



**FACULTY  
PERSONNEL  
HANDBOOK 2025-26**



# Faculty Personnel Handbook

## 2025-2026

### Handbook Revision History

- Originally adopted by the Antioch College Board of Trustees (BoT) on June 14, 2012.
- Revised July 19, 2013 to reflect updated Faculty Grievance Policy, approved by the BoT in May 2013.
- Chapter IX revised by Faculty Assembly on February 28, 2023 (date corrected) and subsequently approved by BoT.
- Chapter IV was revised by the Faculty Assembly on May 2, 2023 and subsequently approved by BoT in June 2023.
- Chapter XXI, Section D revised on August 3, 2023 to reflect the Power-Based Sexual Misconduct Policy that replaces the former Non-Fraternization Policy as approved by College Council.
- Chapter VI was revised to reflect changes in the faculty review cycle, as approved by the Faculty Assembly on June 4, 2024 and subsequently by BoT in June 2024.
- Chapter XIV was revised to codify changes to the review process and dossier contents as previously recommended by the Faculty Assembly on December 8, 2015 and approved in truncated form by the BoT on March 15, 2018. Precise Handbook language including timeline changes was approved by the Faculty Assembly on June 4, 2024 and subsequently reaffirmed by BoT in June 2024.
- Chapter XV was revised to remove outdated review process language for Co-op Faculty, as required by the Faculty Assembly's decision to approve Chapter XIV on June 4, 2024--a decision which was subsequently reaffirmed by BoT in June 2024.
- Chapter XXI revised on July 14, 2024 to eliminate outdated Human Resources policies and guide faculty to the College Policies webpage where current policies that are in-force and up-to-date are published.
- The entire Handbook was repaginated and lightly edited to correct typographical errors, reflect current institutional language, update committee names, and correct position titles on August 7, 2023 and July 15, 2024.
- Chapter V was revised to include language to improve state and federal policy compliance and throughout factual errors and typos were amended per Faculty Assembly approval on June 17, 2025 and subsequently reaffirmed by the BOT.
- The entire Handbook was updated to correct, and improve markup for better digital legibility and navigability on July 15, 2025.

## **Statement of Nondiscrimination**

Antioch College is committed to a policy of equal opportunity and non-discrimination on the basis of race, color, national origin, religion, sex, age, disability, or sexual orientation, as protected by law, in all educational programs and activities, admission of students, and conditions of employment

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## I. INTRODUCTION

Antioch College strives to be a community of persons living and working together to sustain the educational mission of the institution. Antioch College considers that all personnel – faculty, administrators, support staff, and physical facilities staff – have an educational role to play in the life of the College. Accordingly, it is expected that all those who come in contact with students will be, in one way or another, teachers. Nevertheless, for the purposes of this document, the use of the term ‘faculty’ will refer to those who fulfill traditional classroom teaching, academic advising, work-related teaching and advising and teaching and librarian roles with respect to students. For classroom and co-op faculty the faculty will be identified with their academic titles, including professor, associate professor, or assistant professor.

This document describes the policies and procedures related to classroom, language, cooperative education, and library faculty at Antioch College. The aim of the Faculty Personnel Handbook is to provide faculty members with a clear, accurate, and comprehensive overview of their contractual relationship to the College so that important personnel practices and related matters are as transparent as possible. The handbook describes faculty rights and responsibilities. In particular, it describes the processes and criteria of evaluation for hiring, renewal, and tenure (where appropriate), as well as the conditions under which a faculty contract may be terminated or faculty positions may be eliminated.

The College will use the processes and definitions in this handbook to guide its decision-making. It is important that faculty members understand their responsibilities and rights as well as the limits to those rights, and the handbook strives to make this clear. The policies in the handbook aim to be equitable and fair to both the College and to faculty.

The Board of Trustees will review recommended amendments to the contents of this Handbook to meet the needs of the curriculum.

## **II. MISSION AND VISION**

### **A. Mission**

The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

### **B. Vision**

Antioch College is a New Kind of College—a College of Action—where new and better ways of living are discovered as a result of meaningful engagement with the world through intentional linkages between classroom and experiential education.

### III. LIBERAL ARTS LEARNING OUTCOMES

#### Knowledge and Inquiry

- Demonstrated understanding of and practical experience with concepts and modes of inquiry essential to the liberal arts and the disciplines that explore the natural, social, and cultural realms; achieve depth in one or more areas of concentration.

#### Skill and Innovation

- Demonstrated ability to solve problems, create, and innovate, both independently and collaboratively, in a range of fields, workplaces, technology, and media.
- Demonstrated ability to use analytic, communication, quantitative and information skills effectively.

#### Critical Thinking

- Demonstrated ability to evaluate knowledge and evidence in a comprehensive and rational manner and to analyze, construct, and criticize arguments.
- Demonstrated ability to utilize different means of analysis and presentation of ideas including: reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, and experiment.

#### Intercultural Effectiveness

- Demonstrated knowledge of cultures and cultural practices (one's own and others'); complex cognitive and communication skills for decision-making across cultural contexts; social skills to function effectively and respectfully in diverse groups; and personal attributes that include flexibility and openness to new ideas.

#### Social Engagement

- Demonstrated ability to engage as an active citizen in ethical and civil dialogue within a participatory, multicultural society concerned with the care of the planet's environment and all that resides within it.

#### Deliberative Action

- Demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and challenges and to reflect on the personal and social significance of learning as a guide toward a purposeful future.
- Demonstrated constructive participation in the Antioch community life, including its governance processes.

### **Written, Oral, and Quantitative Communication**

- Written communication ability that demonstrates development and effective expression of ideas and arguments in writing. It involves learning how to work in a variety of genres and styles.
- Written communication skills and abilities develop through iterative experiences across the curriculum.
- Oral communication ability that demonstrates prepared and purposeful presentations designed to enhance knowledge, foster understanding, or promote changes in the listeners' attitudes, values, beliefs, or behaviors.
- Quantitative communication ability that demonstrates effective understanding and use of numerical and graphical information.

## **IV. FACULTY CATEGORIES, TYPE, AND RANK**

### **A. Faculty Categories**

Faculty members at Antioch College generally fall within one of the following categories:

- **Classroom Faculty:** Instructional staff who teach primarily in the arts, humanities, sciences and social sciences divisions of the College.
- **Cooperative Education Faculty:** Instructional staff in the Cooperative Education Program who primarily teach Co-op Field Experience courses, advise students on cooperative education, and handle administrative responsibilities, such as job development and employer stewardship.
- **Library Faculty:** Professional staff serving as primary instructors for the uses of print/electronic resources, teaching of bibliographic research, and information retrieval skills to benefit the entire college community and to enhance all disciplines.

### **B. Faculty Type**

Faculty members are also distinguished according to type of appointment. These include:

- **Full-Time Tenure-Track Positions:** These positions include classroom, cooperative education, and language faculty with a full load of teaching, advising, and committee work. For the cooperative education faculty, the load also includes continuing development and maintenance of relationships with cooperative education employers and alumni clusters.
- **Full-Time Non-Tenure Track Positions:** These positions include librarians and may include some faculty with a full load of teaching, advising, and professional development but are not in the tenure process. These appointments may be renewable or terminal. Renewable appointments are subject to evaluation and review based on criteria described in Section VII and XVIII.
- **Full-time Visiting Faculty:** Visiting appointments typically provide staffing on a short term basis. Sometimes these are occasioned by the need to replace faculty on sabbatical or another kind of leave. Full-time visiting faculty may also fill positions resulting from grant-funded special activities. Typically visiting faculty members are contracted for one academic year or less. Under special circumstances, these appointments may be extended beyond the initial term. Visiting faculty members are provided benefits appropriate to the terms of their appointment and the duration of their contract.
- **Regular Part-Time Faculty:** This category includes those faculty members who regularly teach on a half-time or three-quarters-time basis. It also includes administrators who regularly teach on a part-time basis. Regular part-time faculty may be assigned their fractional share of full-time faculty responsibilities as outlined in this handbook.

- **Adjunct Faculty:** Adjunct faculty are those who work less than three-quarters-time. They are compensated on a per-course basis and, depending on their individual arrangement with the College, may assume some additional departmental and advising responsibilities. They are not expected, however, to assume a full fractional share of wider College responsibilities. Adjunct faculty may be invited to participate in faculty meetings and committees as guests. Adjuncts are not eligible for benefits provided for full-time faculty and are not eligible for consideration for tenure.

### **C. Faculty Rank**

At the time of appointment, new tenure-track faculty will be appointed to a rank commensurate with their teaching experience. Faculty ranks at Antioch College are assistant professor, associate professor, and professor. The ranks of lecturer or instructor may also be used, from time to time, for some administrators who teach part-time.

Rank and titles are not determinative in one's professional and social relationships at Antioch College, but may be linked to salary or benefits. The College uses titles to be consistent with the practices of the academic world at large.

Changes in rank may be recommended to the president by the Faculty Promotion & Review Committee through a process of review for promotion.

The review for promotion from assistant professor to associate professor will typically occur at the same time as tenure review. In rare instances, a faculty member may request a pre-tenure review or post-tenure review consideration for promotion. Full-time faculty at the rank of associate professor will be typically eligible for review for promotion to Professor in the seventh year after tenure.

## V. FACULTY APPOINTMENTS AND EVALUATION: DECISION-MAKING PROCESS

The president of the College is responsible for the appointment and contract renewal of Antioch College's faculty and for making recommendations on tenure to the Board of Trustees. On matters of faculty appointments, contract renewal, and tenure, the president receives advice and recommendations for appointments from the Faculty Promotion & Review Committee and the principal academic officer.

Faculty qualifications are listed in job ads, specified in course outlines, and evaluated in faculty reviews. The principal academic officer is responsible for verifying faculty qualifications including achievement of academic credentials, progress towards academic credentials, and equivalent experience in accordance with the [Ohio Department of Higher Education \(ODHE\) guidelines](#) and the [Higher Learning Commission \(HLC\) guidelines](#).

The Faculty Promotion & Review Committee is the primary vehicle for the evaluation of faculty. It is charged with reviewing faculty members' renewal or tenure files carefully as the basis for the recommendations they make to the president. While the president takes into consideration the Committee's recommendations, the decision to advance such recommendations to the Board of Trustees remains at the discretion of the president.

The Antioch College Board of Trustees approves tenure and promotion recommendations for faculty, as specified in the College by-laws. In so acting, the Board does not seek to replace the professional judgment of peers and academic administrators but seeks only to satisfy itself that correct procedures have been followed.

## **VI. CONTRACTS FOR FULL-TIME FACULTY**

Every full-time faculty member signs an appointment letter with the College specifying title and salary for the following year. For returning faculty, appointment letters are sent out each spring, and the College expects them to be returned with a signature within 14 days of receipt.

Faculty appointments will coincide with the fiscal year, July 1 to June 30. In the case of initial appointments, compensation for the fiscal year is prorated based on the number of months remaining in the fiscal year.

Appointments for tenure-track faculty are ordinarily for an initial three-year period. A tenure-track appointment may be renewed for a second three-year period following a satisfactory evaluation and recommendation by the Faculty Promotion & Review Committee (FPRC) that is accepted by the president during the faculty member's third year of employment (the "mid-point review").

Normally, a tenure decision is made following the review in the spring of a faculty member's sixth year of employment.

Faculty whose contract will not be renewed following the mid-point review will be notified no later than December 31. Faculty who will not be issued a contract following the tenure review will be notified of that decision by the end of spring quarter and are entitled to a terminal contract for the next academic year. When such a person takes a position for part or all of the terminal year at another institution, Antioch College will cease salary and benefits payments at the point of subsequent employment.

Faculty members expecting to resign at the end of an academic year are requested to notify the principal academic officer by January 20 of that year. The College considers it unprofessional for a faculty member to resign a position after April 15.

Antioch College considers this handbook to be a part of the contract.

## VII. FACULTY: RESPONSIBILITIES AND RIGHTS

The distinctive character of education provided by Antioch College is closely related to the professional lives of its faculty. The single most important responsibility of the faculty is to sustain the quality of academic life. Through the academic divisions, Faculty Assembly and its standing committees, the faculty determines the content of the curriculum, the various manners in which courses may be conducted, the criteria by which students are admitted, the standards for measuring student performance, the requirements for degrees and programs, and all other matters bearing directly on the academic program.

All members of the faculty are expected to be well informed about all of the academic programs and policies of the College and to participate in the assessment of those programs. The exercise of this responsibility is based on the broad principles of academic freedom, the vigorous pursuit of knowledge, and the free exchange of ideas.

Antioch College assumes that its faculty is composed of mature and conscientious persons who fulfill their responsibilities without close supervision and meticulous rules. In order to fulfill the above overarching responsibility, faculty must be: effective teachers, effective academic advisors, actively engaged in their professional fields, active citizens of the College, and engaged members of the community.

Antioch College's concern for the students' "whole-person" growth as well as their intellectual development is reflected in the variety of contexts in which the faculty-student exchange takes place. Faculty members advise students, engage students and interact with them in matters of community life, and meet with students for consultation, discussion, and tutoring outside class and in regularly scheduled office hours. Faculty members are also expected to orient students toward future professional fields by encouraging them to keep abreast of current events, the requirements in those fields, and the intellectual/professional activities of their major programs/divisions.

Faculty and other members of the community attend lectures, receptions, concerts, and other events and activities that would enrich the intellectual, cultural, and social life of the Antioch community.

The primary responsibility of each faculty member is effective teaching and advising. All are expected to gain a clear understanding of their particular responsibilities and to fulfill them in consultation and coordination with the Office of Academic Affairs. Faculty members are expected to work closely with the Office of Registrar & Academic Services to make sure that they understand and follow institutional policies and procedures.

All faculty members are expected to attend Faculty Assembly.

Faculty members are expected to serve on College committees; committee appointments may be made by the president of the college, the principal academic officer, or by a vote of the Faculty Assembly.

The academic year is based on a quarter system composed of three terms per year, with teaching, advising and community responsibilities. The academic year begins with Faculty Retreat/Orientation before the beginning of the fall quarter and ends with commencement.

Faculty members are expected to attend college events, including, but not limited to, Faculty Retreat/Orientation, First-Year Orientation, and Commencement. If scheduling conflicts make attendance at any of these events especially difficult, the principal academic officer should be notified.

Unless otherwise specified, a faculty member's annual contract is for the academic year. Block terms are "professional development" terms, during which time faculty are expected to participate in scholarly activities appropriate to their field(s): research, create and present work, and the like. Faculty members are not forbidden to teach (etc.) during their professional development terms if they so choose; they are not expected to, and may reasonably refuse all requests to do so.

## VIII. RESIDENT SCHOLARS PROGRAM

Antioch College seeks to acknowledge the former tenured and emeritus faculty for their service and contributions prior to 2008. In expression of gratitude for years of service and commitment to its historic educational values, Antioch College confers the status of “Resident Scholar” on those eligible faculty members who wish to be recognized by board and college leadership.

