's List includes the names of all undergraduate students who, regularly enrolled in the College, complete at least 12 credits in the semester with a grade point average of 3.70 or better. In the

event one of the courses is taken on the Honors/Pass/Non-Pass basis, an Honors grade must be achieved.

Matriculated part-time undergraduate students who complete at least 12 credits in a calendar year and achieve a grade point average of 3.70 or better in that calendar year are named to the annual Dean's list for part-time students.

Special recognition is accorded those with similar qualifications who have achieved a grade point average of 4.00 by their being named to the President's List.

7.2 HONORS AT GRADUATION: *(revised 05/23/211 faculty meeting)* Currently the distinction summa cum laude is given to those graduates who earn a cumulative grade point average of 3.90-4.00; magna cum laude, 3.75-3.89; and cum laude, 3.60-3.74. To be eligible for honors at graduation, a student must have attended Simpson for six semesters of full-time enrollment and/or have earned at least 64 credits. The cumulative grade point average is computed only on the total credits earned in residence.

7.3 HONORS PROGRAMS: *(revised 05/23/2011 faculty meeting)* Departments may offer "Honors in the Major" upon graduation to students who complete specific requirements. Students who have completed 64 credits and have at least a 3.0 or better overall cumulative GPA and a cumulative GPA of 3.5 in the major may apply to the department chair for admission to its honors track. The department faculty must approve the selection of honors students. Although the requirements may vary by department, all students must complete at least eight (8) credits of research and writing over two (2) semesters, produce a thesis and defend that thesis before a committee of faculty. The thesis work may be completed under the course numbers 391-392 or in a set of other courses as determined by each department. To receive "Honors in the Major," a student must earn an A or A- for the research courses.

7.3.1 Procedure: *(revised 05/23/2011 faculty meeting)*

- All "Honors in the Major" programs and requirements must appear in the department's section of the catalog as a major option.
- "Honors in the Major" degree requirements must be approved by the Educational Policy and Curriculum Committee and the faculty.
- "Honors in..." designation will be noted on the student's transcript and the graduation program.

8. REGISTRATION AND EXAMS

8.1 REGISTRATION

8.1.1 Registration: *(revised 05/23/2011 faculty meeting)* No credit is allowed for a course unless the student is officially registered for the course. To be considered full time, a student must enroll in a minimum of 12 credits. Terms 1 and 2 count toward full time fall enrollment, Terms 3 and 4 and May Term count toward full time spring enrollment.

8.1.2 Change of Registration: *(revised 05/23/2011 faculty meeting)* Once a student has registered in a course, he/she is considered a member of that class unless he/she drops or withdraws from it as described below. Before the first day of class, students can change their registration using the online registration system. It is recommended that students consult with their advisor before making any change in registration.

8.1.3 Course Drop Policy: *(revised 08/26/2011 faculty meeting)* Within the first five (5) school days of the fall or spring semester, the first two (2) days of May Term or comparable

period for other terms, courses may be dropped using the online system and without any record on the transcript. The days a student may drop a course is called the “drop period.” It is recommended that the student consult the academic advisor and the instructor of the course to be dropped.

8.1.4 Course Add Policy: *(revised 08/26/2011 faculty meeting)* Within the first five (5) school days of the fall or spring semester, the first two (2) days of May Term or comparable period for other terms, students may add open courses using the online registration system. During this “add period,” students may add a closed course only by obtaining the instructor’s signature on an Add Course form and submitting that form in person to the registrar’s office.

Independent study applications (180, 280, 380) and course by arrangement forms must be received by the registrar’s office before the end of the add period.

Courses that require auditions, such as theatre and music production courses, may be added after the add period with the instructor’s permission.

Applications for 319 internships may be submitted after the add period, but must be processed before the work for the internship begins.

In all other cases, if circumstances require a student to add a course after the add period, the student must submit an academic petition, available online, with a rationale and signature of the instructor.

It is recommended that the student consult the academic advisor and instructor of the course before adding any course.

8.2 WITHDRAWALS

8.2.1 Withdrawal from Courses: *(revised 05/23/2011 faculty meeting)* After the “drop period,” a student may elect to withdraw from a course but not later than the 14th school day following midterm, at which time the designation of “W” (withdrawn) is placed on the transcript. The “W” has no effect on the student’s grade point average.

A full-time student who withdraws from courses to complete fewer than 12 credits for two consecutive semesters will be enrolled as a part-time student the third consecutive semester. Students who withdraw from the college or interrupt their registration for any reasons, and who wish to return to the college, must apply for readmission to the college through the dean for academic affairs.

8.2.2 Late Withdrawal: *(revised 05/23/2011 faculty meeting)* Students who wish to withdraw from a course after the official withdrawal deadline described above must submit an academic petition with rationale and signatures of instructor and academic advisor. Normally, only reasons beyond the control of the student; e.g.: medical, personal, family, military, etc. will be approved.

8.2.3 Withdrawal from a Course in Cases of Academic Dishonesty: *(revised 12/02/08)* If the instructor determines that an act of plagiarizing or cheating is such that the student will fail the course, the student will NOT be allowed to withdraw even if the date of such determination is still within the withdrawal period. A grade of “F” will be entered immediately for that student. In all cases of intentional academic dishonesty the instructor will report it to the academic dean and the student’s advisor and a record will be entered into the student’s file.

If the instructor determines that the academic dishonesty is such that just the assignment or test will be failed, but not the whole course, then the student will be allowed to withdraw from the class if the withdrawal is processed within the withdrawal period. In all cases of intentional academic dishonesty the instructor will report it to the academic dean and the student’s advisor and a record will be entered into the student’s file.

A student may appeal the outcome of this policy by filing an appropriate and timely appeal with the academic appeals committee, as set forth in these academic policies.

8.3 EXAMS, FINALS, AND MAKE-UPS: *(revised 05/23/2011 faculty meeting)* Examinations and quizzes are administered during the semester at the discretion of the instructor except that no academic requirements, such as examinations, assignments or performances, may be given or due between the last day of classes and the first day of finals (i.e., no academic requirements are to be given during the “reading period.”)

The registrar schedules final examination week. There are to be no changes during final examination week except those approved by the office of the registrar. Each faculty member is free to choose whether he/she uses the time for a final examination or for a paper or project that substitutes for a final exam, but the time designated for the final must be the due date for the final requirement.

If a student has more than two final exams during one day, he/she may request of the professor that a third and/or fourth exam be changed to another day suitable to the instructor(s) except that the exam cannot be given between the last day of classes and the first day of finals.

The instructor is free to give or not to give make-up examinations. There is no fee for such an examination.

9. GRADING

9.1 GRADES: The instructor for his/her students must submit grades to the registrar’s office at the end of each semester.

9.1.1 Final Grades: *(revised 12/02/2008)* Except as noted below, final grades may not be entered prior to the end of the term in which the course was taken. Final grades must be entered by the deadline for grades which is determined to be two business days after the final exam day. Final grades may be entered late with specific permission from the college registrar. (The end of the term is determined by the last day the class being graded meets.)

Exception: In the case in which the student has intentionally committed academic dishonesty and the instructor has determined that the student will fail the course, the instructor will immediately enter a grade of “F” as the final grade. See Section 8.2.3.

9.1.2 Grade Definitions: Grades are recorded in the registrar’s office in accordance with the following definitions: A, outstanding; B, very good; C, average; D, poor; F, failure. Letter symbols used for other purposes on grade reports are I, incomplete; W, withdrawn; H, honors; P, passing; NP, not passing; and CR, credit.

9.1.3 Computer Grade Point Average (GPA): *(revised 05/23/2011 faculty meeting)* In computing the cumulative grade point average, grades are assigned to the following quality points: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, .7; F, 0. H/P/NP grades are not counted in the student’s grade point average. Incompletes are assigned zero (0) quality points.

9.1.4 Mid-Term Grades: *(revised 05/27/2014 faculty meeting)* All faculty are to submit mid-term grades for all students registered for transcribed full semester course work or experiences (e.g. internships, 0-credit experiences, etc.). Mid-term grades are to be posted within three class days of the 34th day of the semester. If this falls within a break of any kind, mid-term grades must be posted prior to the break. Mid-term grades are to be posted as pass (P), no pass (NP), registered (RG), or a letter grade.

9.1.5 Honor/Pass/No Pass (H/P/NP): *(revised 05/23/2011 faculty meeting)*

9.1.5.1 DESIGNATION: The choice for grading a course as H/P/NP lies with the department.

9.1.5.2 Credits and GPA: Courses graded H/P/NP will count toward credits completed at Simpson, but will not be calculated in the GPA.

9.1.6 Changing Grades: *(revised 05/23/2011 faculty meeting)* Once the grades have been delivered to the registrar's office, they are considered final. The only basis for changing a grade is the demonstration of a clerical error on the part of the instructor in determining the grade. Any request for grade change from an instructor must be made in writing (possibly electronically) to the registrar's office.

9.1.7 Other Grades Used in Computing GPA: *(revised 05/23/2011 faculty meeting)* Only Simpson grades count in computing a student's cumulative grade point average.

9.2 COURSE RE-TAKE POLICY: *(revised 12/02/2008)* Courses taken at Simpson College and graded D- or better must be repeated at Simpson College if students wish to improve their GPA at Simpson College. Each time the course is retaken, it must be on a letter-graded basis. Grades for each time a course is taken remain on the permanent academic record; however, credit will be given only once and only the last grade (for Simpson College coursework) will be computed into the grade point average.

Courses taken at Simpson College which have been failed may be repeated at Simpson College or at another institution. If they are repeated at Simpson College, the original grade will stay on the transcript but only the last grade will be calculated into the Simpson College grade point average. If failed courses are repeated elsewhere, the original grade will stay in the Simpson College GPA and the new grade will not be calculated into it, but the student will receive the credit for the repeated course that is transferred in.

If a student who has received a D- or better in a course at Simpson College wishes to retake the course elsewhere and transfer it in, the student's Simpson College GPA will not be affected, because the grade of the course transferred in will not replace the grade of the course taken at Simpson College. The repeated course transferred in is not added to the Simpson College record, but it is noted in the student's degree audit that the "spirit of the requirement" has been fulfilled by the transferred in course. The outside transcript is a part of the student's file, but the course is not added to the record since the student has already passed the course at Simpson College and cannot get credit for the same course twice.

All courses to be transferred in from another institution must have at least a C-.

9.3 INCOMPLETE COURSES

9.3.1 Incompletes Requested by Students: *(revised 10/18/2011 faculty meeting)* When unable to complete required assignments in an individual course due to circumstances beyond their control, students may apply for the interim grade of "incomplete." Students must submit completed applications to the office of the registrar on or before the day final grades are due for the course in question.

Each application must include:

- a. A description of work to be completed
- b. The deadline for the completion of the work
- c. The student's final grade if no additional work is completed
- d. The approval by the instructor of the course
- e. The approval by the student

If the work is not completed by the deadline listed on the application, the office of the registrar shall replace the grade of incomplete with the grade listed on the application. (Students are allowed a maximum of 60 days after the beginning of the next regular semester to complete their work.) Students may request an extension (of up to 60 additional days) by submitting a second completed application to the office of the registrar before the first deadline expires.

In special circumstances (e.g. severe illness) the instructor of the course may file an application with the office of the registrar without the student's signature. The office of the registrar shall inform students if incompletes have been entered on their behalf.

9.3.2 Incompletes Left by Faculty Who Leave the College: (revised 12/02/2008)

Faculty who leave the college need to make certain that they give the chair of their department the information regarding what student has an incomplete, and in what class, and what will be required by the student to complete the course. Department chairs need to make certain that the faculty leaving the college meets with them in an exit interview, at which time any information concerning incompletes would be shared. In the absence of the instructor, the chair of the department shall determine whether or not the student has completed the course successfully and will enter an appropriate grade for the course. A pass/non-pass may be given unless the course is required for such things as teacher licensure, CPA credit, or other requirements. If the course is needed for partial completion of a major or minor, the department chair of the department sponsoring the major or minor may allow the P or H to count as partial fulfillment of the major or minor. In the case of fulfilling a cornerstone, the cornerstone director will make that determination, and in the case of a competency, the department responsible for the competency shall make that determination.

10. ACADEMIC ACTIONS

10.1 ACADEMIC INTEGRITY POLICY: (revised 05/23/2011 faculty meeting)

In all endeavors, Simpson College expects its students to adhere to the strictest standards of honesty and integrity. In keeping with the College's mission to develop the student's critical intellectual skills, while fostering personal integrity and moral responsibility, each student is expected to abide by the Simpson College rules for academic integrity. Academic dishonesty includes (but is not limited to) any form of cheating, plagiarism, unauthorized collaboration, fraud (falsifying documents, forging signatures, altering records, etc.), misreporting any absence as college-sponsored or college-sanctioned, submitting a paper written in whole or in part by someone else, or submitting a paper that was previously submitted in whole or in substantial part for another class without prior permission. If the student has any questions about whether any action would constitute academic dishonesty, it is imperative that the he or she consult the instructor before taking the action.

All cases of substantiated academic dishonesty must be reported to the student's academic advisor and the Dean for Academic Affairs.

10.1.1 Penalties for Dishonesty:

10.1.1.1 Academic Dishonesty within the Context of a Course: The penalty for academic dishonesty that occurs within the context of a specific course and is substantiated by firm evidence is:

failure of the course;
 failure of the assignment; *or*
 the requirement that the work be redone with a substituted assignment.

The instructor may choose from the above options to reflect how knowing, intentional, or serious he or she judges the incident to be. If the instructor determines that the student shall fail the course, and even if that decision is made within the withdrawal period, the student may not withdraw, and the faculty member will immediately enter a grade of “F” for the course. If the instructor determines that the student will not automatically fail the course, but must redo the assignment, and it is within the withdrawal period, the student may withdraw from the course.

10.1.1.2 Academic Dishonesty outside the Context of a Course: If a student is suspected of committing academic dishonesty outside the context of a course (e.g., fraud involving college documents and/or records that do not involve a course), and it has been substantiated with evidence, the Academic Dean shall then decide whether to place the student on academic probation, academic suspension or academic dismissal depending upon the severity of the case. Records of the case and the subsequent punishment will be kept in the student’s file as a permanent record.

10.1.1.3 Repeat Offenses: *(revised 05/23/2016 faculty meeting)*

Upon the second report of substantiated academic dishonesty, the Academic Dean will convene the Academic Actions Committee to recommend to the Academic Dean appropriate punishment, which may include academic probation, suspension, or dismissal. The student may appeal the recommendation of the Academic Actions Committee to the Academic Appeals Committee. The decision of the Academic Dean is final.

10.1.1.4 Suspected Academic Dishonesty:

In cases of suspected academic dishonesty that cannot be substantiated by evidence, the instructor may give the student a warning and may require the student to redo the assignment. In a case where academic dishonesty is strongly suspected but cannot be substantiated, the instructor will issue a formal warning, along with a report to the academic advisor and the Academic Dean. Repeated instances of suspected academic dishonesty may lead to appropriate disciplinary action, including academic probation, suspension, or dismissal, at the discretion of the Academic Dean. In addition to the above sanctions, the college reserves the right to take additional action as it deems appropriate.

10.1.2 Appeal: If a student wishes to appeal a charge of substantiated academic dishonesty, he or she may request a hearing before the Academic Appeals Committee. The student(s) shall present to the Registrar of the College a written appeal stating clearly what is being appealed and the rationale. The instructor shall present the evidence to the committee. The committee’s decision shall be final.

10.2 ACADEMIC PETITIONS SUBCOMMITTEE OF EPCC: *(revised 05/23/2011 faculty meeting)* The academic petitions subcommittee shall consist of three members of the educational policy and curriculum committee (EPCC), including the current chair of the EPCC. The academic petitions subcommittee will provide an avenue for students to petition for exemption from the academic policies established by the faculty of the college.

This committee shall meet once a month, dates to be announced, and review all appropriate academic petitions making the decision to either approve or deny the petition.

10.3 FINAL GRADE APPEAL POLICY: *(revised 12/05/2012 faculty meeting)* If a student receives a final grade for a course that they do not believe was computed correctly, the student

shall go to the faculty member who gave the grade and provide a rationale for why they believe the final grade was not computed correctly.

If the instructor disagrees with the student's position, then the next course of action for the student is to contact the Dean for Academic Affairs to file an appeal. A student considering filing an academic appeal regarding a final grade awarded by a faculty member in a course shall request and receive access to the criteria used by the faculty member in determining the student's final grade, including the rationale and criteria for all grades that were used in the calculation of the final course grade. The student shall have 30 days from the end of the term to file the appeal with the office of the academic dean. In the appeal, the student must provide a written explanation as to how the grade was computed incorrectly.

It should be noted that the Dean for Academic Affairs will not substitute his/her judgment on the quality of the student's work for that of the instructor. The inquiry by the Dean must focus on the alleged mathematical error made by the instructor in formulating the final grade. The Dean shall then render a decision based on the information provided by the student and the faculty member. The Dean may request the advice of a committee of faculty members and hold a hearing before making a decision. The decision of the Dean shall be the final resolution of this matter.

10.4 ACADEMIC PROBATION, SUSPENSION AND DISMISSAL *(revised 03/18/2015 faculty meeting)*

10.4.1 Probation: Simpson requires as a minimum a 2.00 cumulative grade point average for graduation. To remain in good academic standing, a student must achieve the following cumulative grade point averages at the end of the respective year:

Year	Number of Completed Credits	Cumulative GPA Required
First Year	0 – 29.00	1.80
Sophomore	29.01 – 61.00	1.90
Junior	61.01 – 95.00	2.00
Senior	95.01 and above	2.00

If a student's cumulative grade point average falls below the minimum expectations for good academic standing, that student will be placed on academic probation by the dean for academic affairs. The academic dean may seek the recommendation of appropriate faculty, advisors and college administrators before making a decision about probation, suspension and dismissal. Academic probation is a proving period during which a student's continuance at Simpson College is in jeopardy. During this period, the student must give evidence of significant progress toward satisfying the graduation requirements as outlined as follows:

The student is expected to earn at least a 2.00 GPA in their first semester of probation. If the student does not earn at least a 2.00 term GPA in that first semester of probation, but shows improvement, in term GPA over the previous semester, the student may be granted a continuation of probation by the academic dean. If the student shows no improvement in term GPA from the previous semester the student will normally be academically suspended.

