



WHITMAN
COLLEGE

Faculty Handbook

Revision Date: September 20, 2024

Table of Contents

Table of Contents.....	2
Introduction	5
Chapter I – College Policies and State and Federal Law that Apply to Faculty.....	6
A. College Policies.....	6
B. State and Federal Laws.....	8
Chapter II – Positions and Initial Appointments.....	11
Preamble.....	11
A. General Faculty Job Description	11
B. Tenure-Track Positions	14
C. Job-Sharing Appointments.....	15
D. Non-Tenure-Track Teaching Appointments.....	18
E. Non-Tenure-Track SSRA Appointments.....	25
F. Visiting Endowed Professorships	28
G. Research Associates/Scientists and Senior Research Associates/Scientists	29
H. Emeritus Faculty.....	30
I. Nepotism	31
Chapter III – Compensation	32
A. Salaries and Annual Reviews.....	32
B. Garrett Fellows	33
C. Employee Fringe Benefits	33
D. Parenting and Family Leave.....	33
E. Short Term Disability Leave	36
Chapter IV - Personnel Guidelines and Procedures	38
A. Introduction.....	38
B. Tenure-Track Positions.....	38
C. Criteria for Evaluation.....	41
D. Interactions between the Faculty Personnel Committee and the Provost’s Office	42
E. Collection of Information.....	43
F. The Provost’s Role in Recommendations	47

G. Review Procedures for Tenure, Promotion, and Contract Renewal Cases and the Provost's Role	48
H. Periodic Review of Tenured Faculty	49
I. Evaluation and Promotion of Non-Tenure-Track Faculty	50
J. Evaluation and Promotion of Non-Tenure-Track Faculty in SSRA.....	63
Chapter V - Teaching and Advising	68
A. Teaching Loads	68
B. Whitman College Credit Hour Policy.....	69
C. Academic Advising.....	72
D. Procedure for Recording & Tracking Informal Verbal Student Complaints.....	72
E. Student Absences from Class	73
F. Canceling Classes	74
Chapter VI - Professional Development.....	76
A. Sabbatical Leave	76
B. Leaves of Absence	81
C. Funds for Scholarship and Instructional Development	81
D. Grants from External Sources.....	82
E. Student/Faculty Research Awards and Other Funds	83
F. Mentoring.....	84
Chapter VII – Faculty and College Committees and the Provost's Office	85
A. Committees Advisory to the Provost	85
B. Committees Whose Members are Appointed by the Provost or their Delegate	86
C. Committees Chaired by Associate Deans.....	88
D. The Role of the Provost in Appointing Department Chairs and Program Directors	89
Chapter VIII – Resignation, Retirement, the Salary Continuation Plan, and the Phased Retirement Plan.....	90
A. Resignation	90
B. Retirement	90
C. Salary Continuation Plan.....	90
D. Phased Retirement.....	97
E. Policy for Computers of Faculty Resigning, Retiring, or Entering Salary Continuation Plan.....	99

Chapter IX – Faculty Use of Whitman College Resources	100
A. Allowable Expenses	100
B. College Credit Cards	102
C. Personal Reimbursement.....	102
D. Family or Companion Expenses	102
E. Internet Connectivity Fees.....	102
F. Cell Phones.....	102
G. Home Office.....	102
H. Ownership of Equipment and Materials.....	102
I. Departmental Meals and Entertainment.....	103
J. Visiting Educators (Guest Lecturers).....	103
K. Departmental Endowment Use	103
L. Office and Computer Equipment.....	104
Appendices.....	107
A. 1. Annual Faculty Activity Report	107
A. 2. Annual SSRA Faculty Activity Report	110
A. 3. Summary of the Salary Continuance Plan (SCP) Program and Options for Faculty Deciding on a State of Residence During SCP.....	114

Introduction

This Handbook should be read in conjunction with the Whitman College Faculty Code, the College Catalog, the Department Chairs' and Program Directors' Handbook, and the Constitution and By-laws of Whitman College. The Faculty Code, which provides information about faculty organization, powers, and responsibilities and regulations and curriculum, is the record of faculty legislation. The College Catalog provides information about curriculum and academic policies that constitute the College's guarantee to students regarding their academic experience. The Department Chairs' and Program Directors' Handbook provides guidance to faculty serving in those roles. This Faculty Handbook provides:

- Policies and procedures which are not matters of faculty legislation;
- Information about Provost office programs and supports for faculty;
- Information about Provost involvement with faculty processes;
- Information about Provost concurrence with some parts of the Faculty Code.

If you have questions or suggestions about the information contained in the Handbook, please contact the Provost and Dean of the Faculty. Nothing in this Handbook creates a contractual right, and the College reserves the right to modify any provisions in the policies or content, or to discontinue all or part of these policies at any time. Any amendments, additions, or deletions are effective on the day posted to the Handbook, unless expressly stated otherwise by the College. Some Handbook items have received approval by the Board of Trustees, and are the policy of the College not changed by the administration. Such items have the date of the Board approval noted.

The College's coverage of legal claims against a faculty member remains in its discretion at all times. Generally, the College will provide defense and indemnity for a faculty member facing a legal claim when the claim arises out of the course and scope of the faculty member's work for the College; the College determines that the faculty member acted reasonably and without recklessness, misconduct, or intent that would create a claim; the College's insurance policy covers the claim; and the College determines it is appropriate to invoke the College's insurance policy. Faculty members concerned about specific factual situations that they believe may create potential liability or about which they are concerned that insurance coverage may not be provided are encouraged to consult with the Provost and the Dean of the Faculty.

Chapter I – College Policies and State and Federal Law that Apply to Faculty

A. College Policies

Whitman College has established a number of policies that apply to all College employees. These policies are listed below, with the policy quoted in full or links to the policy located elsewhere.

1. Land Acknowledgement ([Whitman College Policies and Statements](#))
2. Diversity Statement ([Whitman College Policies and Statements](#))
3. Nondiscrimination Policy ([Whitman College Policies and Statements](#))
4. Statement on Undocumented Students ([Whitman College Policies and Statements](#))
5. Grievance Policy ([Grievance Policy](#))
6. Inclusion of Trans* Persons Policy ([Whitman College Policies and Statements](#))
7. Statement on Consensual Relationships

Faculty are entrusted with advising students, judging their work, assigning grades, and making recommendations for further study and/or employment. One's ability to perform these duties is seriously jeopardized by questions about intent, fairness, or favoritism. It is therefore unacceptable for faculty to have romantic or sexual relationships with students, except when the relationship pre-dates either the student's initial enrollment in courses at Whitman College or the faculty member's initial appointment and the faculty member holds no supervisory or evaluative role over the student. Relationships that may appear consensual, even those that do not involve a supervisory or evaluative role, may, in fact, constitute or develop into a violation of the College's Grievance Policy.

The possible harm of such relationships can extend beyond the immediately involved parties, as they may generate a perception of unfair treatment and interfere with the ability of other students to work comfortably and effectively. Therefore, faculty are expected to remove themselves from any activity or evaluative role that could reward or punish individuals because of a prior or current romantic relationship. In such cases, the faculty member must work either with the relevant Division Chair or with the Provost and Dean of Faculty to

devise an alternative evaluation mechanism. Failure to do so is inconsistent with the AAUP's evaluation mechanism and [Statement on Professional Ethics](#). Such a violation could reasonably constitute cause for dismissal. Faculty should be aware, moreover, that the power differential involved in faculty/student relations is complex, and that students also evaluate faculty: students' formal evaluations of faculty members are taken seriously by the college as a factor in assessing teaching, and students can also approach the Provost and Dean of the Faculty, the Dean of Students, or the Board of Review with complaints or concerns about a faculty member's professional conduct.

Similar power differentials may also render it inappropriate for faculty to have romantic or sexual relationships with staff over whom they have supervisory authority. Relationships that may appear consensual, even those that do not involve a supervisory role, may constitute or develop into a violation of the College's Grievance policy. In any of these situations, faculty may find it difficult to argue that a relationship was fully consensual. This policy is also in the [Faculty Code](#), CH II, Art II.

8. The Information Technology Policies ([WCTS Information Security](#))
9. The Smoking Policy ([Whitman Staff Policies and Procedures](#))
10. The Firearms, Explosives, and Other Dangerous Weapons Policy ([Whitman Staff Policies and Procedures](#))
11. Alcohol Policy for Campus Events ([Whitman Staff Policies and Procedures](#))
12. Background Checks ([Whitman Staff Employment](#))
13. Conflict of Interest ([Whitman Staff Policies and Procedures](#))
14. Drug-Free Workplace ([Whitman Staff Policies and Procedures](#))
15. Personal Property ([Whitman Staff Policies and Procedures](#))
16. Reasonable Accommodation for Employees ([Whitman Staff Policies and Procedures](#))
17. Records Retention ([Whitman Staff Policies and Procedures](#))
18. Safety Statement ([Whitman Staff Policies and Procedures](#))
19. Procedures for Whitman Faculty/Staff-Led Trips, Both Domestic and Abroad ([Off Campus Studies, Faculty Information, Faculty-led Trips](#))

B. State and Federal Laws

This Handbook lists some Washington State and Federal laws that are of particular relevance to faculty. This is not an exhaustive list.

1) Americans with Disabilities Act ([Intro to the ADA](#))

Title III of the ADA requires institutions to provide appropriate accommodations to students with disabilities in order to provide them an equal opportunity for academic success. Whitman College is required to provide reasonable adjustments or modifications to practices, policies and procedures, as well as auxiliary aids and services for students with disabilities, unless to do so would fundamentally alter the service, program, or activity, or would result in undue financial and administrative burdens. Students who have disabilities documented in the Academic Resource Center (ARC) are to be provided with accommodations recommended by the ARC in an individualized and interactive process. The ARC shall then relay the nature of the students' accommodations to the relevant faculty of their classes and programs, who shall then provide the specified accommodations.

Faculty who have concerns that the accommodations requested for students by the ARC would modify the fundamental nature of their course or present an undue burden shall discuss these concerns with the Assistant Director of the Academic Resource Center in charge of disability services. Both parties, through an interactive process, shall make a good-faith effort to come to an agreement that is satisfactory and that to the greatest extent possible preserves the student's access to the course or program while also preserving its learning goals and not creating a fundamental alteration of the learning outcomes for the course. If there is difficulty in reaching such an agreement, the faculty in the Department or Program in which the course in question is taught shall be solicited for input and guidance regarding the learning goals and outcomes for this course. Input by the Department or Program, for example, may include, but is not limited to, information about disciplinary or professional standards and practices, or guidelines for teaching in the discipline. Note that the accommodation as originally specified must be provided to the student until such an agreement is reached or an alternate determination has been made (unless the individual in question poses a direct threat to the health and safety of themselves or others).

Should such an agreement not be reached, the matter shall be brought to

the Board of Review in collaboration with a representative from the ARC. The Board of Review and the representative from the ARC shall discuss the elements presented by the faculty member and the proposed accommodations and shall review the documentation provided by the Department and the ARC. This body shall then make a final determination (by a majority vote by those four persons, if necessary) on how the accommodation in question shall be handled, which shall then be implemented by the faculty member and the ARC. It is imperative that this process be completed in a timely manner. The accommodation as originally specified must be provided to the student unless and until an alternate determination has been made (unless the individual poses a “direct threat” as specified above). This policy is also in the [Faculty Code](#), Chapter V, Article X.

2) Religious Accommodations

Whitman College strives to acknowledge and embrace religious diversity on campus. In some instances, religious observances may conflict with scheduled exams, assignments, or required class attendance. In accordance with [RCW 28B.137.010](#), teaching faculty will provide without penalty reasonable accommodations for all students who in writing inform them within the first two weeks of class about their need for religious accommodations in that term. In their syllabi, faculty are required to provide information about this policy (and/or include a link to this policy [Whitman Religious Accommodations](#)) and a link to the Grievance Policy.

A faculty member can craft a policy that is more generous than the one outlined above.

Should a conflict arise with regard to accommodating a religious observance which cannot be resolved by the student and faculty member, it should be referred to the Department Chair. If it cannot be resolved at the departmental level, it should be referred to the Provost and Dean of the Faculty.

If a faculty member fails to abide by the College's religious accommodations policy, a bias incident report and/or grievance can be pursued to resolve the matter and secure compliance with Washington State law.

3) Washington Anti-Hazing Law (Sam's Law) ([RCW 28B.10.900](#))

[Washington Anti-Hazing Law](#) (Sam's Law) provides that hazing awareness and prevention education must be provided to all students, be part of new student orientation programs, and cover:

- hazing awareness, prevention and intervention;
- the signs and dangers of hazing; and
- institutional prohibition of and policies on hazing.

This law also provides amnesty to anyone who makes a good faith report after witnessing hazing or receiving information that a hazing occurred or will occur, protecting them against sanctions or punishment for related hazing violations.

All faculty must take anti-hazing training.

Finally, this Handbook affirms its support and adherence to several policies in the [Faculty Code](#), including the Absence Policy, as well as other aspects of the Faculty Code which are explicitly noted in the following chapters of this Handbook.

Chapter II – Positions and Initial Appointments

Preamble

All of the policies governing these appointments are subject to review and revision by the College at any time. Exceptions to these policies are only permitted with the approval of the Provost and Dean of the Faculty.

A. General Faculty Job Description

This job description applies to all faculty who teach at Whitman College. It contains duties that are essential for faculty to execute their obligations to students and their fellow employees. This description functions in conjunction with the Faculty Code and this Faculty Handbook.

The Faculty Code contains the criteria for evaluation for faculty in the areas of their obligations (teaching, service, and, in the case of tenure-track faculty, professional activity). Additionally, the Faculty Code indicates that all faculty must adhere to the standards expressed in the [2009 Statement on Professional Ethics](#), as adopted by the American Association of University Professors (AAUP). Moreover, all members of the faculty, whether on appointment with continuous tenure or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure and additions and amendments thereto formulated by the American Association of University Professors (AAUP). This job description affirms these statements.

The Faculty Handbook lays out responsibilities and opportunities for faculty in a variety of roles, both tenure-track faculty and the full range of non-tenure-track faculty. This job description affirms and supports those responsibilities and opportunities, and also clarifies and specifies essential duties in some of those areas.

1) Teaching:

With regard to teaching, a faculty member will:

- a) Teach the equivalent of 5 teaching units (3 or 4 credit courses) annually, unless on leave, on sabbatical, or provided with a course release or releases, if a full-time faculty member.

- b) Teach at all levels, including participating in the general education program and the First Year Seminar, unless hired to teach only in a specific program.
- c) Usually, hold classes for the number of class hours specified by the class schedule.
- d) Provide students with syllabi and keep those syllabi updated as they change.
- e) Hold regular weekly office hours at times accessible to students, and be available to students for questions and clarifications.
- f) Communicate with students promptly; direct students elsewhere during break times.
- g) Provide students with information about the current status of their class grade regularly throughout the semester, and especially before the tenth week of the semester.
- h) Hold regularly scheduled classes in the 24 hours preceding and following vacation periods.
- i) Hold final examinations during the times designated for the classes, according to the final exam schedule published by the Registrar's Office.
- j) Issue final letter grades, unless the class structure does not require final letter grades.
- k) Get grades in to the Registrar's Office by the due date specified by the Registrar.
- l) Finish work associated with incomplete grades by the due date specified by the Registrar.
- m) Undertake assessment of individual courses and participate in the assessment of the department learning goals.
- n) Submit book and material orders by the due dates specified by the suppliers.

2) Advising:

With regard to advising, a faculty member will:

- a) Undertake advisor training.