### Eligibility

All former and retired faculty members who were acknowledged to have earned tenure at Antioch College prior to 2008 shall be eligible to be recognized. To register as a Resident Scholar, eligible faculty members are asked to complete the brief online form, which can be found by following the “Resident Scholars Program” link:

<https://antiochcollege.edu/academics/academic-affairs/resident-scholars-program>

### Scholar Privileges

Consistent with the available resources of Antioch College, Resident Scholars shall have the following privileges:

- Provision for a yearly identification card acknowledging the status of Resident Scholar.
- On and off campus access to the resources of Olive Kettering Library in keeping with the kind of access and resources provided to college faculty.
- Access to the use of academic and artistic resources, such as performance, office, and studio space, at the discretion of the principal academic officer and/or president.
- Access to and the use of campus resources, such as the Wellness Center, in keeping with the access to these resources provided to college faculty.
- Access to campus events and activities, such as theater and lecture tickets, in keeping with the access provided to college faculty.
- Participation in other unforeseen professional opportunities at the discretion of the principal academic officer and/or president.
- Participation in community life activities.

## **IX. BY-LAWS FOR FACULTY GOVERNANCE**

### **Preamble**

Ultimate responsibility for governance of Antioch College rests with its Board of Trustees, which is guided by the legal framework described in the Bylaws of the Antioch College Corporation.

Responsibility for developing and maintaining the academic programs of the College is delegated to the president and to the faculty. This responsibility informs the organization of faculty business and faculty participation in the governance of the College.

The system of faculty governance outlined below is built on powers invested in the faculty by the Board of Trustees and the President for the development and implementation of the curriculum. It provides a means of communication with other members of the College and of action on behalf of the faculty to determine the educational character of the College.

Because the conduct of the faculty's business is the business of all faculty members, the faculty of Antioch College, in approving this system of governance, affirms its expectation that every faculty member will take part in the system. This expectation is grounded above all in the faculty sense that duties should be appropriately shared, but also in the recognition that active participation is a responsibility of faculty membership and contributes to faculty development.

### **A. Name**

The name of the governing body of the Faculty is the Antioch College Faculty Assembly. This body is colloquially referred to herein as the “Faculty Assembly” or “The Faculty”, and colloquially decisions are made “by the Faculty Assembly” or “at Faculty Meeting.”

### **B. Function**

Article 1. Consistent with the Antioch College tradition and standard of community governance, the instructional faculty and principal academic officer are authorized and empowered to prescribe courses of instruction within the parameters of degree programs approved by the Board and to adopt academic methods.

Article 2. The instructional faculty and principal academic officer shall also determine, in accordance with guidelines established by the Board, the standards of admission, promotion, and graduation of students, and consider all candidates for degrees, earned and honorary.

Article 3. The instructional faculty and principal academic officer shall carry on all of the educational functions of the institution for the best interest thereof, except where the Board may take general or special action in reference thereto. The faculty may delegate to committees of its own constitution such of its powers and functions as it may see fit.

Article 4. Functioning through appropriate committees and processes, the Faculty Assembly provides advice or recommendation to the president and the principal academic officer on personnel decisions, policies, and practices, such as faculty contract renewal, tenure, promotion, faculty hiring, leaves of absence, and appeal.

**C. Membership**

Article 1. The following persons are members of the Faculty Assembly:

- a. All full-time classroom, cooperative education, and library faculty, regardless of rank
- b. The president of Antioch College
- c. Ex-officio members: the principal academic officer; the associate dean of academic affairs; the dean of cooperative, international & community-based learning; the dean of students & community life; and the Registrar.

Article 2. Invited guests may include academic administrators who do not regularly teach classes but whose input may be pertinent to specific Faculty Meeting agendas

Article 3. Participation in consensus or voting at any meeting of the Faculty Assembly shall be limited to members only.

**D. Responsibilities of Members**

Article 1. All members are expected to:

- a. Be present at all regular meetings and attend special meetings whenever possible.
- b. Inform the chair or the principal academic officer if they cannot be present at a Faculty Meeting.
- c. Inform themselves as fully as possible prior to the meeting of all matters on the agenda.
- d. Maintain the purpose of the Faculty Assembly by furthering the total program rather than assuming a parochial position.
- e. Serve on committees whenever appointed.
- f. Contribute to and participate in the work of the Faculty Assembly.

Article 2. In addition to the above, the chair of the Faculty Meeting is expected to:

- a. Preside over Faculty Meetings
- b. Chair or co-chair the Executive Committee of the Faculty

Article 3. In addition to the above, the principal academic officer and the associate dean of academic affairs are expected to:

- a. Advise the chair of the Faculty Meeting
- b. Preside over Faculty Meeting in the absence of a chair

#### **E. Meetings**

Article 1. Meetings of the Faculty Assembly are referred to as the Faculty Meeting.

Article 2. Chair of the Faculty Meeting

- a. A chair of the Faculty Meeting, one of the members of the Executive Committee of the Faculty, will preside over the Faculty Meeting.
- b. The chair of the Faculty Meeting also presides over the Executive Committee of the Faculty, although facilitation and leadership on this body is shared.
- c. In the absence of a chair, the principal academic officer or the associate dean of academic affairs will preside at meetings of the Faculty Assembly.

Article 3. President of the College

The President of Antioch College is invited to all regular Faculty Meetings.

Article 4. Proxy Appointments and Alternates

- a. Members may not appoint a proxy to vote or otherwise act in their absence.
- b. Invited guests may appoint an alternate to present in their stead as appropriate.

Article 5. Meeting Schedules and Agenda

- a. Meetings shall be held regularly, and as needed.
- b. The day, time, and frequency of such meetings will be determined by the Faculty Assembly as needed, in consultation with the principal academic officer and the Executive Committee of the Faculty (ECF).
- c. Any member may submit items to ECF for inclusion on the agenda in accordance with ECF policy.

Article 6. Special Meetings, Closed Executive Meetings, Closed Meetings, Meetings Open to the General Public

- a. Faculty meetings are generally open to all members of the campus community, but not the general public, unless the principal academic

officer or the chair of the Faculty Meeting calls for a Closed Executive Session or closed meeting.

- b. The chair of the Faculty Meeting or the principal academic officer may call for closed executive sessions in rare situations when sensitive topics, such as personnel matters or legal issues are on the agenda. Closed executive sessions are open to full-time faculty and the principal academic officer.
- c. The chair of the Faculty Meeting or the principal academic officer may call for a closed meeting of the Faculty Assembly. Closed meetings are open only to members of the Faculty Assembly.
- d. The chair of the Faculty Meeting or the principal academic officer may open meetings to the general public, where appropriate, and with the consent of the Faculty Assembly.
- e. The chair of Faculty Meetings or the principal academic officer may call special meetings as needed.

Article 7. Meeting Minutes

- a. Meeting minutes shall be recorded in a manner determined by the Executive Committee of the Faculty.
- b. Meeting minutes shall be preserved in the Office of Academic Affairs.

Article 8. Establishing Quorum

A simple majority of faculty constitutes a quorum for business.

## F. Committees

Article 1. The business of the faculty is organized under principles of equitable division of labor and consensus in decision-making. Its committees may develop their own charges and traditions, evolving to adapt to the needs of the student body and the institution. Their charters are enumerated below to outline their broad structures, functions, and cohesiveness; but their specific charges and bylaws do not require Board approval except where the Board makes special and specific intervention. Specific committee charges and bylaws are curated by the Executive Committee of the Faculty.

Article 2. The following committees report to and do the business of the Faculty Assembly in a streamlined fashion with built-in coordination through four standing committees:

- **The Curriculum Committee**
- **The Assessment Committee**
- **The Teaching, Learning & Advising Committee**
- **The Faculty Personnel Policy & Professional Development Committee**

Article 3. In terms of norms of operation, the Faculty Assembly adheres to the following agreements concerning these standing committees and their coordination:

- a. Every full-time faculty member is responsible for serving on one of four standing committees. All full-time faculty will be asked to submit their preference in serving. It is recommended that administrative faculty and faculty serving dual leadership positions distribute their efforts among the committees.
- b. No full-time faculty member regardless of rank will be excluded from serving if they desire to do so.
- c. It is understood that full-time faculty members also serve on other necessary committees of the college, such as but not limited to College Council, Admissions Committee, Community Council (Comcil), JEDI Task Force, and other bodies. Faculty service on these committees will be determined through normal decision-making processes in the Faculty Assembly.
- d. The faculty recommended trustee who serves on the College's Board of Trustees is exempt, but not excluded, from service on one of these four core committees.
- e. It is recommended that these committees meet at the same time during off-weeks from the standing Faculty Assembly meeting time in order to allow coordination between committees.
- f. Each of these committees will elect a representative to serve on the Executive Committee of the Faculty (ECF), which will set the agenda for the Faculty Assembly and carry out other functions relating to ECF's charge as outlined below.

Article 4. **The Executive Committee of the Faculty (ECF)**

The Executive Committee of the Faculty (ECF) is responsible for coordinating and facilitating faculty governance, maintaining channels of communication and transparency, and providing leadership. Its charge is to:

- a. Preside over faculty assembly, determine the agenda for faculty assembly, and maintain decision-making procedures for the Faculty Assembly and governance processes that are not covered in the Faculty Handbook.
- b. Coordinate with the Faculty Recommended Trustee who serves on the College's Board of Trustees as well as with faculty representatives to College Council and Community Council (Comcil).
- c. Track and communicate faculty decisions and help ensure that faculty decisions are implemented. The committee will compile and communicate a summary of faculty decisions and actions at the end of each quarter.
- d. Track committee service and committee eligibility while facilitating committee selection processes.
- e. Provide representation of the faculty for other bodies and audiences of the College when needed.
- f. Collaborate with an ex-officio representative of the Office of Academic Affairs who will act in an advisory role.

Article 5. Standing Committees

Standing committees shall be created by the Faculty Assembly as needed, in accordance with the governance process described in these by-laws. The Faculty Assembly articulates the following charters for its four standing committees:

- a. **The Curriculum Committee:** The primary role of the Curriculum Committee is to oversee and approve the creation and revision of the curriculum, provide service to the faculty when proposals for changes are brought forth, and to ensure that Antioch's curriculum is strong, rigorous, and innovative at the course, program, and degree levels.
- b. **The Assessment Committee:** The Assessment Committee works closely with the Faculty Assembly, the Office of Academic Affairs (OAA), and Institutional Effectiveness, Research, and Planning (IERP) to oversee all aspects of assessment, including developing appropriate assessment tools and rubrics, training faculty in assessment, implementation, data collection, data processing, reporting, and process improvement.
- c. **The Teaching, Learning and Advising Committee (TLAC):** This body provides support to faculty in our teaching, learning, and advising capacities as well as consults on academic policies and processes related to student support and engagement. It collaborates with the associate dean of academic affairs to provide oversight for the Academic Policy & Review Committee (APRC), which reviews and approves curriculum-related petitions, including but not limited to exceptions to curricular requirements and issues related to satisfactory student academic standing. The APRC reports and makes recommendations to the Principal Academic Officer on matters relevant to student performance. The committee reports to the Faculty Assembly on policy matters.
- d. **The Faculty Personnel Policy & Professional Development Committee (F3PDC):** The primary role of this committee is to review, revise, and draft faculty policies and procedures as well as to oversee guidelines around faculty professional development.

#### Article 6. Special Committees

The Faculty Assembly may establish special and ad-hoc committees to research and make recommendations on policy as well as to manage regular processes as they arise.

- a. **The Faculty Promotion & Review Committee (FPRC):** The Faculty Promotion & Review Committee is an ad hoc committee formed by the Office of Academic Affairs. This committee is only in session when reviews are underway. Volunteers will be vetted by the principal academic officer for diversity, for gender balance, and to avoid the selection of members currently under review. The charge of this committee is to make recommendations to the President regarding renewal, tenure, and promotion.

#### Article 7. College Council Representatives

The College Council serves as the primary on-campus body advising the College President on the review, revision, and approval of administrative policies. Per College Council bylaws, two faculty representatives shall be elected by the Faculty Assembly.

- a. The Faculty Assembly shall, by consensus or vote, appoint or elect the faculty representatives to the College Council, in accordance with the by-laws governing that body. The duration of the appointment is one academic year, beginning in the fall. The Executive Committee of the Faculty (ECF) is charged with facilitating the election. Membership shall be confirmed by the President. Faculty representatives shall serve one-year terms, effective at the beginning of the academic year following the election. Faculty may not serve more than four consecutive years on College Council.

Article 8. Board of Trustees - Faculty Recommended Trustee

- a. The Executive Committee of the Faculty is responsible for facilitating an election to nominate a "Faculty Recommended Trustee" for the Antioch College Board of Trustees. Per the Antioch College Corporation's Code of Regulations, as amended on June 25, 2021, the term "Faculty Recommended Trustee" means any trustee who is a current member of the Antioch College faculty and who was elected upon the recommendation of the Antioch College faculty. The individual that is recommended by the Faculty for this important position shall subsequently be considered for election by the trustees currently in office "for a term expiring at the next annual meeting of trustees."

**G. Decision-Making Process**

Article 1. Discussion Rules and Voting Procedures

The Faculty Assembly is empowered to establish and adapt its own clear rules and processes enabling equal access for all faculty to advance and engage in discussion on agenda items in view of maximizing decisions made by consensus, with full respect to each member, and in accordance with shared governance principles. These rules and procedures are decided by the Faculty through the voting processes in effect. The extant version of these rules and procedures are curated by the Executive Committee of the Faculty and will be attached as a reference on each Faculty Assembly agenda.

**H. Amendment of Procedures**

These procedures may be amended by the Faculty Assembly, following the decision-making processes outlined above.

## **X. FACULTY LOAD**

### **A. Faculty Load: Definition**

Faculty workload is defined as teaching load plus other duties such as advising, committee work, and other duties as described below.

### **B. Classroom and Language Faculty Responsibilities**

The expected workload of faculty exists within a balance of competing tensions, and the needed work of the faculty must be tempered by both institutional and personal needs. The guiding principle of this section is to create both an economically and personally sustainable model for at least the next 5-10 years, which retains faculty, gives them a tenable workload, and allows them enough time to do their best work. It is clearly understood that overwork leads to poorer quality teaching, advising, mentoring, and so forth; it is also clearly understood that underutilization of available personnel is financially unsustainable. The workload guidelines given below are written in the spirit of protecting both institutional interests and personal/professional interests of the faculty member.

Classroom faculty workload involves teaching, advising, committee service, and related duties. The balance of these different expectations will vary based on the type of faculty or instructor: full-time tenure track classroom faculty, visiting faculty, adjuncts and other contingent faculty, etc. Generally speaking, all full-time regular faculty are expected to teach, to advise students, to serve on committees, and so forth. Visiting and contingent faculty are generally only expected to teach, although in limited circumstances they may be expected to perform other duties, as arranged with the principal academic officer.

#### **1. Teaching Load: Classroom Faculty**

Teaching load for classroom faculty at Antioch College follows a “2-2-2 + extra” model (which accounts for the professional development terms during the JA and ND blocks) The expected annual teaching load for full-time classroom faculty is:

- Six courses per year
- Supervision of Senior Projects

Lab and studio classes need to follow the traditional recommendations of the Carnegie unit, which lessens expected outside of class work time, for both student and instructor, when these activities occur as part of/all of a course.

The regular load for a faculty member to advise/supervise senior projects should not exceed eight per academic year.

The additional classes beyond majors and foundation courses should be coordinated with the division and the office of the principal academic officer to meet the curricular needs of students as well as the equitable load of the faculty over academic terms.

#### **2. Advising Load: Classroom Faculty**

Advising load for classroom faculty should not exceed 16 students. If some unusual circumstance

forces an advisor to temporarily have more than 16 advisees, there is no additional workload credit granted. Coordination and planning for advising during any term in which the faculty member will be away for extended periods is the responsibility of the faculty advisor who is about to depart.