If the student shows improvement and academic probation is continued for a second semester, then in the second semester of probation, the student must earn grades necessary to bring the student to the minimum cumulative GPA to be removed from probation or the student will be academically suspended. If the student does not earn grades necessary in the second

semester on probation to bring the student to the minimum cumulative GPA to be removed from probation, but does show improvement in cumulative GPA, the student may be given one more semester to raise their cumulative GPA high enough to get off probation and return to good standing. If after the third semester the student is still not off academic probation, the student will normally be academically suspended by the academic dean.

10.4.2 Suspension: Students on academic probation who do not demonstrate adequate progress toward good standing as described in Section 10.4.1. may be suspended from the college. If a student is suspended, he/she may make, after a time set by the academic dean at the time of suspension, submit an application for readmission.

Students who have been academically suspended have a right to appeal the suspension by contacting the Registrar's Office. The appeal must be in writing, and the academic dean will present the case to the academic appeals committee for a final decision.

10.4.3 Dismissal: If a student is suspended, and is readmitted, the student returns on academic probation. If the student achieves a 2.0 or better term GPA in the semester of re-admittance, the student may be continued on academic probation at the discretion of the academic dean as long as the student is making progress toward good standing as described in Section 10.4.1.

If the student fails to achieve the term GPA of at least 2.0 during the semester of re-admittance, the student will be academically dismissed. Dismissed students may not apply for readmission.

10.4.4 Academic Departmental Program Probation, Suspension and Dismissal
(added 10/14/15 faculty meeting)

Academic departments which have programs with specific admissions, retention, and completion criteria (e.g., education, athletic training) have the authority to review applicants, accept probationary candidates and enforce approved standards within the context of their programs.

It is incumbent upon each program to have clearly outlined processes and policies for the implementation of accepting candidates, their ongoing review during the program and criteria for program completion.

Unless specifically stated otherwise by the academic department, the following rules govern enrollment status in these programs:

- a. Good standing within a program is determined by the academic department or appropriate committee.
- b. A student who does not maintain the criteria established for the program may be placed on probation, suspended or dismissed from the program.
- c. A student dismissed from the program may not apply for readmission.
- d. In an undergraduate program, a student dismissed from the program remains enrolled at the college unless dismissal from the college is determined by the institution to be warranted.
- e. A student enrolled solely in a graduate program who is dismissed from that graduate program is automatically dismissed from the college.
- f. A student who is enrolled in a dual degree program (e.g. undergraduate criminal justice/MACJ) may be dismissed from the graduate program and remain a student in the undergraduate program.

11. SIMPSON COLLEGE TRANSFER POLICY: *(revised 10/19/2010 faculty meeting)*

These policies apply only to students seeking baccalaureate degrees.

11.1 GENERAL TRANSFER POLICIES

11.1.1 Graduation Requirements: Transfer students must fulfill all graduation requirements.

Students who transfer to Simpson from other accredited four-year institutions must complete at least 32.0 credits at Simpson for a Bachelor of Arts Degree and 36.0 credits at Simpson for a Bachelor of Music Degree.

Students who transfer to Simpson from accredited two-year institutions must complete at least 64.0 credits at Simpson for a Bachelor of Arts Degree and 68.0 credits at Simpson for a Bachelor of Music Degree.

11.1.2 Transfer Credit

- a. Transfer credit is granted only for courses taken at accredited institutions.
- b. Transfer courses must be appropriate for a college liberal arts curriculum.
- c. Transfer credit is granted only for courses in which a grade of C- or better was earned.
- d. Only courses accepted for transfer are recorded on Simpson transcript.
- e. Transfer courses of three credits or more that have equivalents at Simpson College fulfill the corresponding Simpson requirements.
- f. Transfer courses receive the credit assigned by the originating institution; e.g., a three-credit course transfers in as three credits to Simpson College.
- g. Incoming courses accepted for transfer are designated as Simpson courses when equivalent courses are listed in the Simpson catalog. When courses accepted for transfer credit are not equivalent to courses listed in the Simpson catalog, they are given unassigned credit in one of the departments of the college, or when that is not appropriate, in one of its divisions.

11.1.3 Major Requirements: At least 4 four-credit classes must be completed in the major at Simpson in order for the student to earn a major.

11.1.4 Minor Requirements: At least 2 four-credit classes must be completed in the minor at Simpson in order for the student to earn a minor.

11.2 TRANSFER POLICIES FOR THE GENERAL EDUCATION PROGRAM: *(revised 03/09/2022 faculty meeting)*

A course-by-course analysis will be completed by the Registrar's Office to determine how transfer courses fulfill requirements for Simpson Core and for majors or minors. Transfer and AP courses that meet the requirements of Simpson Core may be transferred to Simpson College under this policy.

Transfer students are classified into three categories, and requirements for Simpson Core depend on the category to which a student belongs.

- a. Transfer students transferring fewer than 48 credits must meet all the requirements of Simpson Core except SC 110 Foundations 1.
- b. Transfer students transferring 64 or more credits without a completed Associate of Arts degree from a regionally accredited institution must meet all the requirements of Simpson Core except SC 110 Foundations 1, SC 111 Foundations 2, and one Experiential Learning course.
- c. Transfer students who transfer to Simpson College with an Associate of Arts degree or a bachelor's degree from a regionally accredited institution will have fulfilled all Simpson Core

requirements except disciplinary writing, disciplinary speaking, undergraduate research, and capstone.

d. Transfer students who transfer to Simpson College and will complete their Associate of Arts degree from a regionally accredited institution within the first semester of enrollment at Simpson College will have fulfilled all Simpson Core requirements except disciplinary writing, disciplinary speaking, undergraduate research, and capstone. Waiver of the Simpson Core requirements is not completed until receipt of a transcript with an Associate of Arts degree listed.

11.3 CREDIT EARNED ABROAD: *(revised 05/23/2011 faculty meeting)* Any student who takes courses at a Simpson College approved institution of higher education in another country will be able to transfer in the courses based upon individual course evaluation made by the chair of the appropriate academic department and the registrar. Credits will be transferred in according to standards already established through educational credential evaluators (<http://www.ece.org>).

**SIMPSON COLLEGE FACULTY HANDBOOK
PART V: INFORMATION**

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SIMPSON COLLEGE FACULTY HANDBOOK
PART V: INFORMATION (07/20/2010)

NOTE: The items in this section are provided for informational purposes only. Additions, amendments, and deletions may be made by the office or agency responsible. Items are informational in nature and should not be considered contractual.

SECTION 1: CURRICULUM ISSUES

1.1.0 Authority of the Faculty—Faculty Constitution, Article III, Section 1

Matters concerning additions, deletions, or modifications in the college curriculum are considered by the faculty committee on educational policy and curriculum (EPCC). Final decision and action rests with the faculty.

1.2.0 Course Numbering—Academic Dean

Course numbers should generally correspond to the level of the content in the course. A 100-level course is generally thought to be an introductory course. A 200-level course may be more focused and require some prerequisite experience. A 300-level course will typically be for students with extensive knowledge of the subject. All courses are expected to be academically rigorous.

1.3.0 Overload Exemption—Academic Dean *(revised 09/27/2023)*

The normal course load for students in a semester is four 4-credit courses. Students are allowed to take an additional two credits of coursework for a maximum of 18 credits per semester without incurring an overload charge. Students wishing to take a fifth four-credit course would be charged two credits as overload. A small number of courses, mostly music lessons are overload exempt, as these courses carry an additional fee for the lesson.

SECTION 2: ORGANIZATIONAL ISSUES

2.1.0 Academic Advisors—Academic Dean *(revised 09/27/2023)*

Freshman advisees are assigned an advisor who is the faculty member they have chosen as their Foundations instructor. This faculty member remains the new student's advisor until the student selects a major field of concentration. At that time, the student chooses or is assigned to an advisor in that field. Students must have a departmental advisor in each major. Students should contact the department chair in the department of the major to learn how advisors are assigned in that department. Normally, full-time students will transition from their Foundations instructor to their major advisor by the end of their second semester.

2.2.0 Dean's Advisory Council—Academic Dean *(revised 09/27/2023)*

The dean's advisory council consists of the Registrar, Associate Dean for Student Success, Associate Dean for Curriculum and Assessment, Director of the Center for Teaching and Learning, and the Dean of Continuing, Graduate, and Online Education. The Dean's Advisory Council meets monthly.

2.3.0 Dean’s Cabinet—Academic Dean *(revised 09/27/2023)*

The Dean’s Cabinet consists of the college librarian, director of off-campus programs, director of coaching, director of the writing center, director of student accessibility services, director of the Culver Public Policy Center, director of speech and debate, the coordinator of institutional effectiveness, the Associate Dean for Student Success, the Associate Dean for Curriculum and Assessment, and the Dean for Continuing, Graduate, and Online Education. The Dean’s Cabinet meets as needed.

2.4.0 Faculty Meetings—Described in Faculty Constitution Article V Section 1, and By-Laws Article I Section 1

The corporate faculty meets prior to the beginning of the academic year at the end of August and monthly thereafter on dates to be determined by the President of the College. It may also meet as often otherwise as necessary to transact business and communicate important information. Classes are not to be held at the time of faculty meetings and all faculty members are obliged to participate. Any classes scheduled for that time should be rescheduled for an open period during the week.

2.5.0 The Center for Academic Resources—Academic Dean *(revised 01/27/2017)*

The Center for Academic Resources is designed to assist students to improve their educational skills. Whenever an entrance test or a faculty member ascertains a student’s use of English and/or mathematics is not proficient, he/she should refer the student’s name with supporting documents to The Center.

Students should seek help from The Center if they feel the need for improvement in study and communication skills.

2.6.0 Statement on the Academic Divisions of Simpson College *(revised 01/07/2016)*

The academic divisions of Simpson College are a creation of the administration of the college and exist to support the academic goals of the institution. The organization of the departments into divisions is similarly at the discretion of the Senior VP & Academic Dean.

2.7.0 The Divisions and Academic Departments *(revised 06/12/2018)*

- 2.7.1 Business Administration & Multimedia Communication: Multimedia Communication, Business Administration & Economics
- 2.7.2 Education and Sport & Health Sciences: Teacher Education, Sport Science & Health Education, Dunn Library
- 2.7.3 Humanities: English, World Language & Culture Studies, History, Philosophy, Religion
- 2.7.4 Natural Science: Biology & Environmental Science, Chemistry & Physics, Computer Science, Mathematics
- 2.7.5 Social Science: Political Science, Psychology, Sociology & Criminal Justice
- 2.7.6 Visual and Performing Arts: Graphic Design, Music, Theatre

2.8.0 Divisional Head *(added 02/18/2011)*

- 2.8.1 Appointment

The appointment of Division Head is at the discretion of the Senior VP & Academic Dean upon consultation with the faculty members of the division, members of the administration and other members of the campus community as appropriate.

2.8.2 Term of Office (*revised 03/14/2016*)

Division Heads will normally be appointed to a term of three years. The terms will be staggered so that normally one Division Head is appointed each year. A limited-term appointment can be made to temporarily replace a Divisional Head on one-semester, or two-semester sabbatical or other leave. Should a more permanent vacancy (retirement, resignation, termination, etc.) occur once a three-year term has begun, a replacement will normally be made for the remaining years of the three-year term. Division Heads may be reappointed for successive terms.

2.8.3 Duties (*revised 05/26/2020 faculty meeting*)

The Division Head shall,

- a. Serve as an advocate for the division.
- b. Serve on the Faculty Liaison Council (FLC)
- c. Serve to advise the Dean on matters of academic policy, personnel and budget.
- d. Foster communication between the administration of the college, the faculty, and working committees.
- e. Serve as part of the personnel review process as described in the Faculty Handbook.
- f. Serve as part of the budget development process.
- g. Convene the voting members of the division as necessary to discuss matters of importance, hold elections, and for other reasons as she or he determines to be beneficial.
- h. May serve on the committee for faculty searches within the division.
- i. Recruit students, promote, coordinate, and support cross department activities within a division such as research efforts, funding possibilities, joint symposia, divisional speaker series, and other divisional activities.
- j. Bring faculty within a division together to discuss and explore common efforts to improve pedagogy, improve facilities, expand opportunities, and other divisional needs.
- k. Participate as appropriate in the supervision of grants sponsored by faculty within the division.
- l. Review Department Chair faculty position requests (new and replacement) and through the Faculty Liaison Council assist administration by ranking position requests for funding.

SECTION 3: FACULTY ISSUES

3.1.0 Emeritus Status—Academic Dean *(revised 02/02/2010)*

Professor emeriti are accorded the following privileges:

- Free admission to campus events to which regular faculty members are admitted free of charge;
- Use of college stationery and limited secretarial service as available;
- Office space when available;
- Use of athletic facilities in accordance with arrangements made for regular faculty members;
- Being kept on college email and mailing lists, including those for the alumni newsletter, the president's reports and other similar publications;
- Invitation to all college events to which all regular faculty members are invited (for example: convocations, commencement, homecoming events, holiday and wellness events, etc.);
- Continuation of library privileges

3.2.0 Faculty Office Hours—Academic Dean

Each faculty member should establish six or more hours per week that he/she will keep free insofar as possible and during which time he/she will be available in his/her office to students who seek help, guidance, information, etc. It is most helpful to the students if not all of the office hours occur on the same day of the week nor at the same time of day through the week.

3.3.0 Faculty Participation in College Events

All full-time faculty members are expected to participate in academic procession for Opening Convocation, Honors Convocation, and May commencement.

3.4.0 Payment for Independent Studies, Course by Arrangement, and Internships *(added 6/24/11)*

Full-time faculty members supervise independent studies, course by arrangement and internships during the regular academic year as part of their regular full-time contract. The office of Continuing and Graduate Programs compensate faculty for supervision of summer studies.

During the summer, independent studies, course by arrangement and internships will be paid on a per student basis up to three per faculty. During the summer, faculty members are paid per four-credit course by arrangement/independent study. A faculty member teaching more than three students the same course by arrangement or internship in the summer must list the course on the schedule and offer it as a course. Faculty may request exceptions for Co-op 319 internships. However, total stipends are capped at the rate for a single four credit course.

3.4.1 Independent Studies, Course by Arrangement and Internships Offered by Adjunct Faculty *(revised 09/10/2020)*

Normally, adjunct faculty members do not supervise independent study, courses by arrangement and internships. In order to supervise an independent study, course by arrangement, or internship, a adjunct faculty member must be approved by the academic department and receive a formal contract from the college to cover such supervision. The contract will specify the duties of the supervision and what compensation, if any, is offered.

3.5.0 Adjunct Stipends and Overload Stipends—Academic Dean *(revised 11/01/2012)*

The amount the college pays per course for teaching in its academic programs may vary by program (undergraduate/graduate) and by person dependent upon the market, the education level of the individual, and his or her contract status. The actual dollar amount per course is set annually by the administration and is not related to the compensation paid to full-time faculty. Although the college hopes to be competitive with the stipend it pays its adjunct faculty and full-time faculty teaching over the normally assigned load, it is ultimately an individual decision whether the amount the college offers is sufficient for the work it expects.

The following adjunct and overload stipend rates will apply and will continue until changed by the college administration:

3.5.1 Undergraduate Program *(revised 09/10/2019)*

Category I

A. Individuals with a Master’s or PhD and no prior Simpson College teaching experience

Base Course Stipend \$2,705 for a four-credit course

(Note: The base course stipend is not dependent on discipline, the number of in-class hours, or the number of days the class meets. Stipends for courses less than four credit courses will be determined on a pro-rata basis.)

In courses determined by the college to need a specifically identified science lab, an additional sum will be added on to the base course stipend.

Additional weekly science lab hours will be compensated in two tiers, at the rate of up to two hours at 25% of a course (for fiscal year 2019-20 this is \$676 for 25%) and three hours or more at 50% of a course (or \$1,352 in 2019-20).

(Note: The science lab add-on is not based on academic credit assigned to the lab. Science labs do not carry academic credit. Credit for the science lab is embedded within the credit for the course. Stipends for lab recognize the added preparation time required of the instructor. Full-time faculty members are given “load” credit when they teach labs within their normally assigned teaching load.)

Category II

- A. Full-time faculty teaching beyond regularly assigned full load
- B. Adjunct faculty who have successfully taught 7 courses (because they get paid the bump on the 8th course)

Base Course Stipend \$2,925 for a four-credit course

(Note: The base course stipend is not dependent on discipline, the number of in-class hours, or the number of days the class meets. Stipends for courses less than four credits will be determined on a pro-rata basis.)

In courses determined by the college to need a specifically identified science lab, an additional sum will be added on to the base course stipend.

Additional weekly science lab hours will be compensated in two tiers, at the rate of up to two hours at 25% of a course (for fiscal year 2019-20 this is \$731 for 25%) and three hours or more at 50% of a course (or \$1,462 for fiscal year 2019-20).

(Note: The science lab add-on is not based on academic credit assigned to the science lab. Science labs do not carry academic credit. Credit for the science lab is embedded within the credit for the course. Stipends for science labs recognize the added preparation time required of the instructor. Full-time faculty members are given “load” credit when they teach science labs within their normally assigned teaching load.)

In special circumstances and at its discretion, the college may pay individual instructor’s rates that exceed those listed in this policy.