- b) Undertake major advising and pre-major advising, if the number of major advisees is low enough to permit, unless appointment type does not require advising.
- c) Meet with advisees in time for students to pre-register by advisor's advice.

3) Additional Expectations:

Generally, a faculty member will:

- a) Adhere to College deadlines.
- b) Follow College policies and procedures.
- c) Undertake trainings legally mandated for all employees.
- d) Be present on campus so as to be reasonably available for department meetings, as well as other College meetings and business.
- e) Use the College credit card appropriately for College expenses if provided one.
- f) Communicate with other faculty and staff reasonably promptly; direct people elsewhere during break times.

Additionally, in order to support enrichment and wellness, all faculty will have access to College lectures, performances, and sporting events, as well as resources for fitness.

4) Resources Provided by the College:

In order to support faculty excellence in teaching, the College will provide faculty with:

- a) An office that allows for confidential meetings with students.
- b) Access to computing resources.
- c) Professional development opportunities regarding teaching.
- d) Access to the library.

Additional Resources to Support Professional Activity for Tenure-Track Faculty:

- a) Specialized spaces such as labs and studios.
- b) Equipment necessary to pursue professional activity.
- c) Sabbaticals.
- d) The opportunity to apply for ASID funding.
- e) Support in grant-writing.
- f) Input into library resources acquired.

B. Tenure-Track Positions

Tenure-track faculty are full-time positions that, after the successful review for tenure and promotion to associate professor, hold indefinite term appointments. Prior to the tenure review, tenure track faculty members with a six-year probationary period hold two three-year contracts, with the second resulting from a successful contract renewal review (see Chapter IV, B, 4).

Guidelines for hiring tenure-track positions can be found in the [Faculty Code](#) CH. 1, Art. II, Sec. 1 & 2, and in the [Guidelines for the Conduct of TT Searches](#) document. In exceptional circumstances, the College may wish to recruit and appoint a faculty member for a tenure track position without a national search using the [Opportunity Hire policy](#), if that hire provides a special opportunity for the College to meet student needs.

New hires will be finalized upon successful completion of a background check. Tenure-track faculty will not accumulate sick leave, and they will not be eligible for vacation benefits.

Tenure-track faculty additionally have the following responsibilities and roles:

1. Tenure-track faculty are expected to serve as academic advisors, at the beginning of their second year of employment and beyond.
2. Tenure-track faculty will have access to a Professional Development Allowance (PDA) to support professional development activities.
3. Additional resources to support professional activity for tenure-track faculty include:
 - a. Specialized spaces such as labs and studios
 - b. Equipment necessary to pursue professional activity
 - c. Sabbaticals

- d. The opportunity to apply for ASID funding
 - e. Support in grant writing
 - f. Input into library resources acquired
4. Tenure-track faculty are expected to participate in Convocation and Commencement exercises.
 5. Tenure-track faculty are eligible to attend and vote in meetings of the department(s), division, and faculty.
 6. Tenure-track faculty are eligible to serve on College committees as specified in [Faculty Code](#) CH. 1, Art. IX, and the Faculty Handbook.

C. Job-Sharing Appointments

Any full-time tenure-track position may be divided into two separate and independent, but equal, positions. Recognizing that job-sharing appointments may produce greater benefits to the College than traditional appointments, the College may elect to compensate job-sharing faculty at a rate above that paid for normal tenure-track positions. Office space, administrative support, eligibility for research grants, access to campus computing resources, and access to departmental resources will be allocated as though each faculty member were full-time.

1. Methods of initiating a request to share a tenure-track position:
 - a. Two individuals may jointly apply for one tenure-track position; or
 - b. Any faculty member holding a tenure-track position, whether that person is tenured or non-tenured, may request that the position be divided into two separate and independent but equal positions.
2. In all cases above (1.a & 1.b) both candidates must satisfy the job description. In the event of 1.a, both candidates must undergo the search and interview process, and both must receive the support of the search committee.
3. In the event of 1.b, the current holder of the tenure-track position will submit a written request to the Provost and Dean of the Faculty indicating a desire to share one position.
 - a. The faculty member will provide the Provost and Dean of the Faculty with a vita of the potential job-sharing individual.

- b. The faculty member will provide the Provost and Dean of the Faculty with a rationale for the request, indicating the potential nature of the divisions of duties, responsibilities, and approaches to compensation.
 - c. A majority of the members of the faculty in the department concerned must submit written support for the request.
 - d. The request must be approved by the Committee of Division Chairs, the Provost and Dean of the Faculty, and the President.
 - e. A review committee appointed by the Provost Dean of the Faculty will interview the candidate for the job-sharing position.
 - f. If the candidate is successful, the President or the Provost and Dean of the Faculty will submit a request to the Board of Trustees that the position be shared.
4. Teaching duties may be divided in any manner agreeable to the Provost and Dean of Faculty and the department. The two faculty members are expected to notify the chair of their department of the exact nature of the job division by January 15th of the preceding calendar year, to facilitate planning and accurate catalog copy.
 5. Both job-sharing professors are expected to satisfy all non-teaching duties such as student advising, directing research or senior examinations/projects, and administrative or committee work that would be expected of any individual faculty member, to the extent that their combined efforts would normally constitute a full-time load.
 6. Tenure consideration for both job-sharing professors will be conducted according to the usual "time in rank" standard currently applied to all other regular faculty members.
 - a. If one member of the job-sharing team has more years in rank or has been given more credit for prior teaching, that individual would usually be considered for contract renewal, tenure, or promotion before the other member of the job-sharing team.
 - b. If both job-sharing professors have equal time in rank, both would be considered for contract renewal, tenure, or promotion at the same time.
 - c. For the Faculty Personnel Committee's deliberations, each professor is to be considered individually, without regard for the other

professor's teaching, professional activity, or service to the community.

7. If one job-sharing professor successfully receives contract renewal or tenure while the other is unsuccessful; or if one job-sharing professor can no longer perform their duties as a faculty member; or if one job-sharing professor freely resigns from the faculty; the other will:
 - a. Assume the teaching and non-teaching duties up to the equivalent of one full-time position until the end of the academic year, and
 - b. Be offered the full-time tenure-track position at their present rank.
8. Each job-sharing professor will have a full vote in all academic deliberations. Persons sharing jobs may not submit written evaluations of each other to the Faculty Personnel Committee at the time of contract renewal or tenure, and may not vote on personnel matters that would affect the other individual.
9. Each job-sharing professor will be eligible for the same level of aid to faculty scholarship as any other full-time member of the faculty. This includes the opportunity to apply for sabbatical leaves on the same schedule as any full-time member of the faculty.
10. Additional teaching beyond the half-time assignment cannot be required of faculty members sharing a position, nor is it guaranteed. Any additional teaching will be handled on a year-to-year basis and will not serve as a permanent substitute for replacing a tenured member of the faculty. At the request of a job-sharing faculty member or the department, and at the Provost and Dean of Faculty's discretion, up to five classes or sections of classes may be added to the normal load of five courses in a shared position. Classes taught by the job-sharers beyond the usual 1.0 FTE for the position will be compensated at the rate that TT faculty are paid for overloads.
11. If a full-time, tenure-track position should open for which either or both job-sharing partners are qualified, either or both professors may apply for the position. The normal national search standards will be employed and neither job-sharing individual should expect to receive preferential treatment.

D. Non-Tenure-Track Teaching Appointments

The College employs faculty in several types of non-tenure-track teaching appointments: Lecturers and Senior Lecturers; Visiting Instructors and Visiting Assistant Professors; Adjunct Instructors and Senior Adjunct Instructors, Adjunct Assistant Professors and Senior Adjunct Assistant Professors; and Studio Music Instructors. The titles reflect distinctions among ongoing vs. temporary appointments, full- vs. part-time appointments, attainment of terminal degree, and promotion status. These appointments may be used for replacing sabbaticals, for responding to enrollment pressures, or for other College programs and obligations.

Individuals employed in these types of appointments are not eligible for sabbatical leaves, nor are they permitted to participate in the Salary Continuation Plan (SCP). They will not accumulate sick leave, and they will not be eligible for vacation benefits.

Individuals employed in all these types of appointments are eligible for the awards given at Commencement for teaching, advising and scholarly work.

1. Lecturers

Lecturer positions are long-term, full-time positions that resulted from ongoing curricular needs. Lecturers are not eligible for tenure and are employed on yearly renewable appointments. Lecturers are usually not required to have the terminal degree in their fields, although an appropriate Master's Degree will usually be required. Lecturer appointments are made by the Provost and Dean of the Faculty upon recommendation of the department in consultation with the Division Chair. A national search is not required for such appointments. Lecturers are expected to perform service, although not at the level of Senior Lecturers or tenure-track faculty. Professional scholarship is not a requirement for the continuation of the appointment or promotion. However, Lecturers receive a professional development allowance to support pedagogical development or scholarship, if they wish to pursue scholarship.

The College is under no obligation to renew the appointment of an individual in a Lecturer position. If the department would like to rehire an individual lecturer for an additional year, the Chair of the Department should make that request in the annual call for non-tenure-track positions. (This is not necessary for senior lecturers.) The Provost and Dean of the Faculty will have the final authority to extend the appointment for an

additional year. If a tenure-track search is opened, an individual in a Lecturer appointment may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual to the position.

- a. Lecturers are expected to serve as academic advisors.
- b. Lecturers will have access to a Professional Development Allowance (PDA) to support professional development activities.
- c. Lecturers are eligible to participate in Convocation and Commencement exercises.
- d. Lecturers may attend department, division, and faculty meetings but are not eligible to vote therein.
- e. Lecturers will typically not serve on appointed committees and may not serve on elected faculty committees nor in elective faculty offices, except for the NTT Faculty Representative.
- f. Lecturers have appointments that can continue indefinitely.
- g. Lecturers typically perform modest service, such as departmental service.

2. Senior Lecturers

Senior Lecturers are members of the full-time continuing faculty who have been promoted from Lecturer. They have proven themselves to be dedicated, excellent teachers over at least four years of full-time teaching. They are not eligible for tenure and are employed on two-year rolling appointments. They are usually not required to have the terminal degree in their fields, although an appropriate Master's Degree will usually be required.

The rolling appointment typically continues indefinitely. In the event of a faculty member not being retained, they will be informed by March 15 that the appointment has ceased to roll beyond the next academic year. The decision to halt the appointment will be the Provost's, in consultation with the Department Chair and Division Chair. If the appointment has ceased to roll, the subsequent academic year is considered the second year of the two-year appointment, and the Senior Lecturer's appointment ends at the end of that year. In addition to teaching courses within their host department, Senior Lecturers are expected to engage with the broader

academic program of the College. Some examples of broader engagement include pre-major advising; service on appointed committees; contributions to departmental or college-wide activities; and/or effective guidance of students outside the classroom. Professional scholarship is not a requirement for continuation of the appointment. However, Senior Lecturers receive a professional development allowance to support pedagogical development or scholarship, if they wish to pursue scholarship.

If a tenure-track search is opened, an individual in a Senior Lecturer teaching appointment may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual to the position.

Senior Lecturers have the following responsibilities and roles:

- a. Senior Lecturers are expected to serve as academic advisors.
 - b. Senior Lecturers will have access to a Professional Development Allowance (PDA) to support professional development activities.
 - c. Senior Lecturers are eligible to participate in Convocation and Commencement exercises.
 - d. Senior Lecturers are considered members of the full-time continuing faculty who attend meetings of the department, division, and faculty and may vote therein.
 - e. Senior Lecturers are eligible to serve on appointed committees and elected committees and in elected offices.
 - f. Senior Lecturers have appointments that can continue indefinitely.
3. Visiting Assistant Professors and Visiting Instructors

Visiting positions are usually full-time, one-year positions that are designed to fill temporary vacancies in the curriculum due to factors such as sabbatical leaves, vacancies of tenure-track positions, course reductions or leaves of absence, or unusual enrollment pressures.

Departments and programs, based on anticipated needs for the following year, apply for visiting positions annually and submit requests every fall in the annual call for non-tenure-track positions. Visiting positions are usually filled through a national search, although it may be the case that someone

locally or regionally has the qualifications and expertise; in this case the position would not be advertised, but there will typically be a formal interview with the hiring department. Procedures for hiring visiting faculty can be found in the linked [Guidelines for Non-Tenure-Track Visiting Faculty Searches](#) document.

Visiting faculty usually have the terminal degree in their field by December of the academic year their teaching appointment begins, and they are usually expected to be willing to take on independent study students and participate in senior capstone experiences as part of their duties. They normally do not participate in campus-wide service. Visitors may choose to continue their scholarly work while at Whitman, but there is no requirement for them to do so. In the most typical scenario, a visitor will teach full-time and hold the terminal degree in a particular field, in which case they would be a Visiting Assistant Professor. There have (rarely) been Visiting Instructors (who teach full-time but do not hold the terminal degree).

Each year, a small group of visiting faculty are appointed as Whitman Faculty Fellows. To allow for reflective teaching and sustained engagement with scholarship, fellows teach 60% of a regular teaching load. The process for hiring Faculty Fellows is outlined in the [Faculty Fellows Hiring Guidelines](#). The fellows program is partially funded through the Eric and Ina Johnston Professorship.

In accordance with standards set by the AAUP, visiting positions have a term limit of five years. If a continuing need for staffing is identified, the department or program can request the creation of a tenure-track position or a Lecturer position.

An initial visiting appointment is usually the result of a national search, in which the department and the Division Chair serve as the search committee. After conducting first round interviews, the department conducts on-campus interviews one candidate at a time. If the first candidate is acceptable, there is no need to bring in other candidates. Visiting teaching appointments are made by the Provost and Dean of the Faculty, or their designee, upon recommendation of the department in consultation with the Division Chair. The recommendation to appoint does not require the approval of the Committee of Division Chairs.

The College is under no obligation to renew the appointment of an individual in a visiting position. If the department would like to rehire an

individual for an additional year, the Chair of the Department will make a recommendation to the Provost and Dean of the Faculty, or their designee, in the annual request for non-tenure-track positions. The Provost and Dean of the Faculty will have the final authority to extend the appointment for an additional year. If a tenure-track search is opened, an individual in a visiting teaching appointment may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual to the position.

Visiting Assistant Professors and Visiting Instructors have the following responsibilities and roles:

- a. They may apply for funding to support teaching and research activities.
- b. They do not normally serve as academic advisers.
- c. They are eligible to participate in Convocation and Commencement exercises.
- d. They may attend department, division, and faculty meetings but are not eligible to vote therein.
- e. They may not serve on appointed or elected faculty committees nor in elective faculty offices.
- f. They are not permitted to serve in a full-time visiting teaching appointment for more than five years.
- g. They typically perform departmental service as specified at the point of hire (e.g. service on senior oral exam panels, supervision of one or two independent study students, etc.).

4. Adjunct Assistant Professors and Adjunct Professors

Adjunct Assistant Professors and Adjunct Instructors are individuals whose teaching appointments for a given year are less than full-time, and course loads may vary from one year to the next. They are not eligible for tenure and are employed on yearly renewable appointments. Adjunct Assistant Professors have received the terminal degree in their fields, while Adjunct Instructors have not. Departments may or may not require that individuals in adjunct teaching appointments have the terminal degree in the field, although an appropriate Master's Degree will usually be required. A modest demonstration of service is expected (e.g., departmental service or

student advising or participation in a college-wide working group). There is no expectation of scholarly activity to retain an adjunct position or to be promoted. There is no expectation of taking on independent study projects with students, nor of taking part in senior assessments in the major. Adjunct teaching appointments are made by the Provost and Dean of the Faculty upon recommendation of the Chair of the Department. A national search is not required for such appointments.