### **3. Teaching Load: Language Faculty**

The expected teaching load for full-time language instructors is up to 12 courses per year. [9 if visiting or tenure track faculty and up to 8 courses if part-time Instructor] Language instructors are only responsible for teaching and advising. The teaching load of language faculty with teaching and administrative responsibilities will be agreed upon by the faculty member and the principal academic officer.

If language classes are split due to over enrollment, language faculty are expected to teach one additional language class without additional compensation, and to arrange for the hiring of additional faculty to cover additional sections.

### **4. Advising Load: Language Faculty**

Language faculty have no standard classroom advisees. Full-time language faculty are advisors to all students, and help them develop their individualized language plans. Language faculty advise students preferably within the language they teach. Assignment of students to language faculty for advising should be equitable. Exceptions to this policy are made in consultation with the coordinator of the language on a case-by-case basis.

## **C. Cooperative Education Faculty Responsibilities**

### **1. Teaching Load: Cooperative Education Faculty**

Teaching load for Cooperative Education faculty at Antioch College follows a “2-2-1” model. Each cooperative education faculty member needs to be well versed in teaching all Co-op Field Experience courses.

### **2. Employer Relations Workload: Cooperative Education Faculty**

Cooperative Education faculty are evaluated for their effectiveness in job development and maintaining relationships with cooperative education partners in a range of broad fields and locations.

### **3. Alumni Relations Load: Cooperative Education Faculty**

Because cooperative education jobs are sometimes clustered around active alumni chapters, each cooperative education faculty member will strive to build relationships with alumni in various parts of the globe.

### **4. Advising Load: Cooperative Education Faculty**

The Cooperative Education faculty as a whole are responsible for shepherding all students through the Co-op Program. Each cooperative education faculty member will have up to 75 students as their advisees. There is no penalty for having fewer advisees.

Advising assignments will be made by the dean of cooperative, international & community-based

learning.

**D. Committee Work Load: All Faculty**

The expected committee load for each faculty is no more than three committees at any given time. At least one but no more than two committees should be standing committees of the Faculty

Assembly. Faculty members are advised to consult with the principal academic officer regarding committee appointments and may decline to serve on additional committees when they are already serving on two standing committees of the Faculty Assembly.

**E. Teaching Overload and Teaching Underload**

The principal academic officer is responsible for monitoring teaching load and for ensuring that teaching overload and teaching underload are avoided as much as possible. When either situation is unavoidable, the principal academic officer and the faculty will seek equitable, agreeable solutions.

**F. Attendance at Faculty Meeting and Community Meeting**

All full-time faculty members are required to attend Faculty Meetings whenever possible. Repeated, deliberate refusal to attend Faculty Meeting is a ground for termination. Faculty members on research terms or on leave from the College are not required to attend Faculty Meetings.

Attendance at Community Meeting is a professional responsibility of all faculty. Regular attendance at, and contribution to, Community Meeting is strongly encouraged.

## **XI. ACADEMIC FREEDOM**

The College is committed to personal and academic freedom and realizes the importance of tolerance and diversity among faculty members as well as students. All persons appointed to the faculty are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors.

Faculty members are entitled to full freedom in research and in publication of the results, subject to the adequate performance of other academic duties. Antioch College undertakes to provide in every way for a teacher's freedom to investigate, teach and publish the truth as one sees it.

Faculty members are entitled to freedom in the design of their courses and the exposition of course material, considering it an important condition for a vital intellectual community. Even while they may advocate positions, teachers may not use their authority, including grading, to insist that students hold particular views. Outside the classroom teachers are encouraged to express their opinions with clarity and vigor. On those occasions where faculty members make public comments or write about issues clearly at odds with known policies and positions of the College, they should make it clear that they are not representing the college.

All persons appointed are citizens, members of a learned profession, members of the faculty, and employees of the College. When faculty members speak or write as citizens, they should be free from institutional or professional censorship, but their special position in the community imposes special obligations. As persons of learning and faculty members, they should remember that the public may judge their profession and the College by their utterances. Hence they should be accurate, should exercise appropriate restraint, and should show respect for the opinions of others.

Faculty members who believe that violations of their academic freedom or legal rights have contributed to a decision not to reappoint them or to a decision to terminate their appointment have recourse to a review in accordance with the Grievance Procedure provided.

## **XII. SUPPORT FOR PROFESSIONAL DEVELOPMENT /SABBATICALS**

Professional development opportunities at Antioch College exist to develop individual professional growth and help the faculty to be more effective as teachers and scholars, productive as professionals, and competitive in their field. As a sign of the College's commitment to professional development and life-long learning, the faculty are provided the time and resources needed to fulfill the goals they set out to achieve in their individual faculty professional development plan that they develop in consultation with their division chair or program dean each academic year.

### **A. Antioch College Professional Development**

It is the responsibility of the Faculty Personnel Policy & Professional Development Committee to advise the principal academic officer in the distribution of available funds and will oversee the funding that requires an application process. The faculty will elect trustees for the Faculty Fund. The trustees will develop guidelines for the use of the Faculty Fund according to the bylaws. The individual faculty development fund may be used to reimburse faculty for legitimate professional development expenses according to the guidelines for each type of funding. Types of funding available for faculty's professional development are as follows:

1. Individual faculty development fund: allocated amount will be determined per faculty member per year.
2. Memberships to professional organizations: an average amount per faculty member will be determined each year.
3. Faculty start-up: up to a certain amount per new faculty member.
4. Workshops and training fund: a common pool will be allocated per year.
5. Faculty Fund, Inc.: a restricted fund for the benefit of faculty research and development.

### **B. Sabbatical Leaves**

The primary purpose of sabbatical leaves is to free faculty members from normal teaching and advising responsibilities to enable them to pursue scholarly and professional goals more intensively than is possible while fulfilling the usual obligations to Antioch College.

Antioch College offers sabbatical leaves to eligible faculty. Sabbatical leaves are considered to be a privilege and not a right. Eligible faculty are all full-time, tenured faculty who have served the College for at least six full years or six years after their last sabbatical leave. The duration for sabbatical leave may be for two academic terms at full salary, or for one academic year, at half salary.

### **C. Significant Circumstance Research-Related Leave**

Under exceptional circumstances eligible faculty members may apply for research-related leave. Such circumstances may include significant national or international level fellowships, awards, or grants as awarded in their field that require focused research time to fulfill, or unique circumstances in which a tenure-track faculty has offered greater than seven years of consecutive service without leave or sabbatical.

These leaves will be considered only after the evaluation and assessment of the faculty member's research-related special circumstances and will be granted only if the impact of that leave on the

College, financially or curriculum-wise, is negligible.

Per the above guidelines, it is the responsibility of the member of faculty to meet advising requirements and assist the principal academic officer in finding temporary replacement faculty to cover courses. A faculty person will only be considered eligible to take subsequent research-related leave after five years in service following previous research-related leaves.

When possible, it will be preferred that faculty members apply for part-time teaching release with necessary compensation adjustments to fulfill these obligations, as opposed to full research-related leave.

It is understood that the number of leaves granted by the institution in any year will be subject to budgetary considerations and to personnel needs in the divisions involved. The granting by the principal academic officer of a leave with continuance of full or part salary presupposes the intention of the applicant to return at the close of the leave and to continue in the service of Antioch College for a reasonable time thereafter. A "reasonable time" is usually interpreted to mean at least one year.

### **XIII. CLASSROOM AND LANGUAGE FACULTY: CRITERIA FOR REVIEW AND EVALUATION**

#### **A. Faculty Review: Introduction**

Our educational role gives us a sense of meaning, purpose, connectivity, and agency. Every course or curricular unit is a social act played in the context of a larger theater of the curriculum, a musical note in the harmony of the symphony of the curriculum. The curriculum helps hold our acts together and provides a ground for interaction. As faculty, we work in and are part of an academic community, an educational institution. As an institution, we try to distinguish ourselves by the mission that sets our collective purpose and by the values that we cherish as a guide to our actions. As a community, we have a vested interest in building relationships that are perpetual and mutually enriching, in setting norms and standards that help all of us teachers, students and staff grow and realize our full potential, and in cultivating a culture of trust and respect that nourishes free inquiry, free expression, and constructive dialogues. It is within this larger vision and spirit that faculty are evaluated by their colleagues and students for their effectiveness as educators and mentors, their commitments to intellectual growth and vitality, and their contributions to the advancement of the Antioch community.

Each member of the faculty contributes to the realization of the curriculum and the making of the community. It is equally true that our unique and diverse contributions are fibers shaping the larger fabric of the curriculum and community. Teaching is a deeply humanistic act. It allows us to connect with and relate to our students by stimulating their interests, triggering their curiosity, engaging them in intellectual labor, and facilitating their learning as well as to relate to our peers and colleagues by engaging them in the exchange of our scholarly, creative, or/and artistic pursuits. As teachers we are potentially in a position to make a difference in our students' lives and to help open new horizons and fields before them.

Since learning involves processes that are intellectual-cognitive as well as emotional, ethical, and psychological, the goal of education should be to help students grow intellectually, emotionally, ethically-morally, and socially. The core to our educational promise is to help students link and integrate their classroom learning to their diverse experience-based education. This whole-person view of education requires a different teaching mind and assumes a broader role for the faculty, one that is responsive to differing learning abilities and styles, one that cares about individual students and their learning progress, one that is responsive to the academic needs and challenges of the student, one that instills in students a sense of confidence, self-respect, and respect for others, one that provides a safe, supporting environment for sharing ideas and engaging in dialogue. This is on the belief that every student has the potential to bring something unique and special to the class and to this world.

Teaching keeps us constantly in a learning mode which urges us to keep abreast of the most recent findings or controversies in our fields and teaching subject matters, to search for best teaching practices in the field, and to reflect on questions and comments brought up in our classes. As teacher-learners we appreciate and encourage feedback and inputs from our students, peers, and colleagues. Self-reflection and self-evaluation become essential to our personal, professional, and collegial development. At the institutional and collective level, it is imperative to develop a sense of and commitment to building a sustainable culture and practice of assessment, one which is

mission-driven, evidence-based, and action-oriented.

It is important that we communicate to present and prospective members of Antioch's faculty our sense of educational mission and vision, qualities we value most, our expectations, and the criteria by which they were hired and on the basis of which their performance will be evaluated for renewal and tenure.

The following review criteria, we believe, cover the range of roles and responsibilities that are expected of the faculty. Obviously, they do not constitute a simple checklist but are intended as a single, articulated set of guidelines to be used in evaluating faculty up for review. We are aware of the interconnections among these criteria. We strive to make reasonable and equitable judgments based on these four criteria. While the four criteria are relevant in all decisions regarding the appointment, renewal and tenure of faculty, the four may not weigh equally in every case. Despite the variability noted above, one principle remains constant: teaching effectiveness is a necessary, but not sufficient, condition for contract renewal and tenure decisions. Weakness in this area cannot be compensated for by excellence in any or all of the other three areas.

### **B. Review Criteria: Teaching Effectiveness**

Antioch faculty members are expected to achieve excellence in teaching. Providing effective teaching in its many forms is a promise of Antioch's education. The College will not accept mediocrity in its classrooms, laboratories, studios, or work/field-related settings.

"Effectiveness" is difficult to define, but includes the generally accepted standards of scholarly competence, competence as teacher overall, thoroughness of preparation, the clear presentation of important content and concepts, guidance of student discussion-led classes, open-ended exploration of ambiguities in texts, collaborative learning, ability to gain the interest and respect of students, and willingness to listen to students and to encourage their individual development. The faculty member is expected to keep positive and effective interactions with students in teaching environments. Courses must be conducted with appropriate respect for colleagues and students of differing views. Students are guaranteed the appropriate forms of academic freedom, so that they may make their views known, confident that these will be judged by their instructors with regard only to their academic merit.

Whichever teaching strategy a faculty member employs, however, it should challenge students of all abilities and backgrounds to do their best work. Effective teaching should be intellectually stimulating, engage students in their own learning, and encourage students to develop their own questions as well as answers. We expect students to gain exposure to the methods appropriate to disciplinary as well as interdisciplinary study, to use tools of analysis, and to develop good writing and quantitative skills. We look for evidence that students not only master content, but also learn to formulate their own ideas and develop critical research, reading and thinking skills.

The Faculty Promotion & Review Committee (FPRC) strives to discern the effectiveness of a faculty member's teaching as it manifests itself not only in the classroom, laboratory, studio, and/or field, but also in on-line or/and off-campus educational settings with students. Effective teaching shows not only in class, but also in course design, the nature of assignments, and timely, painstaking, and fair review and evaluation of student work. Further, it entails ongoing reflection by the faculty member on what works well and what ought to be modified. We therefore look for evidence that candidates have taken seriously the feedback they may have received from students and others and have responded constructively. We emphasize that constructive response does not mean agreeing with or yielding to all criticism.

Faculty members are expected to demonstrate an interest and involvement in the assessment and improvement of one's own teaching practices. The evidence for teaching effectiveness includes course evaluation, peer (internal or external) evaluation, preferably based on class visits and observations of teaching. Faculty members are encouraged to provide reflective thoughts on their teaching experience in their self-evaluation.

### **C. Review Criteria: Effectiveness in Academic Advising**

Advising is integral to the educational role of faculty and is the responsibility of all tenured, tenure-track, and visiting faculty (where appropriate). Through advising, students are guided to link their classroom learning and skills in inquiry and scholarship to their work experiences as well as their experiences in community engagement. Advising is important to the academic growth and progress of students, and to the retention of the students at the College.

As an institution, the goals of academic advising include helping students to: sort out their interests and clarify their goals, immediate and long-range; understand the purpose of higher education and the rationale of a liberal arts education; explore career goals and graduate school options; interpret institutional requirements and make appropriate choices; enhance their awareness of available educational resources; find institutional resources for academic or personal support; reach decisions relating to personal or quality-of-life choices; and evaluate their progress toward established educational and personal goals. Advisors are expected to know the educational resources available at Antioch, current academic regulations, and the ways particular courses may benefit students who identify certain educational goals. A thorough knowledge of the General Education program is essential.

According to the best practices in advising, some principles underlying effective advising are as follows:

- Consider the advising relationship as an opportunity to teach students
- Become familiar with students as individuals
- Recognize differences in skills and needs
- Assist students in their consideration of life goals
- Assist students in developing an educational, degree, and language plan
- Empower students to make their own decisions
- Encourage students to become involved with advising, academics, work-related, community based, and co-curricular aspects of college life
- Collaborate with other departments particularly community life, registrar and academic services, and cooperative education to enhance advising.

A faculty member's effectiveness in advising is evaluated on the basis of students' advising surveys, colleagues' observations, support letters from the Antioch community; as well as the dean of cooperative, international & community based learning; reports from the registrar; and the narrative self-evaluation.

**D. Review Criteria: Scholarly or Artistic Engagement**

Professional engagement is highly valued because it fosters intellectual growth and vitality, assures that faculty members remain current with aspects of their fields or disciplines, provides opportunities for collaborative scholarship with students, and promotes the reputation of the College. Scholarly or artistic engagement must be ongoing. Projects may change, and the pace of activity associated with them may vary. But because such engagement strengthens teaching, the College expects its faculty members to keep themselves professionally involved in the creative work of their discipline by the regular pursuit of knowledge and the development of their skills. The following list provides common instances of professional engagement.