Questions and concerns with regard to adjunct and overload stipends should be directed to the Dean for C&G and Online Learning or the Senior VP & Academic Dean.

3.5.2 Graduate Programs *(revised 09/10/2019)*

- A. Doctoral-qualified faculty teaching a graduate only level course.

Base Course Stipend \$4,082 for a four-credit course

For non-doctoral qualified faculty teaching a graduate only level course, a PhD faculty member will be assigned as a course mentor. In these cases, the adjunct faculty member will be compensated at a rate of \$3,672 while the faculty mentor will receive a stipend for the remainder at a rate of \$410.

(Note: The base course stipend is not dependent on discipline, the number of in-class hours, or the number of days the class meets. Stipends for courses less than four credits will be determined on a pro-rate basis.)

B. Doctoral-qualified faculty teaching a combined undergraduate/graduate course.

When a cross-listed undergraduate/graduate course has **one or more graduate level students** enrolled, the course will be paid at the higher graduate rate of \$4,082.

For non-doctoral qualified faculty teaching a cross-listed undergraduate/graduate level course, a PhD faculty member will be assigned as a course mentor. As long as the graduate level course enrolls at least one student, the adjunct faculty member will be compensated at a rate of \$3,672 while the faculty mentor will receive a stipend for the remainder at a rate of \$410. If no graduate level students enroll, the course will be offered as an undergraduate level course only and no mentor will be required. The traditional undergraduate stipend will apply.

(Note: The base course stipend is not dependent on discipline, the number of in-class hours, or the number of days the class meets. Stipends for courses less than four credits will be determined on a pro-rate basis.)

3.5.3 Faculty Compensation for Teaching Graduate Courses *(revised 09/10/2019)*

- A. Faculty will be compensated for overload graduate courses at a rate of \$4,082 based on a four-credit course (one credit is \$1,020) if C&G is notified by the Department Chair.
- B. For faculty who choose to teach graduate courses in their load, at a maximum of two of the 3/3 normal load, they will be assigned additional compensation at one credit per course, up to a maximum of two additional credits, in order to reflect the higher level of teaching, learning, scholarship and research for graduate level students. Faculty teaching in graduate programs are expected to participate in a wide range of scholarship, including direct research and publication in their field, research funded by grants, joint research together with graduate students and the scholarship of teaching.
- C. In calculating and planning loads, this means that a faculty member will claim five credits for each graduate course in load up to two courses. If their 3/3 load contained two graduate courses, their credits would total 10 and their FTE would be 2.5 courses (for courses at four credit value) out of the normal six FTE load. C&G budget will cover and administer the additional credit per course.
- D. It is recognized that graduate level learning is at a higher level in terms of critical thinking with the expectation of sustained independent learning, analysis, evaluation, and synthesis. Students are expected to engage in their own research projects and critique of existing research and are being prepared by faculty for leadership in their fields. It is also recognized that final projects, observations, and graduate completion processes are time intensive for faculty.

3.6.0 Overload Maximum for Full-Time Faculty *(added 09/29/2011)*

Normally, full-time faculty will not be contracted to teach more than one four-credit course over their regular full-time course per fall and spring semester. This maximum includes courses in the day program and courses in the C&G program. Exceptions may be granted by the Senior VP & Academic Dean, by request of the faculty member and will normally have the approval of the department chair in which the faculty member resides. This maximum does not apply to courses taught during the C&G summer sessions.

3.7.0 Sabbatical Eligibility *(revised 09/27/2023)*

Eligibility for sabbatical leave is governed by Part II, Section 13.1.0 and Part III, Section 8.1.0 of the Faculty Handbook. As indicated in these sections, faculty members are eligible for sabbatical after serving “at least six years of service” at the college. In the case of a faculty member applying for a sabbatical for the first time, application is normally made in the sixth year of full-time service and the sabbatical is taken in the seventh year. For most faculty, this pattern is repeated throughout her or his career. The clock resets at the beginning of the following academic year. Full-time service, for the purpose of sabbatical eligibility, is defined as teaching a normal load (currently six courses) during fall/spring/May Term in any given academic year. Partial semesters of service, consisting of 50% or greater (for example, a faculty member is replaced partway through a semester due to health or other reason) will normally count as part of the six years required for sabbatical eligibility. Semesters where the faculty member does not provide any full-time service (unpaid leave of absence, paid leave of absence, or FMLA leave) will not count towards sabbatical eligibility or towards the required one year of service normally required after a sabbatical. Faculty must return to Simpson College for employment for at least one-year following their sabbatical.

3.8.0 Professional Development Release Policy *(added 02/15/2013)*

All full-time faculty members are expected to regularly engage in their professional discipline as part of their employment at the college. For most faculty, this expectation is included within the normal criteria for promotion and tenure and is done within the scope of their normal duties.

From time to time, the proportion of time spent by faculty members may exceed the normal expectations. This might be as editor of a national publication, contracted research or serving as a leader of a national association. In these cases, a faculty member may petition the Senior VP & Academic Dean for a reduction in teaching load. Normally, this will be an unpaid release. In certain limited circumstances, money may be available to pay for someone to teach the released course(s). The decision to grant the release and the decision on replacement is at the sole discretion of the Senior VP & Academic Dean.

Faculty interested in receiving a reduction in teaching assignment load should talk to the Senior VP & Academic Dean before accepting an assignment which would necessitate a reduction in load.

3.9.0 Faculty Committee Meeting Participation *(added 02/18/2013)*

The tradition at Simpson College is that elected faculty committee meetings (as designated in Part I: Constitution and Bylaws, Article V, Section 3) are normally open to all members of the faculty, with the exception of the Faculty Personnel Committee (FPC). Other elected faculty committees may vote to close their meetings to non-members by a vote of the majority of committee members. Non-committee members of the faculty who choose to attend elected faculty committee meetings, do not have the right to speak, unless permission is granted by a majority of the committee.

With the exception of the FPC minutes, minutes of elected faculty committee meetings will be made available for review by all full-time members of the faculty.

3.10.0 Minimum Degree for Teaching Faculty *(revised 07/01/2022)*

Degree requirements for teaching faculty may be found in the Simpson College Faculty Handbook, Part II: Personnel Policies, Section 3 Appointment. Generally speaking, the college requires all teachers to hold at least one degree higher than the students being taught. At least a master's degree relevant to the teaching assignment is required to teach in the bachelor of arts and bachelor of music programs. A Ph.D. is required to teach in the master's program. In special circumstances, exceptions may be made by approval of the Senior VP & Academic Dean.

3.11.0 Hiring Practice *(added 06/23/2015)*

3.11.1. Qualifications

The academic qualifications of all faculty are reviewed at the time of original hiring by the appropriate academic officer. For faculty in the bachelor's programs in Indianola, the Senior VP & Academic Dean must approve all faculty hires, both full-time and part-time. The Dean for Continuing, Graduate, and Online Education must approve all faculty hires in the Continuing, Graduate, and Online programs.

It should be noted that the qualifications of all full-time faculty are reviewed by the Academic Program Improvement Committee and the outside program evaluators as part of regular academic program reviews.

Faculty qualifications are published regularly as part of the annual College Catalog.

3.11.2. Hiring Procedures

Department chairs and others seeking to hire teaching faculty must follow the policies and procedures outlined at: <https://simpson.edu/internal/faculty-resources-home-page/governance/resources-chairs>

3.11.3 Higher Learning Commission Guidelines: “Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices (March 2016) (added 11/21/2019)

HLC Accreditation standard for qualified faculty: Faculty who “possess an academic degree relevant” to the teaching assignment (discipline and/or subfield) and “at least one level above” above the teaching assignment.

Faculty who do not meet the standard for qualified faculty may be employed by an institution if they hold a Master’s degree or higher in another discipline and have completed 18 graduate credit hours in the discipline or subfield of the teaching assignment.

An institution may further define minimum thresholds of experience to establish “equivalent experience” or “tested experience” in lieu of degree and graduate credit requirements of standard qualifications (see above). The institution must also define a process for review of the alternative credentials/qualifications.

3.11.4 Simpson College Policy for Equivalent or Tested Experience (added 11/21/2019)

Policy and procedure for hiring adjunct instructors with master’s degree or higher who have experience in the field are on file in the Office of Academic Affairs.

A candidate who holds a master's degree, or higher, in a field that is different from the discipline in which they will teach but lacks 18 graduate, credit hours within the discipline to be taught, may be considered to teach as an adjunct instructor at Simpson College.

The candidate must have a master’s degree in any area, a minimum of 3 years professional experience in the field/subject to be taught, and a demonstrated level of accomplishment equivalent to acquiring a master's degree (or higher) in the field. Level of accomplishment can be demonstrated with reference to items such as a current professional certification, a senior management position, professional portfolio, related graduate certificate (under 18 hours), etc.

In order to propose such a candidate, the department chair will provide the Academic Dean with the following:

1. A list of Course Objectives for the course that the candidate will teach.
2. Resume from the candidate that demonstrates level of accomplishment in the discipline that lists experiences and education related to successful delivery of course objectives.
3. A written statement or cover letter from the candidate explaining how their experience/education prepares them to successfully deliver the course objectives.
4. The candidate may also provide documentation, in addition to the resume, that demonstrates level of accomplishment in the discipline to be taught.

3.11.5 Policy and Procedure for Hiring Adjunct Instructors with Experience Only (added 11/21/2019)

A candidate who does not hold a master's degree or higher, but has tested experience, may be considered to teach as an adjunct instructor at Simpson College. Per HLC guidelines, the tested-experience qualification is limited to pre-professional, and technical fields. The candidate must have tested experience that includes a "breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching."

The candidate being considered in this situation must have at least a bachelor's degree in any area (preferably within the discipline), a minimum of 5 years, real-world experience, and must be able to clearly demonstrate that they have tested experience in the discipline. Tested experience refers to a knowledge-level and/or skill-set pertinent to the discipline of the course. The level of tested experience can be demonstrated by evidence such as a current professional certification, professional portfolio, finished products that demonstrate professional competency, etc.

In order to propose such a candidate, the department chair will provide the Academic Dean with the following:

1. A list of Course Objectives for the course that the candidate will teach.
2. Resume from the candidate that lists experiences and education as related to tested experience and course objectives.
3. At least one item of documentation that demonstrates tested experience in the discipline of the course to be taught.
4. A written statement or cover letter from the candidate that explains how real-world experiences and education will allow the candidate to successfully fulfill the course objectives.

The purpose of these policies and procedures are to find and hire the most qualified and most diverse faculty available.

3.12.0 Procedures for Requesting Full-Time Replacement and Full-Time Non-Faculty Academic Staff and Full-Time New Faculty (added 09/18/2015)

As chief academic officer of the college, the Senior VP & Academic Dean is responsible to make recommendations to the President of the College regarding staffing the academic program. The following provides a general description of the process by which decisions are normally made. All academic staffing decisions must be approved by the President of the College.

3.12.1 Non-Faculty Academic Staff (revised 01/27/2017)

Non-faculty academic staff includes non-faculty employees in the following offices:

- Off-Campus Programs
- Registrar's Office
- The Center for Academic Resources

- Writing Center
- Culver Center for Public Policy
- Continuing, Graduate, and Online Education
- Academic Building Assistants
- Non-faculty staff in Dunn Library

Note: Some individuals in these offices may have faculty rank when they teach. They are not considered full-time faculty as defined by the Faculty Handbook.

Decisions about adding and replacing non-faculty academic staff members are made solely at the discretion of the Senior VP & Academic Dean. Supervisors in the above academic support offices who seek to replace a staff member when a vacancy occurs or add a new staff position should make their request directly to the Senior VP & Academic Dean.

3.12.2 Teaching Specialist Faculty *(revised 07/01/2022)*

Teaching Specialist Faculty (Faculty Handbook, Part II, Section 2.1.1.3) include librarians, speech and debate directors, technical director, theatre costumer, athletic trainers, placement coordinator in the education department, and others so designated by the Senior VP & Academic Dean in consultation with the Faculty Liaison Committee.

Decisions about adding and replacing teaching specialists are made solely at the discretion of the Senior VP & Academic Dean in consultation with the appropriate departmental supervisor and the Faculty Personnel Committee. Supervisors who seek to replace a teaching specialist when a vacancy occurs or add a new teaching specialist position should make their request directly to the Senior VP & Academic Dean.

3.12.3 Full-Time Term Faculty and Full-Time Tenure-Track Faculty in the Continuing, Graduate, and Online Education *(revised 07/01/2022)*

Decisions about adding and replacing full-time term and full-time tenure-track faculty who teach primarily in the Continuing, Graduate, and Online Education are made solely at the discretion of the Senior VP & Academic Dean in consultation with the appropriate academic department chair, the Dean for Continuing, Graduate, and Online Education, and the Faculty Liaison Committee. Department chairs who seek to replace a full-time term or full-time tenure-track faculty member who teaches in the Continuing, Graduate, and Online Education when a vacancy occurs or add new full-time term or a full-time tenure-track faculty member should make their request directly to the Senior VP & Academic Dean.

3.12.4 Full-Time Term Faculty and Full-Time Tenure-Track Faculty at the Indianola Campus *(revised 09/10/2020)*

Decisions about adding and replacing full-time term faculty and full-time tenure-track faculty who teach primarily at the Indianola campus are made solely at the discretion of the Senior VP & Academic Dean in consultation with the Faculty Liaison Committee. Department chairs who seek to replace a full-time term or a full-time tenure-track faculty member who teaches primarily at the Indianola campus when a vacancy occurs or add new full-time term or full-time tenure-track faculty member should make their request directly

to the Senior VP & Academic Dean using the appropriate forms located on the [department chairs resources web page](#).

3.13.0 Policy for Consideration of Institutional Need for Full-Time Regular and Full-Time Term Positions *(added 11.30.2022)*

Institutional need refers to the degree to which a position held by a faculty member is judged to be necessary to support the academic programs of the College. The examination of institutional need for tenure-track and full-time, term-limited faculty positions is part of the College's routine monitoring of its use of institutional resources. Specifically, it is the shared responsibility of the faculty and the administration to prevent necessary positions being displaced by unnecessary ones, and to ensure over time that departments and programs have the positions they need most to support the programs and general education curricula for which they are responsible. Another important purpose of this monitoring process is to keep programs and departments and probationary faculty informed, in a timely way, of the status of positions with respect to continuing institutional need.

Faculty Liaison Council is responsible for the review of Tenure-Track positions. Requests for new tenure-track positions or vacated tenure-track positions are typically performed the spring prior to the year in which the search will be conducted. In cases in which a tenure line has been vacated after the normal spring review, Faculty Liaison Council may review requests early in the fall semester of the academic year in which the search will be conducted.

Faculty Liaison Council also reviews positions for institutional need in the fall prior to Faculty Personnel Committee's mid-probationary review of candidates in tenure-track positions. This review typically occurs in the fall of the candidate's third year. A final review of Institutional need will occur one year prior to a candidate's application for tenure and promotion. This review typically occurs in the candidate's fifth year. The purpose of a pre-mid-probationary review should primarily be to give notice and guidance to a department prior to a potentially terminal decision in the year prior to the tenure review. Procedures for review of new or replacement positions can be found in Part V, Section 3.12.0 of the Faculty Handbook. Procedures for institutional need review of tenure-track and full-time are outlined in Part V, Section 3.13.1 of the Faculty Handbook.

New Full-Time Term positions will also be reviewed by Faculty Liaison Council prior to approval. Additionally, prior to the conversion of a Full-Time Term contract to a Regular Full-Time Contract as outlined in Part 2 Section 2.1.1.2 of the Faculty Handbook, Faculty Liaison Council will conduct a review and advise the academic dean whether the college has a long-term need for the position. This review will take place in the fall of the third year. In cases in which a decision to make the position tenure track has been deferred, another review will take place in the fifth year of the appointment. In the third-year review, the purpose of the review should be primarily to give notice and guidance to the department and the academic dean regarding the institutional need for the position. In the fifth-year review, the purpose of the review should be to make a recommendation to the academic dean regarding the institutional need for the position. Procedures for institutional need review of full-time term contract faculty are outlined in Part V, Section 3.13.1 of the Faculty Handbook.

3.13.1 Institutional Need Review Procedure *(added 11.30.2022)*

The Faculty Liaison Council and academic dean, in consultation with the appropriate department chair(s), will examine the institutional need for all proposed Full-Time Regular (tenure-track) positions and Full-Time Term faculty positions. The specific monitoring process should be jointly agreed upon by Faculty Liaison Council and the academic dean.

Procedure for Institutional Need Review of Full-Time Regular and Full-Time Term Positions

Each year, the academic dean will notify the Faculty Liaison Council and appropriate department chair(s) of the scheduled need to review specified positions according to the Consideration of Institutional Need Policy in Part V, Section 13.13.0 of the Faculty Handbook. The initial review will be conducted by the Faculty Liaison Council based on information submitted by the department chair(s) and will take into account such factors as overall student enrollment, course enrollment patterns, numbers of majors and minors, departmental, general education and other program staffing needs, the role of the department or program in fulfilling the College's mission, overall financial condition of the College and any other information deemed relevant to this process by the academic dean and the Faculty Liaison Council. Whenever possible, at least three years of data should be provided.

In the case in which the academic dean ultimately determines that a position no longer meets the requirement of institutional need, the academic dean will notify the president, Faculty Liaison Council, the chair of the affected department, and the faculty member holding the position of the reasons for this conclusion. With the concurrence of the president, the academic dean has authority to act and inform the faculty member in the position that they will not be reappointed for reasons of institutional need. In such a case, every effort will be made to inform the person affected as soon as possible but no later than the end of the academic year in which the review is conducted for Full-Time Regular (tenure-track) positions and March 1 for Full-Time Term Positions. Otherwise, the administration shall be construed as tacitly affirming the continuing institutional need for the appointment. In any instance of non-reappointment for reasons of institutional need, the position will not be replaced within a period of three (3) years, unless the released faculty member, if otherwise qualified, has been offered reinstatement and given a reasonable time of at least twenty (20) working days in which to accept or decline the College's offer. A faculty member rehired under this provision will be reinstated at their previously earned rank.