The College is under no obligation to renew the appointment of an individual in an Adjunct Assistant Professor or Adjunct Instructor position. If a department would like to rehire an individual in an adjunct appointment for an additional term, the Chair of the Department should make that request in the annual call for non-tenure-track positions. The Provost and Dean of the Faculty will have the final authority to extend the appointment. If a tenure-track search is opened, an individual in an adjunct teaching appointment may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual to the position.

Adjunct Assistant Professors and Adjunct Instructors have the following responsibilities and roles:

- a. They may apply for funding to support teaching and research activities.
 - b. They are eligible to participate in Convocation and Commencement exercises.
 - c. They are not usually expected to serve as academic advisers.
 - d. They may attend faculty, division, and department meetings but are not eligible to vote therein.
 - e. They will not typically serve on appointed committees and may not serve on elected faculty committees nor in elective faculty offices.
 - f. Their annual appointments may be renewed indefinitely.
5. Senior Adjunct Assistant Professors and Senior Adjunct Instructors

Senior Adjunct Assistant Professors and Senior Adjunct Instructors are faculty who have been promoted from Adjunct Assistant Professor and Adjunct Instructor, respectively. After promotion, they will retain their title, regardless of teaching load, for any semester that they teach at the

College. Senior Adjunct faculty are not eligible for tenure and are employed on yearly renewable appointments. In addition to teaching courses within their host department, Senior Adjunct Assistant Professors and Senior Adjunct Instructors are expected to engage with the broader academic program of the College. Some examples of broader engagement include pre-major advising; service on appointed committees; contributions to departmental or college-wide activities; and/or effective guidance of students outside the classroom. Professional scholarship is not a requirement for the continuation of an appointment. However, Senior Adjunct Assistant Professors and Senior Adjunct Instructors receive a professional development allowance to support pedagogical development or scholarship, if they wish to pursue scholarship.

The College is under no obligation to renew the appointment of an individual in a Senior Adjunct position. If the department would like to rehire an individual for an additional year, the Chair of the Department will make a recommendation in the annual request for non-tenure-track positions. The Provost and Dean of the Faculty will have the final authority to extend the appointment for an additional year. If a tenure-track search is opened, an individual in a Senior Adjunct teaching appointment may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual to the position.

Senior Adjunct Assistant Professors and Senior Adjunct Instructors have the following responsibilities and roles:

- a. They are expected to serve as academic advisers.
- b. They will have access to a Professional Development Allowance (PDA) to support professional development activities.
- c. They are eligible to participate in Convocation and Commencement exercises.
- d. They are considered members of the continuing faculty who attend meetings of the department, division, and faculty, and vote therein.
- e. They are eligible to serve on appointed committees and elected committees and in elected offices.
- f. Their annual appointments may be renewed indefinitely.

6. Studio Music Instructors

Studio Music Instructors are individuals whose primary responsibility is teaching applied music courses. Studio Music Instructors are paid a fixed amount for each 1-credit, half-hour weekly course from the Music Fee Courses budget. Forty 1-credit, half-hour courses per week will be considered a full-time teaching load for Studio Music Instructors, who are eligible for pro-rated fringe benefits if they teach at least thirty 1-credit, half-hour courses per week. Benefits for applied instructors teaching 30 or more 1-credit, half-hour courses in a semester will be determined on the tenth day of classes each semester. The Chair of the Music Department is responsible for recruiting and evaluating the individuals in these appointments, which are made on a semester-by-semester basis.

Individuals employed as SMIs are not eligible for sabbatical leaves, nor are they permitted to participate in the Salary Continuation Plan (SCP). They will not accumulate sick leave, and they will not be eligible for vacation benefits.

Studio Music Instructors have the following roles and responsibilities:

- a. SMIs are eligible to participate in Convocation and Commencement exercises.
- b. SMIs have annual appointments that may be renewed indefinitely.
- c. If SMIs perform departmental service (e.g. participating in senior assessment) they will be stipended.

No other part of this chapter of the Faculty Handbook beyond this section #6 and the Preamble applies to SMIs.

E. Non-Tenure-Track SSRA Appointments

In addition to other non-tenure-track appointments, the College employs individuals in the Sports Studies, Recreation, and Athletics Department (SSRA): Adjunct Instructors, Senior Adjunct Instructors, Lecturers, and Senior Lecturers.

All of the policies governing these appointments are subject to review and revision by the College at any time. Exceptions to these policies are only permitted with the approval of the Provost and Dean of Faculty.

They are not eligible for sabbatical leaves, nor are they permitted to participate in the Salary Continuation Plan (SCP). They will not accumulate sick leave, and they will not be eligible for vacation benefits.

Individuals employed in all these types of employment are eligible for the awards for teaching, advising, and scholarly work.

1. Adjunct Instructors and Senior Adjunct Instructors in SSRA

Adjunct Instructors and Senior Adjunct Instructors in Sports Studies, Recreation, and Athletics (SSRA) are individuals whose teaching appointments in SSRA for a given year are less than full-time. Senior Adjunct Instructors in SSRA are individuals who have been promoted from Adjunct Instructor in SSRA. They are not eligible for tenure and are employed on yearly renewable appointments. Adjunct Instructors and Senior Adjunct Instructors in SSRA are not required to have the terminal degree in their fields. Adjunct teaching appointments in SSRA are made by the Provost and Dean of the Faculty upon recommendation of the Director of Athletics.

The College is under no obligation to renew the appointment of an individual holding an adjunct position. If the SSRA Department would like to rehire an individual in an adjunct appointment for an additional term, the Director of Athletics will make a recommendation to the Provost and Dean of the Faculty. The Provost and Dean of the Faculty will have the final authority to extend the appointment.

Adjunct Instructors and Senior Adjunct Instructors in SSRA have the following responsibilities and roles:

- a. They may receive departmental funding to support teaching activities
- b. They are not eligible to vote in faculty, division, or department meetings and may not serve on elected faculty committees nor in elective faculty offices.
- c. Their annual appointments may be renewed indefinitely.

2. Lecturers in SSRA

Lecturers in SSRA are members of the full-time continuing instructional

staff and are head coaches. They are not eligible for tenure and are employed on two-year rolling appointments. Lecturers are usually appointed with an appropriate Master's degree, but significant experience may serve instead of an advanced degree. Lecturer appointments in SSRA are made by the Provost and Dean of the Faculty upon recommendation of the Director of Athletics. The candidate will be selected from a national pool in consultation with the search committee.

The rolling appointment typically continues indefinitely. In the event of a Lecturer in SSRA not being retained, they will be informed by March 15 that the appointment has ceased to roll beyond the next academic year. The decision to halt the appointment will be the Provost's, in consultation with the Athletic Director. If the appointment has ceased to roll, the subsequent academic year is considered the second year of the two-year appointment, and the Lecturer's appointment ends at the end of that year.

Lecturers in SSRA have the following responsibilities and roles:

- a. They are eligible to serve as academic advisers.
- b. They will have access to professional development funding through the SSRA Department to support coaching and professional development activities.
- c. They are eligible to participate in Convocation and Commencement exercises.
- d. They are not eligible to vote in division or faculty meetings, but may vote in SSRA Department meetings.
- e. They may not serve on elected faculty committees nor in elective faculty offices, but may serve on appointed committees.
- f. They have appointments that can continue indefinitely.
- g. After the second year of service, there may be an opportunity to teach 2 credits, which would be recognized by a salary increase.

3. Senior Lecturers in SSRA

Senior Lecturers in SSRA are members of the full-time continuing SSRA instructional staff who are head coaches, and who have served as a Lecturer in SSRA for six years. They are not eligible for tenure and are employed on two-year rolling appointments. Senior Lecturers are required

to have an appropriate Master's degree in their field. Senior Lecturer appointments in SSRA are made by the Provost and Dean of the Faculty upon recommendation of the Director of Athletics.

The rolling appointment continues indefinitely unless the appointment is halted by March 15. The decision to halt the appointment will be the Provost's, in consultation with the Director of Athletics. If that happens, the subsequent year is considered the second year of the appointment, and the SSRA Senior Lecturer's appointment ends at the end of that year.

Senior Lecturers in SSRA are expected to teach two activity courses (typically one activity course per semester), as well as contribute to the department and/or administration within the SSRA Department and/or the College and/or in professional organizations (e.g., serving on a working group, task force, or other appointed committee for a professional organization).

Senior Lecturers in SSRA have the following responsibilities and roles:

- a. They are eligible to serve as academic advisers.
- b. They are eligible to have administrative responsibilities in the SSRA Department or College.
- c. They will have access to funding through the SSRA Department to support coaching and professional development activities.
- d. They are eligible to participate in Convocation and Commencement exercises.
- e. They are considered members of the full-time continuing faculty and may vote in faculty meetings.
- f. They are eligible to serve on appointed committees, as well as on elected committees and in elected offices.
- g. They have appointments that can continue indefinitely.

F. Visiting Endowed Professorships

The Edward F. Arnold Professorship provides for a one-semester or one-year appointment of distinguished senior faculty in any academic discipline. Arnold professors are nominated by departments. The Chair of the Department should make that recommendation in the annual request for non-tenure-track positions.

The Department making the recommendation will be the sponsoring department during the term of the professorship appointment.

G. Research Associates/Scientists and Senior Research Associates/Scientists

1. The College provides Research Associates/Scientists and Senior Research Associates/Scientists with a number of benefits that help them apply for research funds and carry out their research. These benefits include affiliation with an academic department or program; facilities for professional activities; permission to involve students in research activities; and eligibility to teach in appropriate courses (with no obligation, however, by either party). Additional facilities for Research Associates/Scientists and Senior Research Associates/Scientists, such as an office, computer access, mail, photocopying, phone, etc., must be negotiated among the Provost and Dean of the Faculty, the Department Chair, and the Research Associate/Scientist or Senior Research Associate/Scientist. It is understood that Research Associates/Scientists and Senior Research Associates/Scientists will only use those resources not required by tenure-track faculty. Tenure-track faculty have priority for all college grants, matching funds, or unassigned resources.

Research Associates/Scientists may be appointed for terms of up to five years at which time they will be evaluated by the Provost and Dean of the Faculty, the Department Chair, and the Committee of Division Chairs.

2. Research Associates/Scientists with a terminal degree in their field and at least a five-year affiliation with Whitman College or an equivalent institution may request the designation of Senior Research Associate/Scientist.

Individuals requesting the designation of Senior Research Associate/Scientist must submit to the Office of the Provost and Dean of the Faculty the following materials:

- a. An updated curriculum vita.
- b. The names of two colleagues at Whitman and one external to Whitman, from whom the individual has requested letters of reference. These letters need to address the quality of the individual's contributions to their scholarly community.

- c. A statement about scholarly and professional contributions supporting the request for a Senior Research Associate/Scientist designation.
- d. A statement about research plans for the future.

Senior Research Associates/Scientists may be appointed by the Provost and Dean of the Faculty, in conjunction with the Department Chair and the Committee of Division Chairs, for terms of up to five years.

The Senior Research Associate/Scientist designation for any individual must be evaluated by the Provost and Dean of the Faculty and the Committee of Division Chairs at least every five years or at other times deemed appropriate by the Provost and Dean of the Faculty, in accordance with the procedure specified above.

- 3. All grant applications by Research Associates/Scientists or Senior Research Associates/Scientists must be approved by the Provost Dean of the Faculty.

Research Associates/Scientists and Senior Research Associates/Scientists will receive no salary except from outside grants or from such teaching or other faculty/level activity as may be mutually agreed upon by the Provost and Dean of the Faculty and the Research Associate/Scientist or Senior Research Associate/Scientist, and will maintain professional activity and involve students in that activity whenever possible and appropriate. Salary levels for grant applications will be determined as the average salary of equivalent time in faculty rank if a terminal degree is held.

H. Emeritus Faculty

Upon retirement, all faculty in good standing will be given Emeritus status following the recommendation of the Committee of Division Chairs and President and upon approval by the Board of Trustees.

The College may provide Emeritus Faculty with a number of benefits that include continued association with the appropriate academic department or program and affiliation with the College to seek research funding from foundations or other grant sources. Facilities for Emeritus Faculty, such as office space, must be negotiated between the Office of the Provost and Dean of the Faculty and the Emeritus Faculty member; reasonable expenses related to postage, photocopying, phone, etc., must be negotiated between the Department Chair or Program Director and the Emeritus Faculty member. It is understood that

Emeritus Faculty may only use those resources not required by department or program faculty, and that all expenses will be borne by the appropriate department or program.

I. Nepotism

The College does not deny anyone the opportunity for appointment to the faculty based on family relationship to a current member of the faculty. However, faculty will not be permitted to participate in any discussion, vote, or search committee that is relevant to a close relation's employment, potential employment, or evaluation.

Please consult with Human Resources for guidelines regarding staff positions.

Chapter III – Compensation

A. Salaries and Annual Reviews

Compensation for full-time faculty is based on a five-course teaching load, professional activity, and service. Annual salaries for full-time faculty are paid in twelve equal installments on the last banking day of each month. Faculty in part-time positions are paid for specific teaching assignments and their compensation thus varies depending on their teaching load. The number of installments in pay for part-time faculty varies depending on their teaching load, as well as other factors.

Salaries may be reduced if Whitman College, in its sole discretion, determines doing so is in the best interest of the College for financial reasons.

Each year, every individual engaged in ongoing teaching appointments must submit an annual activity report. This form summarizes the individual's contributions in the areas of teaching, professional activity, and service during the previous year and is used by the Provost and Dean of the Faculty for annual reviews to set salary levels. Division chairs review the activity reports of faculty in non-tenure-track appointments.

The Provost and Dean of Faculty makes the final determination of salaries. The following items factor into the Provost's decision:

1. The size of the budget for faculty salaries (determined by the Board of Trustees in February);
2. Annual activity reports;
3. Recommendations by the Division Chairs and Associate Deans;
4. The results of deliberations by the Faculty Personnel Committee;
5. Special awards, such as Garrett Fellowships;
6. Time in rank and/or years of service;
7. Disparities in salary that may call for equity adjustments.

Faculty in visiting appointments who have been approved for renewal are typically contacted in January or February by the Associate Dean for Faculty Development. The Provost's Office typically notifies continuing members of the faculty about salary decisions between March and May. After the initial appointment letter, faculty in full-time positions receive an annual salary letter.

Faculty in visiting or part-time positions receive a new appointment letter each year outlining the rate of pay and an approved teaching load per semester.

B. Garrett Fellows

Garrett Fellowships are intended to provide a special honor for younger faculty of demonstrated distinction. They are awarded to assistant or associate professors who hold the fellowship until promotion to the next rank. At the time of the award, a salary increase is made, which remains part of the fellow's base salary after the fellowship is relinquished. As vacancies occur, new fellows are appointed by the President based upon the recommendation of the Provost and Dean of the Faculty and the Committee of Division Chairs.

C. Employee Fringe Benefits

The [Human Resources Office](#) administers all fringe benefits to Whitman College employees. Any questions regarding fringe benefits should be directed to the Office of Human Resources.

D. Parenting and Family Leave

1. Non-Tenure-Track Faculty

Faculty not in tenure-track positions who have taught at least two semesters at Whitman are eligible for the College's short-term disability plan. That plan recognizes the medically necessary physical recovery time after giving birth and treats pregnancy as any other short-term disabling medical condition. The standard short-term disability leave for the birth of a child within the academic year is six-weeks coverage of all classes. The Provost, not the faculty member, is responsible for finding another faculty member to teach the classes missed.