- Active and effective participation in one's field, through publications, exhibition, or performance;
- Active participation in scholarly or artistic discourse, through the presentation of invited lectures, public lecture, conference papers or posters; or through other active scholarly involvement in conferences; or through the receipt of grants, or professionally-related activities such as consultation;
- Active work with students on artistic, scholarly, or research projects that go beyond regular courses; breadth and depth of intellectual interests and competencies; interdisciplinary interests and activities;
- Participation in training, advising and teaching workshops to improve teaching and advising skills, classroom technology, innovative pedagogies, etc.;
- Collaboration and exchange of information, ideas, and techniques with peers.
- Acquisition of new skills or the pursuit of secondary fields of scholarly interest.

One specific type of activity in this list is not necessarily valued above another. The type and amount of professional development necessary is variable, is determined as appropriate by the professional field and specific faculty situation, and must be clearly articulated by the individual faculty in their narrative self-evaluation.

**E. Review Criteria: Collegiate Citizenship**

Faculty's involvement with the College community extends beyond the limits of the classroom. Faculty are expected to be active citizens and to provide leadership by participating in various aspects of college governance and to contribute to the cultural, intellectual, and residential life of the community. This involvement fosters collegial relationships, strengthens a sense of collegium and community, and promotes a sense of mission and direction. Faculty are academic advisors, departmental colleagues, members of committees and of the Faculty Assembly, and participants in the governance of the College. Collegiate citizenship cannot be neglected. Participation in the various bodies that plan and oversee the curriculum, sustain the governance of the institution, and in the various activities that foster breadth in its cultural life contributes both to the welfare of the College and the welfare of the faculty member. The following is a list of common forms of faculty's contributions to the college community, but is not exhaustive or all-inclusive:

- Leadership in various aspects of College governance
- Membership on committees established by the Faculty Assembly, academic divisions, or college departments
- Attendance and productive participation in Faculty Meetings
- Assistance in other important collegiate activities, such as student recruiting and alumni

affairs

- Initiation of programs that strengthen the capacity of the College to fulfill its mission
- Involvement in the general life of the College, as evidenced by familiarity with fields and activities other than one's own, as well as attendance at lectures, concerts, and exhibitions
- Contributions to the cultural, intellectual, and residential life of the community
- Writing thorough and useful letters of evaluation

A Faculty's engagement in collegiate citizenship and contribution to the community is more than just an assignment; it is a way to help build the College and realize the vision. Faculty's participation in the community and involvement in the governance is a mix of voluntary action, assigned tasks, and/or elected representation. The review process should recognize not only the overall load but also the weight of each mode of engagement. While the faculty, particularly recent hires are provided with necessary mentoring, coaching, and training to develop their knowledge and skills of effective participation, they should be guided to find a reasonable, equitable, and fair load in this category. Effectiveness of the faculty in community and governance participation may be evaluated on the basis of the letters of support from the dean of students & community life, committee chairs, and colleagues in the division, among others.

## XIV. FACULTY REVIEW PROCESS AND TIMELINES

### A. Review File Contents

Review files (dossiers) should include the following provided by the candidate, except where otherwise noted:

- Updated CV.
- Self-evaluation (recommended length is 5-10 pages):
  - An explanation of the significance of the materials included in the dossier as evidence for each of the four review criteria (Teaching Effectiveness, Advising, Scholarly or Artistic Engagement, Collegiate Citizenship);
  - Statements of teaching and advising philosophies;
  - Areas of improvement or goals for each criteria addressing prior feedback.
- A letter from HR to verify credentials (official transcripts that state degree type, title, and awarding date(s) must be on file). (provided by OAA)
- Reappointment letters, with salaries redacted, containing feedback and expectations from the previous review process. (provided by OAA)
- FPRC feedback letter if provided after the completion of the previous review.
- Division/Program letter including feedback from all tenure-track/full-time members of the unit.
  - The Division/Program head or their designee will lead the process;
  - This letter does not preclude letters from individual colleagues;
  - Includes a teaching evaluation conducted within the previous year prior to review.
  - The Office of Academic Affairs will provide guidelines for class visit/observation.
- A letter of evaluation written by the principal academic officer following a review meeting with the candidate (provided by OAA).
- A Summary report on student course evaluations that are provided to the candidate by the OAA.
- Selected materials for at least three courses to demonstrate teaching effectiveness, including:
  - Course syllabi;
  - Sample of signature assignment(s) demonstrating the relationship between the assignment and the course learning objectives;
  - Explanation of significance.
- Registrar's report on course enrollment, course grades, timeliness, etc. provided to the candidate by the OAA.
- Selected materials to demonstrate advising effectiveness.
- Letters of recommendation:
  - The OAA will issue an open call to the community for candidate review letters.
  - The OAA will solicit confidential student letters based on a list generated by the

- Registrar's Office and vetted by the candidate.
- The candidate may solicit letters of support, either internal or external.
- With the consent of the faculty member under review and when appropriate, the principal academic officer may ask an external faculty member to write a letter of recommendation; in such instances, a class visit/observation is required.
- All colleague, community, and external review letters will be open to the candidate. Letters that the OAA solicits from students will remain confidential.
- Evidence of scholarly/artistic engagement and professional development (conference registration, certificate of participation, conference program, etc.), service, community activities, and any additional materials that demonstrate achievement.
- Evidence of effectiveness in collegiate citizenship.

#### **B. File Status**

The faculty member under review will have access to submit files into the dossier until the deadline. They may continue to view the dossier after submission but not add or edit materials. The candidate will have an opportunity to submit a response within one calendar week after the insertion of the letter. The file is then closed for review and provided to the FPRC; the candidate will no longer have access. Note that student letters and the FPRC review letter remain confidential to the candidate throughout the process.

#### **C. Decision-Making Process**

The principal academic officer is ultimately responsible for maintaining the quality of the review, integrity of the process, and its fairness, completeness, and confidentiality. The process of the formation of the Faculty Promotion and Review Committee (FPRC) is outlined in Chapter 9 of the Faculty Handbook. See Chapter 5 of the Faculty Handbook on the decision-making process.

#### **D. Organizational Support**

The Office of Academic Affairs will provide necessary administrative support for the reviews. The OAA sends requests for a division letter to the division/program head or their designee and issues a community call for letters. Faculty files will be confidentially maintained and made available to FPRC committee members for review.

#### **E. Timelines: All Full-Time Faculty**

Faculty reviews for tenure and/or promotion will be conducted in the spring. Faculty mid-point reviews will be conducted in the fall, ordinarily in the third year on a typical six-year tenure track. The process of faculty review and evaluation begins with file preparation. The process starts with a notification letter referencing the timeline outlined below. Requested alterations to the timeline must be approved by agreement between the principal academic office and the chairs of the FPRC and the F3PDC.

## SPRING REVIEW TIMELINE

Candidates for tenure and promotion (receiving a Board vote):

- **Early Fall Term:** Formation of FPRC initiated by the principal academic officer, who nominates a slate of committee members, which is then ratified in the Faculty Assembly during the first or second month of the academic year.
- **N-D Block:** Candidate has a formative meeting with the principal academic officer to discuss the review process and schedule.
- **Second Monday of January:**
  - The OAA sends a notification letter to review candidates with details of the review and the dates for materials to be submitted;
  - The OAA also requests student lists from the Registrar's office.
- **Last Tuesday of January:** The OAA sends student lists to the Faculty candidate to vet and return to OAA by the first Tuesday in February.
- **Second Monday in February:**
  - The OAA sends requests to student letter writers and the division head;
  - The OAA issues a community call and encourages candidates to solicit internal and external letters;
  - OAA requests reports from the Registrar.
- **First Monday after Winter Term ends:**
  - Division heads, students, and community members (internal and external) submit letters to the OAA for inclusion in the dossier;
  - The Registrar submits required reports to the OAA.
  - OAA notifies the candidate of letters received, and informs them to finalize their dossier.
- **Second Monday after Winter Term ends:** Candidate submits dossier to the OAA
- **Mid-April:**
  - The principal academic officer meets with the review candidate;
  - The principal academic officer meets with the FPRC.
- **Last Friday in April:** The principal academic officer adds a letter of evaluation to the dossier and notifies the review candidate that they have one calendar week to review the complete dossier and submit their response.
- **First Friday in May:** The OAA notifies the FPRC that the dossier is available for final review
- **Last Tuesday in May:** The FPRC submits its letter of recommendation and the file is closed. The dossier is then sent to the President.
- **Mid-June:**
  - President sends a response letter to the candidate (and a copy to the OAA);
  - The principal academic officer notifies the Academic Affairs Committee of the Board of all tenure cases before the June BOT meeting.

- **June Board Meeting:** The President presents tenure recommendations to the BOT for approval.
- **July 1:** If successful, tenure & promotion are granted and become effective on this date of the current year.
- **Fall term:** The candidate may request a summary statement as well as a review and feedback letter from the FPRC.

### FALL/WINTER REVIEW TIMELINE

Candidates for contract review and renewal (without a Board vote):

- **Fourth Monday in August:**
  - The OAA sends a notification letter to review candidates with details of the review and the dates for materials to be submitted.
  - The OAA requests student lists from the Registrar's office.
- **Third Tuesday in September:** The OAA sends student lists to the Faculty candidate to vet and return to OAA within two weeks.
- **First Monday in October:**
  - The OAA sends requests to student letter writers and the division head;
  - The OAA issues a community call and encourages candidates to solicit internal and external letters;
  - OAA requests reports from the Registrar.
- **First Monday after Fall Term ends:**
  - Division heads, students, and community members (internal and external) submit letters to the OAA for inclusion in the dossier;
  - The Registrar submits required reports to the OAA.
- **Second Monday after Fall Term ends:** Candidate submits dossier to the OAA.
- **Early January:**
  - The principal academic officer meets with the review candidate.
  - The principal academic officer meets with the FPRC.
- **Last Friday in January:** The principal academic officer adds a letter of evaluation to the dossier and notifies the review candidate that they have one calendar week to review the complete dossier and submit their response.
- **First Friday in February:** The OAA notifies the FPRC that the dossier is available for final review
- **Last Tuesday in February:** FPRC submits the letter of recommendation and the file is closed. Dossier is sent to the President.
- **Mid-March:** The President sends a response letter to the candidate (and sends a copy to the OAA)
- **Spring term:** The candidate receives a summary statement as well as a review and feedback letter from the FPRC.

#### **F. Evaluation of Adjunct Faculty**

Continuing adjunct faculty and temporary adjunct faculty are regularly evaluated for teaching effectiveness. The results of these evaluations are shared and discussed with the faculty member at the end of each term. Continuing adjunct faculty may be eligible to apply for a limited professional development fund depending on available resources, particularly as it pertains to improvements in teaching. More thorough, periodic evaluation may be established by the principal academic officer.

#### **G. Evaluation of Visiting Faculty**

From time to time, visiting faculty may stay at Antioch College for more than a year. In such cases, the Faculty Promotion and Review Committee (FPRC) may ask them if they wish to be evaluated using procedures analogous to those for full-time faculty. In such cases, the evaluation is for the purpose of providing useful feedback that can be used, if the faculty member wishes, in applying for positions elsewhere. Conducting such an evaluation is not for renewal, and no further position at Antioch College is thereby being offered or assumed. Faculty Promotion and Review Committee (FPRC) takes account of its workload in deciding whether these evaluations can be offered. They are not guaranteed. Evaluation of visiting faculty is required if the faculty member is being considered for an additional teaching assignment.

## **XV. COOPERATIVE EDUCATION FACULTY: CRITERIA FOR REVIEW AND EVALUATION**

### **A. Faculty Appointments and Evaluations: Decision-Making Process**

Tenure-track Cooperative Education faculty members follow the review process articulated for all faculty in Chapter XIV.

### **B. Criteria for Review**

#### **1. Review Criteria: Teaching Effectiveness**

Antioch cooperative education faculty members are expected to achieve excellence in teaching. Providing effective teaching in its many forms is a promise of Antioch's education. The College will not accept mediocrity in its classrooms, online, or work-related settings. "Effectiveness" is difficult to define, but includes the generally accepted standards of scholarly competence, competence as a teacher overall, thoroughness of preparation, the clear presentation of important content and concepts, guidance of online discussions, open-ended exploration of ambiguities in readings, collaborative learning, ability to gain the interest and respect of students as well as willingness to listen to students and to encourage their individual development.

The faculty member is expected to keep positive and effective interactions with students in teaching environments. Courses must be conducted with appropriate respect for colleagues and students of differing views. Students are guaranteed the appropriate forms of academic freedom, so that they may make their views known, confident that these will be judged by their instructors with regard only to their academic merit.

Co-op Field Experience courses are asynchronous and take place in a virtual classroom in which students work at their own pace within the guidelines of the assignments and the time frames suggested by the instructor. Whichever teaching strategy a faculty member employs, however, it should challenge students of all abilities and backgrounds to do their best work. Effective teaching should be intellectually stimulating, engage students in their own learning, and encourage students to develop their own questions as well as answers. We expect students to gain exposure to the methods appropriate to disciplinary as well as interdisciplinary study, to use tools of analysis, and to develop good writing and quantitative skills. We look for evidence that students not only master content, but also learn to formulate their own ideas and develop critical research, reading and thinking skills.

The Faculty Promotion & Review Committee strives to discern the effectiveness of a cooperative education faculty member's teaching as it manifests itself not only on-line and off-campus, but in all educational settings with students. Effective teaching shows in course design, the nature of assignments, and timely, and fair review and evaluation of student work. Further, it entails ongoing reflection by the faculty member on what works well and what ought to be modified. We therefore look for evidence that candidates for promotion have taken seriously the feedback they may have received from students and others and have responded constructively. We emphasize that constructive response does not mean agreeing with or yielding to all criticism.

Cooperative education faculty are expected to demonstrate an interest and involvement in the assessment and improvement of one's own teaching practices. The evidence for teaching effectiveness includes course evaluation, peer (internal or external) evaluation, preferably based on

observations of teaching. Faculty members are encouraged to provide reflective thoughts on their teaching experience in their self-evaluation.

## **2. Review Criteria: Effectiveness in Advising**

Advising is especially integral to the educational role of cooperative education. Through advising, students are guided to link their learning from their work experiences to inquiry and scholarship and to their experiences in community engagement. Advising is important to the academic growth and progress of students, and to the retention of the students at the College.

As an institution, the goals of cooperative education advising include helping students to: sort out their interests and clarify their goals, immediate and long-range; understand the purpose of concrete experience as part of a liberal arts education; explore career goals and graduate school options; interpret institutional requirements and make appropriate choices; enhance their awareness of available educational resources; find institutional resources for academic or personal support; reach decisions relating to personal or quality-of-life choices; and evaluate their progress toward established educational and personal goals. Cooperative education advisors are expected to know the educational resources available at Antioch, current academic regulations, especially as they apply to cooperative education, and the ways work portfolio courses may benefit students who identify certain educational goals. A thorough knowledge of the General Education program is essential.

According to the best practices in advising, some principles underlying effective advising are as follows:

- Consider the advising relationship as central to teaching students
- Become familiar with students as individuals
- Recognize differences in skills and needs
- Assist students in their consideration of life goals
- Assist students in formulating decisions about how cooperative education fits into their educational plan
- Empower students to make their own decisions
- Encourage students to become involved with advising, academics, work-related, community based and co-curricular aspects of college life
- Collaborate with other areas particularly community life and the language program to improve advising.

A cooperative education faculty member's effectiveness in advising is evaluated on the basis of students' advising surveys, colleagues' observations, support letter from deans of community life, reports from student academic services and the narrative self-evaluation.