13.14.0 Guidelines for the Review of Adjunct Faculty *(revised 09/10/2020)*

Department chairs are responsible for the regular review of adjunct faculty members who teach in their department. This should include classroom visits, review of student evaluations of teaching and discussion about performance. *Normally, the review of part-time adjunct faculty will be conducted by the department chair. The department chair may delegate this responsibility to another full-time member or ask that another full-time member of the department participate in the review process. In extraordinary cases, the*

adjunct faculty member may ask the Senior VP & Academic Dean (for the day program) or Dean for Continuing, Graduate, and Online Education (for the continuing and graduate program) to have someone other than the department chair conduct the review.

Review of adjunct faculty who teaches in a Continuing, Graduate, and Online program should be coordinated with the Dean for Continuing, Graduate, and Online Education.

Documentation of these regular reviews should be created and filed with the academic dean's office, in the case of adjunct faculty who teach on the Indianola campus, and with the Dean for Continuing, Graduate, and Online Education for faculty who teach in the Continuing, Graduate, and Online programs.

All adjunct faculty members will be expected to understand and complete the ECC designations and other learning objectives for the classes they teach, and also participate fully in all ECC and other assessments of student learning objectives. Non-compliance and/or poor performance in these areas may be grounds for dismissal or non-reappointment.

3.15.0 Research Fellow *(added 5/23/2016)*

In addition to privileges outlined in the contract of hire or letter of agreement, and those listed in Part V, Section 3.1.0 (Emeritus Status) of the Faculty Handbook, other areas of agreement for research fellow include the following:

- Listing by name and title in the college catalog.
- The Senior VP & Academic Dean will provide, as appropriate, letters of introduction or affirmation of status at the institution for the purposes of access to libraries, archives, or other resources needed for research.
- Travel support as negotiated.
- Access to the services of the office of foundation and governmental support for the purpose of obtaining ongoing grant support.

3.16.0 Two-Hour Delay *(revised 07/01/2022)*

The adjusted two-hour delay schedule allows all classes to meet for 50 minutes (MWF) or 75 minutes (TTH). The modified schedule is for Administration to employ during such times as weather-related events, etc., and Election Day.

Providing a structure for a Two-Hour Delay is an advantage for many course structures in our current Daily Schedule:

- A class that meets TTH would only lose 15 minutes of instructional time, compared to losing 90 minutes of instructional time when classes are canceled.
- A class that meets MWF would only lose 10 minutes of instructional time, compared to losing 60 minutes of instructional time when classes are canceled.
- A class that meets once per week for 3 hours (ex. Labs) would only lose 30 minutes of instructional time compared to losing the entire 3 hours. This is of particular note for courses that run multiple parallel sections per week.

Election Day Schedule:

Normal Class Schedule

8:00 – 9:30 a.m.
 9:40 – 11:10 a.m.
 11:20 – 12:50 a.m.

1:00 – 2:00 p.m.
 2:10 – 3:40 p.m.
 3:50 – 5:20 p.m.

Altered Class Schedule

8:00 – 9:15 a.m.
 9:25 – 10:40 a.m.
 10:50 a.m. – 12:05 a.m.

Break: 12:05 – 2:00 p.m.

2:00 – 2:50 p.m.
 3:00 – 4:15 p.m.
 4:25 – 5:40 p.m.

Weather-related two-hour delay and two-hour early out schedule:

Monday/Wednesday/Friday**Two-Hour Delay (50min)**

Normal Schedule (60min)

M-F labs that are from 2:10 to 5:10pm
 will be from 3:00 to 5:30pm

Normal	Altered
8:00-9:00	10:00-10:50
9:10-10:10	11:00-11:50
10:20-11:20	12:00-12:50
11:30-12:30	1:00-1:50
1:00-2:00	2:00-2:50
2:10-3:10	3:00-3:50
3:20-4:20	4:00-4:50
4:30-5:30	5:00-5:50

Two-Hour Early Out (40min)

Normal Schedule (60min)

M-F labs that are from 2:10 to 5:10pm
 will be from 12:10 to 2:30pm

Normal	Altered
8:00-9:00	8:00-8:40
9:10-10:10	8:50-9:30
10:20-11:20	9:40-10:20
11:30-12:30	10:30-11:10
1:00-2:00	11:20-Noon
2:10-3:10	12:10-12:50
3:20-4:20	1:00-1:40
4:30-5:30	1:50-2:30

Tuesday/Thursday**Two-Hour Delay (75 min)**

Normal Schedule (90min) except the 1:00 class
 is normally just 60min

T/Th labs that are from 8:00 to 11:00am
 will be from 10:00 to 12:40
 labs that are 2:10-5:10pm
 will be from 3:15-5:55pm

Normal	Altered
8:00-9:30	10-11:15
9:40-11:10	11:25-12:40
11:20-12:50	12:50-2:05
1:00-2:00	2:15-3:05
2:10-3:40	3:15-4:30
3:50-5:20	4:40-5:55

Two-Hour Early Out (60min)

Normal Schedule (90min) except 1:00 class
 is normally just 60min

T/Th labs that are from 8:00 to 11:00am
 will be from 8:00 to 10:00am
 labs that are normally 2:10 to 5:10pm
 will be from 12:30 to 2:30pm

Normal	Altered
8:00-9:30	8:00-9:00
9:40-11:10	9:10-10:10
11:20-12:50	10:20-11:20
1:00-2:00	11:30-12:20
2:10-3:40	12:30-1:30
3:50-5:20	1:30-2:30

SECTION 4: ACADEMIC OPERATION ISSUES

4.1.0 Institutional Review Board—Academic Dean *(revised 12/14/2007)*

Download an [Application](#) for Approval of Research Involving Human Participants

The Simpson College Institutional Review Board (IRB) was established in September 2002. The board's mission is to ensure that research involving human participants at Simpson College is conducted in an ethical manner that minimizes risks to participants. Simpson College requires research projects covered by this policy to be approved by the IRB before the research begins. Projects are approved for a period of up to one year. Annual reports are required for projects lasting longer than one year. The IRB is expected to act on proposals in a timely manner. If concerns are raised during a review, the IRB will provide guidance to the investigator so the proposal can be revised and approved.

The following research activities require IRB approval:

- 1) Research utilizing human participants and conducted with the intent or expectation of presenting or publishing the results.
- 2) Research utilizing human participants that is conducted by undergraduate or graduate students.
- 3) Data collected outside of the classroom.

Not all research is covered by the IRB policy. The following research activities do not require IRB approval:

- 1) Research that does not utilize human participants.
- 2) Research a Simpson College instructor might conduct within his or her own classes to evaluate the effectiveness of various learning tools or methods of instruction.
- 3) Research conducted as an educational activity during a regularly scheduled class and directly supervised by a Simpson College instructor.
- 4) Journalistic reporting.

The board utilizes a review plan that is consistent with federal guidelines for research involving human participants, Title 45, Code of Federal Regulations, Part 46. These guidelines permit the initial screening and classification proposals into two categories based on the level of risk to the potential participants.

Category 1: Studies in Category 1 are judged to provide no more than a minimal risk to the participants and are referred for an expedited review. The proposed study will be reviewed by a designated board member and returned to the board chair with a recommendation. If the evaluator recommends approval, the chair will send an approval letter to the investigator. In the unlikely event the evaluator does not recommend approval, the proposal will be submitted for a full review. Estimated turnaround time 1 week.

Category 2: Studies in Category 2 are judged to be of more than minimal risk to participants or involve special populations such as minors. Copies of the proposal will be distributed to all board members and the proposal will be discussed at a meeting of the full board. Investigators will be invited to attend the meeting to answer questions about their study. Following the meeting, the board chair will inform the investigator in writing of the board's decision. Estimated turnaround time is two weeks.

4.2.0 Petitions—Academic Dean

In limited cases, students may be able to petition out of various academic requirements. Students seeking to file such petitions should contact the College Registrar for more information.

4.3.0 Withdrawal from College—Academic Dean

Students who wish to withdraw from the college, either during or at the end of any semester or term, should be referred to the office of the dean of students to initiate the process. Students are also urged to keep their records with the college active by filing a withdrawal in the registrar's office. When the withdrawal process has been completed, the registrar notifies the student's instructors, academic counselor, and appropriate administrative offices.

Students withdrawing from college prior to the completion of any final examinations receive the designation of "W" for each course in which they were enrolled. The "W" carries no credit or quality points.

4.4.0 Epsilon Sigma

Epsilon Sigma is the honorary scholastic fraternity at Simpson. Ten percent of the graduating class is elected each year. Incomplete grades may lower grade point averages that would otherwise make students eligible for election.

4.5.0 Catalog—Academic Dean

The official catalog of the college provides a general overview of college policy, although student handbooks, faculty actions, and administrative decisions supplement this from time to time. Academic policies can be found in the official catalog of the college, the Simpson College Faculty Handbook, Part IV and in other documents approved by the faculty.

Students and faculty seeking assistance with college academic policy, should contact the College Registrar.

4.6.0 Commencement—Academic Dean

Commencement is a ceremonial event celebrating the conclusion of a course of study. Graduating seniors at Simpson College are expected to be present for commencement exercises. All full-time faculty members are likewise expected to attend the May commencement. Faculty members who will not attend are expected to contact the academic dean's office. Faculty attendance at the December commencement is optional. College policy determines the requirements for students who will be permitted to participate in commencement. Although a student may participate in commencement, students will not graduate or receive their degree from the College until they have

completed all appropriate requirements and the student's official college transcript reflects such completion.

4.6.1 Academic Attire at Commencement *(added 03/07/2016)*

Academic attire worn by students and others during commencement at Simpson College is determined by general academic practice and the traditions of the college. Participants in the college's commencement ceremony will be expected to abide by the college's traditions in regard to appropriate academic attire.

Graduating B.A. and B.M. students will wear the traditional black bachelor's gown and black mortar board with gold and red tassel. Masters students will wear the traditional black master's gown, black masters hood with college colors and mortarboard.

Accessories associated with all college honor societies will be permitted. Honors students will wear an honors medallion provided by the college. Members of the three all college honor societies (Omicron Delta Kappa, Epsilon Sigma and Alpha Sigma Lambda) will wear honor cords or pins. Military veterans will be permitted to wear a college provided Simpson Veteran pin.

4.7.0 Opening Convocation and Honors Convocation—Academic Dean

Fall Opening Convocation is held at the beginning of the fall semester. Honors Convocation is held at the end of spring semester. All faculty members are expected to attend and process in academic regalia. Faculty members who will not attend are expected to contact the academic dean's office.

4.8.0 Enrollment, Attendance, and Participation—Academic Dean *(revised 03/06/2012)*

A student must be officially enrolled at the college to register for classes and participate in college activities.

A student enrolled at the college with outstanding payments due the college will be prohibited from registering for classes. A student with outstanding payments due the college may seek a waiver for the purpose of conditional registration by contacting the Business Office. Student waiver requests will be reviewed by a committee comprised of a representative from the Business Office, Financial Aid Office, and Student Development Office.

A student will not be allowed to attend class and participate in other class activities past the Drop/Add period unless the student is officially registered in the course.

A student not attending at least one meeting for a class in which she or he is registered by the end of the Drop/Add period, will be dropped from the class roster by the College Registrar.

Based on the recommendation of the instructor, the Academic Actions Committee may withdraw a student from courses and the rolls of the college for cause, which includes but is not limited to, excessive absences impacting the academic progress of the student. If this

action occurs after the last date to ADD/DROP courses but prior to the last date of withdrawal according to the college calendar, a grade of “W” is recorded. If this action occurs after the last date of withdrawal, the instructor(s) will assign the appropriate grade. In cases of extended illness or other emergency situations, the Academic Actions Committee may approve a grade entry of “W” on the transcript. The student will be notified by the registrar of the college of the action taken by the college. If a student wishes to appeal this decision, he or she may request a hearing before the Academic Appeals Committee. The student shall present to the registrar of the college within three days following the notification of the decision a written appeal stating clearly what is being appealed and the rationale.

Individuals must be enrolled at the college and be registered and regularly attend class to live in college housing and participate in the dining service board plan. Individuals who are not officially registered and attending class after the Drop/Add period will be required to vacate college housing.

4.9.0 Start and End of Term Policy *(added 11/11/2013)*

Due to federal regulations, all course activity performed by a student must fall within the academic term in which the student is registered. The start and end date of academic terms are established by the institution.

Faculty should not enter into an arrangement with a student whereby the student performs work in one semester and receives credit for the work in a subsequent semester. All work performed by a student that is entered to the calculation of a final grade for a course must be performed during the semester for which the grade is entered. Students may be asked to do preparation, previous to the start of the semester (read texts, journal articles, attend training, etc.), but the preparatory work should not be entered into the grade for the course.

For example, a student is not allowed to complete an internship during the summer without officially enrolling during the summer. The student may not enroll in the spring or fall semester for an internship completed during the summer. However, a student may be asked to read a book over the summer and be prepared to discuss the book during a course or internship upon starting school in the fall.

4.10.0 Use of Student Assistants *(added 01/28/2015)*

From time to time, advanced undergraduate students at Simpson College assist faculty members in the performance of their duties. Appropriate activities for such students include:

- Assisting with class preparation
- Helping with lab supervision
- Presenting class material with the faculty member present
- Tutoring
- Leading discussions
- Proctoring exams
- Creating quizzes
- Conducting rehearsal in the temporary absence of the supervising instructor

- Facilitating class discussion, showing movies, providing reviews, etc. in the temporary absence of the supervising instructor

The supervising faculty member is responsible for making sure students assisting with class and other activity are appropriately trained.

Having students grade the work of other students should only be done under careful supervision by the faculty member and limited to instances where the instructor has provided a key or template. The supervising faculty member is ultimately responsible for all graded work.

Students who have access to the work of other students must be instructed in the confidentiality of such work and sign a confidentiality statement. Examples of such statements are available on the Resources for Department Chairs web page at: <https://simpson.edu/internal/faculty-resources-home-page/governance/resources-chairs>

Faculty members who use advanced students in their courses are encouraged to provide rationale and expectations of conduct for student assistants in the syllabi they provide to students.

4.11.0 Academic Actions Committee *(revised 07/01/2022)*

The Academic Actions Committee serves to advise the Senior VP & Academic Dean in matters of probation, suspension, dismissal, and other academic matters as requested. The composition of the Academic Actions Committee is at the discretion of the Senior VP & Academic Dean, but normally includes the:

- College Registrar (who serves as committee secretary)
- Associate Dean for Academic Affairs
- Director of The Center for Academic Resources
- One Academic Coach from the Center for Academic Resources
- Dean of Students
- Director of Student Support Services
- One faculty member from the Academic Appeals Committee

4.11.1 Classification of Credits and Determination of Grade Point Average (GPA)

4.11.2 Earned Credits (those credits that result from the successful completion of credit bearing activity listed on the student's transcript) will be used to determine the classification (freshman, sophomores, juniors, and seniors) of students. Earned credits do not result from work graded F or in the case of a W.

4.11.3 Completed Credits (those credits that result in a grade being posted to the student's transcript) will be used to determine a student's GPA. Grades A-F, I, are included in the computation of GPA.

4.11.4 Attempted Credits is the sum of all credits a student has enrolled in during a given period of time. It includes earned credits, completed credits, and credits for which the student has received NP, P, and W.

4.12.0 Class Attendance and Off-Campus Activities - Academic Dean (the policy is listed in Part II, 2.3) *(added 03/28/2019)*

1. This policy applies to any class in any location in any format. We have students who participate in college-sponsored activities that take courses on the West Des Moines campus, online, and during full semesters and terms.
2. This policy applies to all faculty. If your department asks adjuncts to teach courses, please be sure that they are aware of the policy.
3. Requiring attendance outside of class hours that conflict with college sponsored events, with no alternative, and enforcing a penalty, is not in accordance with our policy.

Here are a few ways that you may consider handling absences when an absence is necessary:

1. Students could complete work prior to, or shortly after, their absence.
2. If they are missing a discussion, students could answer the questions individually, and get notes from a classmate.
3. Students could review videos and presentations (PowerPoints, Prezis, etc.) on their own.
4. If a student will miss a guest speaker (or you are requiring attendance at a forum) you could ask to video record the speaker, or a student could read an article by the speaker or on the topic.
5. If the student will miss a test in class, an alternate testing time could be arranged for testing. Some professors are requiring students to take exams in the evening with no alternate testing time. This **is not** in line with our policy.

Our student-athletes, and their coaches, take education seriously. We have more athletes on the conference academic team than any other college. Our athletes regularly receive national academic recognition. Coaches use our strong academic programs as a recruiting tool and work diligently to make sure that athletes are in our classes as much as possible. Some practices are happening at 5:00 a.m. or 9:00 p.m. and other coaches are running multiple practices with parts of their team.

Thank you for supporting our students' learning outside the classroom. If you have questions, please feel free to contact the Sr. VP & Academic Dean or the faculty athletic representative.

SECTION 5: STUDENT EVALUATIONS OF TEACHING *(added 05/04/2016)*

5.1.0 Student Evaluations of Teaching

Student evaluations of teaching are conducted regularly for all faculty teaching at Simpson College.

5.1.1 Access to Student Evaluations of Teaching

5.1.2 Full-Time Faculty

Completed evaluations for full-time faculty are kept in the academic dean's office.