For pregnancy or childbirth resulting in additional complications, the period of leave, either before or after the birth of the child, may be increased as documented as medically necessary by a physician. For example, a C-section birth typically is certified for eight weeks of short-term disability leave, and doctor-ordered bed rest may require additional leave. Births that take place outside the academic year will be accommodated under this policy as deemed medically necessary. For example, the birth may occur toward the end of the summer, but the recovery period may extend into the beginning of the fall semester.

Although non-tenure-track faculty are not eligible for the Whitman tenure-track family leave plan, in accordance with Federal and State law, faculty with at least two semesters of teaching at Whitman may request unpaid leave to provide additional time to care for a newborn or ill family member. (Washington State law may allow for 18 weeks of partially paid leave by combining a standard 6-week disability leave for childbirth – and more in other circumstances – and 12 week family leave: [Worker's Rights - Paid Family and Medical Leave](#))

2. Tenure-Track Faculty

a. Parenting Leave

Faculty in tenure-track positions who have taught at least two semesters at Whitman have a range of parenting leave options, enabling them to request a reduction in course load to account for both medical conditions related to the birth and for the time needed to care for the newborn/child. In addition to a reduction in course load, the faculty member may request release from committee work. Faculty in the first year of their appointment do not meet the eligibility requirements of either the Short-Term Disability Plan, or the Family Leave Plan, but may discuss with the Provost options that might be available according to their circumstances.

Options for tenure-track faculty with two prior semesters include:

Short-Term Disability Leave only: Leave from teaching during the period deemed medically necessary and receive 100% annual salary. For example, the faculty member scheduled to teach two courses in the fall semester would not teach the courses for the six weeks (or whatever the medically necessary period) after the birth; those classes would be taught by a replacement. It is the responsibility of the Provost, not the faculty member, to find that replacement.

Semester Leave: One-course reduction through the Family Leave Plan and one-course reduction to account for short-term disability during the semester of birth. The faculty member will teach no courses one semester, and three in the other semester and receive 95% salary. In this way, the faculty member has no salary reduction for the first course, which is offered in lieu of replacing six or more weeks of classes for the courses they are scheduled to teach.

Reduction across semesters: One-course reduction to account for short-term disability during the semester of birth and one or more course reductions in that semester and the following semester for the care of the infant under the Family Leave Plan. For example, a faculty member giving birth/adopting in the fall semester could teach 0 classes that semester and then teach two classes in the spring at 75% annual salary. One-course reduction is considered short-term disability, and two courses fall under the Family Leave Plan.

In accordance with the Pregnancy Discrimination Act of 1978, faculty members who qualify for short-term disability because of pregnancy, childbirth, or related medical conditions may also request a reduction in course load in accordance with the terms of the Family Leave Plan. To facilitate academic planning, the faculty member shall consult with the Provost and Dean of the Faculty as far in advance of the intended leave as possible.

All benefits are continued, although some income-based benefits (for example, TIAA) will be adjusted. In accordance with Federal regulations, the College provides disability and life insurance for up to twelve weeks and then suspends this coverage until the faculty member resumes regular employment.

If the faculty member takes paid employment outside of Whitman during this leave, they forfeit the right to the leave.

b. Family Leave Plan

Faculty in tenure-track positions who have taught for at least two semesters at Whitman are eligible for Whitman's Family Leave Plan, which offers a choice of options for faculty members who request a reduction in their course load to meet family responsibilities such as caring for a newborn or newly adopted child, or for a close family member (typically parents, domestic partners, and children) suffering from a serious illness. If both parents are tenure-track faculty members employed at Whitman, they may both request leave under this plan, and each parent is entitled to the same benefits.

The plan provides a range of options from a one-course reduction to a full year of leave. The following schedule, based on a five-course load per year, explains salary reductions for the Family Leave Plan:

1 course reduction, 4/5 annual load @ 95% annual salary;

2 course reduction, 3/5 annual load @ 75% annual salary (this is equivalent to one semester of leave);

3 course reduction, 2/5 annual load @ 55% annual salary;

4 course reduction, 1/5 annual load @ 35% annual salary;

5 course reduction, 0/5 annual load @ 15% annual salary (this implies a year of leave).

In addition, the faculty member may request release from committee work. All benefits are continued, though some income-based benefits (for example, TIAA) will be adjusted. In accordance with Federal regulations, the College provides disability and life insurance for up to twelve weeks and then suspends the coverage until the faculty member resumes regular employment.

If the faculty member takes paid employment outside of Whitman during this leave, they forfeit the right to the leave.

c. Delay of the Tenure Clock and Sabbaticals

Faculty requesting family or short-term disability leave may also request a delay in the tenure-clock from the Provost and Dean of the Faculty. Delays may be granted in one-year increments up to a total of two years, although these years need not be consecutive. For example, a faculty member could delay the clock twice, one year for each child born or adopted before the time of tenure review.

Family leave semesters will count as full-time teaching semesters in determining eligibility for sabbatical leaves. Faculty originally granted a sabbatical leave during a semester in which they are subsequently granted a leave through either the Short-Term Disability Plan or the Family Leave Plan may request to defer their sabbatical.

E. Short Term Disability Leave

All Whitman College faculty with two prior semesters of teaching are eligible for full salary continuation in the event of temporary disability, for a period not

to exceed six months. Disability lasting beyond the initial six months is covered under the College's long-term disability policy. To qualify for short term disability leave, a faculty member must file a physician's certificate that states an illness or disabling condition keeps them from performing their job with the Office of the Provost and Dean of the Faculty or the Human Resources Office. Once a short-term disability leave has been granted, a physician's certification that the faculty member may return to work must likewise be filed with the Office of the Provost and Dean of the Faculty or the Human Resources Office. If needed, the College will provide staff for course replacements, if the courses are replaced. The Provost and Dean of the Faculty, not the person temporarily disabled, is responsible for finding a faculty member to teach those courses. In the event of serious mental or physical illness, tenure-track faculty members may – in consultation with the Provost and Dean of the Faculty, and either in combination with or separately from any short-term disability or family leave benefit – delay their tenure clock. Delays may be granted in one-year increments up to a total of two years, although these years need not be consecutive.

Chapter IV - Personnel Guidelines and Procedures

A. Introduction

The Board of Trustees has the power of appointment and removal of faculty members, and may fix the compensation of each. All appointments to the teaching faculty of Whitman College shall be made by the Board of Trustees on recommendation of the President of the College.

The Board of Trustees retains the ultimate authority in all personnel matters. The Board of Trustees, in turn, acts upon the recommendation of the President. Before making recommendations to the Board of Trustees, the President consults with the appropriate faculty committees. The Faculty Personnel Committee makes recommendations to the President and the Provost and Dean of the Faculty regarding tenure, promotion, and contract renewal of faculty members who are on the tenure-track, as well as promotions to the senior rank for non-tenure-track faculty. Department Chairs and Program Directors work with the Associate Deans regarding hiring and retention of Visiting Assistant Professors and Adjunct Faculty. Although the President may consult with these committees and individuals, the President is not required to follow their recommendations.

B. Tenure-Track Positions

1. Initial Appointment and the Probationary Period

Initial appointments at the rank of assistant professor are usually for a term of three academic years, with a second three-year term after a successful contract renewal review by the Faculty Personnel Committee. If the faculty member has at least four years of teaching experience at the college level, the Provost and the faculty member may agree, at the time of appointment, on a four-year timeline towards tenure. In these cases, the initial appointment will be for two years, with the second two-year appointment following the successful review by the Faculty Personnel Committee, and the tenure review occurring in the fall of the fourth year. Initial appointments at the rank of associate professor and professor will usually be accompanied by a shorter timeline towards tenure.

At the time of initial appointment to a tenure-track position, the Provost

and Dean of the Faculty will indicate in writing the year the faculty member will be considered for tenure by the Faculty Personnel Committee.

2. Annual Review

Tenure-track faculty are expected to complete an Annual Activity Report each year. The Activity Report will be submitted to the Office of the Provost and Dean of the Faculty, and will be reviewed by the Provost and Dean of the Faculty and the relevant Division Chair for the purposes of salary decisions.

3. Formative Review of Pre-Tenure Tenure-Track Faculty

A formative review of pre-tenure tenure-track faculty during their initial three-year appointment. While pre-tenure faculty on a two-year initial appointment do not have time to engage in the full formative review, the Associate Dean for Faculty Development is available in the first year for consultation regarding the contract renewal review scheduled for the fall of the second year.

The formative review is designed to provide faculty members with conscientious, timely feedback in three areas: teaching, scholarship, and service. This feedback can be used to confirm the success of current practices, identify areas and strategies for improvement, and provide guidance in the preparation of the dossier for contract renewal and tenure applications. The formative review is intended for individual use; it is distinct from Personnel Committee reviews of contract renewal and tenure applications and plays no direct role in these more formal evaluations.

At the end of the first year of an initial appointment, the Associate Dean for Faculty Development (ADFD) will provide information to the faculty member regarding the purpose of the formative review and the process to be followed. In consultation with the ADFD, the pre-tenure faculty member will identify at least two tenured faculty members (at least one of whom is a member of the candidate's department) who will visit a minimum of two class sessions of the pre-tenure colleague. In addition, the ADFD and the pre-tenure faculty member will discuss and come to an agreement about what other sources of information will offer the opportunity for meaningful feedback in the three areas. None of the following is required, but possible materials might include a current

curriculum vita, course syllabi and/or other relevant pedagogical materials, student evaluations, annual activity reports, or evidence of professional activity. The faculty member should select those materials that, in combination, they believe will allow colleagues to provide sufficiently informed feedback.

Toward the end of the fall semester of the second year of an initial three-year appointment, after reviewing feedback from the tenured faculty members who participated in the review, the ADFD will hold a meeting with the pre-tenure colleague in order to synthesize and discuss the feedback. This meeting is also an opportunity for the pre-tenure colleague to ask questions about the criteria that guide personnel decisions or to seek guidance on the preparation of materials for the contract renewal review. The pre-tenure colleague may invite any other party to this conversation if they choose. Following that meeting, the ADFD will contact the candidate and the two faculty reviewers informing them that the process has been completed.

After the third year of employment, the ADFD will contact the pre-tenure colleague to see what questions or concerns, if any, they might have in anticipation of the tenure review. This may be an opportunity for the pre-tenure colleague to ask, for example, about the process for developing the list of external reviewers who comment on professional activity for the purposes of the Personnel Committee tenure review.

4. Contract Renewal

Tenure-track faculty with a six-year probationary period will be reviewed by the Faculty Personnel Committee early in the fall of the third year after their initial appointments. If this review is successful, the Committee will recommend that the individual be given a three-year extension of their contract. For the contract renewal, faculty should submit the items described in "Collection of Information," below, with the exception of names for external review. See below and [Faculty Code](#), CH. 1, Art. IV, Sec. 3 for the criteria for evaluation.

5. Tenure Review

The faculty member will be reviewed for tenure and promotion to associate professor – if they are an assistant professor – in the fall of their sixth year. The Personnel committee will tender its recommendations regarding reappointment or non-reappointment of such faculty in a timely

enough manner so that the faculty member and their department can be notified by the end of the fall semester. A faculty member who has been denied tenure will receive a terminal one-year appointment. Tenure-track faculty with probationary periods shorter than six years will undergo a contract renewal review in the fall of their second year, followed by a tenure review in the fall of the fourth year. See below and [Faculty Code](#), CH. 1, Art. IV, Sec. 3 for the criteria for evaluation.

6. Extensions of the Probationary Period

The [Faculty Code](#) CH. 1, Art. IV, Sec. 1.A contains the guidelines for time in rank.

A faculty member on a tenure-track appointment may apply for an extension of the normal four-year or six-year period prior to review for tenure because of personal illness, childcare, care of a seriously ill or injured person, or other factors beyond the faculty member's control – such as COVID – that significantly hinder the performance of the usual range of duties associated with being a successful faculty member, i.e. teaching, scholarship, and service.

The length of the extension will be based upon an assessment of the degree to which these factors interfere with the normal responsibilities of the faculty member. The granting of such extensions does not increase the expectations for teaching, professional activity, and service. These expectations are defined in the [Faculty Code](#), CH. 1 Art. IV, Sec. 3 and below.

Extensions may be granted in one-year increments up to a total of two years, although these years need not be consecutive.

C. Criteria for Evaluation

The criteria the Personnel Committee uses in the evaluation process can be found in the [Faculty Code](#), CH. 1, Art. IV, Sec. 3. The Faculty Personnel Committee is also guided by [Discipline-Specific Guidelines](#) that are regularly updated and found on the Provost and Dean of the Faculty website. In cases where the Faculty Code and Discipline Specific Guidelines and/or other documents are perceived to be in conflict, the language of the Faculty Code shall be used to make a final determination. The Provost also abides by the Faculty Code criteria in making a recommendation to the President.

If there have been changes to the evaluation criteria in the Faculty Code since a

candidate for tenure and promotion was hired, faculty can elect to be evaluated by the criteria in effect at the time of hire or by the new evaluation criteria. If there have been changes to the evaluation criteria between the time of tenure and promotion to Associate Professor and the time of candidacy for Professor, the candidate can choose to be evaluated by the current evaluation criteria or by the evaluation criteria at the time of the last review. The candidate needs to inform the Provost at the time of submitting their file which criteria they have selected. This information is also in the [Faculty Code](#), CH. 1, Art. IV, Sec. 3.

D. Interactions between the Faculty Personnel Committee and the Provost's Office

1. Administrative Membership on the Faculty Personnel Committee

The President and the Provost and Dean of the Faculty will sit as ex-officio, non-voting members of the committee. The Provost and dean of the Faculty shall be present, but not participate in the Faculty Personnel Committee discussion of a candidate, unless asked. At the close of the discussion, but before the vote on the candidate, the Committee shall ask the Provost and Dean of the Faculty if they have anything to add for the Committee's consideration. This information is also in the [Faculty Code](#), CH. 1, Art. IX, Sec. 13.B.

2. Expectations of Recusal for Faculty Personnel Committee Members and the Role of the Provost in Recusal

In faculty personnel decisions, the College seeks to avoid all possible questions about the participation in the personnel review process of any persons who, by the virtue of a close personal relationship to a candidate for reappointment, tenure, and/or promotion, may have a conflict of interest or whose participation in the process may appear to introduce a conflict of interest.

If any member of the Faculty Personnel Committee has any concern about their capacity to exercise impartial and fair judgment regarding a faculty member under review for reappointment, tenure, and/or promotion, that member must recuse themselves from the Committee's deliberations regarding that candidate. Upon election, the Faculty Personnel Committee members elected should make all possible arrangements to avoid conflicts of interest; if that is not possible, then they must recuse themselves from the Committee's deliberations on that case. In addition, sitting members and members-elect of the Faculty Personnel Committee may not write

letters of recommendation for any faculty member currently under review by this body. The Provost and Dean of the Faculty may discuss the issue of recusal with any member of the Faculty Personnel Committee.

Should it be necessary for a current member of the Faculty Personnel Committee to recuse themselves in any given case, the Chair of the Faculty will select a recent former member of the Committee to participate in the deliberations regarding the candidate in question. This information is also in the [Faculty Code](#), CH. I, Art. IX, Sec. 13.B.