## **3. Review Criteria: Scholarly or Artistic Engagement**

Professional engagement is highly valued because it fosters intellectual growth and vitality, assures that faculty members remain current with aspects of their fields or disciplines, provides opportunities for collaborative scholarship with students, and promotes the reputation of the College. Scholarly or artistic engagement must be ongoing. Projects may change, and the pace of activity associated with them may vary. But because such engagement strengthens teaching, the College expects its faculty members to keep themselves professionally involved in the creative work of their discipline by the regular pursuit of knowledge and the development of their skills. The following list provides common instances of professional engagement.

- Active and effective participation in one's field, through publications, exhibition, or performance;
- Active participation in scholarly or artistic discourse, through the presentation of invited lectures, public lecture, conference papers or posters; or through other active scholarly involvement in conferences; or through the receipt of grants; or professionally-related activities such as consultation
- Active work with students on artistic, scholarly, or research projects that go beyond regular courses; breadth and depth of intellectual interests and competencies; interdisciplinary interests and activities
- Participation in training, advising and teaching workshops to improve teaching and advising skills, classroom technology, innovative pedagogies, etc.
- Collaboration and exchange of information, ideas, and techniques with peers.
- Acquisition of new skills or the pursuit of secondary fields of scholarly interest.

One specific type of activity in this list is not necessarily valued above another. The type and amount of professional development necessary is variable, is determined as appropriate by the professional field and specific faculty situation, and must be clearly articulated by the individual faculty in their narrative self-evaluation.

#### **4. Review Criteria: Collegiate Citizenship**

Faculty's involvement with the College community extends beyond the limits of classes. Faculty are expected to be active citizens and to provide leadership by participating in various aspects of college governance and to contribute to the cultural, intellectual, and residential life of the community.

This involvement fosters collegial relationships, strengthens a sense of collegium and community and promotes a sense of mission and direction. Cooperative education faculty are advisors, departmental colleagues, members of committees and of the faculty assembly, and participants in the governance of the College. Collegiate citizenship cannot be neglected. Participation in the various bodies that plan and oversee the curriculum, sustain the governance of the institution, and in the various activities that foster breadth in its cultural life contributes both to the welfare of the College and the welfare of the faculty member. The following is a list of common forms of faculty's contributions to the college community, but is not exhaustive or all-inclusive:

- Leadership in various aspects of College governance
- Membership on committees established by the faculty, a department, or the College;
- Attendance at faculty meetings
- Assistance in other important collegiate activities, such as student recruiting and alumni affairs
- Initiation of programs that strengthen the capacity of the College to fulfill its mission
- Involvement in the general life of the College, as evidenced by familiarity with fields and activities other than one's own and attendance at lectures, concerts, and exhibitions
- Contributions to the cultural, intellectual, and residential life of the community
- Writing thorough and useful letters of evaluation

A faculty member's engagement in collegiate citizenship and contribution to the community is more than just an assignment; it is a way to help build the College and realize the vision. Faculty member's participation in the community and involvement in the governance is a mix of voluntary action, assigned tasks, and/or elected representation. The review process should recognize not only

the overall load but also the weight of each mode of engagement. While faculty members, particularly recent hires, are provided with necessary mentoring, coaching, and training to develop their knowledge and skills of effective participation, they should be guided to find a reasonable, equitable, and fair load in this category. Effectiveness of the faculty in community and governance participation may be evaluated on the basis of the letters of recommendation from the dean of students & community life, committee chairs, and colleagues in the division, among others

In addition to the above four criteria, cooperative education faculty will be evaluated for their effectiveness in job development and effectiveness in building and maintaining relationships with cooperative education employers.

### **C. Criteria for Review: Dean of Cooperative, International & Community-Based Learning**

The position of dean of cooperative, international & community-based learning is an administrative appointment with faculty rank and teaching responsibilities. By nature of the administrative responsibilities of this position, the teaching and advising loads do not mirror those of the tenured and tenure-track cooperative education faculty.

The dean annually teaches ANTC 145 alongside other Co-op faculty members and may teach COOP 125T. In addition, the dean may, on occasion, teach various Co-op Field Experience courses. The dean maintains an array of up to 20 employers in two or three cooperative education clusters and 35 advisees. In addition, the dean is expected to meet with alumni chapters where job development is targeted.

This dual appointment of dean and professor is designed for the dean to make important contributions to the cooperative education program and curriculum, and is a formal part of the position description. The Faculty Promotion & Review Committee, in conjunction with the principal academic officer, undertakes the responsibility of reviewing the academic performance of the dean per normal review processes

## **XVI. TENURE**

### **A. Definition and Timing**

Tenure at Antioch College, in its narrow and technical sense, means assured and continuous employment until the age of retirement without termination except for cause as outlined in Chapter XX. A of this handbook. Historically, tenure is a means by which an institution protects academic freedom and the integrity of the academic program.

Normally a faculty member will be considered for tenure during their sixth year of full-time teaching at the College. The principal academic officer and the faculty shall, on individual bases, determine the effect of sabbatical leaves, leaves of absence, or service in special programs or projects on the timing for eligibility for tenure consideration.

Teaching experience prior to the arrival at Antioch College may be taken into account in determining the date for tenure consideration. Teaching faculty who come to Antioch College from tenured positions at other institutions may be considered for tenure after one full year at Antioch College. The probationary period for teachers with previous experience may be negotiated at the time of appointment.

### **B. Five-Year Reviews of Tenured Faculty**

#### **1. Purpose**

Periodic review of tenured faculty has value for both the faculty member and the College. One objective of such reviews is assessment of teaching, collegiality, service to the College, and scholarly or artistic engagement. Another, equally important, objective is consideration of professional development and personal growth. As regards this second objective, the issues of a review may change with the lengthening of service of a faculty member and with the person's age, and may change, too, as a result of altered conditions and circumstances of their work at the College.

The review is carried out by the Faculty Promotion & Review Committee in consultation with the faculty member under review, and concludes with the committee's written report to the individual and the principal academic officer, who then meet to discuss the report and its issues. The intent of the review is to be forward looking and the conversation with the principal academic officer is to help the faculty member as they think about the prior five years and looks to their professional development.

While the schedule of assessments is established by the principal academic officer and generally follows a five-year cycle, tenured faculty members may request evaluation at a time better suited to their planning for sabbatical leaves or undertaking other forms of professional development. The first review normally occurs five years after the year of the tenure decision and last review within five years of retirement.

## 2. Procedure

- A. Within the first few weeks of the year in which the assessment is to occur, the principal academic officer will initiate the procedure by contacting the faculty member. The individual then will meet with the coordinator of five-year reviews who will explain the procedure and assist the individual in selecting an appropriate committee, normally of two. The individual will then meet with the committee to determine how the committee will proceed within the guidelines below.
  - i. Faculty members who have recently received tenure, materials similar to those of the tenure file may be appropriate. These consist of a self-evaluation, letters or interviews with departmental and other colleagues, course evaluations, and possibly letters from students. The self-evaluation should emphasize the future, in keeping with the objective of promoting professional growth and continued vitality, in addition to serving as a personal assessment and review of the past five years. The self-evaluation normally is written prior to, and guides, the work of the committee. There may be occasions on which it is written after discussion with the committee or perhaps in response to the committee report.
  - ii. Although the procedure outlined above is suitable for all faculty, a person in mid or late stages of their career can choose to have the possibility of moving into academic administration, or acquiring another discipline, or renewing one's commitment to research, or planning for retirement. Because teaching and collegiality are central to the faculty's activity at the College, the second and subsequent five-year reviews will continue to make these matters subject to review even though the major focus may be on other matters.
- B. The work of the Faculty Promotion & Review Committee will conclude with a final report submitted by the committee to the individual and to the principal academic officer. The process will conclude with the individual's subsequent conference with the principal academic officer. It is helpful if the faculty member sends a copy of the self-evaluation to the principal academic officer when it goes to the committee, because this will help frame the conversation between the faculty member and the principal academic officer.
- C. The five-year assessment is not designed to question the competence of the faculty member to hold tenure, and implies no change in current college policies regarding removal of tenure, or the College's adherence to the AAUP Statement of Principles. In particular, no materials gathered specifically for use in the assessment procedure can be introduced as evidence in any proceeding to remove tenure.

## **XVIII. LIBRARY FACULTY: REVIEW AND EVALUATION CRITERIA**

Library Faculty appointments are positions primarily dedicated to selecting, organizing, managing, and teaching the effective use of library resources. In some cases, library faculty may serve as classroom instructors in their own courses. Library Faculty will be renewed upon continuing strong evaluations and a continuing need at the college. These appointments are not tenure eligible. Library Faculty appointments are made at the rank of Instructor, Assistant Librarian, Associate Librarian, or Senior Librarian.

According to the Antioch Faculty Assembly, membership of the faculty includes library faculty: Individuals who hold a degree in library science and are appointed as professional librarians.

Throughout the Faculty Handbook, the term ‘faculty’ generally includes professional librarians. Library faculty are eligible for all forms of faculty development described in the Handbook. When the distinction between full-time and part-time faculty is used, librarians serving full-time on contracts of twelve months will be considered full-time.

### **A. Appointment and Reappointment Policies**

Library faculty serve on one-year renewable contracts.

1. Criteria for appointment:
  - a. Satisfactory evidence that the candidate understands the mission and goals of the college;
  - b. Possession of an M.L.S. degree from an ALA accredited library school;
  - c. Satisfactory evidence that the candidate is, or is likely to be, an excellent librarian and an effective contributor to the academic community.
  
2. Criteria for reappointment: reappointment is subject to annual redetermination:
  - a. Evidence that there is a continuing need for the appointment on the part of the college and the library;
  - b. Satisfactory evidence that the candidate understands the mission and goals of the college;
  - c. Evidence of high-quality librarianship and continuing efforts to improve the effectiveness of library services;
  - d. Evidence of professional growth and activity;
  - e. Evidence of service to the college and community.
  
3. Library faculty are not eligible for tenure.

### **B. Contract and Load**

Every librarian signs an appointment letter with the College specifying title and salary for the following year. Faculty appointments will coincide with the fiscal year, July 1 to June 30. Often the first appointment does not begin until just before the Fall Quarter and the faculty retreat. In the case of first appointments, the faculty member’s compensation for the remainder of that fiscal year will be on a prorated basis from the annual salary based on the number of months remaining in the fiscal year.

Support of the academic and work program is the primary mission of the College Library.

Library Faculty carries separate and distinct responsibilities for access to services and materials, organization of resources and instruction in the use of bibliographic tools and technology. Library Faculty are expected to provide the highest quality of service and to remain aware of campus information needs in order to implement appropriate programs and technologies. They must also work collaboratively, with each other and the rest of the faculty, on collection development. Library Faculty are expected to approach their role as teachers and mentors and emphasize the acquisition of skills as they assist both students and faculty with research.

The Library Faculty must ensure that full service is provided during all study terms. They share responsibility for reference services and supervising staff, including students. Advising and mentoring students is a very important part of a Library Faculty member's responsibilities and all faculty are expected to be advisors. Library Faculty are expected to advise and teach students, which is especially important as they further develop their library research skills. Library Faculty members are expected to give their attention and energy to their advising and mentoring. Effectiveness in advising will be considered in making decisions on renewal and tenure.

Library Faculty are expected to staff the library on a rotational basis to cover open hours when school is both in session and out of session. Library hours are reduced during breaks. Library Faculty are also expected to be available for necessary meetings and other responsibilities without additional compensation during breaks during the academic year (though such meetings are not routine or frequent). Librarians are expected to attend faculty meetings and engage in faculty committees. Library Faculty are expected to be active in their professional development and will be eligible for the same professional development funds that are available to classroom faculty.

### **C. Librarian Evaluation Policies and Procedures**

Evaluation is carried out to assist in personal improvement and in professional assessment as required by the college. The identification of areas of strength and weakness is essential to the process of enhancing library service and promoting professional development. Evaluation also provides for decision making in the areas of contract renewal and in the awarding of rank and compensation.

#### **Criteria for Evaluation**

##### **1. Formal Preparation and Professional Experience**

Formal degree preparation and professional experience are indicative of commitment and competence. Such credentials reflect a range of skills and adaptability and the capacity to fulfill the responsibilities of a librarian. Appropriate items under this criterion include:

Formal preparation:

- i. An M.L.S. degree from an American Library Association accredited school;
- ii. A second master's or other advanced degree for highest appointment;
- iii. Other professional training which improves one's qualifications for librarianship and scholarship.

Professional experience:

- iv. Evidence of scholarly activity;
- v. Library experience at Antioch or at other institutions of higher education;
- vi. Employment experience related to one's responsibilities.

## **2. Librarian Effectiveness**

Librarian effectiveness is measured against the goals established in each librarian's job description and will vary for each specific library assignment. New goals or initiatives developed during the annual review should be considered.

In addition to the specific goals of each job, evaluation includes evidence of

Library Service:

- General knowledge of the liberal arts and an enthusiasm for learning;
- Expertise in those areas of librarianship assigned to the person; i.e. cataloging, reference services, access services, acquisition of materials, etc.;
- Familiarity with a variety of library resources and services;
- selecting, evaluating and providing access to specialized information resources appropriate to the library and academic curriculum;
- interest in and availability to students and faculty;
- ability to instruct students in the use of a variety of information tools and dedication to actively promoting information literacy across campus; encouragement of critical thinking; effective communication and problem-solving skills through active student learning;
- familiarity with, and use of, a variety of teaching techniques appropriate to the classroom audience.

Maintaining Currency in Librarianship:

- Sharing insights about librarianship through conversations with other librarians and with faculty, and administrators;
- Participating in in-service programs such as workshops, national and regional conferences;
- Attending and participating in professional meetings dealing with library issues;
- Participating in departmental or college-wide curriculum development or assessment projects;
- Actively participating in Ohio Library Consortiums: OhioLINK and OPAL.

## **3. Scholarly or Artistic Engagement**

Professional engagement is highly valued because it fosters intellectual growth and vitality, it assures that faculty members remain current with aspects of their fields or disciplines, provides opportunities for collaborative scholarship with students, and promotes the reputation of the College. Scholarly or artistic engagement must be ongoing. Projects may change, and the pace of activity associated with them may vary. But because such engagement strengthens teaching, the College expects its faculty members to keep themselves professionally involved in the creative work of their discipline by the regular pursuit of knowledge and the development of their skills. The following list provides common instances of professional engagement.

Scholarship: Scholarship is an investigation or creation which is pursued in a systematic way and which is ultimately presented to peers in a written, oral, visual or aural form for comment and critique:

- Professional scholarship. Within this category are investigations or creations taking place within the recognized boundaries of librarianship. Examples include research projects, publications, book reviews, creative writing, textbook writing, original catalog records, the development of specialized bibliographies, invited lectures, presentations at local, regional and national meetings, and leading in-service workshops;
- Student-Academic Scholarship. These are investigations into the teaching-learning and researching process and its effectiveness. Examples include measurement of student learning and/or satisfaction due to changed course content or teaching styles, incorporation of computer technology and assessment of its effects, the development of tutorials or instructional units, and studies to assess the effectiveness of departmental or college-wide curriculum programs.

Other Professional Activities: Included under this category are services in professional organizations and or attend professional conferences on the local, state, or national level. Other examples include organizing summer workshops or conferences, leading continuing education activities, or grant writing.