Access to the student evaluations of fulltime faculty is limited to:

- the individual faculty member
- members of the Faculty Personnel Committee
- the Senior VP & Academic Dean and the dean's administrative assistant
- the president of the college
- the faculty member's department chair
- the faculty member's division head
- members of any committee formed for the purpose of faculty evaluation, tenure, and promotion

5.1.3 Adjunct Faculty *(revised 09/10/2020)*

Completed evaluations for adjunct faculty are kept in the office of the dean for C&G and online learning.

Access to the student evaluations of adjunct faculty is limited to:

- the individual faculty member
- the academic dean and the dean's administrative assistant
- the dean for C&G and on-line learning and his/her assistant
- the president of the college
- the faculty member's department chair
- the faculty member's division head

Student evaluations of teaching are the property of the college.

SECTION 6: OTHER POLICIES

6.1.0 Administrative Policies Page—<https://simpson.edu/internal/faculty-resources-home-page/governance/policies> *(link added 02/22/2012)*

6.2.0 Simpson College Policy on the Awarding of Honorary Degrees: *(added 05/16/2014 board meeting)*

It is the policy of Simpson College to award honorary degrees (B.A., M.A., and Ph.D.) to individuals of significant merit, achievement, and association with the College. Only the Board of Trustees of the College is authorized to award honorary degrees. They do so under the power outlined in Article I, Section 4 of the Simpson College Bylaws.

6.2.1 Criteria

- A. An honorary degree may be awarded to a person who satisfies the following criteria:
- Eminence, in the course of a career, in some field of scholarship, in public service, or in an artistic, literary, governmental, religious, financial endeavor; and
 - An appropriate and significant relationship with the College and/or the mission of the college.

6.2.2 Procedures

- A. Nominations for honorary degree may be made by faculty, the administration, or the students of the College.
- B. Nominations and rationale describing how the person meets the criteria for honorary degree and the type of degree (B.A., M.A., Ph.D.) to be awarded will normally be sent to the president of the College.
- C. If the president agrees that the degree should be awarded, she or he will send the nomination to the Faculty Personnel Committee (or other committee as designated by the faculty) with a letter of support and rationale.
- D. The Faculty Personnel Committee will review the president's request and forward it on to the full faculty with the committee's recommendation. The recommendation shall be positive or negative.
- E. The faculty will vote at its next regularly scheduled meeting, at a meeting specially called for the purpose of voting on the recommendation, or in some other manner to be determined by the Faculty Personnel Committee.
- F. The president will convey the vote of the faculty to the Board of Trustees of the College.
- G. The Board of Trustees will make the final decision at a regularly scheduled meeting, at a meeting specially called for the purpose of voting on the recommendation, or in some other manner to be determined by the Board of Trustees.

6.2.3 Expiration of the Board's Approval

Once approved by the Board of Trustees, the honorary degree must be awarded to the recipient within two years of its original approval. Should this time lapse, the Board of Trustees must reapprove awarding the degree.

6.2.4 Prohibition on Fees and Honoraria

Except under unusual circumstances determined by the Board of Trustees, an honorary degree recipient will not receive a fee or honorarium associated with receiving a degree. An honorary degree recipient may receive an honorarium or speaking fee for a speech or presentation at the event when the honorary degree is awarded.

6.2.5 Presentation of Honorary Degrees

Except in unusual circumstances determined by the Board of Trustees, recipients of honorary degrees must be present on one of the College's campuses to receive a degree.

*Parts of this document have been adapted from the policy of Georgetown University. See: <https://governance.georgetown.edu/honorary-degrees>

6.2.6 Potential Honorary Degrees (not inclusive) – Academic Dean (added 09/18/2015)

D.F.A.	Doctor of Fine Arts (also A.F.D.)
Arts.D.	Doctor of Arts
D.C.L.	Doctor of Civil Law
D.D.	Doctor of Divinity
D.Lit.	Doctor of Literature (also L.H.D.)
D.Sc.	Doctor of Science (also Sc.D.)
J.S.D.	Doctor of Juristic Science
J.U.D.	Doctor of Canon and Civil Laws
L.H.D.	Doctor of Humanities
H.H.D.	Doctor of Humane Letters (also L.H.D.)
Litt.D.	Doctor of Letters
LL.D.	Doctor of Laws
Mus.D.	Doctor of Music
Ph.D.	Doctor of Pedagogy
D.C.S.	Doctor of Commercial Science
Ed.D.	Doctor of Education

6.3.0 Policies for External Grants (added 03/08/2016)

6.3.1 Before You Apply for a Grant

- Contact the college’s director of foundation and government support (DFGS) in the office of college advancement to request assistance and/or to notify the DFGS of your interest in applying for a grant.
- Schedule a face-to-face meeting with the DFGS within one week to:
 - complete the proposal prior to the deadline
- Complete a grant agreement form and work with the DFGS to obtain approval to move forward.
- **The advancement office AND Senior VP & Academic Dean/President must approve the grant project prior to submission.**

6.3.2 While You are Composing a Grant

- Collaborate and stay in regular contact with the DFGS to complete all components of the grant.
- Work with the DFGS to keep key Simpson stakeholders informed of plans, gather input on the narrative, and obtain approval on the project and proposed budget.
- The target for all grant proposals is to submit them three days prior to the due date, preventing last-minute or unexpected challenges or technical difficulties.

6.3.3 After You Receive Notification of a Successful Grant Award

- Inform the DFGS, academic division head, and college controller immediately when notified about a successful grant award.
- Schedule a meeting with the DFGS, academic division head, and college controller within one week of award notification to:
 - Discuss the official grant agreement/grant contract
 - Set up accounts for the fund

- Review the schedule for all required reporting (progress reports, financial reports, etc.) and determine who will be responsible for collecting information and completing the reports
- Determine action steps to adhere to grant guidelines and expectations
- Establish the process to have grant-related expenses approved by the academic division head

6.3.4 If You are Denied a Grant

- Inform the DFGS immediately once notified about the denial of a grant.
- The DFGS will send a letter to the grantor and request more information about the denial.
- Work with the DFGS to notify campus administrators, stake holders and partners.
- Restructure and resubmit proposal if allowed and seek other potential funding sources for the proposed project.

SECTION 7: NOTICE OF NONDISCRIMINATION & TITLE IX *(added 8/17/2020)*

NOTICE OF NONDISCRIMINATION: Applicants for admission and employment, students, parents of students, employees, sources of referral for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Simpson College are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, creed, religion, disability, genetic information, veteran or veteran disability status, sexual orientation, gender identity, or any other legally protected characteristic in admission, access to, treatment or employment in, its programs and activities. Any persons having inquiries concerning Simpson College's compliance with the regulations implementing Title VI, Title VII, Title IX – Section 504 or Americans with Disabilities Act are directed to contact Mary Ellen Bartley-Nancarrow, Director of Human Resources, Simpson College, 701 North C Street, Indianola, Iowa 50125-1299, **(515) 961-1511**. Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title VII, Title IX – Section 504, or Americans with Disabilities Act.

TITLE IX: Simpson College does not discriminate in its employment practices or in its educational programs or activities on the basis of sex/gender. Simpson College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator. For a complete copy of the policy, more information, or to report an instance of sex or gender based discrimination, please contact the Title IX Coordinator (**titleix@simpson.edu**) and/or the Assistant Secretary of Education within the Office for Civil Rights (OCR)

<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

**SIMPSON COLLEGE FACULTY HANDBOOK
PART VI: GENERAL EDUCATION PROGRAM**

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**SIMPSON COLLEGE FACULTY HANDBOOK
PART VI: GENERAL EDUCATION PROGRAM**

Simpson Core Curriculum, Approved by Faculty on March 9, 2022, for the incoming class of Fall 2022-2023.

1. THE SIMPSON CORE CURRICULUM

The Simpson Core Curriculum allows students to explore knowledge and meaning gained through study of the liberal arts and sciences.

FOUNDATIONS

A two-semester sequence required for incoming first-year students. Courses will promote college readiness by teaching key skills for success while exploring themes central to Simpson's identity and mission.

First-Year Experience Semester 1 / Civic Engagement and Personal Well-Being:

The first course in a two-semester sequence required for first-year students. This course explores issues of well-being and civic engagement at the personal, local, and global levels. The course will serve as an introduction to writing and critical thinking skills.

First-Year Experience Semester 2 / Diversity, Equity, and Inclusion: The second course in a two-semester sequence required for incoming first year students and some transfer students. This course explores issues of diversity, equity, inclusion, and justice on local and global levels. Through this study students will explore issues including bias, privilege, power, and responsibility that are foundational in creating an inclusive and just society. Students will continue refining critical thinking and writing skills. Offered every spring.

INQUIRY

The purpose of Inquiry courses is to provide a diverse liberal arts experience. These courses will be offered at the 100-200 level and typically have no prerequisites. Each requirement draws from subdisciplines with recognized expertise in that area of study.

Scientific Inquiry: These courses focus on empirical data as a means of exploring and answering questions about the natural world. They provide experiences for students to engage in the methods of science, such as hypothesis formation and testing, systematic observation, and analysis of data.

Human Behavior and Society: These courses explore individual human behaviors, groups, or systems through methods grounded in social science.

Arts & Creative Expression: These courses explore human expressive activities as a means of interpretation and communication, designed to reveal certain meanings and ideas or to elicit specific responses.

Cultural & Textual Inquiry: These courses use interpretive methods and critical theories to examine the products and/or practices of human cultures.

Historical Inquiry: These courses explore the ideas and practices of past societies. These explorations frame the contemporary world's understanding of how and why historical societies changed over time, as well as these societies' perspectives of themselves and their worlds.

Data Analysis: These courses apply quantitative and statistical concepts to solve real-world problems.

MISSION

Effectively forming a core for the curriculum, Mission courses embrace disciplinary or interdisciplinary frames to develop students' engagement with key areas of the college's values and mission statements. They serve a scaffolding function by reinforcing and developing ideas learned in Foundations courses. These courses are aimed at second- and third-year students and are typically taught at the 200-level or 300-level without prerequisites. They may be taught by any department.

Local Studies: These courses focus on subjects within the historical and present boundaries of the United States while recognizing the nation is a contested and contingent formation encompassing diverse populations. These courses advance students' understanding of core characteristics from Foundations courses.

Global Studies: These courses ask students to consider subjects in political and social contexts outside the boundaries of the United States. By acquainting students with the diversity of thoughts, beliefs, and values of non-US societies, these courses advance students' understanding of core characteristics from Foundations courses.

Ethical Decision-Making: These courses explore ethical decision-making and its relation to our responsibilities to ourselves and others. They generate an understanding of ethics and value systems and practices. Ethical Decision-Making courses revisit some of the key issues discussed in the Foundations courses.

EXPERIENTIAL LEARNING

*Experiential learning courses consist of approved high-impact practices such as internships, service learning, co-curricular or extra-curricular activities, study abroad, entrepreneurship, collaborative projects, or undergraduate research opportunities. Incoming, first-year students are required to complete **TWO** distinct experiential learning experiences. May be fulfilled by a course that also fulfills an Inquiry or Mission requirement or a course in the major. Foundations courses cannot carry an experiential learning designation.*

SYNTHESIS

The Synthesis course provides an opportunity for students to integrate and reflect on the knowledge they have gained from their Inquiry, Mission, and Experiential Learning

coursework. This 0-credit course is aimed at students who have completed at least 96 credits.

MAJOR REQUIREMENTS

As part of the requirements for majors outlined separately in the catalog, each major includes a Capstone, an Undergraduate Research Experience, a Disciplinary Writing course, and a Disciplinary Speaking course. Departments determine whether these requirements are fulfilled simultaneously or attached to other courses in the major.

Capstone: Capstone courses allow students to demonstrate their abilities as apprentice practitioners in their chosen fields of study. Students will share their work with an audience appropriate to the project as determined by the academic department. Senior research projects, senior seminars and senior exhibitions or performances are examples of possible capstone experiences.

Undergraduate Research Experience: These courses are designed to immerse students in the processes that professionals in the discipline use to create new knowledge.

Disciplinary Writing: These courses provide instruction and practice in discipline-specific writing conventions.

Disciplinary Speaking: These courses provide instruction and practice in oral communication in the discipline.

The remainder of this section remains in effect for the Modified ECC, approved by Faculty on February 16, 2021 for students entering from Fall 2021 through Summer 2022.

2. THE ENGAGED CITIZENSHIP CURRICULUM

As a college strongly rooted in the liberal arts tradition, Simpson offers a general education curriculum that encourages a hands-on approach to a foundational liberal education. This program, the Engaged Citizenship Curriculum (ECC), builds on the strengths of the traditional liberal arts approach to undergraduate education and adapts it to the needs of current students and future employers. The ECC responds to theories of student learning, the needs of employers, and the recommendations of higher education organizations, including the Association of American Colleges and Universities (AACU). ECC courses have been designed to meet specific and practical learning objectives; the required courses create a base of understanding and build in skills to help graduates succeed as engaged citizens. This general education program also provides opportunities for experiential learning through service-learning courses, campus leadership positions, labs, internships, and a variety of applied experiences. Simpson's unique approach links the historic mission of the institution with the very best in learning theory and practice.

The Engaged Citizenship Curriculum promotes an integrative approach to learning that enables students of all ages to develop intellectual and practical skills. The Engaged Citizenship curriculum has four parts:

- 1. Simpson College Foundations:** A two semester sequence that integrates students into academic culture and introduces students to the mission and values of Simpson College, specifically those elements related to wellbeing, and civic engagement in an inclusive, just society.
- 2. Areas of Engagement Courses:** Courses that prepare students to be engaged citizens by exploring enduring questions from a variety of academic perspectives.
- 3. Embedded Skills Courses:** Courses that provide an opportunity for students to work on important life and professional skills.
- 4. The Senior Capstone:** A culminating project in the major that allows students to demonstrate their abilities as apprentice practitioners in specific disciplines.

Foundations (SC) (a two-semester sequence required of incoming new students and some transfer students)

Foundations is an introductory two-semester sequence that seeks to integrate new students into the Simpson College community, introduce students to the mission, vision and values of the institution, and integrate students into academic culture during their first year on campus. The courses familiarize students with the tradition of liberal arts education and provides students with a solid foundation for future academic work, both by focusing on essential skills (Written Communication, Critical Thinking, and Information Literacy) and by introducing them to campus resources. Foundations provides students with opportunities to grow personally and intellectually through the student of responsible, engaged citizenship in an inclusive and just society.

Areas of Engagement

The Arts (AR) (one course) The Arts component focuses on learning through participation in artistic creation. By taking a course that engages students in the act of creation, students will develop an understanding of art as a constructed means for communication, designed to reveal certain meanings and ideas or to elicit specific responses. Students are given the opportunity to develop their imaginations and to develop their ability to express themselves.

Diversity and Power in the U.S. (DP) (one course) The Diversity and Power in the U.S. requirement prepares students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world by developing the knowledge, dispositions, and skills necessary to shape and create diverse and just communities in the U.S. It is designed to engage students in recognizing and analyzing the perspective of a less powerful (often minority) group and understanding the differences of experience this power differential engenders.

Ethics and Value Inquiry (EV) (one course) Ethics and Value Inquiry courses encourage students to think critically about the sources and meanings of their commitments to personal integrity, moral responsibility, and social justice. These courses introduce students to questions about moral values and actions and how they relate to our responsibilities to ourselves and others.

Global Perspectives (GP) (one course) Global Perspectives courses engage students in an exploration of societies outside of the United States. While some courses may deal with a specific problem (e.g., global warming, genocide, human rights), others focus on larger trends over the course of time (e.g., art, religion, politics, history, economics, literature). By acquainting students with the diversity of thoughts, beliefs and values of a society external to their own, these courses encourage a greater appreciation of and sensitivity to global diversity.

Historical Perspectives in Western Culture (HP) (one course) The Historical Perspectives in Western Culture component focuses on how Western culture has evolved over time through a range of intellectual, philosophical, religious, and historical currents. A study of the development of Western culture and its past is critical to understand, appreciate or critique it. These courses provide context for the current structures of Western society and assist students in making informed decisions as citizens.

Scientific Reasoning (SR) (one course) Scientific Reasoning courses provide experiences working with the methods of science, including hypothesis formation and testing, systematic observation, and analysis of quantitative data. Scientific reasoning—in the natural, behavioral, and social sciences—includes the ability to solve problems through the analysis of quantitative empirical data. These methods help students understand how technology and science may affect their lives in areas such as the environment, medicine, human behavior, and scientific ethics.

Embedded Skills

Collaborative Leadership (CL) (One course) The Collaborative Leadership component increases students' confidence in working in groups for a shared goal and helps students develop skills and dispositions like team building, delegation, conflict resolution, and effective communication. This skill is essential in a world where problems are complex and interdependent, and where teamwork is often required to unite diverse groups behind a shared goal.

Critical Thinking (CT) (one course) Critical Thinking courses develop the lifelong intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information that is used to guide beliefs and actions. This skill helps with the ability to make sound arguments based on adequate evidence and to rationally examine and assess one's own arguments and those of others.

Information Literacy (IL) (one course) Information Literacy courses cultivate the habit of asking appropriate questions related to an information need and discovering

explanations and specific answers to those questions based on evidence. Information literacy, as a methodology and a set of skills, allows and inspires individuals to be life-long learners.

Intercultural Communication (IC) (one course) The Intercultural Communication requirement prepares students to understand the world through the eyes and words of others. Courses in this category are designed to put students in direct contact with speakers of languages other than their own, since intercultural communication is a daily reality for much of the earth's population. This skill encourages students to analyze and reflect on the value of using multiple linguistic resources to access other cultural views. Incoming students with three-years of study of the same language with a C- or better in their last semester will have met this requirement.