3. Provost Office Support for Faculty Personnel Committee
 - a. At the beginning of each academic year, the Provost and Dean of the Faculty will provide the Faculty Personnel Committee with a list of the faculty members to be evaluated in each of the various categories, and a timetable for deliberations that will ensure timely notice to candidates.
 - b. Prior to evaluating candidate files, the members of the FPC shall undergo training in recognizing these biases with regard to equity, diversity, and inclusion when considering the materials submitted by the candidates. This training is conducted by the Associate Dean for Faculty Development and the Vice President for Diversity and Inclusion. In addition, the committee members will devote time to reflect on the short and long-term impact of COVID on faculty performance and review.
 - c. Each candidate will be advised in writing by the Provost and Dean of the Faculty of the impending evaluation and will be requested to supply information as described below in “Collection of Information”.

E. Collection of Information

The primary responsibility for the collection of information lies with the candidate. Faculty members planning to submit an application for tenure or promotion will find it useful to consult the Provost website for additional information not found in this chapter of the Faculty Handbook.

1. In addition to those letters requested by the candidate, the Provost and Dean of the Faculty will invite all tenure-track departmental colleagues (other than those who are retired or are participating in the Salary Continuation Plan) to send letters to the FPC regarding the candidate’s performance.

2. The candidate will present to the Provost and Dean of the Faculty:
 - a. An updated vita.
 - b. A statement concerning the candidate's teaching and contributions to major and non-major advising. The teaching statement allows candidates to describe their activities that demonstrate excellence in teaching. In the statement, the candidate should provide their definition of excellent teaching. Based on this definition, candidates are responsible for describing how they have worked to achieve excellence as a teacher. Excellence can take many forms, including but not limited to, the trials of new pedagogical techniques, the creation of supplementary teaching materials, the design of courses, or the integration of scholarship with teaching. In addition, candidates should assess their instructional activities. Possible means of assessment should include student feedback. Finally, this statement should contain the candidate's response to student course evaluations or prior committee evaluations.
 - c. A completed and signed Release of Information Form, supplied by the Office of the Provost and Dean of the Faculty, releasing student evaluations to the Faculty Personnel Committee as part of their review. In the case of contract renewal, evaluations are required from at least 2/3 of all classes satisfying the faculty member's normal teaching load at Whitman in the preceding two years.

For decisions on the granting of tenure or promotion to Professor, evaluations are required from at least eight of the twelve most recently taught courses satisfying the faculty member's normal teaching load at Whitman. Upon receipt of this form, the Office of the Provost and Dean of Faculty will obtain electronic copies of the evaluations noted on the form from the Office of Institutional Research. Evaluations from a variety of courses representing the range of the candidate's teaching activities will be expected. The standard form provided by the college will be used; however, the candidate may append additional questions (quantitative or written) to the form if appropriate to a particular course.

- d. Class Materials (e.g. syllabi, reading lists, examinations).
- e. The names of at least three colleagues from within the college community from whom the candidate has requested letters. These letters should focus on aspects of teaching that will not be addressed

by student evaluations or letters written by off-campus experts. Faculty can provide uniquely valuable information on such matters as the candidate's mastery of the field, whether the candidate's organization of the course is appropriate to the subject matter, and whether the information is provided at a level appropriate for the students of the course. Faculty comments on the candidate's class materials, including syllabi, assignments, and textbooks, as well as the pedagogical techniques implicit in the assignment and structure of the course, can be extremely useful to the evaluation process. In many cases, faculty can make insightful comments on the value of presentations, performances, and activities outside the classroom as well.

For the letter writer to be familiar with the teaching philosophy and objectives of the candidate under review, they might meet in advance with the candidate to discuss these matters. The candidate might also provide the letter writer with background about the courses to be evaluated, including earlier versions of the syllabus, if it has been taught more than once and if it has changed significantly. Guidelines for letter writers can be found on the Provost website, under [Personnel Review](#).

Visits to the classroom are an indispensable part of the review process. Letter writers should try to make at least two observations of the candidate's teaching, whether in a classroom or non-classroom setting. Letter writers might also write about team-teaching experiences and observations made during guest visits to classes. In the visit, faculty will want to determine whether the candidate's teaching philosophy and the objectives implicit in the syllabus are upheld in the actual teaching situation.

- f. The candidate's assessment of prior professional activity and its impact on the educational program of the College, and a plan for the future.
- g. Appropriate evidence of professional activity (e.g. publications, papers delivered at professional meetings, letters of review, external evaluations for productions and exhibits).
- h. A candidate for tenure or promotion to professor will provide a list of the names of a minimum of eight and a maximum of ten established scholars, artists, or performers in the candidate's field. The list will be constructed by the candidate in consultation with the candidate's Department Chair and the Associate Dean for Faculty Development. From this list, the Provost and Dean of the Faculty will request four letters of evaluation for the candidate.

For all names submitted, the candidate will provide a justification for each reviewer on the list. The candidate should disclose the nature of the relationship they have with the potential external reviewer. Generally, the external letter writer should have no close personal or professional relationship to the candidate, however, should this be necessary, the candidate will need to provide a particularly strong argument for their inclusion. The candidate may also identify up to four of the potential external reviewers in their list of eight to ten as preferred reviewers from which at least three of the final letters will be solicited.

The Provost and Dean of the Faculty will review the final list of external reviewers and in consultation with the ADFD will identify four reviewers. These four reviewers will include at least three reviewers from the candidate's preferred list, if preferences are provided, and will seek to balance reviewers from the various fields in which the candidate works. The Provost and Dean of the Faculty will return to the original list should additional reviewers need to be identified. In the event that all reviewers from the original list are exhausted, the Provost and Dean of the Faculty will ask the candidate to identify additional reviewers, again in consultation with the department chair and the ADFD.

The Provost and Dean of the Faculty's office will provide those reviewers agreeing to submit a letter of evaluation with information regarding their role in the review process and will request that reviewers submit their current C.V. along with an assessment of the candidate's professional activity.

The candidate will submit appropriate evidence of professional activity (see letter g above) for the external reviewers to read. If desired, they may choose to include a short introduction to those materials or the professional activity statement. The Office of the Provost and Dean of the Faculty will make available to reviewers the materials submitted by the candidate and will serve as liaison between the candidate and the reviewer for any additional materials requested by the reviewers.

The Faculty Personnel Committee will not be made aware of which letters were specifically requested by the candidate and which were selected by the Provost and Dean of the Faculty. All letters from external reviewers will be considered equally by the FPC.

The Provost and Dean of the Faculty will determine the compensation to be offered to outside reviewers.

- i. A statement summarizing the candidate's service to the College or community.
 - j. A current annual faculty activity report (January 1 of the current calendar year through the review deadline date).
 - k. Any other information the candidate believes is pertinent to the review. It is the candidate's responsibility to submit additional or updated material to the Provost's Office
 - l. With the exception of letters by external reviewers solicited as part of a candidate's initial file, the Provost and Dean of the Faculty Office shall notify the candidate of the source of any letter in their file before that letter is considered by the Faculty Personnel Committee. The content of letters from internal and external reviewers are kept confidential by the Faculty Personnel Committee.
3. The Provost and Dean of the Faculty will provide:
- a. The candidate's annual faculty activity reports for the last four years.
 - b. The candidate's past review letter(s).
 - c. When appropriate, evaluations of professional activity by colleagues at other institutions.

F. The Provost's Role in Recommendations

The Faculty Personnel Committee will vote to recommend to the Provost and Dean of the Faculty and the President for or against tenure, promotion, or contract renewal.

The recommendations of the Faculty Personnel Committee will be sent to the Provost and Dean of the Faculty and the President along with a summary of its conclusions in each case.

The information in this section is also found in the [Faculty Code](#), CH. 1, Art. III, Sec. 7.

G. Review Procedures for Tenure, Promotion, and Contract Renewal Cases and the Provost's Role

Following its review, if the Personnel Committee offers a negative recommendation for a faculty member regarding contract renewal, tenure, and/or promotion, the Committee will communicate that recommendation in writing to the Provost and Dean of the Faculty.

The Provost and Dean of the Faculty will communicate the negative recommendation to the President. If the President, in consultation with the Provost and Dean of the Faculty, concurs with the recommendation, the Provost and Dean of the Faculty will send a letter to the faculty member notifying the faculty member of that recommendation. In that letter, the Provost and Dean of the Faculty will explain to the faculty member that they have two weeks to request that a review committee be appointed. This information is also in the [Faculty Code](#), CH. I, Art. III, Sec. 7.C.

If the candidate submits such a request, the Provost will form a review committee in accordance with the following guidelines.

The Review Committee shall consist of the three most senior members and the two most junior tenured members of the full-time teaching faculty, subject to the following specifications:

1. Senior and Junior rank shall be determined according to the total length of service with the College.
2. Senior members will be selected first.
3. No members of the original Faculty Personnel Committee will be included.
4. The Review Committee shall be chosen by the Provost to assure representation of the three divisions. Following the exclusions of members of the original Faculty Personnel Committee, divisional representation on the Review Committee will be assured by passing over successive persons at the upper end of the seniority list until all three divisions are represented.
5. The Provost will instruct the Review Committee to conduct its inquiry in order to "determine whether the decision was the result of adequate consideration in terms of the relevant standards of Whitman College as expressed in the current procedures and criteria for evaluation." This standard is also in the [Faculty Code](#), CH. I, Art. III, Sec. 7.C. The Review Committee shall not substitute its judgment on the merits of the

- candidate for that of the Faculty Personnel Committee. For that reason, the only materials the Review Committee will consider are the elements of the initial application, the Provost's letter conveying the negative decision to the faculty member, and the faculty member's letter of appeal.
6. If the Review Committee concludes that adequate consideration was not given to the faculty member's qualifications (for tenure, promotion, or renewal), it will request reconsideration by the FPC, indicating the respects in which it believes the consideration may have been inadequate. It will direct its findings to the faculty member, with copies to the Faculty Personnel Committee, the Provost and Dean of the Faculty, and the President.
 7. If the Review Committee believes that adequate consideration was given to the candidate's qualifications (for tenure, promotion, or renewal) by the FPC, the Committee will direct its finding to the faculty member, with copies to the Faculty Personnel Committee, the Provost and Dean of the Faculty, and the President.
 8. At the close of the process indicated in G-6 above, should the Review Committee find insufficient reason to return the case to the Personnel Committee for reconsideration, or should the Faculty Personnel Committee, following such reconsideration, affirm its initial recommendation, the candidate will have thirty days to respond or to discuss the matter with the President, or the President's designate, before the decision is entered into the candidate's file.

H. Periodic Review of Tenured Faculty

Each tenured faculty member shall be evaluated in every fifth year following the tenure. The evaluation shall be conducted by the Provost and Dean of the Faculty in consultation with the faculty member's Division Chair. This information is also available in the [Faculty Code](#), CH. 1, Art. IV, Sec. 5.A.

The faculty member being evaluated is responsible for the collection of the following materials to be used by the Provost and Dean of the Faculty and the appropriate Division Chair:

1. Activity Reports from the five-year period preceding the review. The faculty member being evaluated is responsible for submitting a current activity report. Past activity reports will be supplied by the Office of the Provost and Dean of the Faculty.

2. Three letters from colleagues from within the institution who have observed the candidate's teaching through at least two classroom visits and are familiar with the candidate's instructional aims, organization, and materials.
3. Student evaluations from two-thirds of the courses taught in the preceding four years of teaching.
4. An updated vita.
5. A self-assessment regarding teaching, professional activity, and service to the College in the preceding five-year period as well as plans in each of these three areas for the next five-year period.

The Provost and Dean of the Faculty will invite all departmental colleagues to submit letters regarding the candidate's performance in the areas of teaching, professional activity, and service to the department, the College, and the community.

After consulting with the appropriate Division Chair, the Provost and Dean of the Faculty will arrange a meeting with the faculty member being reviewed, and, at the discretion of the faculty member, the appropriate Division Chair. In the event that the faculty member is a Division Chair, that person may elect to have the Chair of the Faculty at this meeting. The meeting will provide the opportunity for the faculty member and the Provost and Dean of the Faculty to have a dialogue about the evaluation.

Within three weeks of the meeting, the faculty member will receive a written letter from the Provost and Dean of the Faculty summarizing their conversation. The faculty member may respond in written form. The Provost and Dean of the Faculty's letter and any written response from the faculty member will be added to the faculty member's file for consultation in subsequent reviews.

In the event that the faculty member disagrees with the assessment made by the Provost and Dean of the Faculty, the faculty member may petition the Division Chairs and the Chair of the Faculty, who will conduct an independent evaluation. Any review by the Division Chairs and Chair of the Faculty will result in a written report that will be sent to the President of the College, the Provost and Dean of the Faculty and the faculty member, and will be added to the faculty member's file. This information is also in the [Faculty Code](#) CH. 1, Art. IV, Sec. 5.C.

I. Evaluation and Promotion of Non-Tenure-Track Faculty

1. Lecturers

a. Annual Review

Lecturers are expected to complete a Faculty Activity Report each year. The Activity Report will be submitted to the Office of the Provost and Dean of the Faculty and will be reviewed by the Provost and Dean of the Faculty (who retains the right to review all such materials), or by the Associate Dean of the Faculty. Activity Reports are used annually to inform decision-making about salary increases.

b. Formative Review

During their second year at Whitman, the lecturer will participate in a formative review designed to provide faculty members with timely feedback on their teaching. This feedback can be used to confirm the success of current practices, identify areas and strategies for improvement, and provide guidance in the preparation of the dossier for promotion to senior status. The formative review is intended for individual use and plays no role in more formal evaluations.

At the beginning of the second year after an initial appointment the Associate Dean for Faculty Development (ADFD) will provide information to the faculty member regarding the purpose of the formative review and the process to be followed. In consultation with the ADFD, the faculty member will identify at least two tenured faculty members (or non-tenure-track faculty with senior status) who will visit a minimum of two class sessions. At least one of the colleagues should be a member of the candidate's department. In addition, the ADFD and the faculty member will discuss what other sources of information will offer the opportunity for meaningful feedback.

Toward the end of the spring semester of the second year, after reviewing feedback from the tenured senior faculty who participated in the review, the ADFD will hold a meeting with the candidate to synthesize and discuss the feedback. The candidate may invite any other party to this conversation if they choose. Following that meeting, the ADFD will contact the candidate and the two faculty reviewers to inform them the process has been completed.

c. Promotion to Senior Lecturer

After at least four years of full-time teaching, a Lecturer may apply for promotion to the rank of Senior Lecturer. Lecturers considering

applying for promotion should notify the Provost and Dean of the Faculty by August 31st of the academic year in which the promotion review will occur. The review will be conducted by the Faculty Personnel Committee in accordance with the process specified below. Following that review, the FPC will make a recommendation to the Provost and Dean of the Faculty as to whether the individual should be promoted to Senior Lecturer. If the promotion is denied, it is strongly recommended that the Lecturer wait for two years before undergoing another review for promotion.

Candidates for promotion to the rank of Senior Lecturer must submit to the Office of the Provost and Dean of the Faculty the following materials to be reviewed by the Faculty Personnel Committee:

- i. An updated curriculum vita.
- ii. The names of at least three colleagues from within the college community from whom the candidate has requested letters. These letters should focus on aspects of teaching that will not be addressed by student evaluations or letters written by off-campus experts. Faculty can provide uniquely valuable information on such matters as the candidate's mastery of the field, whether the candidate's organization of the course is appropriate to the subject matter, and whether the information is provided at a level appropriate for students of the course. Faculty comments on the candidate's class materials, including syllabi, assignments, and textbooks, as well as the pedagogical techniques implicit in the assignment and structure of the course, can be extremely useful in the evaluation process. In many cases, faculty can make insightful comments on the value of presentations, performances, and activities outside the classroom as well.