#### **4. Collegiate Citizenship (Contributions to the Community):**

Faculty's involvement with the College community extends beyond the limits of the classroom. Faculty are expected to be active citizens and provide leadership by participating in various aspects of college governance and contributing to the cultural, intellectual, and residential life of the community. The involvement fosters collegial relationship, strengthens a sense of collegium and community, and promotes a sense of mission and direction. Teachers are academic advisors, departmental colleagues, members of committees and of the faculty assembly, and participants in the governance of the College. Collegiate citizenship cannot be neglected. Participation on the various bodies that plan and oversees the curriculum, sustain the governance of the institution, and in the various activities that foster breadth in its cultural life contributes both to the welfare of the College and the welfare of the faculty member. The following is a list of most common forms of faculty's contributions to the college community:

- Leadership in various aspects of College governance
- Membership on committees established by the faculty, a department, or the College
- Attendance at faculty meetings
- Assistance in other important collegiate activities, such as student recruiting and alumni affairs
- Initiation of programs that strengthen the capacity of the College to fulfill its mission
- Involvement in the general life of the College, as evidenced by familiarity with fields and activities other than one's own and attendance at lectures, concerts, and exhibitions
- Contributions to the cultural, intellectual, and residential life of the community
- Writing thorough and useful letters of evaluation

Faculty's engagement in collegiate citizenship and contribution to the community is more than just an assignment; it is a way to help build the College and realize the vision. Faculty's participation in the community and involvement in the governance is a mix of voluntary action, assigned task,

and/or elected representation. The review process should recognize not only the overall load but also the weight of each mode of engagement. While the faculty, particularly recent hires, are provided with necessary mentoring, coaching, and training to develop their knowledge and skills of effective participation, they should be guided to find a reasonable, equitable, and fair load in this category. Effectiveness of the faculty in community and governance participation may be evaluated on the basis of the letters of support from the Dean of students & community life, committee chairs, colleagues in the division, among others

#### **D. Rank and Promotion**

Appointment as a member of the library faculty requires that an individual have the appropriate professional degree: a master's degree in library science from a program accredited by the American Library Association (ALA). Experience must be of a type and length appropriate for the particular position or rank. In agreement with the Association of College and Research Libraries' Standards for Faculty Status, librarians at Antioch College will be promoted in rank on the basis of their academic training and professional effectiveness. Librarians are not eligible for tenure-track appointments.

Application of Criteria to Initial Assignment of Rank and Promotion Instructor:

- Master's degree in library science from an ALA accredited program.
- Evidence that the person has met or is likely to meet the criteria set forth in the section on "Criteria for Evaluation."

Assistant Librarian:

- Evidence that the person has met criterion outlined in "Formal Preparation" and "Professional Experience"
- Three to five years of experience as a librarian or its equivalent is normally required.
- Evidence that the individual has a development plan for criterion criteria outlined in "Librarian Effectiveness"
- Evidence that the person is progressing to meet criteria in "Scholarly and Artistic Engagement" and "Collegiate Citizenship").

Associate Librarian:

- Evidence that the person has met all of the criteria for evaluation indicated above.
- Six to Nine years of consistent and outstanding experience at the rank of Assistant Librarian at Antioch or other professional positions.

Senior Librarian:

- Evidence that the person has met all of the criteria for evaluation indicated above.
- Terminal degree requirement: Advanced education beyond a MLS degree, such as a second master's, or doctorate degree.
- Ten or more years of consistent and outstanding experience at the rank of associate librarian (or equivalent of other professional experiences)

#### **E. Procedures for Promotion**

A librarian may be nominated for promotion by the president, by the principal academic officer, by

the library director, or by self-nomination. Nominations must be submitted to the principal academic officer for promotion to take effect the subsequent September.

Recommendations on behalf of nominees, along with supporting materials, must be submitted to the principal academic officer. A formal evaluation report completed during the current or previous academic year is required. Evidence should include some or all of the following: peer evaluation of librarianship, peer evaluation of professional and service activities, and self-evaluation.

## **XIX. GRIEVANCE POLICY**

A grievance is defined as a written complaint filed by a faculty member alleging the violation of an Antioch College published policy, code or operating norm. A faculty member with a grievance is encouraged first to share the concern with the principal academic officer, who will treat the matter confidentially. If the principal academic officer is the subject of the grievance, the faculty member should discuss the complaint with the Director of Human Resources. In either case, an initial in-person discussion is expected so that the alleged violation may be better understood and options for resolving the issue can be considered. The formal procedures described below should be followed when matters are not resolved through such means. It is the duty of the principal academic officer (or Director of HR) to explain the Faculty Grievance Policy to interested parties and to ensure that no faculty member is subjected to retaliation in any way by bringing a concern forward, either informally, or by filing a formal grievance.

If the claim is not resolved informally, the faculty member may file a formal grievance (the “Claimant’s Report”) by submitting a signed memo to the principal academic officer (or Director of HR in cases where the principal academic officer is the subject of the claim). The Claimant’s Report should:

- 1) provide a clear statement of the grievance;
- 2) discuss the policy in question; and
- 3) provide possible solutions to resolve the grievance.

Within two business days of the submission of the Claimant's Report, unless it is determined that issues and/or measures of personal safety require additional time, the individual that is the subject of the grievance (the "Respondent") will be informed of the claim and receive a copy of the Claimant's Report.

Both the Claimant and the Respondent may solicit the assistance of a faculty advocate who can provide objective support during the grievance process. To initiate this, the Claimant and/or Respondent, individually, should meet with the principal academic officer (or HR director) within two business days of the Respondent’s receipt of the Claimant’s Report in order to decide upon a mutually acceptable faculty advocate. If no agreement can be reached, the Claimant and/or Respondent should submit the names of two willing faculty members. The principal academic officer (or Dir. of HR) will then select one. If an agreement cannot be reached over the naming of faculty advocate, the Chair of the Executive Committee of the Faculty will automatically serve in this capacity. If the Chair of the Executive Committee of the Faculty is already acting as an advocate, the Chair of the Faculty Personnel Policy & Professional Development Committee will serve.

The role of the faculty advocate is to provide support and ensure that the process is followed properly. No faculty member that serves as a faculty advocate will be retaliated against in any way as a result of their participation.

Within five days of the Claimant’s Report being received by the Respondent or after the appointment of advocate(s) for the Claimant and/or Respondent, whichever is later, a confidential meeting will be held between the principal academic officer (or the Dir. of HR), the Claimant, the Respondent, and respective advocates. The purpose of the meeting is to provide an opportunity for open discussion of the claims among those involved in the dispute. It is hoped that this process will lead to an immediate solution of the problem or an understanding regarding future conduct.

If a resolution is not reached by this group or if further measures are recommended, the principal academic officer (or the Dir. Of HR) will submit a copy of the Claimant's Report and any report prepared by the Respondent and present a briefing to the President of Antioch College. The President will make a final decision regarding the Claimant's Grievance within two weeks of having received the reports.

*\*\*\*Revised on July 19, 2013 to include new grievance policy following Board of Trustees approval in May 2013.*

## **XX. TERMINATION**

### **A. Termination for Cause**

1. Termination of a tenured appointment or dismissal of a teacher prior to the expiration of a term appointment will be considered by the President, the Faculty Promotion & Review Committee, and the Board of Trustees of the College. Termination of tenured appointments may be occasioned by the inability or refusal of the faculty member to fulfill their regular faculty obligations. Dismissal can be caused by moral turpitude or academic incompetence. In all cases where the facts are in dispute, faculty members will have the right of a hearing and will be informed before the hearing in writing of the charges against them and will, if they so desire, have the opportunity to be heard in their own defense by all bodies that pass judgment on the case. They will be permitted to have an adviser of their own choosing who may act as counsel. There will be a full record of the hearing available to the parties concerned. In the hearing of the charges of incompetence, the testimony will include that of faculty members from Antioch College and/or other institutions.
2. Teachers with tenure whose appointments are terminated for cause may receive their salaries in whole or in part for at least a year from the date of notification of termination or dismissal, whether or not they are continued in their duties at Antioch College. The amount of salary, if any, to be received from Antioch College will be reduced by the amount of income the individual receives from any new position, which they hold during the year in question.

### **B. Faculty Reduction Due to Financial Exigency**

1. Termination of faculty contracts by the institution before the end of their specified term may only be made for adequate cause (as explained in the section on tenure), financial exigency, or discontinuation or reduction of a program or a department. These circumstances also apply to termination or reduction of employment of a person on part-time appointment or fractional salary.
2. Faculty reduction in times of financial exigency should be consistent with the College's commitments to academic excellence, and Antioch College policies relating to equal opportunity employment and affirmative action. Before faculty reductions are made by early termination of contractual obligations, other procedures should be attempted to the extent that they are consistent with the integrity of educational program; these procedures include natural attrition, voluntary early retirement, and voluntary leaves of absence. In the event that Antioch College should consider early termination of contractual obligations for reasons of financial exigency, Antioch College will use the following determination that a state of financial exigency exists. Antioch College does not consider itself bound by other definitions and determinations used by other institutions or academic associations.
3. The president of Antioch College and the Board of Trustees shall make the determination that a state of financial exigency exists or is imminent. The president shall have consulted with the Budget Committee for advice in making that determination. The following criteria, any one of which will be sufficient, will inform that decision:
  - a. A decline in total student enrollment totaling 20% or more over a period of three

years;

- b. A current operating deficit, as defined by the Budget Committee, in excess of 3% of the College budget for three consecutive years, or 10% in a single year
4. The president is not obligated to declare a state of financial exigency if any or all of these conditions exist.
5. If the President (having sought advice in consultation with the Budget Committee) and the Board of Trustees decides that a condition of financial exigency exists or is imminent, public notice shall be given of this. The Curriculum Committee and the Faculty Personnel Policy & Professional Development Committee (F3PDC) then are responsible for recommending specific discontinuance or reduction of a program or a department, and the F3PDC is responsible for recommending specific personnel decisions. Two weeks before these committees forward their recommendations to the president, the faculty directly involved in the reductions shall be informed and given the opportunity to speak before the appropriate committee. Final action will be taken by the president in consultation with the principal academic officer, and approved by the Board of Trustees.
6. Before terminating a faculty member's appointment for reason of financial exigency, the College will make reasonable efforts to place these persons in positions for which they are qualified. A position so opened will not be filled with a replacement within a period of three years, unless the released faculty member has been offered re-employment with at least their previous rank, and has been given at least one month within which to accept or decline.
7. Written notice that employment is to be terminated because of financial exigency shall be as follows:
  - a. For all untenured faculty, not later than December 31; or if the appointment terminates during the academic year, at least six months in advance of its termination.
  - b. For tenured faculty at least 15 months. Antioch College shall have the option of substituting equivalent severance salary and benefits for the 15 months. The institution will have the right to discontinue severance salary and benefits whenever the faculty member assumes another position of comparable rank and salary.

### **C. Appeal Process**

A faculty member wishing to appeal a termination or non-voluntary reduction in employment due to financial exigency may make a written request to the President that an Appeal Committee be established. This request must be made within two weeks of the date of the notice to terminate or reduce employment. The Appeal Committee will consist of three faculty acceptable to both the President and the faculty person.

All relevant material will be submitted to the Appeal Committee in writing. These must include:

1. The reasons for termination, with any supporting documents the administration may wish to submit;
2. The reasons for appeal, with any supporting documents from the faculty member.

The only basis for appeal is that the process of decision-making defined in this handbook has been

violated.

The appeal committee may recommend either of two things:

1. The appeal is not sustained and no further College action is recommended
2. The decision-making process ought to be repeated because of a violation of the decision-making process; a copy of the recommendation, in writing, will be sent to the president and to the faculty member.

The official record of the Appeal Committee, to be kept in the President's Office will consist of the following:

1. All written materials received from the administration, the faculty member, and any other parties seen to be appropriate by the committee;
2. A copy of the Committee's recommendation;
3. A log of the Committee's actions, including times of meeting, documents received, and a record of parties with whom the Committee or its members conversed.

**D. Discontinuance or Reduction of a Program or Department Not Mandated by Financial Exigency**

Termination of a tenured or provisionally tenured appointment, or of a probationary or term appointment, before the end of the specific term, may occur as a result of the discontinuance or reduction of a program or department of instruction. The following standards and procedures will apply:

1. Formal discontinuance or reduction of a program or a department will be based on an overall written plan for the academic program and staffing. This plan will be built upon long range judgments derived from the College's mission and objective of educational service and in consultation with the Faculty. The Curriculum Committee and Faculty Personnel Policy & Professional Development Committee (F3PDC) are responsible for recommending specific discontinuance or reduction of a program or department, and the F3PDC is responsible for recommending specific personnel decisions. Final action will be taken by the President in consultation with the principal academic officer and approved by the Board of Trustees.
2. Consideration of discontinuance or reduction of a program or a department may include the pattern of enrollments in the department or program's combined course offerings and the enrollments per teaching FTE.
3. Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance or reduction of a program or department of instruction, the College will make reasonable efforts to place the affected faculty member in another suitable position in the College, if such a position is available. If no position is available within the College, the faculty member's appointment then may be terminated, following written notification. The place of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reappointment with at least their previous rank, and has been given at least one month within which to accept or decline.

### **E. Procedure for Appeal and Review of Decision not to Renew or not to Award Tenure**

A member of the faculty has the right to appeal a decision not to renew their appointment or to award tenure.

It is in the interest both of faculty and the College and consistent with the traditions of Antioch College values that the best possible persons be secured for initial appointment, that there be provided means for regular evaluation, consultation, and improvement, and that the decision-making process be fair, consistent with Antioch's stated policies and criteria, and be subject to a process of review.

Consistent with this, the College has the responsibility to make available to all faculty at the time of appointment this handbook, for which the faculty member will sign, and to notify in writing the times of assessment and decision for renewal or tenure. In cases of decisions not to award renewal or tenure, the president or Faculty Personnel Review & Policy Committee will provide reasons in writing. It must also be kept in mind, however, that a faculty member's teaching time before award of tenure is probationary, that the institution must be accorded the widest latitude consistent with academic freedom and standards of fairness in establishing criteria and reaching a decision, and that in any appeal the burden of proof rests with the faculty member. This is consistent with 1971 AAUP Statement on Procedural Standards in the Renewal or Non-Renewal of Faculty Appointments.

1. To appeal a decision not to renew or award tenure a faculty member must indicate in writing to the president that they wish to appeal within 30 calendar days from the beginning of the semester (first class day) following notification of a decision.
2. Upon appeal, the president, the chair of Faculty Meetings, and the faculty member will select an appeal committee consisting of three members of the faculty acceptable to all three parties.
3. All relevant material will be submitted to the appeal committee in writing. Such materials must be submitted within 60 days of the beginning of the semester following notification of a decision. The written materials will include at least the following:
  - i. A copy of the reasons for the negative decision received by the faculty member and any supporting documents the administration may choose to provide;
  - ii. An appeal document detailing the grounds for an appeal and any supporting documents the faculty member may wish to provide.
4. The grounds for an appeal are that the process of evaluation and/or decision making, as stated in the handbook, was violated or that the faculty member's academic freedom has been violated (as defined by the appropriate AAUP statements). The faculty member may not ground an appeal in disagreements over the judgments of the Faculty Personnel Review & Policy Committee or President if those judgments were themselves the product of correct procedure. The College retains the right to make judgments about the quality of candidates' performance in accord with the process specified in the handbook; good performance is not in itself a guarantee of renewal or tenure. If, however, the faculty member believes that an incorrect judgment about the quality or

nature of their work has been arrived at because of faults in process, they must show how flaws in the process lead to such an improper judgment about performance.