Oral Communication (OC) (one course) Oral Communication courses engage students in both formal and informal uses of communication. These courses equip students to comprehend, critique, and analyze information in order to be able to effectively and efficiently communicate their ideas to others. These skills enable individuals to become confident and competent speakers

Quantitative Reasoning (QR) (two courses) The Quantitative Reasoning component focuses on how to interpret, evaluate, and use various types of quantitative information in order to support a position or argument. It includes the ability to express quantitative information visually, symbolically, numerically and verbally. These courses incorporate practice in reading and using quantitative data, in understanding quantitative evidence and in applying quantitative skills to the solution of real-life problems.

Written Communication (WC) (two courses: one in the major; at least two above the 100-level) Written Communication courses promote strong writing skills that students need in order to comprehend, analyze, and synthesize a variety of texts in a variety of disciplines. These courses teach students to write in multiple contexts, whether they are exploring and developing their own ideas, responding fairly and responsibly to the ideas and perspectives of others, or crafting polished, compelling and persuasive texts.

Capstone in the Major (CM) To prepare students to be engaged citizens who are able to apply their learning in specific disciplines to the larger community through work and/or service, each major requires a capstone experience that allows students to demonstrate their abilities as apprentice practitioners in their chosen fields of study. Students will share their work with an audience appropriate to the project as determined by the faculty of that department. Senior research projects, senior seminars and senior exhibitions or performances are examples of possible capstone experiences.

The remainder of this section remains in effect for students who entered Simpson College through summer of 2021, before the modified ECC was in effect.

3. THE ENGAGED CITIZENSHIP CURRICULUM (*approved 12/01/2009 faculty meeting*):

3.1 Simpson Colloquium (SC)

3.1.1 REQUIREMENT: All entering, degree-seeking students will take a Simpson Colloquium in their first semester. Instructors organize seminars to meet the particular needs of different cohorts (i.e., separate sections for first-year students, Division of Continuing and Graduate Programs undergraduates, and fulltime transfers).

3.1.2 REQUIREMENT PURPOSE: Simpson Colloquium is an introductory college course that seeks to integrate new students into academic culture focused on engaged citizenship during their first semester on campus. The course serves several purposes. First, it familiarizes students with the tradition of liberal arts education through the focused study of important issues– “big questions.” Second, the course provides students with a solid foundation for future academic work, both by focusing on essential skills (Written Communications and Critical Thinking) and by introducing them to campus resources. Finally, Simpson Colloquium provides students with opportunities to grow personally and intellectually, thereby enhancing their satisfaction with college life.

3.1.3 REQUIRED COURSE CHARACTERISTICS: A Simpson Colloquium will:

- a. normally have no more than 18 students enrolled per section
- b. be an autonomous element of the curriculum. It will not carry a departmental designation, and it cannot be used to meet major or minor requirements.
- c. address substantial topics, questions, or issues in a manner that encourages engaged citizenship
- d. be open to all incoming students without prerequisite
- e. meet the course requirements for the Critical Thinking (CT) embedded skills
- f. meet the course requirements for the Written Communication (WC) embedded skills. This stage stresses the varied expectations of writing across the curriculum rather than the peculiarities of the instructor’s discipline
- g. incorporate opportunities for students to familiarize themselves with Dunn Library and Hawley Academic Resource Center
- h. include various components that address the enhancement of student engagement, sense of purpose and vocation at Simpson College. The specifics of this component will be determined by individual faculty members. Possible examples include 1) Forum events; 2) guest speakers; 3) working with the career services office; 4) working with the counseling services office; 5) service learning; 6) service projects; 7) social events
- i. include a standard, campus-wide diagnostic instrument to assess the writing proficiency of every student. Like other WC courses, this course may include

collaborative writing; however because of this diagnostic function every student must independently complete at least 3,000 words of graded writing (approximately 12 standard double-spaced pages)

- j. include a student peer leader trained in various aspects of student development (optional if course is being offered through the Division of Continuing and Graduate Programs)
- k. be taught by instructors who will serve as the students' academic advisors (unless the course is being offered through the Division of Continuing and Graduate Programs)

3.1.4 SIMPSON COLLOQUIUM LEARNING OBJECTIVES: Through the completion of a Simpson Colloquium, students should be able to:

- a. articulate the purpose and advantages of a liberal arts education
- b. explain how the components of the Engaged Citizenship Curriculum work together
- c. demonstrate familiarity with various campus resources that provide academic support, including (but not limited to) Dunn Library and Hawley Academic Resource Center
- d. fulfill the stated learning objectives of the WC embedded skill
- e. fulfill the stated learning objectives of the CT embedded skill

3.2 AREAS OF ENGAGEMENT: *(revised 11/14/2012 faculty meeting) A student will be required to take 4 credits of each of the Areas of Engagement courses.*

3.2.1 AREA OF ENGAGEMENT: THE ARTS (AR)

3.2.1.1 REQUIREMENT PURPOSE: The arts are a vital component of human existence. They provide an opportunity to experience and express the world in ways distinct from other disciplines. The Arts component of the General Education curriculum focuses on learning through participation in artistic creation. By taking a course that engages students in the act of creation, students will develop an understanding of art as a constructed means for communication, designed to reveal certain meanings and ideas or to elicit specific responses. Students are given the opportunity to develop their imaginations and to develop their ability to express themselves.

The general education program prepares students to become engaged citizens by exploring enduring questions about ourselves, civilization, and the world and by developing the skills necessary to shape and create a diverse and just community. As an organizing principle, citizenship encourages an emphasis on issues of personal integrity, moral responsibility and social justice. The arts have long been instrumental in the exploration and pursuit of engaged citizenship.

3.2.1.2 REQUIRED COURSE CHARACTERISTICS: (*revised 3/19/2014 faculty meeting*) A course in this area will:

- a. require active participation in a medium of artistic expression
- b. emphasize both the process and the product of artistic expression
- c. provide students with the opportunity to explore deliberate conceptual ideas and intuitive discovery and their roles in artistic expression
- d. provide students with opportunity to explore artistic expression through guided experience with the medium
- e. require students to exhibit or present their work
- f. require that students engage significantly in one or both of the following two modes of arts participation:
 - i. *Inventive Arts Participation* (engaging the mind, body and spirit in an act of artistic creation that is unique and idiosyncratic)
 - ii. *Interpretive Arts Participation* (a creative act of self-expression that brings alive and adds value to pre-existing works of art, either individually or collaboratively)
- g. demonstrate perceptual and aesthetic sensitivity

3.2.1.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES:

(*revised 3/19/14 faculty meeting*) Through the completion of an AR course, students should be able to:

- a. express perspectives, concepts and/or ideas through an artistic medium
- b. reflect and think critically about one's own and others' artistic work(s) employing vocabulary and evaluative skills appropriate to the genre
- c. articulate the value of the creative process

3.2.2 AREA OF ENGAGEMENT: CIVIC ENGAGEMENT (CE)

3.2.2.1 REQUIREMENT PURPOSE: Civic engagement encompasses citizenship and the rights one gains as a community member. These include at a minimum civil liberties, civil rights and the opportunity and right to participate in the construction of that community through voting, civic conversation, and other forms of participation. Civic engagement involves the values, duties, skills, and responsibilities that are part of positively shaping our communities. It is important to recognize that we are all both shaped by and shapers of the communities of which we are part.

Why is civic engagement a concern? There is considerable evidence of disengagement, from politics, community action and public life, particularly among young people. Since civic engagement and participation are grounded in patterns of belief and behavior formed early in life, it is important that students understand the significance of civic engagement. Students should both learn to act on their values and accept responsibility for them as they affect self, others and society.

3.2.2.2 REQUIRED COURSE CHARACTERISTICS: A course in this area will meet three of the following four requirements: *(revised 01/15/2014 faculty meeting)*

- a. explore and critically evaluate the nature and definition of civic engagement and citizenship
- b. foster knowledge of important issues in civic and political life
- c. explore and critically evaluate pathways to social change
- d. examine historic or contemporary groups or individuals who model civic engagement and active citizenship
- e. evaluate historical and current political and social issues in local, national and global contexts

3.2.2.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES:

Through completion of a CE course, students should be able to

- a. describe information, values, processes and theories that are essential to building just and democratic societies
- b. apply the perspective of an academic discipline to civic initiatives
- c. articulate the importance of their role in civic engagement

3.2.3 AREA OF ENGAGEMENT: DIVERSITY AND POWER IN THE U.S. (DP)

3.2.3.1 REQUIREMENT PURPOSE: The Diversity and Power in the U.S. requirement prepares students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world via developing the knowledge, dispositions, and skills necessary to shape and create diverse and just communities in the U.S.

The diversity that exists in societies is often characterized by a power differential. By taking up the perspective of groups that have been systematically denied power to shape social institutions, students investigate both the conflicts arising from these power differentials and the cultural contributions of those who are isolated by social inequities.

This requirement is designed to engage students in recognizing and analyzing the perspective of a less powerful (often minority) group and understanding the differences of experience this power differential engenders. In addition, these courses encourage students to understand and empathize with the perspectives and experiences of another group.

3.2.3.2 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will:

- a. provide students with opportunities to recognize power differentials between two or more groups within one or more communities in the U.S.

- b. help students understand the subjective experience of a less powerful (often minority) group in the U.S. and thus gain the ability to recognize the perspective of members of that group

3.2.3.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES:

(revised 01/15/2014 faculty meeting) (Through completion of a DP course, students should be able to:

- a. describe the perspectives and experiences of a less powerful (often minority) group in the U.S.
- b. evaluate the social inequities resulting from power differentials via the perspectives of both the advantaged and the disadvantaged groups.
- c. describe the power differentials between two or more groups within one or more communities in the U.S

3.2.4 AREA OF ENGAGEMENT: ETHICS AND VALUE INQUIRY (EV)

3.2.4.1 REQUIREMENT PURPOSE: Engaged citizens think critically about the sources and meanings of their commitments to personal integrity, moral responsibility, and social justice. Engagement is typically seen as an activity; one is engaged when one is doing something within her or his community, society, nation, or world. What constitutes the right kinds of actions and engagement? If being engaged requires participation, must one's participation be to further causes of personal integrity and social justice, or can one participate in the system by supporting causes and actions that only support his or her personal views or objectives? All of these questions are fundamentally questions about moral values and actions and how they relate to our responsibilities to ourselves and others. This means that being an engaged citizen, in part, requires an understanding of ethics and value systems. The purpose of the courses that fulfill the ethics and value inquiry requirement is to provide students with this understanding.

3.2.4.2 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will

- a. have ethics and value inquiry as the primary focus
- b. provide students with the opportunity to explore and reflect on a variety of perspectives about values

3.2.4.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES:

(revised 01/15/2014 faculty meeting) Through completion of an EV course, students should be able to:

- a. make judgments about values and actions by critical evaluation from a variety of normative perspectives
- b. identify and critically evaluate multiple approaches to ethical, moral or values questions
- c. articulate and justify values and actions in light of normative theories, logical principles, foundational texts, or traditions

- d. articulate and critically assess how various normative perspectives are relevant in contemporary society

3.2.5 AREA OF ENGAGEMENT: GLOBAL PERSPECTIVES (GP)

3.2.5.1 REQUIREMENT PURPOSE: Global Perspectives courses engage students in an exploration of societies outside of the United States. While some courses may deal with a specific problem (e.g., global warming, genocide, human rights), others focus on larger trends over the course of time (e.g., art, religion, politics, history, economics, literature). By acquainting students with the diversity of thoughts, beliefs and values of a society (or societies) external to their own, these courses encourage a greater appreciation of and sensitivity to global diversity. Students will gain the knowledge and ability to operate within that diverse world in a manner that promotes engaged citizenship.

3.2.5.2 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will:

- a. investigate the origins and development of the culture and organization of the society
- b. challenge student views and perceptions about cultures and societies different from their own
- c. help students demonstrate sensitivity to cultural similarities and differences
- d. have students assess their roles in the global community

3.2.5.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES: *(revised 01/15/2014 faculty meeting)* Through completion of a GP course, students should be able to:

- a. analyze societal values through cultural practices, products and perspectives
- b. identify the challenges and achievements of the culture(s) and society(ies) under study
- c. analyze the values of the culture(s) as reflected in the decisions the society(ies) makes

3.2.6 AREA OF ENGAGEMENT: HISTORICAL PERSPECTIVES IN WESTERN CULTURE (HP)

3.2.6.1 REQUIREMENT PURPOSE: Culture determines our assumptions, defines our options, and governs how we judge and perceive the modern world. Western culture emerged over time through a range of intellectual, philosophical, religious, and historical currents. A study of the development of Western culture and its past is critical to understand, appreciate or critique it. Such awareness provides context for the current structures of Western

society and assists students in making informed decisions as engaged citizens.

3.2.6.2 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will:

- a. examine the influence of economic, social, intellectual, political, artistic and/or religious movements of Western culture
- b. interpret, discuss, and critique influential texts or ideas of the West and have the students evaluate and interpret primary sources
- c. analyze historical scholarly perspectives in terms of their evidence and arguments

3.2.6.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES:

(revised 01/15/2014 faculty meeting) Through completion of an HP course, students should be able to:

- a. describe the distinctive perspectives of people who lived in the time periods or settings studied
- b. analyze the relationship between the past and the present by considering the influence of the past on subsequent events, issues, and ideas
- c. relate the subjects under consideration to the broader historical and cultural contexts in which they occurred
- d. evaluate and interpret primary sources

3.2.7 AREA OF ENGAGEMENT: SCIENTIFIC REASONING (SR)

3.2.7.1 REQUIREMENT PURPOSE: Scientific reasoning—in the natural, behavioral, and social sciences—includes the ability to solve problems through the analysis of quantitative empirical data. These methods help students understand how technology and science may affect their lives in areas such as the environment, medicine, human behavior, and scientific ethics. Scientific reasoning courses will provide experiences working with the methods of science including hypothesis formation and testing, systematic observation, and analysis of quantitative data. Students will be able to use the skills they learn about scientific problem solving and data analysis in making personal decisions about technology and science that will help them to be well-engaged global citizens.

3.2.7.2 REQUIRED COURSE CHARACTERISTICS: A course in this area will:

- a. use scientific problem solving in context throughout the course
- b. have at least one inquiry-based experience for the students through which they address some scientific issue by
 - i. stating a hypothesis
 - ii. designing an empirical study
 - iii. interpreting quantitative data
 - iv. drawing a conclusion about the data

- v. communicating the results

3.2.7.3 AREA OF ENGAGEMENT LEARNING OBJECTIVES:

(revised 01/15/2014 faculty meeting) Through completion of an SR course, students should be able to:

- a. investigate and draw conclusions about scientific questions from data and using appropriate empirical methods
- b. formulate and communicate questions using the scientific method
- c. evaluate scientific information from popular and/or peer-reviewed sources
- d. analyze ethical issues related to scientific inquiry

3.3 EMBEDDED SKILLS

3.3.1 EMBEDDED SKILL: COLLABORATIVE LEADERSHIP (CL)

3.3.1.1 REQUIREMENT: A student will be required to have two CL courses.

3.3.1.2 REQUIREMENT PURPOSE: Collaborative leadership is a process in which individuals work effectively in groups to bring positive change to classrooms, institutions, or communities. Traditionally, leadership has been defined as positional and related to individual action, but collaborative leadership is a relational process and a shared responsibility. Collaborative leadership experiences will increase students' confidence in working in groups for a shared goal and help students develop skills and dispositions like team building, delegation, conflict resolution, and effective communication. Developing each student's collaborative leadership skills will enable our graduates to make positive contributions in both the workplace and their communities. In a world where problems are complex and interdependent, and where teamwork is often required to unite diverse groups behind a shared goal, collaborative leadership is a key to engaged citizenship.

3.3.1.3 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will:

- a. provide explicit instruction in collaborative leadership skills and dispositions
- b. ask students to work collaboratively to create a joint product, achieve a shared goal, or promote positive change in their classrooms, institutions, or communities
- c. provide opportunities for students to reflect on growth in collaborative leadership skills and dispositions
- d. provide ongoing individual or group feedback designed to help students improve in the collaborative leadership process

3.3.1.4 EMBEDDED SKILL LEARNING OBJECTIVES: *(revised 01/15/2014 faculty meeting)* Through completion of a CL course, students should be able to:

- a. articulate the skills and dispositions necessary to achieve a shared goal (e.g., delegation, decision making, conflict resolution, ethics, effective communication)
- b. demonstrate the skills and dispositions necessary for effective collaboration
- c. explain how their strengths and weaknesses in collaboration affect the outcome of a collaborative leadership process

3.3.2 EMBEDDED SKILL: CRITICAL THINKING (CT)

3.3.2.1 REQUIREMENT: A student will be required to have two CT courses.

3.3.2.2 REQUIREMENT PURPOSE: Critical thinking is the lifelong intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information that is used to guide beliefs and actions. By becoming a critical thinker, one is able to make sound arguments based on adequate evidence and so is able to rationally examine and assess one's own arguments and those of others. A critical thinker applies these skills throughout his or her life in personal, professional, academic, and civic endeavors.

Critical thinkers in the liberal arts tradition are engaged citizens. An engaged citizen takes intellectual responsibility to be an informed and active participant in the life of the community.

3.3.2.3 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will:

- a. offer explicit instruction on forming and evaluating arguments
- b. offer explicit instruction and practice in interpretation, logical inference, and decision making
- c. offer opportunities for students to listen to and carefully consider the arguments of others and investigate alternate conclusions
- d. provide feedback that is designed to help students evaluate and improve critical thinking skills

3.3.2.4 EMBEDDED SKILL LEARNING OBJECTIVES: *(revised 01/15/2014 faculty meeting)* Through completion of a CT course, students should be able to:

- a. draw conclusions by analyzing information critically
- b. generate and articulate an argument supported by appropriate evidence
- c. evaluate arguments for validity, bias, unchecked assumptions and/or other appropriate criteria

- d. describe the effect of one's experiences on the development of critical thinking skills

3.3.3 EMBEDDED SKILL: INFORMATION LITERACY (IL)

3.3.3.1 REQUIREMENT: A student will be required to have two IL courses.

3.3.3.2 REQUIREMENT PURPOSE: An information literate person is able to ask appropriate questions related to an information need and discover explanations and specific answers to those questions based on evidence. The goal of information literacy is knowledge, the basis for good decision making. Through the ability to make informed decisions, information literacy becomes a means by which individuals can develop into engaged citizens and contributing members of a community. Information literacy, as a methodology and a set of skills, allows and inspires individuals to be life-long learners. Information literacy is common to all academic disciplines; therefore, individual skills and concepts change when applied to specific fields of study and inquiry.