For the letter writer to be familiar with the teaching philosophy and objectives of the candidate under review, they might meet in advance with the candidate to discuss these matters. The candidate might also provide the letter writer background about the courses to be evaluated, including earlier versions of the syllabus, if it has been taught more than once and if it has changed significantly. Guidelines for letter writers can be found on the Provost website, under [Personnel Review](#).

Visits to the classroom are an indispensable part of the review process. Letter writers should try to make at least two observations of the candidate's teaching, whether in a classroom or non-classroom setting. Letter writers might also write about team-teaching experiences and observations made during guest visits to classes. In the visit, faculty will want to determine whether the candidate's teaching philosophy and the objectives implicit in the syllabus are upheld in the actual teaching situation.

- iii. A completed and signed Release of Information Form, supplied by the Office of the Provost and Dean of the Faculty, releasing student evaluations to the Faculty Personnel Committee as part of their review. Evaluations are required from at least eight of the twelve most recently taught courses satisfying the faculty member's normal teaching load at Whitman. Upon the receipt of this form, the Office of the Provost and Dean of the Faculty will obtain electronic copies of the evaluations noted on the form from the Office of Institutional research. Evaluations from a variety of courses representing the range of the candidate's teaching activities will be expected. The standard form provided by the College will be used; however, the candidate may append additional questions (quantitative or written) to the form if appropriate to a particular course.
- iv. Class materials (e.g. syllabi, student assignments, reading lists, examinations).
- v. A statement about their teaching, including course goals and student learning outcomes, in the context of the criteria for excellent teaching at Whitman College. The statement should also contain a discussion of future plans in regards to their teaching.
- vi. A statement describing the candidate's recent or planned contributions in the area of service to the College and potential broader impacts on campus.
- vii. Annual Faculty Activity reports from each year preceding the review. The faculty member being evaluated is responsible for submitting a current activity report. Past activity reports will be supplied by the Office of the Provost and Dean of the Faculty.

In addition to those letters requested by the candidate, the Provost and Dean of the Faculty will invite all tenure-track departmental colleagues (other than those who are retired or participating in the Salary Continuation Plan) to send letters to the Faculty Personnel Committee regarding the candidate's performance. The Provost and Dean of the Faculty shall notify the candidate of the source of any letter in their file before that letter is considered by the FPC.

As with tenure-track faculty, the Faculty Personnel Committee and the Provost will use the standards for excellence in teaching specified in the [Faculty Code](#), CH. 1, Art. IV, Sec. 3.A. Although the service expectation of Lecturers seeking promotion to the rank of Senior Lecturer is less demanding than that of tenure-track faculty members, the same criteria specified in the Faculty Code will be employed in their review.

While not expected of non-tenure-track appointments, professional activity may be included as part of the review materials, and will be considered as part of the candidate's contribution to the broader academic program of the College.

2. Senior Lecturers

a. Review of Rolling Appointment

Senior Lecturers hold rolling appointments, which typically continue indefinitely. In the event that a faculty member's review results in their not being retained, they will be informed by March 15 that the appointment has ceased to roll beyond the next academic year. The decision to halt the appointment will be the Provost's, in consultation with the Department Chair and Division Chair. If the appointment has ceased to roll, the subsequent academic year is considered the second year of the two-year appointment, and the Senior Lecturer's appointment ends at the end of that year.

b. Annual Review of Faculty Activity Report

Senior Lecturers must complete an Annual Faculty Activity Report each year. The Activity Report will be submitted to the Office of the Provost and Dean of the Faculty each year and will be assessed by the Provost and Dean of the Faculty (who retains the right to review all such

materials), or their designee. Activity reports are used annually to inform decision-making about salary increases.

c. Periodic Review

Senior Lecturers will be evaluated every fifth year following their initial appointment to senior rank. This review shall be conducted by the Provost and Dean of the Faculty or their designee, in consultation with the Senior Lecturer's division chair.

The Senior Lecturer being evaluated is responsible for the collection of the following materials to be used by the Provost and Dean of the Faculty or their designee as well as the appropriate department and division chair:

- i. Activity reports from each year since the most recent review. The Senior Lecturer being evaluated is responsible for submitting a current activity report. Past activity reports will be supplied by the Office of the Provost and Dean of the Faculty.
- ii. The names of three colleagues at Whitman from whom the individual has requested letters of reference. These letters need to address the quality of the individual's teaching, though they may address other aspects of the individual's performance as well. The individuals writing the letters should have observed at least two classes taught by the individual under evaluation.
- iii. Student evaluations from two-thirds of the courses taught in the preceding four years of teaching.
- iv. An updated curriculum vita.
- v. A self-assessment regarding teaching, including course goals and student learning outcomes, and service to the College in the current contract period as well as future plans in each of these areas.
- vi. While not expected of this position, professional activity may be included as part of the review materials and will be considered as part of the candidate's overall contribution to the broader academic program of the College.

In addition to the letters requested by the individual, the Provost and Dean of the Faculty will invite all departmental colleagues to submit

letters regarding the candidate's performance in the areas of teaching, professional activity, and service to the department, College and community. The Provost and Dean of the Faculty shall notify the candidate of the source of any letter in their file before that letter is considered by the Provost and Dean of the Faculty and the appropriate division chair.

After consulting with the appropriate division chair, the Provost and Dean of the Faculty will arrange a meeting with the Senior Lecturer being reviewed, and, at the discretion of the Senior Lecturer, their division chair. The meeting will provide the opportunity for the Senior Lecturer and the Provost and Dean of the Faculty to have a conversation about the evaluation.

Within three weeks of the meeting, the Senior Lecturer will receive a written letter from the Provost and Dean of the Faculty summarizing their conversation. The Senior Lecturer may respond in written form. The Provost and Dean of the Faculty's letter and any written response from the Senior Lecturer will be added to the Senior Lecturer's file for consultation in subsequent reviews.

In the event that the Senior Lecturer and the Provost and Dean of the Faculty disagree on the content of the written letter, the Senior Lecturer may petition the Division Chairs and the Chair of the Faculty, who will conduct an independent evaluation. Any review by the Division Chairs and Chair of the Faculty will result in a written report that will be sent to the President of the College, the Provost and Dean of the Faculty, and the Senior Lecturer, and will be added to the Senior Lecturer's file. This information is also in the [Faculty Code](#), CH. 1, Art. IV, Sec. 5.C.

3. Visiting Assistant Professors and Visiting Instructors

Visiting Assistant Professors and Visiting Instructors are expected to submit student evaluations of all their courses each semester. They may complete an Annual Faculty Activity Report but are not required to do so. Student evaluations and the Activity Report will be reviewed by the Provost and Dean of the Faculty (who retains the right to review all such materials), the Associate Deans of the Faculty, and the individual's Department Chair. The materials may be used for the assessment of the individual's potential for reappointment, in cases where the ongoing need for their expertise has been demonstrated.

4. Adjunct Assistant Professors and Adjunct Instructors

a. Annual Review

Adjunct faculty members are expected to submit student evaluations for all of their courses each semester and complete an Annual Faculty Activity Report each year. Student evaluations and the Activity Report will be reviewed by the Provost and Dean of the Faculty (who retains the right to review all such materials), the Associate Deans of the Faculty, and the faculty member's department chair.

The College is under no obligation to renew the appointment of adjunct faculty. If the department would like to rehire an individual for an additional year, the chair of the department should make the case for renewal in the annual course plan and staffing request that is submitted every fall. The Provost and Dean of the faculty will have the final authority to extend the appointment for an additional year. If a tenure-track search is opened, an adjunct faculty member may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual to the position.

b. Promotion to Senior Adjunct Assistant Professor or Senior Adjunct Instructor

After at least four years of half-time teaching, an Adjunct Assistant Professor or Instructor may apply for promotion to the rank of Senior Adjunct Assistant Professor or Senior Adjunct Instructor. Because an adjunct faculty member's load may vary from year to year (e.g., 40% one year and 60% the next), half-time may be defined as the average over a period of four or more years. If a faculty member does not teach for a year, they may still apply for promotion (i.e. not teaching for a year does not "restart the clock"). Individual cases may vary and faculty members considering promotion should contact the Provost and Dean of the Faculty to discuss the possibility of applying for promotion.

Adjunct faculty considering applying for promotion should notify the Provost and Dean of the Faculty by August 31 of the academic year in which the promotion review will occur. The review will be conducted by the Faculty Personnel Committee in accordance with the process specified below. Following that review, the Faculty Personnel Committee will make a recommendation to the Provost and Dean of the Faculty as to whether the individual should be promoted to the

Senior rank. If the promotion is denied, it is strongly recommended that the faculty member wait for two years to undergo another review for promotion.

Candidates for promotion to the Senior rank must submit to the Office of the Provost and Dean of the Faculty the following materials to be reviewed by the Faculty Personnel Committee:

- i. An updated curriculum vita.
- ii. The names of at least three colleagues from within the college community from whom the candidate has requested letters. These letters should focus on aspects of teaching that will not be addressed by student evaluations or letters written by off-campus experts. Faculty can provide uniquely valuable information on such matters as the candidate's mastery of the field, whether the candidate's organization of the course is appropriate to the subject matter, and whether the information is provided at a level appropriate for the students of the course. Faculty comments on the candidate's class materials, including syllabi, assignments, and textbooks, as well as the pedagogical techniques implicit in the assignment and structure of the course, can be extremely useful to the evaluation process. In many cases, faculty can make insightful comments on the value of presentations, performances, and activities outside the classroom as well.

For the letter writer to be familiar with the teaching philosophy and objectives of the candidate under review, they might meet in advance with the candidate to discuss these matters. The candidate might also provide the letter writer with background about the courses to be evaluated, including earlier versions of the syllabus, if it has been taught more than once and if it has changed significantly. Guidelines for letter writers can be found on the Provost website, under [Personnel Review](#).

- iii. A completed and signed Release of Information Form, supplied by the Office of the Provost and Dean of the Faculty, releasing student evaluations to the Faculty Personnel Committee as part of their review. Evaluations are required from all courses taught at Whitman. Upon receipt of this form, the Office of the Provost and Dean of Faculty will obtain electronic copies of the evaluations noted on the form from the Office of Institutional

Research. The standard form provided by the college will be used; however, the candidate may append additional questions (quantitative or written) to the form if appropriate to a particular course.

- iv. Class materials (e.g. syllabi, student assignments, reading lists, examinations).
- v. A statement about their teaching, including course goals and student learning outcomes, in the context of the criteria for excellent teaching at Whitman College. The statement should also contain a discussion of future plans in regards to their teaching.
- vi. A statement describing the candidate's recent or planned contributions in the area of service to the College and potential broader impacts on campus.
- vii. Activity Reports from the four-year period preceding the review, or since the last review. The faculty member being evaluated is responsible for submitting a current Activity Report. Past Activity Reports will be supplied by the Office of the Provost and Dean of the Faculty.

In addition to those letters requested by the candidate, the Provost and Dean of the Faculty will invite all tenure-track departmental colleagues (other than those who are retired or are participating in the Salary Continuation Plan) to send letters to the Faculty Personnel Committee regarding the candidate's performance. The Provost and Dean of the Faculty shall notify the candidate of the source of any letter in their file before that letter is considered by the FPC.

As with tenure-track faculty, the Faculty Personnel Committee and the Provost will use the standards for excellence in teaching specified in the [Faculty Code](#), CH. I, Art. IV, Sec. 3.A. Although the service expectation of faculty seeking promotion to the rank of Senior Adjunct Assistant Professor or Instructor is less demanding than that of tenure-track faculty members, the same criteria, specified in Faculty Code, will be employed in their review.

In evaluating the candidate's achievements with respect to these items, the Faculty Personnel Committee will consider the candidate's written statement, peer and student evaluations, and the quality of

course materials. In reviewing student evaluations of teaching, the Committee pays particular attention to patterns in student responses. While not expected of non-tenure-track appointments, any research or other professional activity may be included as part of the review materials and will be considered as part of the candidate's contribution to the broader academic program of the College.

5. Senior Adjunct Assistant Professors and Senior Adjunct Instructors

a. Annual Review

Senior Adjunct faculty must complete and submit an Annual Faculty Activity Report each year. The Activity Report will be reviewed by the Provost and Dean of the Faculty (who retains the right to review all such materials), or the Associate Deans of the Faculty. Activity reports are used annually to inform decision-making about salary increases.

The College is under no obligation to renew the appointment of an individual in a Senior Adjunct Assistant Professor or Senior Adjunct Instructor position. If a tenure-track search is opened, an individual in a Senior appointment may choose to be a candidate for the position, but the College is under no obligation to interview or appoint that individual. If a department wishes to retain a Senior Adjunct faculty member for an additional term, the chair of the department should make that recommendation in the annual request for non-tenure-track positions.

Typically, Senior Adjunct faculty are hired on yearly renewable appointments and are offered courses in response to curricular imperatives (e.g., ongoing enrollment pressures that cannot otherwise be met, the need to have courses taught that are required to complete a major but that cannot otherwise be offered, etc.). The Provost and Dean of the Faculty will make the final determination regarding the courses to be offered in any given year.

b. Periodic Review

Senior Adjunct faculty will be evaluated every fifth year following their initial appointment to the Senior rank. This review shall be conducted by the Provost and Dean of the Faculty or their designee in consultation with the faculty member's division chair.

The Senior Adjunct Assistant Professor/Instructor being evaluated is

responsible for the collection of the following materials to be used by the Provost and Dean of the Faculty as well as the appropriate department and division chair:

- i. Activity Reports from each year since the most recent review. The faculty member being evaluated is responsible for submitting a current activity report. Past activity reports will be supplied by the Office of the Provost and Dean of the Faculty.
- ii. The names of at least three colleagues from within the college community from whom the candidate has requested letters. These letters should focus on aspects of teaching that will not be addressed by student evaluations or letters written by off-campus experts. Faculty can provide uniquely valuable information on such matters as the candidate's mastery of the field, whether the candidate's organization of the course is appropriate to the subject matter, and whether the information is provided at a level appropriate for the students of the course. Faculty comments on the candidate's class materials, including syllabi, assignments, and textbooks, as well as the pedagogical techniques implicit in the assignment and structure of the course, can be extremely useful to the evaluation process. In many cases, faculty can make insightful comments on the value of presentations, performances, and activities outside the classroom as well.

For the letter writer to be familiar with the teaching philosophy and objectives of the candidate under review, they might meet in advance with the candidate to discuss these matters. The candidate might also provide the letter writer with background about the courses to be evaluated, including earlier versions of the syllabus, if it has been taught more than once and if it has changed significantly. Guidelines for letter writers can be found on the Provost website, under [Personnel Review](#).

Visits to the classroom are an indispensable part of the review process. Letter writers should try to make at least two observations of the candidate's teaching, whether in a classroom or non-classroom setting. Letter writers might also write about team-teaching experiences and observations made during guest visits to classes. In the visit, faculty will want to determine whether the candidate's teaching philosophy and the objectives

implicit in the syllabus are upheld in the actual teaching situation.

- iii. Student evaluations from all the courses taught since the last review.
- iv. An updated vita.
- v. A self-assessment regarding teaching and service to the College in the current appointment period as well as future plans in each of these areas.
- vi. While not expected of this position, professional activity may be included as part of the appointment review materials and will be considered as part of the candidate's contribution to the broader academic program of the College.