5. The appeal committee will review the decision broadly for fairness of process and conformity with handbook guidelines. The appeal committee is charged with determining whether the faculty member should have their case reconsidered and, if so, under what conditions. It is not the role of the appeal committee to render an independent judgment on the merits of any candidates' qualifications for tenure or renewal. The appeal committee must be given full access to all persons and documents that will help it reach a sound conclusion, including the faculty member's appeal document, attachments (if any) and the faculty member's file, should the appeal committee wish to see it.
6. The appeal committee can recommend any of the following:
  - i. The appeal is not sustained and no further College action is recommended;
  - ii. The decision-making process ought to be repeated because of a violation of process or academic freedom as specified in number four above. In this case the appeal committee may recommend that Faculty Personnel Review & Policy Committee reconsider the faculty member's case for tenure or renewal or they may recommend that an alternate Faculty Personnel Review & Policy Committee be constituted to rehear the case.
7. The appeal committee may wish to trigger the appointment of an alternate Faculty Personnel Review & Policy Committee if it believes the sitting Faculty Personnel Review & Policy Committee has a conflict of interest or for some other reason is unlikely to be able to revisit the case impartially.
8. In either case, the appeal committee should specify to the Faculty Personnel Review & Policy Committee (either sitting or alternate) the ways in which its new process should differ from its prior consideration of the faculty member's case.
9. The appeal committee will communicate its findings in writing to the faculty member and president.
10. The Faculty Personnel Review & Policy Committee must reconsider the faculty member's file in conformity with the recommendations of the Appeal Committee and produce a second recommendation. Whether the new recommendation concurs or differs from the previous recommendation, it supersedes the previous recommendation and becomes the recommendation that the president must use in forming their recommendation to the Board.
11. The alternate Faculty Personnel Review & Policy Committee, by design, is to consist exclusively of members who were not on the sitting Faculty Personnel Review & Policy Committee that heard the faculty member's tenure or renewal case. The alternate Faculty Personnel Review & Policy Committee will consist of a minimum of three and a maximum of five of the most recent full term members of Faculty Personnel Review & Policy Committee. If there are not three full term former members of Faculty Personnel Review & Policy Committee on campus and available to serve on the alternate Faculty Personnel Review & Policy Committee, interim or replacement members of Faculty

Personnel Review & Policy Committee will be asked to serve. Interim or replacement members of Faculty Personnel Review & Policy Committee will be asked to serve by the Chair of Faculty Meetings.

12. The official record of the Appeal Committee will be kept in the President's Office files and will consist of the following:
  - i. All written materials received from the administration, the faculty member, and other parties seen to be appropriate by the committee:
  - ii. A copy of the committee's recommendation;
  - iii. A log of the committee's actions, including times of meeting, documents received, and a record of parties with whom the committee or its members conversed.

## **XXI. HUMAN RESOURCES POLICIES**

This chapter provides an overview of several of the College’s Human Resources policies that are of particular concern to faculty members. For the current versions of these policies, faculty personnel are advised to refer to the [College Policies webpage](https://sites.google.com/antiochcollege.edu/college-governance/college-policies) where the policies that are in-force are published:

<https://sites.google.com/antiochcollege.edu/college-governance/college-policies>

### **A. Family and Medical Leave**

This leave policy applies to full-time members of the faculty. In accordance with the Family and Medical Leave Act, Faculty may be entitled to 4 weeks paid leave and 8 weeks of unpaid leave (a total of 12 weeks) for certain family and medical reasons, including care of a spouse, parent or a child with a serious health condition, a serious health condition of the eligible employee, or to care for your child after birth or adoption or to find placement for foster care. (See also the policy on “Maternity and Parental Leave” below for qualified leaves related to parenting.)

#### **1. Definitions**

- A. Eligible faculty person: Person holding appointments of Instructor, Lecturer, Assistant Professor, Associate Professor, or Professor who has served at the college for at least one year.
- B. Spouse or domestic partner: A spouse describes a person whom the faculty person is married to by law. Domestic partnership is defined as: two unrelated individuals, who share the necessities of life, live together, and have an emotional and financial commitment to one another of an indefinite length.
- C. Child: A biological child; an adopted child; a stepchild who lives with the faculty member; a foster child placed by a licensed agency; a grandchild, niece or nephew who resides in the faculty member’s household and is dependent on him/her for support according to the Internal Revenue Code; the child of a spouse who lives with the faculty member; and who is unmarried and is either under the age of 18 or over 18 if the child is incapable of self- care due to mental or physical disability.
- D. Family member: A faculty person’s spouse, child, or parent. Note: the parent of a spouse or qualified domestic partner also qualifies.
- E. Health care provider: A licensed physician, podiatrist, dentist, clinical psychologist, psychiatrist, optometrist, physician assistant, nurse practitioner and nurse midwife.

#### **2. Types of Leave Permitted**

FMLA Leave may be taken for the following reasons:

- A. To care for your spouse, son, daughter, or parent who has a “serious health condition”; or
- B. For a “serious health condition” of your own that renders you unable to perform your job. A “serious health condition” means an illness, injury, impairment or physical or mental condition that involves a period of incapacity or treatment of more than two weeks duration following inpatient care in a hospital, hospice, or residential care facility; or continuing treatment by or under the supervision of a health care provider for a chronic or long-term condition of disability that is incurable; or pre-natal care; or

- C. To care for your child after birth or adoption or to find placement for foster care (See policy on “Maternity and Parental Leave” below).

### **3. FMLA Medical Leave Policies**

To the extent that the leave request relates to a “serious health condition”, the eligible employee must provide a medical provider certification form, and any additional documentation required under the terms of the short-term disability policy. Accordingly, a faculty person is entitled to a maximum of 12 weeks FMLA leave within a rolling 12-month period. A “rolling 12-month period” is a 12-month period measured backward from the date an employee returns from FMLA leave. Each time an employee takes FMLA leave the remaining leave entitlement would be any balance of the 12 weeks that has not been used during the immediately preceding 12 months.

Replacement for a faculty member who elects to take a Medical or Family leave is the responsibility of the College, but it is encouraged that the faculty taking leave be actively engaged in the search process if possible. The College will make every effort to fully replace such leaves, whether paid or unpaid. An eligible employee is entitled to benefits during an FMLA leave.

### **4. Requirements**

Notice: When the need for leave is foreseeable, such as the birth of a child, the placement in adoption or foster care of a child, or planned medical treatment, the eligible faculty person must provide reasonable prior notice and make an effort to schedule leave so that it does not unduly disrupt the College’s operations. When the leave is not foreseeable, the eligible employee must give as much notice as possible and in any case, within five (5) days after the leave begins.

Medical certification: The College will require medical certification from a health care provider to support a claim for leave for an eligible faculty member’s own health condition or to care for a seriously ill child, spouse, or parent. For the eligible faculty member’s own medical leave, or for leave to care for a seriously ill child, spouse, or parent, the certification must include an estimate of the amount of time needed for leave

Intermittent or reduced leave: Leave may be taken on an intermittent or reduced-leave schedule if it is medically necessary for a serious health condition of the eligible faculty person or their spouse, child, or parent. Reduced-schedule or intermittent leave may be requested for leave to care for a newborn child, or a child placed for adoption or foster care.

### **5. Procedures**

An FMLA request form must be filled out by the eligible faculty person taking leave. This form must be completed in detail, signed by the eligible faculty person, and forwarded to the principal academic officer and the Chief Operations Officer. If possible, the form should be submitted at least 30 days before the effective date of the leave. All requests for family and medical leaves of absence due to illness must include sufficient medical certification stating:

- The date on which the serious condition began;
- The probable duration of the condition;
- Appropriate information regarding the medical condition and its effect on the faculty person’s ability to perform their role.

## **6. Restoration**

Upon expiration of the leave, the eligible faculty person will be reinstated to their former position. The College will not discharge or discriminate against any person for opposing any practice made unlawful by the Act, or interfere with, restrain, or deny any person the exercise of any right provided by FMLA.

### **B. Maternity and Parental Leave**

This section incorporates provisions of the Family and Medical Leave Act (FMLA), under which an eligible faculty person may take up to two academic quarters of unpaid leave for the birth of a child and care for the newborn, or the adoption of a child or the acceptance of a child for foster care.

#### **1. Maternity leave**

An eligible full-time faculty member who has served at the College for at least a year and who gives birth to a child may take four weeks of paid leave and extend maternity leave up to no more than a total of two academic quarters, the rest of which will be unpaid maternity leave. Maternity leave may begin up to four weeks before the time of birth.

An eligible faculty member appointed for less than full-time may take up to 12 weeks unpaid maternity leave beginning up to four weeks before the time of birth.

During the leave, the faculty member is relieved of all committee service, advising, and other departmental obligations. The birth of more than one child from the same pregnancy constitutes one birth for the purposes of this policy.

Under no circumstances is the faculty member required to take additional unpaid leave beyond the four weeks of paid leave. If this four-week period takes place within the academic term, with ample lead-time, the College will find a temporary substitute faculty to cover this faculty person's classes.

#### **2. Adoption Leave**

An eligible faculty member who adopts an infant, and who is the primary care giver of this infant, may take 4 weeks paid leave and extend adoption leave up to no more than a total of 2 academic quarters, the rest of which will be unpaid adoption leave. Adoption leave may begin up to 4 weeks before the time of birth.

Under no circumstances is a faculty member required to take additional unpaid leave beyond the four weeks of paid leave. If this four-week period takes place within the academic term, with ample lead-time, the College will find a temporary substitute faculty to cover this faculty person's classes.

#### **3. Parental Leave**

In the event of the birth of a child or the adoption of an infant, a parent who is an eligible full-time faculty member but who is not eligible for a maternity leave is entitled to 4 weeks paid and 8 weeks unpaid leave. Where both parents are eligible faculty members, only one of them may take maternity or parental leave, and the other may take one week paid leave.

#### **4. Effect on Probationary Appointment and Tenure Review**

An eligible faculty member who is a new parent during their pre-tenure period and has received a maternity or parental leave will receive an extension of one year on their tenure-track schedule.

#### **5. Reporting Requirements**

Request for a maternity, parental or adoption leave should be made in writing to the vice president of academic affairs and the chief operations officer. When the leave is foreseeable, the faculty member must provide as much advance notice as possible of the intent to take such a leave. The faculty member should provide the dean with the approximate dates when such leave will begin and end.

#### **6. Leave Replacement**

Replacement for a faculty member who elects to take a Maternity or Parental Leave is the responsibility of the College, but it is encouraged that the faculty taking leave be actively engaged in the search process if possible. The College will make every effort to fully replace such leaves, whether paid or unpaid. An eligible employee is entitled to benefits during Maternity or Parental leave.

#### **7. Benefits During Leave**

The College and the individual may continue employee benefit payments during periods in which a participant is on sabbatical or other paid leave. Eligible employees on unpaid leave may continue benefit coverage by paying the employee's share of the cost of such premiums. In such cases the College will continue to pay its normal share of employee benefit premiums. In all cases in which benefits are continued during a period of leave without pay, the employee must make the necessary arrangements with the Chief Operations Officer prior to departing on leave. The individual's share of the premium costs must be remitted to the College on monthly basis.

#### **8. Coordination of Leave Policies**

##### **A. Effect of Other Leaves on Sabbatical Leave**

As with any other leave of absence, any time taken off for FMLA leave and/or Parental Leave (paid and unpaid) shall be considered an absence from teaching service and will not count toward satisfying the College's sabbatical eligibility requirements.

##### **B. Effect of Leave on Tenure Review**

Untenured eligible faculty members in a tenure-track position who takes leave under these policies, provided that such leave occurs prior to the commencement of tenure review, will receive an extension of one academic year on their tenure-track schedule.

## **C. Conflict of Interest and Commitment**

### **1. Introduction**

It is Antioch College's policy that all employees avoid any conflict between their personal interests and those of the College. The purpose of this policy is to ensure that the College's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the College.

### **2. Employee-Vendor Relationship**

An employee-vendor relationship is any relationship between an Antioch College employee and a proposed vendor that might create a conflict of interest.

A. Prohibited conduct includes but is not limited to:

- a. All staff and faculty from selling goods or services as a vendor to Antioch College.
- b. Procurement of goods or services from near relatives of employees.
- c. Transactions with any business in which an employee or their near relative owns or controls more than a 10% interest.
- d. Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the College, by any employee who is in a position to directly or indirectly influence either the College's decision to do business, or the terms upon which business would be done with such organization.
- e. Profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with the College.

B. Any promotional benefits that result from a business transaction must be provided to the College (or one of its department) and must not be retained by the employee.

C. In conducting College business, employees may encounter offers of gifts from vendors. The following guidelines apply:

- a. Offers of gifts should generally be refused.
- b. While there may be occasion to accept such gifts (ex. Promotional pens or note pads), these or other gifts should never be accepted in return for a business favor.
- c. The cumulative value of gifts received from all vendors in total should not exceed \$75 in any 12-month period.
- d. Employees should review with their supervisors any offers of gifts.
- e. Employees who are uncertain about whether or not to accept an offer from a vendor are advised to not accept the offer if there are any doubts.

D. An employee-vendor relationship must be disclosed before a purchasing commitment is made. The department must learn the status of the proposed vendor early in the process to avoid issues. The Conflict of Interest policies apply to all transactions

involving employee-vendor relationships:

- a. At any dollar amount
- b. In the procurement of any type of service
- c. In the procurement of any type of goods (purchase or lease)

A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above. All College officers and employees are expected to act with integrity and good judgment when conducting business at the College. Anyone who becomes aware of a potential conflict of interest and finds it has not been properly disclosed is expected to notify Human Resources so the situation can be resolved.

### **3. Conflict of Interest**

A. A conflict of interest may occur whenever an employee's interest in a particular subject may lead them to actions, activities or relationships that undermine the College and may place it at a disadvantage.

B. It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

- a. Holding any interest in an organization that competes with the College.
- b. Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the College or which competes with the College.
- c. An employee of the College may not hire, appoint, or supervise a relative or member of their household or a relative or member of the supervisor's household.
- d. Employees may not supervise or participate in the processes of review and decision-making on matters concerning retention, promotion, salary, termination, or discipline of the employee's relative or household member or a relative or household member of the employee's supervisor. A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above.

### **4. Conflict of Commitment**

A. A conflict of commitment can arise when an employee's external activities, e.g., consulting agreements, speaking engagement, public service, personal business, etc. interfere with the employee's responsibilities to the College.

- a. All full time College employees should make the fulfillment of their responsibilities to the College the focal point of their professional activities.
- b. Use of College resources including, but not limited to, facilities, parking permits, personnel, equipment or vehicles for any purposes other than the performance of the individual's College employment is prohibited unless authorized by the supervisor.
- c. Acceptance of employment, consulting or public service that can result in conflicts or the appearance of conflicts with an employee's primary commitment of time and energy to the College is prohibited.
- d. Any exceptions have to be approved in writing in advance by the supervisor.

**5. Business Conduct**

The highest standards of business ethics and conduct should be applied by all College employees in relations with Suppliers, Vendors and other outside organizations. In conducting business employees are expected to act fairly and objectively and in the best interest of the College.

**6. Procedures**

It is important to properly address conduct that are deemed to be Conflicts of Interest or that may create the appearance of a Conflict of Interest.