3.3.3.3 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will

- a. offer explicit instruction in the use of information literacy skills including
 - choose and refine a research topic
 - identify key concepts and terms related to the topic
 - help students develop an awareness that information exists in various formats
- b. be developed in consultation with a research librarian for first time instructors of the course
- c. require students to utilize information literacy skills in completing assignments
- d. provide feedback that is designed to help students evaluate and improve information literacy skills

3.3.3.4 EMBEDDED SKILL LEARNING OBJECTIVES: *(revised 01/15/2014 faculty meeting)* Through completion of an IL course, students should be able to:

- a. execute a research strategy by identifying search terms and locating relevant information in a variety of resources
- b. develop a research strategy by asking relevant questions and refining a research topic
- c. evaluate information found through a research strategy for suitability
- d. use information responsibly by following copyright laws and guidelines for referencing and

3.3.4 EMBEDDED SKILL: INTERCULTURAL COMMUNICATION (IC)

3.3.4.1 REQUIREMENT: A student will be required to have one IC course.

3.3.4.2 REQUIREMENT PURPOSE: Engaged citizenship on a global level includes communicating with others across cultural and linguistic lines. Courses in this category are designed to put students in direct contact with speakers of languages other than their own. Cultural information and experiences will be shared through the medium of a nonnative language.

Intercultural Communication courses are not focused on achieving language competency, but rather on learning through experience. In these courses it is the experience of communicating with people using a nonnative language that brings expanded cultural and linguistic understanding. Since intercultural communication is a daily reality for much of the earth's population, this requirement allows students to understand the world through the eyes and words of others. Students will analyze and reflect on the value of using multiple linguistic resources to access other cultural views. As a result, students will gain new perspectives on their own culture.

3.3.4.3 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will

- a. provide explicit instruction and feedback on the development of communication skills in a nonnative language
- b. involve direct interaction with native speakers of that language
- c. use the nonnative language as a means of accessing and understanding another culture and how it relates to one's own
- d. examine the practices (e.g., patterns of social interactions), products (e.g., music, laws, books, food) and perspectives (e.g., attitudes, values, ideas) of the cultures under discussion
- e. provide feedback that is designed to help students evaluate and improve intercultural communication skills

3.3.4.4 EMBEDDED SKILL LEARNING OBJECTIVES: *(revised 01/15/2014 faculty meeting)* Through completion of an IC course, students should be able to

- a. identify distinctive cultural practices, products and perspectives of the cultures under discussion
- b. improve their ability to communicate in a nonnative language about topics of cultural interest
- c. evaluate their ability to and the importance of being able to communicate with speakers of another language

3.3.5 EMBEDDED SKILL: ORAL COMMUNICATIONS (OC)

3.3.5.1 REQUIREMENT: A student will be required to have two OC courses.

3.3.5.2 REQUIREMENT PURPOSE: In order to be a well-engaged global citizen, individuals must be able to express ideas effectively to others. Oral communication skills help the communicator redefine and shape his or her values and facilitate change in others. Specifically, oral communication skills are a set of abilities enabling individuals to become confident and competent speakers by the time of their graduation. These skills develop over time through a carefully planned process. OC courses will engage students in both formal and informal uses of communication. OC courses will equip students to comprehend, critique, and analyze information in order to be able to effectively and efficiently communicate their ideas to others.

In an OC course, students can expect to receive, process, and disseminate information; learn to appropriately cite evidence to support their claims; and demonstrate critical thinking skills used to examine, analyze, critique, and convey thoughts, ideas, and opinions. Students will learn the basic principles for organizing ideas appropriately in order to express them through oral communication.

3.3.5.3 REQUIRED COURSE CHARACTERISTICS: A course in this area will:

- a. offer explicit instruction in both the process and the product of oral communication and listening skills
- b. include several opportunities for students to develop oral communication skills in both formal and informal situations
 - i. Formal oral communication will have the following characteristics: a major project that entails a significant amount of out of class preparation, such as a research presentation, accompanied by appropriate activities used to develop necessary skills systematically; or a set of smaller projects that accomplish the same goals
 - ii. Informal oral communication will have the following characteristics: numerous shorter activities that may include class discussions, research updates, etc. consisting of activities that emphasize the appropriate oral communication skill
- c. provide feedback that is designed to help students evaluate and improve oral communication skills

3.3.5.4 EMBEDDED SKILL LEARNING OBJECTIVES: (*revised 01/15/2014 faculty meeting*) Through completion of an OC course, students should be able to:

- a. communicate orally in response to a prompt
- b. evaluate arguments given through oral communication

- c. provide credible evidence to support claims and arguments in oral communication
- d. organize information logically in oral communication
- e. incorporate elements to engage the audience in oral communication

3.3.6 EMBEDDED SKILL: QUANTITATIVE REASONING (QR)

3.3.6.1 REQUIREMENT: A student will be required to have two QR courses.

3.3.6.2 REQUIREMENT PURPOSE: Quantitative reasoning is the application of quantitative concepts and skills to solve real-world problems for the purpose of making decisions. To effectively use quantitative reasoning requires understanding how to interpret, evaluate, and use various types of quantitative information in order to support a position or argument. It includes the ability to express quantitative information visually, symbolically, numerically and verbally (including written or oral communication).

In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying quantitative skills to the solution of real-life problems such as choosing the financing for a new home, how to live a sustainable lifestyle, and whether to vote for or against a specific tax. The purpose of embedding the Quantitative Reasoning skills in application courses is to provide our students with quantitative problem-solving experiences at the college level within the context of the content of other college courses. The goal is to instill long-term patterns of interaction and engagement with quantitative problem solving.

3.3.6.3 REQUIRED COURSE CHARACTERISTICS: *(revised 01/15/2014 faculty meeting)* A course in this area will:

- a. offer explicit instruction in the use of quantitative reasoning skills
- b. include several opportunities to practice quantitative reasoning skills
- c. provide feedback that is designed to help students evaluate and improve quantitative reasoning skills

3.3.6.4 EMBEDDED SKILL LEARNING OBJECTIVES: *(revised 01/15/2014 faculty meeting)* Through completion of a QR course, students should be able to:

- a. draw inferences, solve problems and make decisions using quantitative methods
- b. communicate solutions to quantitative questions in oral or written communication that incorporates symbolic, numeric or graphical representations

- c. analyze solutions to quantitative questions for accuracy, precision, suitability and/or other appropriate criteria
- d. describe the value, limitations and/or implications of quantitative decision making

3.3.7 EMBEDDED SKILL: WRITTEN COMMUNICATION (WC)

3.3.7.1 REQUIREMENT: A student will be required to have four WC courses.

- a. one WC course will be the Simpson Colloquium
- b. at least one WC course will be in the student's major area of study
- c. two of the three post-Simpson Colloquium WC courses must be above the 100-level

3.3.7.2 REQUIREMENT PURPOSE: Written communication is the ability to communicate successfully via handwritten, printed, or electronic text.

Writing is an essential skill that students need in order to comprehend, analyze, and synthesize a variety of texts in a variety of disciplines. In college, students will learn to write in multiple contexts: in the Simpson Colloquiums, in general education courses, in courses for their majors, and in elective courses. Effective writing is also a skill they will find indispensable in their professional lives beyond the undergraduate academic setting.

Engaged citizens rely on strong writing skills, whether they are exploring and developing their own ideas, responding fairly and responsibly to the ideas and perspectives of others, or crafting the polished, compelling and persuasive expression so often necessary to shaping and creating a diverse and just community.

3.3.7.3 REQUIRED COURSE CHARACTERISTICS: (*revised 01/15/2014 faculty meeting*) A course in this area will:

- a. offer explicit instruction in writing
- b. require each student to submit at least 3,000 words of graded individual writing demonstrating the learning objectives of this embedded skill
- c. provide students with substantive feedback on the 3,000-word minimum of graded writing assigned.
- d. give students opportunity to revise the work in accordance with instructor feedback.
- e. normally have no more than 18 students enrolled per section

3.3.7.4 EMBEDDED SKILL LEARNING OBJECTIVES: Through completion of a WC course, students should be able to

- a. articulate an idea and formulate a thesis as appropriate to the discipline
- b. identify and correct errors in grammar and/or style in written communication

- c. provide credible evidence to support claims and arguments in written communication
- d. organize thoughts in a logical fashion in written communication
- e. incorporate elements of written communication that address the needs of a specific audience in written communication

3.4 CAPSTONE IN THE MAJOR (CM)

3.4.1 REQUIREMENT PURPOSE: To prepare students to be engaged citizens who are able to apply their learning in a specific disciplines to the larger community through work and/or service, each major will require a capstone experience (or in the case of interdisciplinary capstones, in conjunction with other departments) that allows students to demonstrate their abilities as apprentice practitioners in their chosen fields of study.

Since the capstone experience may vary widely by major, the specific learning objectives for the experience will be determined by faculty in the discipline in which the student is majoring. As engaged citizens, students will share their work with an audience appropriate to the project as determined by the faculty of that department. Senior research projects, senior seminars and senior exhibitions or performances are examples of possible capstone experiences.

3.4.2 REQUIRED EXPERIENCE CHARACTERISTICS: A capstone experience in the major will

- a. engage students in advanced disciplinary or interdisciplinary work to synthesize and culminate the students' learning
- b. require students to produce a final paper, report, creative work, portfolio, exhibition, performance, or other document or presentation appropriate for the discipline
- c. require students to share their work with an audience as determined by the department.
- d. Examples of potential presentations include but are not limited to
 - i. presentations to a class, department, division or college wide audience
 - ii. senior recitals, art exhibitions, or theatrical performances
 - iii. student teaching

3.4.3 CAPSTONE IN THE MAJOR LEARNING OBJECTIVES: Through the completion of a capstone experience in the major, students should be able to demonstrate that they have acquired the knowledge and skills associated with apprentice practitioners in their chosen fields of study by presenting their work to an audience chosen by the department.

4. GRADING OF GENERAL EDUCATION COURSES *(revised 11/14/2012 faculty meeting):*

1.1 Departments may designate Areas of Engagement and Embedded Skills courses to be graded as H/P/NP. Students must earn at least a D– or P for all Areas of Engagement and Embedded Skills Courses.

1.2 Departments may attach no more than one Area of Engagement designation and two Embedded Skills designations to any single course.

5. ADDING OR REMOVING DESIGNATIONS *(added 03/15/2017 faculty meeting)*

5.1.1 ADDITION OF DESIGNATIONS TO COURSES

The faculty acknowledges that designations belong to the course and courses belong to the department because of this all designation applications must come from the department Chair. To apply for a designation, the department chair will complete the appropriate form and submit it to the Director of General Education the term prior to the beginning of the course. Designations will not normally be added while the course is in process given the commitment and need for purposeful instruction related to the student learning outcomes of the designation(s).

5.1.2 REMOVAL OF DESIGNATIONS TO COURSES

The faculty acknowledges that no designation in the Engaged Citizenship Curriculum is permanent in nature. Departments may remove designations from courses prior to the publication of the schedule of courses by completing a Removal of Designation Form. This form must be submitted by December 1st so that the designation removal may be processed before publication of the following academic year's daily schedule.

5.1.3 REAFFIRMATION OF DESIGNATIONS TO COURSES *(added 04/12/2017 faculty meeting)*

The faculty acknowledges that as we learn more through assessment, as courses and student learning objectives evolve and as our content areas change, so too will the Engaged Citizenship Curriculum. This evolution and learning means that no designation in the Engaged Citizenship Curriculum can be permanent in nature. As part of the student learning improvement cycle, and the evolution of the Engaged Citizenship Curriculum, departments will reaffirm their desire to maintain designated areas and skills. Departments must decide to either reaffirm or remove a designation from any course being assessed in the Engaged Citizenship Curriculum.

This reaffirmation process is tied to the Engaged Citizenship assessment cycle. The semester after any area or skill is assessed and the findings are reported to the faculty, departments will indicate their desire to reaffirm their designated courses, or remove the designation.¹ Reaffirmation decisions, just as removal decisions, are departmental decisions. They do not require faculty vote. Departments will

complete a Reaffirmation of Designation of an Areas of Engagement or Embedded Skill form which requires the completion of an updated syllabus grid. In this syllabus grid, departments will be asked to explain what activities will be/could be in purposeful instruction of each student learning outcome and will identify what collectables will be used for assessment purposes. An updated syllabus grid will be submitted for each course designated in the department that is seeking reaffirmation. Reaffirmation forms are due to the Director of General Education on **December 1st**; designations must be reaffirmed prior to the publication of the schedule of courses.

The Student Learning Improvement Committee and the Director of Assessment will inform departments of designations up for reaffirmation and will provide updated syllabus grids of each designation by **Sept. 1st** in order to allow sufficient time for departmental review.

Any course that does not participate in the assessment of ECC (i.e. no student submits artifacts for review in any course) will have its designation automatically removed. If a department desires to continue the designation for a course where the designation has been removed for nonparticipation reasons, they must reapply using the standard designation form.

ⁱ A removal of designation will require a completed EPCC Removal of Designation of an Areas of Engagement or Embedded Skill form.

**Simpson College Faculty Handbook
Part VII: Appendix A**

Statement of the AAUP

**1940 Statement of Principles on Academic Freedom and Tenure
with 1970 Interpretive Comments**

<https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#B2>

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.

Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the 1940 Statement from the experience gained in implementing and applying it for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration Interpretive Comments that are included below as footnotes to the 1940 Statement.¹ These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty- Sixth Annual Meeting as Association Policy.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.² The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.³

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.⁴ Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.⁵
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.⁶

Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,⁷ the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.⁸ Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.⁹
3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.¹⁰
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.¹¹

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Endorsers

The 1940 Statement of Principles has been endorsed [by more than 250 scholarly and education groups](#).

Endnotes:

1. The Introduction to the Interpretive Comments notes: In the thirty years since their promulgation, the principles of the 1940 “Statement of Principles on Academic Freedom and Tenure” have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 “Statement,” to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 “Statement” is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 “Statement”; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 US 589 (1967), “Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom.”

2. The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

3. First 1970 comment: The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the “[Statement on Professional Ethics](#)” adopted in 1966 as Association policy (AAUP, *Policy Documents and Reports*, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 145–46).

4. Second 1970 comment: The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

5. Third 1970 comment: Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 “Statement,” and we do not now endorse such a departure.

6. Fourth 1970 comment: This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 “Statement” immediately following its endorsement:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher’s fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 “Statement” should also be interpreted in keeping with the 1964 “Committee A Statement on Extramural Utterances,” Policy Documents and Reports, 31, which states inter alia: “The controlling principle is that a faculty member’s expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member’s unfitness for his or her position. Extramural utterances rarely bear upon the faculty member’s fitness for the position. Moreover, a final decision should take into account the faculty member’s entire record as a teacher and scholar.”

Paragraph 5 of the “Statement on Professional Ethics,” Policy Documents and Reports, 146, also addresses the nature of the “special obligations” of the teacher:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

7. Fifth 1970 comment: The concept of “rank of full-time instructor or a higher rank” is intended to include any person who teaches a full-time load regardless of the teacher’s specific title. [For a discussion of this question, see the “Report of the Special Committee on Academic Personnel Ineligible for Tenure,” *AAUP Bulletin* 52 (September 1966): 280– 82.]

8. Sixth 1970 comment: In calling for an agreement “in writing” on the amount of credit given for a faculty member’s prior service at other institutions, the “Statement” furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor’s tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution. [For a more detailed statement on this question, see [“On Crediting Prior Service Elsewhere as Part of the Probationary Period,”](#) *Policy Documents and Reports*, 167– 68.]

9. Seventh 1970 comment: The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 “Statement” with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the “[Standards for Notice of Nonreappointment](#),” endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964) (*Policy Documents and Reports*, 99). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the “[Statement on Recruitment and Resignation of Faculty Members](#),” *Policy Documents and Reports*, 153–54, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

10. Eighth 1970 comment: The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher’s academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the “[Recommended Institutional Regulations on Academic Freedom and Tenure](#),” *Policy Documents and Reports*, 79–90, prepared by the American Association of University Professors.

11. Ninth 1970 comment: A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the “[Statement on Procedural Standards in Faculty Dismissal Proceedings](#),” *Policy Documents and Reports*, 91–93, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 “Statement” is silent.

The “Statement on Procedural Standards in Faculty Dismissal Proceedings” provides: “Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member’s continuance. Unless legal considerations forbid, any such suspension should be with pay.” A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of “moral turpitude” identifies the exceptional case in which the professor may be denied a year’s teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year’s teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

Report Category:

- [Standing Committee and Subcommittee Reports](#)
- [Academic Freedom, Tenure, and Due Process](#)

Tags:

- [Academic Freedom](#)
- [Tenure](#)
- [Association of American Colleges and Universities](#)

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**SIMPSON COLLEGE FACULTY HANDBOOK
PART VII: APPENDIX B**

GUIDELINES FOR SUPPORT LETTERS FROM OFF-CAMPUS COLLEAGUES, ON-CAMPUS COLLEAGUES AND STUDENTS

SUPPORT LETTERS FROM OFF-CAMPUS COLLEAGUES

Faculty up for tenure or promotion may request up to two letters of support from off-campus colleagues.