In addition to the letters requested by the candidate, the Provost and Dean of the Faculty will invite all departmental colleagues to submit letters regarding the candidate's performance in the areas of teaching, professional activity, and service to the department, College and community. The Provost and Dean of the Faculty shall notify the candidate of the source of any letter in their file before that letter is considered by the Provost and Dean of the Faculty and the appropriate division chair.

After consulting with the appropriate division chair, the Provost and Dean of the Faculty will arrange a meeting with the Senior Adjunct Assistant Professor/Instructor being reviewed, and, at the discretion of the faculty member, their division chair. The meeting will provide the opportunity for the Senior Adjunct faculty member and the Provost and Dean of the Faculty to have a conversation about the evaluation.

Within three weeks of the meeting, the Senior Adjunct faculty member will receive a written letter from the Provost and Dean of the Faculty summarizing their conversation. The Senior Adjunct faculty member may respond in written form. The Provost and Dean of the Faculty's letter and any written response from the Senior Adjunct faculty member will be added to the Senior Adjunct faculty member's file for consultation in subsequent reviews.

In the event that the Senior Adjunct faculty member and the Provost and Dean of the Faculty disagree on the content of the written letter, the Senior Adjunct faculty member may petition the Division Chairs

and the Chair of the Faculty, who will conduct an independent evaluation. Any review by the Division Chairs and Chair of the Faculty will result in a written report that will be sent to the President of the College, the Provost and Dean of the Faculty, and the Senior Adjunct faculty member, and will be added to the Senior Adjunct faculty member's file. This information is also in the [Faculty Code](#), CH. 1, Art. IV, Sec. 5.C.

J. Evaluation and Promotion of Non-Tenure-Track Faculty in SSRA

1. Adjunct Instructors and Senior Adjunct Instructors in SSRA

Adjunct Instructors and Senior Adjunct Instructors in SSRA are part-time and teach activity courses in the SSRA department. They are expected to collect student evaluations of all of their courses. These evaluations will be submitted to the Office of the Provost and Dean of the Faculty and will be reviewed by the Provost and Dean of the Faculty (who retains the right to review all such materials), or the Associate Deans of the Faculty, and the Director of Athletics, who will make recommendations to the Provost and Dean of the Faculty regarding courses and appointment renewals for the following year. The Provost and Dean of the Faculty will be the final arbiter of course offerings and appointments for any given year.

Adjunct Instructors are normally eligible for promotion to the rank of Senior Adjunct Instructor after teaching thirty course credits. Adjunct Instructors considering applying for promotion should notify the Office of the Provost and Dean of the Faculty by August 31 of the academic year in which the promotion review will occur.

Adjunct Instructors in SSRA who are candidates for promotion to the rank of Senior Adjunct Instructor in SSRA must submit to the Director of Athletics and the Office of the Provost and Dean of the Faculty the following materials, to be reviewed by the Provost and Dean of the Faculty, or their delegate and the Director of Athletics:

- a. An updated curriculum vita.
- b. The names of three colleagues at Whitman from whom the individual has requested letters of reference. These letters need to address the quality of the individual's teaching, though they may address other issues as well. The individual writing the letter should

have observed at least two classes taught by the individual under evaluation.

- c. Student evaluations for all courses taught at the College. The faculty member being evaluated is responsible for submitting their most recent evaluations. Past student evaluations will be supplied by the Office of the Provost and Dean of the Faculty.
- d. A statement about teaching, including course learning goals and student learning outcomes, and plans for the future.

2. Lecturers in SSRA

a. Annual Review

Lecturers in SSRA are expected to evaluate all of their courses and athletic programs each year and complete an Annual SSRA Faculty Activity Report. These evaluations and the Activity Reports will be submitted to the Office of the Provost and Dean of the Faculty and will be reviewed by the Provost and Dean of the Faculty (who retains the right to review all such materials), or the Associate Deans of the Faculty. A copy of these materials will be shared with the Director of Athletics. Along with the submission of these materials, the Director of Athletics will also have an annual meeting with each faculty member.

b. Formative Review

In the fall of their third year (fifth semester) at Whitman, the Lecturer in SSRA will participate in an initial Formative Review designed to provide faculty members with timely feedback on their teaching and coaching. This feedback can be used to confirm the success of current practices, identify areas and strategies for improvement, and provide guidance in the preparation of the dossier for promotion to senior status.

The formative review is intended for individual use as a tool to help them but plays no role in more formal evaluations or promotion processes.

During the 4th semester after an initial appointment, the Associate Dean of Faculty Development (ADFD) and Athletic Director (AD) will provide information to the faculty member regarding the purpose of the formative review and the process to be followed. In consultation with the ADFD and AD, the faculty member will identify at least one or two head coaches/mentors who will visit any of the following to help

support the Lecturer: practices, classes, and games. In addition, the ADFD and the faculty member will discuss what other sources of information will offer the opportunity for meaningful feedback.

Toward the end of the 4th semester, after reviewing feedback from the SSRA faculty who participate in the review, the ADFD will hold a meeting with the Lecturer in SSRA to synthesize and discuss the feedback. The Lecturer in SSRA may invite their coaching mentor to this conversation if they choose. Following that meeting, the ADFD will contact the candidate and the two reviewers informing them that the process has been completed.

c. Promotion to Senior Lecturer

Lecturers in SSRA are normally eligible to be considered for promotion to the rank of Senior Lecturer in SSRA in their sixth year at the rank of Lecturer in SSRA. During the sixth year as a Lecturer in SSRA, an individual holding that position will undergo a Summative Review with materials being submitted to the Provost and Dean of the Faculty, or the Associate Deans of the Faculty. The Director of Athletics will receive a copy of the materials and complete an evaluation of the candidate for Senior Lecturer in SSRA based on accumulated accomplishments in several areas, including but not limited to program management, student experience, and support to the department.

Following the Summative Review process, the Director of Athletics will make a recommendation to the Provost and Dean of the Faculty as to whether the individual should be promoted to the rank of Senior Lecturer. The Provost or their designee will review all the materials and the recommendation from the Director of Athletics, and make a decision on promotion. If a promotion is denied, it is strongly recommended that the Lecturer wait for two years to undergo another review for promotion.

Lecturers in SSRA who are being considered for promotion must submit to the Office of the Provost and Dean of the Faculty the materials in the list that follows, to be reviewed by the Provost and Dean of the Faculty, or the Associate Deans of the Faculty, with copies sent to the Director of Athletics.

i. An updated curriculum vita.

ii. The names of three colleagues at Whitman from whom the individual has requested letters of reference. These letters need to address the quality of the individual's coaching, recruiting, teaching, and service, though they may address other aspects of the individual's performance as well. The individual writing the letter should have observed at least two classes and/or practices taught/conducted by the individual under evaluation.

iii. Student evaluations for all courses taught during the preceding eight semesters or since the last review. The faculty member being evaluated is responsible for submitting their most recent evaluations. Past student evaluations will be supplied by the Office of the Provost and Dean of the Faculty.

iv. A statement about coaching and teaching, including learning outcomes and their impact on student-athletes, both in the context of the relevant sport and outside of it; strategies for achieving stated learning goals and their effectiveness; recruiting; and plans for the future.

v. A statement addressing the management of the candidate's athletic program, including budget management and accounting procedures; alumni relations and fundraising; adherence to generally accepted safety and training standards; and adherence to NCAA and Northwest Conference compliance standards.

vi. A statement describing the candidate's other contributions in the areas of professional activity and service to the department and College, for example: committees, working groups, departmental search committees, etc.; the administration of local, regional, or national sports events; or participation in local, regional, or national professional organizations, and formal academic advising (pre-major or informal team advising).

vii. Annual SSRA Faculty Activity Report for the current year (the Provost Office will provide activity reports from previous years).

3. Senior Lecturers in SSRA

Senior Lecturers in SSRA should complete an Annual SSRA Faculty Activity Report each year and submit it to the Office of the Provost and Dean of the Faculty. This Activity Report will be reviewed by the Provost and Dean of

the Faculty (who retains the right to review all such materials), or the Associate Deans of the Faculty, with copies sent to the Director of Athletics on an annual basis. Along with the submission of these materials, the Director of Athletics will also have an annual meeting with each faculty member.

Senior Lecturers in SSRA will undergo a more substantive (periodic) review every five years, and must submit to the Office of the Provost and Dean of the Faculty the following materials, which are to be reviewed by the Provost and Dean of the Faculty, or their designee, and the Director of Athletics:

- a. An updated curriculum vita.
- b. The names of three colleagues at Whitman from whom the individual has requested letters of reference. These letters need to address the quality of the individual's coaching, recruiting, teaching, and service, though they may address other issues as well. The individual writing the letter should have observed at least two classes and/or practices taught/conducted by the individual under evaluation.
- c. Student evaluations for all courses taught during the preceding four years or since the last review.
- d. A statement about coaching and teaching, including learning goals and outcomes and their impact on student-athletes, both in the context of the relevant sport and outside of it; strategies for achieving stated learning goals and their effectiveness; recruiting; and plans for the future.
- e. A statement addressing the management of the Senior Lecturer athletic program, including budget management and accounting procedures; alumni relations and fundraising; adherence to generally accepted safety and training standards, and adherence to NCAA and Northwest Conference compliance standards.
- f. A statement describing the candidate's other contributions in the areas of professional activity and service to the department and College, for example: committees, working groups, oversight of facilities, managerial or advisory roles, etc.; the administration of local, regional, or national sports events; or participation in local, regional, or national professional organizations, formal academic advising (pre-major or informal team advising).

- g. Annual SSRA Faculty Activity Report for the current year (the Provost's Office will provide activity reports received for the preceding years).

Chapter V - Teaching and Advising

A. Teaching Loads

The standard teaching load in most academic departments is five teaching units (a 3- or 4-credit course is one teaching unit, and a 2-credit course is one-half of a teaching unit) per year. Laboratory courses in the sciences count as one-half of a teaching unit. Other exceptions may occur (e.g., in departments which offer 1-2 credit courses or seminars). Faculty members in departments requiring senior theses/integrative essays/research projects for their majors may count this participation toward their teaching load; normally this participation will not count as more than the equivalent of one teaching unit per year. Unless on sabbatical leave or leave of absence, faculty members are normally expected to teach in each semester of an academic year. Faculty on sabbatical leave or leave of absence during one semester of an academic year will be expected to teach 3 teaching units during the other semester.

The five teaching units are also the basis by which faculty FTE reductions are calculated, as, for example, with the SCP and phased retirement policies (see Chapter VIII).

The faculty members of each department are expected to come to agreement on what constitutes their five-teaching unit responsibility consistent with fairness in the distribution of workloads, enhancement of the department's course of studies and continued excellence in the instruction of students. The information from these paragraphs is also in [Faculty Code](#), CH. 1, Art. V, Sec. 1.

If funds are available, students and, in rare cases, graduates may be hired by the College to assist instructors. However, instructors cannot relinquish any of their responsibilities to evaluate course work. The supervision of all scheduled class meetings and activities is the duty of the instructor.

Students will be allowed to teach activity classes in the SSRA Department if they receive approval from the Provost and Dean of the Faculty or their delegate.

Reductions of load due to high levels of administrative work are possible in the following circumstances:

1. The Faculty Chair and the Division Chairs may reduce their load by three courses per year.
2. Faculty given special assignments by the Provost and Dean of the Faculty or with unusual professional responsibilities may petition the Provost and Dean of the Faculty for load reduction.
3. Members of the Faculty Personnel Committee are entitled to a one-course reduction each year of their service on this body.

In all of the above cases, replacement is not automatic but must be approved by the Provost and Dean of the Faculty in consultation with the Committee of Division Chairs.

Faculty planning to miss class days for professional obligations should limit the total number of class sessions missed to no more than one instructional week per semester (e.g. two class sessions for a two-day-a-week class, three sessions for a three-day-a-week class, etc.). Applications for extensions of the one instructional week limit can be made to the Provost and Dean of the Faculty. Faculty should notify their department chair regarding the class sessions they will miss.

B. Whitman College Credit Hour Policy

The U.S. Department of Education guideline and the Northwest Commission on colleges and Universities mandate that all accredited institutions comply with the definition of credit hour as set forth in Section 600.2, which defines the credit hour as:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (From:

Northwest Commission on Colleges and Universities, Policy on Credit Hour, November 2012)

1. Credit Hour Guidelines for Standard Classroom Courses

Standard 3-credit course: meets 150 min/week for the entire semester and involves 300 minutes of out-of-class student work per week on average over the entire semester. (This is the equivalent of 3 x 50-minute class meetings per week and 5 clock hours of out-of-class student work per week.) Alternatively, credit hours may involve a combination of faculty contact time and student work time, such as a field experience, that approximates no less time than the time set forth above.

Standard 4-credit course: meets 200 min/week for the entire semester and involves 400 minutes of out-of-class student work per week on average over the entire semester. [This is the equivalent of 4 x 50-minute class meetings per week and 6.67 clock hours of out-of-class student work per week.] Alternatively, credit hours may involve a combination of faculty contact time and student work time, such as a field experience, that approximates no less time than the time set forth above.

2. Guidelines for Additional Types of Classes

a. Laboratory

Laboratory instruction is an instructional activity in which a faculty member is overseeing students developing technical skills in a laboratory or field setting by conducting experiments, doing field observation, collecting data, etc.

Generally, one credit hour is awarded for every 150 minutes of laboratory instructional time per week for the duration of a semester. If supplemented with formal out-of-class work, the number of credits awarded may be adjusted in accordance with the federal definition of the credit hour, pending approval through the usual channels of faculty governance.

b. Independent Study

Independent study courses are those for which extended and concentrated practice and/or study is required of the student subsequent to sessions of individualized faculty instruction. Applied music courses and independent study arrangements would be

examples.

Instructors have the obligation to assign and evaluate work in accord with the objectives and learning goals of the independent study and to personally provide the individualized instruction necessary to achieve those goals and objectives. In addition, instructors are responsible for assigning credit, based on the combined faculty contact time and expected student out-of-class work time, in accordance with the federal definition of credit hour.

c. Studio Experience

Generally, one hour of credit shall be awarded for every 150 minutes per week of instructional time for the duration of a semester. If supplemented with formal out-of-class work, the number of credits awarded may be adjusted in accordance with the federal definition of the credit hour, pending approval through the usual channels of faculty governance.

d. Thesis

Thesis instruction involves guided inquiry, research, data analysis, and writing at an advanced level in the field of major study. Extended and concentrated efforts in these areas are required of the student subsequent to individualized faculty instruction.

Instructors have the obligation to mentor and guide the student such that learning goals and objectives are met in this capstone experience. Instructors and/or departments are responsible for awarding credit for thesis work based on expectations for faculty and student involvement necessary to meet thesis goals and learning objectives, in accordance with the federal definition for credit hour.

3. Compliance

Individual instructors are encouraged to justify and explain course credit hours on their course syllabi by clearly stating class meeting times and outlining student assignments and responsibilities. Regardless of the mode of instruction, course syllabi should reflect that faculty and student involvement are consistent with the credits awarded and that courses are sufficiently rigorous to achieve the expected student learning outcomes.

Course proposals should also reflect that faculty and student involvement are consistent with proposed credit hours. Oversight of proposals for new and revised courses will occur at all levels of course approval: department, division, curriculum committee and full faculty, though primary responsibility rests with the individual instructor(s) and the relevant department(s) or program(s). Examination of course credit hours will be added to the list of items to which outside reviewers attend when conducting department/program external reviews.