- a. Disclosure: Employees must disclose the actual or possible Conflict of Interest to Human Resources as soon as possible so that safeguards and a conflict management plan can be established. All employees are expected to participate and cooperate with the processes set forth in this policy.
- b. Determination: Human Resources shall make a determination as to whether a Conflict of Interest exists and implement the appropriate safeguards and conflict management plan to protect the College and the parties.
- c. Addressing the Conflict of Interest: If Human Resources determine that arrangement free from a Conflict of Interest is not reasonably possible under the circumstances, Human Resources shall make a decision as to whether the transaction or arrangement is possible.

**7. Violation**

If Human Resources has reasonable cause to believe that an employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the employee of the basis of such belief and afford the employee an opportunity to explain alleged failure to disclose. If, after hearing the employee’s response and further investigation as warranted by the circumstances, Human Resources determine that an employee is in violation of the policy, it shall take appropriate actions up to and including termination.

**D. Power-Based Sexual Misconduct Policy**

**1. Purpose and Rationale**

Antioch’s policy on sexual misconduct supports its mission to foster a living and working community that is free from violence, harassment, and discrimination. It further fulfills Antioch’s commitment to “foster a community of trust and practice of affirmative consent” first introduced in the Sexual Offense Prevention Policy (SOPP). Antioch College is committed to providing its students with an educational environment conducive to learning. Antioch considers all students, staff, and faculty to be mature adults capable of making their own decisions. However, the faculty/staff-student relationship inherently involves disproportionate power and influence on one side and is thus vulnerable to abuse. Sexual and/or romantic interactions between a faculty or staff member and a student not only exploit this imbalance but also distort and inhibit the learning environment.

It is the agreement of the Antioch College community that sexual or romantic interactions between Antioch College faculty or staff members and Antioch College students are unacceptable and constitute professional misconduct. Faculty and staff members are strictly prohibited from dating,

pursuing to date, or pursuing or having romantic or sexual interactions with students. Please note that this list is not exhaustive and that other forms of conduct may result in a violation of this policy. This policy promotes the educational goals of the College and aims to avoid misunderstandings, supervision problems, complaints of favoritism, morale problems, questions regarding academic achievement, and sexual harassment claims.

## **2. Process and Enforcement**

The process for adjudicating employees who are in violation of this policy may be referred to in Appendix D of the Sexual Harassment and Discrimination Policy. College employees who are found to be in violation of this policy will be subject to appropriate disciplinary procedures, up to and including termination of employment.

## **3. Pre-Existing Relationships**

College employees who are engaged in a romantic and/or sexual relationship with a student prior to employment at Antioch, or College employees who are engaged in a romantic and/or sexual relationship with a student prior to their enrollment at Antioch, are exempt from violating this policy. Employees are required to disclose these prior relationships to the Title IX Coordinator and/or Human Resources at the time of employment/enrollment.

## **4. Reporting**

Antioch College community members should report violations of this policy to the Title IX Coordinator. This report can be made verbally, by phone, by email, or via the Title IX and sexual misconduct reporting form on the College's website:

<https://antiochcollege.edu/campus-life/sexual-offense-prevention-policy-title-ix/report-form>

## **5. Support**

Complainants who report violations of this policy have the right to interim and supportive measures laid out in the Sexual Harassment and Discrimination Policy. Refer to this policy for additional information about interim and supportive measures.

Complainants who report violations of this policy may also identify as victims of sexual assault. Sexual assault is a crime and victims have a right to report to appropriate law enforcement agencies. For assistance identifying and submitting a report to law enforcement, victims are encouraged to reach out to the Title IX Coordinator.

For additional information and guidance for employees about this policy and the Sexual Harassment and Discrimination Policy, visit the Antioch College website at:

<https://antiochcollege.edu/campus-life/sexual-offense-prevention-policy-title-ix/>

## **E. Outside Employment**

Employees may hold outside jobs as long as they meet the performance standards of their job with Antioch College. All employees will be judged by the same performance standards and will be subject to Antioch College's scheduling demands, regardless of any existing outside work requirements.

If Antioch College determines that an employee's outside work interferes with performance or the ability to meet the requirements of Antioch College as they are modified from time to time, the employee may be asked to terminate the outside employment if they wish to remain with Antioch College.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside Antioch College for materials produced or services rendered while performing their jobs.

Our practice has been not to expect faculty members who teach a single course at another college in the community to inform the President, or administrative supervisor. However it is advisable that for more time consuming outside assignments than this, the President or supervisor be consulted, so that potential misunderstandings or differing expectations can be avoided.

#### **F. Personnel Data Changes**

It is the responsibility of each employee to promptly notify Antioch College of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify Human Resources by email [hr@antiochcollege.edu](mailto:hr@antiochcollege.edu)

#### **G. Non-Disclosure**

The protection of confidential business information and trade secrets is vital to the interests and the success of Antioch College. Such confidential information includes, but is not limited to, the following examples:

- Financial Information
- Labor Relations Strategies
- Marketing Strategies
- New Materials Research
- Pending Projects and Proposals
- Personnel Information/Records
- Proprietary Production Processes
- Research and Development Strategies
- Scientific Data
- Scientific Formulae
- Scientific Prototypes
- Student Records
- Technological Data
- Technological Prototypes

Employees who are exposed to confidential information may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

## H. Sexual and Other Unlawful Harassment

Antioch College and ADP TotalSource are committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. ADP TotalSource provides sexual harassment training to ensure you the opportunity to work in an environment free of sexual and other unlawful harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management and the ADP TotalSource Employee Service Center at 800-554-1802. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. Communications will be made to others only on a limited "need to know" basis. If you make a complaint under this policy and have not received a satisfactory response, you should contact the ADP TotalSource Employee Service Center at 800-554-1802.

When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the human resources professional or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge. If the investigation is inconclusive, Antioch College and ADP TotalSource may still provide counseling or take other appropriate steps.

Antioch College and ADP TotalSource prohibit any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

### **I. Sexual Assault Policy**

Security officers, staff and administrative and faculty follow clear processes, both in Yellow Springs and on off-campus programs (subject to the laws and policies of particular countries and host institutions), when responding to a report of sexual assault.

Antioch College supports any members of our community who become victims of sexual assault. We will offer prompt help and also referrals to appropriate persons and organizations, often including but not limited to, local police, hospitals, advocacy groups and counseling and crisis centers. Whenever possible, members of off-campus programs receive a list of resources available at or near their program site and in advance of the program. In the aftermath of a sexual assault the College works to create and accommodate alternative living, working and academic arrangements as appropriate.

Antioch College supports a program that educates the community about sexual assault on Antioch's campus. This is accomplished through an annual program and periodic workshops as well as by making the entire Sexual Assault Policy document, a resource for referral and education, available to all members of the community.

## **J. Nondiscrimination on Basis of Disability: Policy Statement**

Antioch College is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the college's programs, services and activities.

It is the policy of the Antioch College that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the college.

Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the college's programs, services, and activities in a non-discriminatory, integrated setting. Antioch College and any of its agents shall not coerce, intimidate, retaliate against, or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504.

Antioch College will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit, or service to beneficiaries of the College's programs.

## **I. DEFINITIONS**

- A. Disability means, with respect to an individual:
  - 1. a physical or mental impairment that substantially limits one or more of the person's major life activities;
  - 2. a history of such an impairment; or
  - 3. being regarded as having such an impairment.
- B. A Qualified Individual with a Disability is someone who (with or without accommodations) meets the essential eligibility requirements for participating in programs, services, and activities provided by the college.
- C. Accommodation means adjustments including reasonable modifications to rules, policies, or practices; environmental adjustments such as the removal of architectural, communication, or transportation barriers; or auxiliary aids and services. Examples of accommodations include, but are not limited to: alternative testing, extended time, scribe, interpreter, environment free of distractions, brailled material, taped lectures, and computer-assisted instruction.
- D. Essential Eligibility Requirement means the academic or other technical standards required for admission to or participation in the college's programs, services, or activities which an individual must be able to meet with or without accommodation.

- E. Individual means any person applying for admission to or participation in a program, service or activity of the college, or any person currently participating in a program, service or activity of the college.

## **II. RESPONSIBILITIES**

### **A. Antioch College**

1. The president of Antioch College shall designate one or more individuals to coordinate its efforts to comply with and fulfill its responsibilities under Title II of the ADA and Section 504 and to investigate any complaints alleging the institution's non-compliance with Title II of the ADA and Section 504.
2. Antioch College shall adopt and make readily available in suitable formats (e.g., enlarged, Braille, audio-taped):
  - a. a procedure that allows an individual, including both prospective and current students, to disclose a disabling condition and request accommodations believed needed to obtain equal access to and participation in college programs, services and activities;
  - b. a procedure for confirming an individual's disability and assessing the appropriateness of the requested accommodations;
  - c. a procedure for sharing, storing and protecting confidential medical information;
  - d. a procedure for providing accommodations.
3. Antioch College will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the costs of measures that are required to comply with the provisions of Section 504 and the ADA.
4. Antioch College shall provide periodic in-service training for faculty and staff to develop their awareness and understanding of the needs of individuals with disabilities and legal compliance issues.

### **B. Individuals with Disabilities:**

1. Each individual is responsible for making timely and complete disclosures and specific requests regarding accommodations to meet their particular needs in order to enable Antioch College to provide an appropriate response. It is strongly recommended that requests for accommodations be made at least eight weeks prior to the date they would be needed to avoid delays that could affect participation in a program, service, or activity.
2. Each individual seeking accommodations based on a disability shall demonstrate initiative in obtaining and arranging accommodations. If requested, institutions will assist an individual in making the necessary applications for funding from other agencies.
3. Each individual is required to submit documentation verifying their disability and

limitations that is appropriately current and prepared by a qualified professional. Individuals submitting incomplete information may be asked to provide additional verifying documentation. Individuals may be required to participate in additional evaluations needed to determine the individual's eligibility for an accommodation or what constitutes an appropriate accommodation.

4. The college shall not require an individual with a disability to accept an accommodation, aid, service, opportunity or benefit under any circumstances.
5. Students with disabilities are expected to abide by the student conduct code in the same manner as all students.

### **III. FACILITY ACCESSIBILITY**

#### **A. Existing Facilities:**

1. Structural changes in existing facilities are not required when other methods provide program accessibility. Existing facilities shall be made readily accessible to qualified individuals with disabilities, through such means as:
  - a. Redesigning equipment or the facility after case review.
  - b. Providing appropriate signage.
  - c. Reassigning classes, staff, or services to accessible sites.
  - d. Delivering health, advisory, and support services at accessible sites.
2. Remodeling projects that affect the usability of a facility or any part of a facility shall, to the maximum extent feasible, be completed in such a manner that the facility is readily accessible to and usable by persons with disabilities.
3. Evacuation procedures shall be developed for individuals with disabilities.

#### **B. New Construction:**

Each facility or part of a facility constructed by, on behalf of, or for the use of the college must be designed and constructed in such a manner that the facility is readily accessible to and usable by persons with disabilities.

#### **C. Off Campus:**

Contractual or lease agreements for the use of off-campus facilities should reflect efforts to secure accessibility. Any program, service, or activity in that facility must be accessible.

### **IV. EDUCATIONAL PROGRAMS AND ACTIVITIES**

#### **A. Admissions or Enrollment:**

1. No information regarding an applicant's disability may be solicited to determine admission

to the college. However, such inquiries may be made after an individual has been admitted for purposes of providing appropriate accommodations.

2. The number or proportion of individuals with disabilities who will be admitted or enrolled may not be limited solely on the basis of disability.
3. Tests administered for purposes of admission, enrollment, or placement may not discriminate.

### **B. Testing:**

Before tests are selected and administered, campuses first should confirm that assessments do not discriminate by ensuring that:

1. Tests are selected and administered so the results reflect aptitude or achievement level, or whatever other factor the test purports to measure, rather than the applicant's disability, unless the existence of a disability must be determined to allow an individual access to a program, services or activity established for individuals with disabilities.
2. The tests administered to individuals with disabilities are available as regularly and in as timely a manner as are other admissions tests. The individual is responsible for making special needs known in a timely manner.

### **C. Off-campus Activities:**

If a program is not wholly operated by the college but requires student participation (for example, internships, co-op, and student teaching assignments), the institution shall attempt to assure that these activities, as a whole, provide an equal opportunity for the participation of individuals with disabilities.

Prospective enrollees for the college outreach programs are responsible for making requests for any special modifications or auxiliary aids. Registration forms and program announcements must allow applicants to identify special needs and request accommodations.

### **D. Accommodations:**

1. Academic Requirements: Academic requirements shall be modified, as necessary, so they do not discriminate against qualified individuals with disabilities.
2. Program Examinations And Evaluations: Examinations or other procedures for evaluating an individual's academic achievements should, where necessary, be adapted to permit evaluating the achievement of individuals who have a disability, rather than reflecting the individual's disability.
3. Academic Support Services: No participant with a disability in a college program or activity shall be denied the benefits of, be excluded from participation in, or be otherwise discriminated against in the provision of educational support services available to all individuals in general.

All auxiliary aids, services, or other accommodations used by individuals with disabilities to provide access to college programs, services, and activities need not be on hand or present at all times. The

college does not provide individuals with disabilities with personal devices or assistance for personal use, including but not limited to: wheelchairs, eye glasses, hearing aids, personal assistance for eating or dressing, or readers for personal use.

Accommodations shall not fundamentally alter the nature of the program, service, or activity; require waiver of essential program or licensure requirements; violate accreditation requirements; unnecessarily intrude on academic freedom; or pose an undue fiscal or administrative burden on the college.

The college retains authority in determining appropriate accommodations after giving consideration to the wishes of the individual, the documentation provided, and institutional expertise in working with individuals with disabilities.

#### **E. Physical Education, Athletics, and Related Activities:**

The college shall require that all physical education courses, intercollegiate and intramural athletics, and related activities, taken as a whole, provide an equal opportunity for the participation of qualified individuals with a disability. Individuals who cannot participate in standard physical education courses or compete in athletic programs with or without accommodation because of a disability may be offered alternates that are separate or different, provided that the programs and activities are operated in the most integrated setting appropriate. If accommodations are not possible in a required course, a procedure for requesting a substitution should be available.

#### **F. Insurance:**

The college shall afford any health services or benefits it might offer to qualified persons with disabilities in a manner consistent with the ADA.

#### **G. Housing:**

1. On-Campus Housing: Where the college provides on-campus housing/food services, it shall provide comparable, convenient, and accessible services at the same cost to individuals with disabilities.
2. Off-Campus Housing: Where a listing of private off-campus housing is provided by the college office, it should identify those units that are accessible to individuals with disabilities.

#### **H. Financial Aid:**

Financial aid awards may take into account the special needs of individuals with disabilities. Adjustments to awards as allowed by the rules or regulations governing the financial aid program may be made by the financial aid service.

#### **I. Student Employment:**

Antioch College complies with Title I of the Americans with Disabilities Act and Section 504 so that students with disabilities have an equal opportunity to participate in institutional employment opportunities.

**J. Advising, Counseling and Placement Services:**

The college shall not counsel or advise qualified individuals with disabilities toward more restrictive career objectives than non-disabled individuals with similar interests. This does not preclude providing factual information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers.

**K. Social Organizations:**

Before providing official recognition or assistance to fraternities, sororities, or other campus organizations, the college shall request and obtain assurance that the organization does not permit actions prohibited by this policy.