A. Purpose

The purpose of inviting letters of support from off-campus colleagues is to provide the FPC with context and understanding regarding the professional acumen of the candidate which may be unavailable from on campus colleagues. The candidate's achievement against the established criteria, especially with regard to teaching and professional development is not always easily measured by the FPC. In several of our departments, faculty members are in sub-disciplines that may be relatively unfamiliar to the members of the FPC, and in some cases even other faculty within the department.

Having letters from an off-campus writer with expertise shared by the person under review provides an important context for the evidence provided by the candidate, especially in regard to the content areas of the candidate's teaching and what might be considered appropriate professional development.

B. Selection of Off-Campus Colleague

The candidate will identify up to two colleagues who are in a position to provide the FPC with letters of support for their tenure and/or promotion. The candidate will provide the names of the two individuals to the chair of the FPC. The prospective writers should be knowledgeable in the field of the candidate and will normally come from a similar institution. The writer of the support letter should be in a position to comment on the achievement of the candidate using one or more of the criteria established for tenure and/or promotion as described in the Faculty Handbook. The off-campus writer should be someone well informed about the specific discipline of the candidate under review and as such may be uniquely positioned to comment on things like the content of the courses taught by the candidate, the candidate's scholarship/creative or other professional work, etc.

The writer should understand the challenges of being a faculty member at a place like Simpson College. The writer should not have a significant personal relationship with the candidate. It is important that the candidate under review disclose the depth and nature of any such previous relationship when presenting the chair of the FPC with names of their off-campus colleagues who have been invited to write for the file.

The invitation to write a letter of support should come from the person under review and include the college's expectations for the review process, including a copy of the criteria for reappointment and tenure.

C. Contents of the Letter

It is suggested that the candidate furnish the writer with a copy of the candidate's self-evaluation, vitae, and any other materials (course syllabi, publications, photos of creative work, etc.) she or he believes might be helpful to the writer.

The letter of support for the candidate should address all of the criteria for tenure or promotion with which the author is familiar. For example, if the writer previously taught with the candidate, she or he should feel free to comment on the candidate's teaching. If the writer has reviewed syllabi and assignments submitted by the candidate, she or he should comment on the appropriateness of the material covered, etc. If the writer has co-authored journals, or worked in another professional context, it would be appropriate for the writer to help put the candidate's participation into context. At the same time, the writer should not feel compelled to write to all of the criteria. As suggested earlier, the purpose of the letter is not to evaluate the strengths and weaknesses of the candidate, but rather to help put the evidence submitted by the candidate into context from the perspective of a colleague in the field. Is the content in the candidate's courses appropriate and up-to-date? Are the assignments and learning objectives appropriate? Is there evidence that the candidate's research, scholarship, and/or creative work is respected by others within the discipline? These are the types of questions that should be addressed in the support letter.

The support letters submitted by the invited writers will be included in the file and as such will be available to the candidate.

LETTERS FROM ON-CAMPUS COLLEAGUES AND STUDENTS

A. Purpose

With the exception of the up to two letters from off-campus colleagues and the two out of department colleague letters requested at the time of promotion and tenure review, candidates are strongly discouraged from soliciting letters from colleagues and students. Rather, it is the intent of the committee in notifying the community about the review to regularize how evidence of the candidate's effectiveness is gathered from those not directly involved in the review process.

B. Contents of the Letter

Each semester the chair of FPC will, in an advertisement in the *Simpsonian*, announce the review schedule to the campus for all faculty members undergoing review for reappointment, tenure or promotion. Signed letters will be accepted for the candidates file in the Academic Dean's office. These letters should focus on the criteria for reappointment, tenure and promotion as outlined in Simpson College Faculty Handbook Part II: Personnel Policies, Section 7.

C. The Role of the Letters

It should be clear to all involved in the review process that the raw number of letters received by a review committee on behalf of a candidate is not itself a significant measure of how well the candidate meets the established criteria. Nor does the absence of such letters indicate failure to meet the criteria. The letters received on behalf of a candidate will be only a small part of the evidence upon which the decision of the committee is made.

**SIMPSON COLLEGE FACULTY HANDBOOK
PART VII: APPENDIX C**

GUIDELINES FOR MID-PROBATIONARY (THIRD-YEAR) REVIEW

The purpose of the mid-probationary review is to provide the candidate and the institution with an evaluation of her or his work midway to the tenure year. The review is conducted from the department's perspective, and the institution's perspective. The review is both formative and summative. A key purpose of the review is to provide the candidate with an objective assessment with regard to performance against the criteria established for tenure. By involving the FPC and the optional use of an off-campus evaluator, the third-year review is an opportunity for the candidate to become aware where he or she is succeeding against the criteria for tenure in time to address any outstanding issues before tenure, should it be necessary.

At the same time, a formal recommendation will also be made concerning reappointment for the following year. It should be noted that the mid-probationary review is not a mini-tenure review. It is a snapshot of the work of the candidate midway to the decision to tenure. The probationary period preceding tenure is just that, a probationary period when the tenure-track faculty member has the opportunity to establish herself or himself as teacher, advisor, professional within a discipline, and campus citizen. For this reason, during the six-year probationary period, the tenure-track faculty member is provided formative review each year. The third-year review is simply an annual reappointment review conducted on behalf of the full faculty and the institution. A recommendation to reappoint after the third year does not indicate a presumption to tenure.

The department is represented in the review by the department chair. The institution is represented by the division head and the Faculty Personnel Committee (FPC). The procedures for the mid-probationary review are outlined in Simpson College Faculty Handbook, Part III Personnel Procedures, Section 4. The following guidelines presume the review will take place in the third year of service. The timing of the review may be altered for faculty members who bring service at another institution to Simpson College as negotiated at the time of hire and outlined in the original contract.

SELECTION OF THE THIRD-YEAR REVIEW COMMITTEE

The composition and selection of the on-campus review committee will follow the procedures outlined in Simpson College Faculty Handbook, Part III Personnel Procedures, Section 4. The chair of the third-year review committee will be a member of the FPC. The faculty member under review will provide the chair of the third-year review with the names of three Simpson College faculty members from outside the department, one of whom will be selected to serve on the review committee. The candidate will nominate faculty members she or he believes have some understanding of their professional discipline, and someone they believe can impartially review their work. Normally, the outside of the department committee member will be tenured. The role of the outside of the department member is not to serve as advocate for the candidate, but rather to be a trusted, objective participant in the review process.

The chair of the review committee will make the selection of the committee member from outside of the department. Before the committee membership has been finalized, the candidate will be given the opportunity to bring to the committee chair's (the member of the FPC) attention any real, or potential perceived conflict of interest.

THE REVIEW COMMITTEE'S LETTER

The procedures for the creation of the third-year review letter are outlined in Simpson College Faculty Handbook, Part III Personnel Procedures, Section 4. The committee's letter should be formative in nature and identify the perceived strengths and perceived weaknesses of the candidate as measured against the criteria for reappointment and tenure.

REAPPOINTMENT AFTER THE THIRD-YEAR REVIEW

The decision for reappointment for the year following the mid-probationary review is made by the academic dean upon the recommendation of the FPC following the procedures outlined in Simpson College Faculty Handbook, Part III Personnel Procedures, Section 4.

The reappointment process for subsequent years (normally for years five and six) will follow the procedures outlined in Simpson College Faculty Handbook, Part III Personnel Procedures, Section 2.

**SIMPSON COLLEGE FACULTY HANDBOOK
PART VII: APPENDIX D**

**GUIDELINES FOR WRITING LETTERS FOR THE
FACULTY EVALUATION PROCESS**

The following are suggestions for writing letters for tenure and promotion files. Part VII of the faculty handbook: Appendix B outlines the role of the letters from on-campus colleagues and students.

Here are a few questions and answers that might be helpful to faculty as they consider writing letters for colleagues.

Q: Who needs to write letters?

A: First, all review, tenure, and/or promotion files are open files. This means that anyone connected with the college can write a letter and ask that the letter be included in the review, tenure, and/or promotion file. In certain cases (tenure and promotion) specific people are asked to submit letters. Note, that the candidate under review can read the letters and also respond to the content of the letters by putting a letter in the file. In the case of promotion and tenure, **all tenured faculty members in a department** are expected to write a letter for a departmental colleague up for **tenure, and/or promotion**. There is **no** requirement to write a letter for a departmental colleague during their regular reappointment review in years 1, 2, 4, and 5. You may wish to write a letter for reappointment, but no faculty member is required to do so. Similarly, in year three no one person is required to write a letter, the letter comes from the mid probationary review committee. In addition, each candidate up for tenure and/or promotion is to ask two members from faculty members outside of their department to write a letter for the candidate's file.

Q: If the review, tenure, and/or promotion files are open files, does that mean anyone can read them?

A: No, the only people who can read the file are the faculty member being reviewed, the committee which is doing the review, the members of FPC, the chair of the department, the division head, the academic dean, and the president of the college. Tenure and promotion files, but not other review files, are also open to the board of trustees. Saying the files are open simply means that anyone connected with the college can request to add a letter to the file.

Q: If I write a letter for a colleague up for reappointment, tenure and/or promotion, where do I send it?

A: All letters for all reappointment, tenure and/or promotion should be sent to the Academic Dean's Office. Please make it clear if you are submitting a solicited (you were asked by the candidate, or you are writing as department chair or division head) or an unsolicited (you were not asked) letter and who the letter is for. No unsigned letters will be accepted

Q: What should the letter contain?

A: Letter writers are being asked to use their professional judgment to assess the candidate in relation to the four criteria (teaching, advising, professional development, and service) listed for tenure and/or promotion. Review the criteria in the Faculty Handbook (Part II Personnel Policies, Section 7). The letter writer should:

- Identify if the letter was solicited or unsolicited
- Describe in what context the letter is being written (i.e. tenured colleague in department, department chair, division head, etc.)
- The letter is not a character reference. Use the four criteria outlined in the Faculty Handbook. Letter writers should address all four areas. A writer will likely focus on the area(s) where she or he has the most knowledge about the candidate. For example, a letter writer may have knowledge about a colleague's teaching, but have no experience with the candidate when it comes to service to the college. It makes sense to write most about what you know.
- State your position on the candidate's reappointment, tenure and/or promotion. For example, "I support the promotion of Dr. Doe because I believe she has achieved the standards set by the faculty as outlined in the Faculty Handbook."

Q: If I am asked to write a letter, do I need to observe class?

A: Good practice suggests that a letter writer be knowledgeable about his or her subject. When asked by a colleague to write a letter, it is good practice to ask for a copy of the person's vitae, observe them in class, review their publications or creative work, and have a conversation with the person before writing the letter. There is no requirement to do these things, it is just good practice.

Q: What if I am asked by a colleague, but I don't feel I can write a positive letter? What if I don't know the person well enough to write for her or him?

A: You should express your reservations to your colleague and suggest that she or he may wish to choose someone else to write a letter.

Q: If I write a letter for someone, do I send a copy to that person? Should I talk to the person and tell her or him what I am going to write?

A: Since the candidate will likely read the letter in the file, it is up to the letter writer to decide whether or not to share the contents of the letter before submitting it to the Academic Dean's Office.

Q: What if I am a department colleague, department chair, or division head, and I don't want to write a letter? Can I be forced to write a letter for someone?

A: You should not write a letter if you feel that you cannot be objective. You should not write if you have a conflict of interest. Check with your department chair, or the academic dean if you are not sure about a possible conflict of interest. At the same time, you are being asked to participate in the process as part of your professional responsibility. You are being asked for your professional opinion based on your experience with the candidate and your understanding of the established criteria. You are being asked if you believe the candidate meets the criteria established for reappointment, tenure and/or promotion as you understand them. Your opinion could be

yes, or it might be no. The important thing is that you keep your letter focused on the four elements of the criteria and write only about what you believe to be true. Speak from your experience with the candidate. Do not include speculation, conjecture, or things you have heard from others.

Q: If I choose not to write a letter, will the person be penalized? How important are the letters?

A: The decision will be based on the information in the file, not on what is missing. It would be wrong for anyone to infer why a letter has not been written. The decision process includes multiple types of data, from multiple sources. The committee will be looking for a pattern. No one letter or other single piece of evidence will sway the decision.

Q: If I am under review, how do I select someone to write a letter for my file? What do I tell the person?

A: Generally, you should ask colleagues who know your work through personal experience. You will want someone to speak effectively about all four of the criteria. At the same time, it is perfectly acceptable to tell the writer that you think he or she is especially prepared to highlight your work in a particular area. For example, if you have served on a committee with your letter writer, you may wish to ask that person to make sure to speak to his or her experience with you on the committee.

Q: If I am under review but not being considered for promotion or tenure, may I ask other faculty members to write a letter for my file? May I ask students to write?

A: According to the handbook (Appendix B), people under review are strongly discouraged from soliciting letters from colleagues and students.

SIMPSON COLLEGE

SIMPSON COLLEGE FACULTY HANDBOOK PART VII: APPENDIX E

Simpson College Inclusivity Statement *(added 11/2013; revised 02/2017)*

We the members of the Simpson College community believe that as an essential component of its mission and history, Simpson College is committed to creating and maintaining a creative, diverse, just and inclusive community in which all develop their abilities to live and thrive in a complex and interconnected world.

Consistent with our educational mission, we recognize ourselves as a community that respects individual identities linked to varying sociocultural characteristics including but not limited to race, ethnicity, gender identity and expression, sexual orientation, national origin, citizenship, first language, religious or spiritual tradition, age, functional ability, socioeconomic status, physical attributes or familial status.

Further, we recognize that diversity of identities exists in a context of differential power and privilege that we as a community must critically evaluate and engage.

At Simpson College we strive to create a socially just world that honors the dignity and worth of each individual, and we seek to build a community centered on equality, mutual respect and openness to ideas—one in which individuals value cultural and intellectual diversity and share the responsibility for creating an affirming, safe, and inclusive environment.

We recognize that our community is most inclusive when all participate to their full capacity in the spirited, and sometimes challenging, conversations that are at the center of the College's educational mission to develop personal integrity, moral responsibility, social justice and global citizenship.

**SIMPSON COLLEGE FACULTY HANDBOOK
PART VII: APPENDIX F**

GUIDELINES FOR OUTSIDE EVALUATORS

As indicated in Part III Section 5, faculty members applying for tenure are required to have an outside evaluator. In addition, faculty members in their mid-probationary review are strongly encouraged to have an outside evaluator (Part III Section 4).

PURPOSE OF OFF-CAMPUS EVALUATOR

The purpose of having an evaluation on campus by an off-campus colleague is to provide FPC with context and understanding regarding the professional acumen of the candidate which may be unavailable from on campus colleagues. The candidate's achievement against the established criteria, especially with regard to teaching and professional development, is not always easily measured by the FPC. In several of our departments, faculty members are in sub-disciplines that may be relatively unfamiliar to the members of FPC, and in some cases even other faculty within the department.

Having evaluations from off-campus colleagues with expertise shared by the person under review provides an important context for the evidence provided by the candidate, especially in regard to the content area of the candidate's teaching and what might be considered appropriate professional development.

SELECTION OF THE OFF-CAMPUS EVALUATOR

Selection of off-campus evaluators occurs in the semester prior to review. The faculty member under review for tenure will provide the Academic Dean with the names of five possible off-campus evaluators, and the Academic Dean will select the evaluator. The faculty member under review for mid-probation who chooses to ask for an off-campus evaluator will provide the chair of the of their third-year review committee the names of three possible off-campus evaluators, and the chair will select the evaluator and provide the name to the Academic Dean to arrange the on-campus visit.

The prospective evaluator should be knowledgeable in the candidate's field and will normally come from a similar institution. The prospective evaluator should be tenured and hold regular faculty appointments. The prospective evaluator should be in a position to comment on the achievement of the candidate using one or more of the criteria established for tenure and/or promotion as described in the Faculty Handbook. The evaluator should be someone well informed about the specific discipline of the candidate under review and as such may be uniquely positioned to comment on things like the content of courses taught by the candidate and/or the candidate's scholarship, creative or other professional work. The evaluator should understand the challenges of being a faculty member at a place like Simpson College. The evaluator should not have a significant personal relationship with the candidate. It is important that the candidate under review disclose the depth and nature of any such previous relationship when presenting the chair of the mid-probationary review committee or the Academic Dean with the names of their off-campus colleagues who could be invited to evaluate the candidate on campus.

The actual invitation to the outside evaluator will be sent by the Academic Dean. The invitation will include the college's expectations for the review process, including a copy of the criteria for reappointment and tenure.

CONTENT OF EVALUATION

The off-campus evaluator will normally be scheduled to visit campus for one or two days, though the visit may be remote if necessary. Before the visit, the evaluator will receive a copy of the candidate's self-evaluation, vitae, current syllabi, and any other materials (publications, photos of creative work, etc.) approved by the chair of the committee. The exact visit schedule (whether in person or remote) will be determined by the chair of the review committee.

Normally, the off-campus evaluator will:

- a. Meet with the candidate
- b. Meet with the review committee, or the two FPC members assigned to the candidate
- c. Attend at least one of the candidate's classes
- d. Review the candidate's file
- e. Meet with other members of the department
- f. Meet with the Academic Dean

Upon the conclusion of the visit, the off-campus evaluator will write a letter of evaluation of the candidate that addresses the criteria for reappointment and tenure. The letter should be essentially formative identifying areas of strength and areas of perceived weakness against the criteria (whether evaluating for mid-probation or tenure). It will be particularly important for the outside evaluator to put the candidate's professional expertise and continuing development into context for the committee. Is the content of the candidate's courses appropriate and up-to-date? Are the assignments and learning objectives appropriate? Is there evidence that the candidate's research, scholarship, and/or creative work is respected by others within the discipline? The letter should NOT include a recommendation on reappointment or tenure.

The letter from the off-campus evaluator will be included in the candidate's review file.