C. Academic Advising

Academic advising is an important element of excellent teaching at a liberal arts college. After their first year at Whitman, all faculty are expected to participate in the formal advising process. This includes tenure-track faculty and non-tenure-track faculty, specifically: Lecturers, Senior Lecturers, Senior Adjunct Assistant Professors, Senior Adjunct Instructors, Lecturers in SSRA, and Senior Lecturers in SSRA. Visiting Assistant Professors and Adjunct Assistant Professor/Adjunct Instructors are usually not expected to advise, but may do so, if there is an unmet need for pre-major or major advising. As noted, academic advising has two parts:

1. Pre-Major Advising

The Associate Dean for Academic Affairs assigns an advisor to each entering first-year student. Faculty are expected to advise pre-major students if they have under a specified number of current advisees. This number is set by the Provost and Dean of the Faculty.

2. Major Advising

When a student declares a major, they acquire an advisor from that major department. Some departments assign new majors to designated faculty; other departments allow the student to choose any member of the department.

D. Procedure for Recording & Tracking Informal Verbal Student Complaints

Whitman College encourages all its constituents, including students, who have academic or other complaints, to resolve them by speaking to the person directly involved with causing the complaint (or alternatively with the person who supervises that individual). In cases where that is not possible because of a perceived or actual power differential, fears of repercussion, or being given lower

grades, inordinate discomfort, etc., students have the option of filling out the [Complaint Form](#) online, which is also linked on the Dean of Students [Right to Know](#) page, under Complaint Process.

Once submitted the form will be sent to the Office of the Provost and Dean of the Faculty. Any necessary and appropriate action will be taken by the Provost's office to resolve the issue, and the complaint will be filed.

It is likely that some student complaints will be expressed verbally to someone in a position of authority, such as a department chair or an administrator. In cases where an administrator receives a verbal student complaint, either directly or through an indirect communication, the administrator will respond to the complainant (if known), work to resolve the issue with the person of concern, and file the complaint for record-keeping purposes on the student's behalf.

Administrators most likely to receive verbal student academic or other complaints (either directly or funneled to them through others) include (but are not limited to) the Associate Dean of Students and Title IX Administrator; the Vice President for Student Affairs and Dean of Students; the Vice President for Diversity and Inclusion; the Associate Dean for Faculty Development; the Associate Dean for Academic affairs; and the Provost and Dean of the Faculty.

Department Chairs often listen as advisors to students who simply want a sympathetic ear or who want advice on whether or not they want to approach somebody who can look into a complaint (this situation is often the case when students see the department chair as an advisor or a mentor, rather than as a person in charge who has the ability to do something about the complaint). Department Chairs may also look into the matter in an unofficial manner. If it is the case that a student wants something done about their complaint, the department chair looks into the issue and asks the student to fill out the student complaint form. At the end of the process of looking into the issue, the department chair sends an informational email to the Provost's office (to the Associate to the Provost and Dean of the Faculty) so that, if the student has failed to fill out the form, someone in the Provost's office can do so. The information in the email will also allow the Assistant to add the resolution of the complaint to the form. The email will not be filed in any of the faculty personnel files.

E. Student Absences from Class

As indicated in Chapter I, section B, the Handbook affirms the Faculty Code Absence Policy, Chapter V. Article X. Section D. of the Faculty Code.

Based on this policy, the following principles apply:

1. An instructor can fail a student if they are absent for more than 20% of the class only if they put that policy in their syllabus.
2. An instructor cannot fail a student for absences that total less than 20% of the class.
3. Legally mandated excusals - i.e., religious holidays and ADA accommodations -do not count in the 20%.
4. College-excused absences, such as athletics competition or traveling on a field trip, do count in the 20%.
5. If a student misses more than 20% of the classes, excluding those legally mandated excusals, the professor can but need not accommodate any further absences, such as allowing for late submissions of assignments, crafting assignments to cover what was missed due to an absence, or engaging in any of the other activities a faculty member might do to enable a student who was absent to complete the class successfully.

Regarding field trips specifically, if a field trip occurs outside the class's officially assigned class period (that is, it occurs at a time other than the officially assigned class period or extends beyond your officially assigned class period), that field trip is considered optional. A student can choose not to go on this field trip and, if they make this choice, they must be able to successfully complete the class; a student's grade cannot be lowered if they miss an optional field trip. If there is an assignment associated with the field trip, a student who misses that field trip must have a way to successfully complete that assignment, or there must be an alternative assignment that the student can do that will enable them to successfully complete the class.

There are times when a student's various opportunities, both curricular and co-curricular, compete. When they do, it is to be hoped that all parties involved – the student, the faculty, the coaches, and the staff – can find a way that the student can participate in all the activities open to them.

F. Canceling Classes

If a faculty member needs to cancel a class session, due to such things as illness or inclement weather, they should contact their students directly and give them the necessary instructions. They should also contact their administrative assistant and/or their department chair, so that they can field any questions or concerns from students or colleagues. If a faculty member anticipates canceling classes for

more than a week, they should contact both the Provost and their department chair in order to discuss how their courses will be covered. Faculty are encouraged to set up a zoom classroom for those days when they are able to teach classes but cannot make it to campus.

Chapter VI - Professional Development

In the interest of maintaining and enhancing both the scholarship and teaching of the faculty, the College offers an array of opportunities for professional development.

A. Sabbatical Leave

1. The Post-Tenure Sabbatical Program

All benefits are continued, although some income-based benefits (for example, TIAA) may be adjusted.

All tenure-track faculty are eligible to apply, after 10 semesters of full-time teaching, for one of the following:

- a. A one semester sabbatical at 90% annual salary; must teach three courses in the other semester; or
- b. A full-year sabbatical at 70% annual salary; or
- c. A one-semester sabbatical at 100% of the annual salary – after 12 consecutive semesters of full-time teaching

2. The Pre-Tenure Sabbatical Program

All pre-tenure, tenure-track faculty are eligible to apply, after:

- a. Four consecutive semesters of full-time teaching, for a one semester sabbatical at 91% annual salary; must teach three courses in the other semester; or
- b. After six consecutive semesters of full-time teaching, a one-year sabbatical at 90% annual salary; or
- c. After eight consecutive semesters of full-time teaching, a one-semester sabbatical at 100% annual salary; must teach three courses in the other semester.

Examples for pre-tenure, tenure-track faculty:

# Sem	Sem	# Yr	Eligible		
			d	d	f
1	Fall	1	teach	teach	teach
2	Spring		teach	teach	teach
3	Fall	2	teach	teach	teach
4	Spring		teach	teach	teach
5	Fall	3	1-sem @ 91%	teach	teach
6	Spring		teach	teach	teach
7	Fall	4	teach	1-yr @ 90%	teach
8	Spring		teach		teach
9	Fall	5	teach	Next eligibility will be post tenure (after ten consecutive semesters)	1-sem @ 100%
10	Spring		1-sem @ 91%		Next eligibility will be post tenure (after ten consecutive semesters)
11	Fall	6	Next eligibility will be post tenure (after ten consecutive semesters)		Next eligibility will be post tenure (after ten consecutive semesters)
12	Spring				
13	Fall	7			
14	Spring				
15	Fall	8			
16	Spring				

This applies only to the first six years of the pre-tenure appointment.

Faculty should note that, if they wish to take a semester sabbatical in the third year and the fifth year, they should ensure they go on sabbatical in the fall of the third year. Those who take sabbatical in the spring of their third year (or their sixth semester) will not be eligible again until their sixth year, after which materials for tenure and promotion are due.

This information is also in the [Faculty Code](#), CH. I, Art. VI, Sec. 1.

3. Evaluation

Proposals will be evaluated by the Committee of Division Chairs. Sabbatical leaves are granted for projects of such a nature and magnitude that their completion is impossible while the faculty member is engaged in regular teaching obligations. Most proposals should be no longer than three pages, be comprehensible to educated individuals outside of the discipline, and begin with a summary or abstract. Criteria used to evaluate sabbatical proposals are in the [Faculty Code](#), CH. I, Art. VI, Sec. 1. Proposals which are scholarly in nature should result in publication or equivalent presentation. All proposals should have clearly defined objectives by which their success or lack of success can be judged. Proposals should include an updated vita and a statement from the department chair as to whether or not a replacement will be necessary.

If other grants or salaries supporting the applicant's project become available, the financial obligation of the College shall not exceed the balance necessary to complete the applicant's base salary for the period of the sabbatical, plus those unusual expenses associated with the leave. Cost of living expenses will be considered a possible unusual expense on a case by case basis, as determined by the Provost and Dean of the Faculty.

The College maintains payment of its contributions for TIAA, group life, and major medical insurance during the period the faculty member is on sabbatical leave. Faculty on sabbatical retain the use of their computer, their JPMC card, and their office, if space allows.

4. Return

A faculty member returning from sabbatical is required to include a detailed report in their next Annual Faculty Activity Report. Because the AFAR covers a calendar year, when reporting on the first half of an academic year sabbatical, faculty can either report on what has been done to that point or simply note the report is "to be continued" and included in the next AFAR. Any significant modifications in the plans and goals

outlined in the initial proposal made over the course of the sabbatical leave should be included in this report. In addition, it is expected that a faculty member returning from sabbatical leave will give a public presentation reflecting the accomplishments of the leave.

It is expected that anyone granted a sabbatical leave will return to the service of Whitman College for at least two semesters with teaching responsibilities.

5. Sabbatical Replacements and Scheduling

Replacements for faculty who have been approved for a sabbatical leave are not automatically granted. Once sabbaticals are authorized, the Provost and Dean of the Faculty will call for replacement requests and justifications, and in consultation with the Committee of Division Chairs, will work with departments to determine replacement needs. The department chair should work with their department to schedule sabbaticals in a manner that minimizes disruptions to the department's curriculum and major program and accommodates, to the greatest extent possible, the needs of non-tenured tenure-track faculty.

6. Early Sabbatical Option

An optional opportunity for faculty who are interested in applying for national or international fellowships, or who have research opportunities that are time sensitive (such as an archive closing or a short-lived natural phenomenon). If the fellowship or research timeline does not align with sabbatical eligibility, an early sabbatical may be requested. It will be necessary for the department to consent to the early sabbatical and for the Committee of Division Chairs to approve the sabbatical project.

The College maintains payment of its contributions for TIAA (although contributions are based on reduced salary, not the base salary), group life, and major medical insurance during the period the faculty member is on early sabbatical leave. Faculty on sabbatical retain the use of their computer, the JPMC card, and their office.

Upon return, a faculty member's eligibility for their next sabbatical will be increased by the number of years that had remained before their regular sabbatical eligibility. For example, if a faculty member took an early sabbatical after 4 years rather than a regularly-scheduled sabbatical after 5 years, they would be eligible for their next sabbatical after 6 years of

teaching (1 year left before sabbatical one + the regular 5 years until sabbatical two = 6 years). For reasons of equity among faculty, it is not possible to take two early sabbaticals in a row. A faculty member must teach for the extended period and take the next sabbatical after the extended period before the early sabbatical option is available to them again.

B. Leaves of Absence

Faculty members who seek approval of an unpaid leave of absence should submit a request to the Provost and Dean of the Faculty. After soliciting from the appropriate department a statement of the anticipated impact of this leave on the academic program, the Committee of Division Chairs will offer a recommendation to the Provost and Dean of the Faculty. A one-semester leave of absence will count as two teaching units in a faculty member's normal five teaching unit load. It is not usually the case that the Provost will approve a request for a leave of absence for a second year in a row.

Faculty who do not yet have tenure need not return to the College at the end of their leave, nor does the College have a responsibility to retain them in their position.

- Will not receive benefits;
- Is not eligible to receive professional development funding;
- Will not retain a college credit card;
- Will relinquish to WCTS their college-owned technology equipment (laptop and/or desktop, iPad or tablet, etc.);
- Will relinquish access to their college office;

Upon return from a leave of absence, untenured faculty members must teach full-time for four consecutive semesters or four consecutive years to be eligible to apply for a one-semester or full-year sabbatical, respectively. Tenured faculty members upon return must teach full-time for ten consecutive semesters to be eligible for a one-semester or one-year sabbatical.

C. Funds for Scholarship and Instructional Development

Tenured and tenure-track faculty not supported by start-up funds or income from an endowed chair, as well as faculty with senior status will be provided with a Professional Development Allowance (PDA) to support their professional

development. Faculty members who participate in the SCP will not receive an annual Professional Development Allowance. These funds will support legitimate professional expenses (faculty travel for research/creative activity, professional meetings, journal subscriptions, memberships in professional societies, research materials - books, software, supplies). The funds may not normally be used to support student research, computer purchases, and teaching materials otherwise supported by departmental or program budgets. Details on allowable expenses can be found on the [Provost and Dean of the Faculty](#) website.

If available, additional funding may be awarded to proposals seeking support for scholarship and instructional development needs that exceed the use of the PDA. Proposals are evaluated by the elected committee on Aid to Scholarship and Instructional Development (ASID). See [Professional Development Funding](#) for application information.

D. Grants from External Sources

Faculty are encouraged to seek funding for their professional work from foundations outside of the College. Forms of support range from seminars and institutes that provide feedback from fellow scholars to travel and material costs required to conduct research. Some foundations also offer support for curricular innovation or other projects that enhance student learning. In addition, feedback on applications from the granting agency, even when the project is not funded, can provide faculty with valuable insights into their professional development planning.

The [Grants and Foundation Relations Office](#) provides advice and assistance in finding external sources of support and in developing grant narratives and budgets. It is important to coordinate grant-seeking endeavors with the Grants and Foundation Relations Office in order to ensure that the total college fund-raising effort is integrated. Faculty must submit a [Proposal Development Form](#), which allows the Provost's Office to receive advance notice of any funding requests that may require commitments from the College, including any matching funds (for which faculty must submit a [Matching Funds Request Form](#)).

Faculty are encouraged to coordinate requests for the funding of scholarly projects with their sabbatical plans. For example, a foundation may be able to provide travel funding for a sabbatical project or make up any lost salary if a faculty member chooses a sabbatical option that does not provide 100% salary. Faculty should typically not plan to request funding for a research leave outside of their sabbatical eligibility. The funds provided by external foundations are generally insufficient to cover the salary costs of hiring replacement faculty and

the additional payroll expenses the College incurs for both the Whitman faculty member and faculty replacement.

E. Student/Faculty Research Awards and Other Funds

1. Faculty-Student Summer Research

The purpose of the Faculty-Student Summer Research award is to make it possible for faculty to collaborate with continuing Whitman students in their professional work, allowing for a rich learning opportunity for students to gain first-hand knowledge of the methods and challenges of sustained scholarly work. These collaborative projects are expected to be of such quality that they might lead to publication, exhibition, or performance. More information is found under the [Faculty and Student Research](#) page of the Provost and Dean of the Faculty website.

2. Abshire Awards

The [Sally Ann Abshire Research Scholar Awards](#) are awarded each semester to students to assist Whitman professors in their scholarly pursuits. These awards are typically granted for work during the academic year and typically are smaller in scale than summer research awards.

3. Visiting Educators Program

The [Visiting Educator](#) program provides an opportunity to invite scholarly speakers in the various disciplines to campus. Visiting Educators are usually faculty from other institutions. They receive reimbursement for travel and local expenses, and an honorarium. Departments that have their own endowments for speakers or for unrestricted uses are expected to use these sources of funding. Due to limited funds, no more than one Visiting Educator per department can usually be supported. Faculty should consult with their department chair and/or colleagues if they wish to bring a visiting educator during the academic year.

4. Lectureships

The College has numerous [endowed lecture programs](#) (please see the [Whitman College catalog](#) for all endowed lectures).

5. Student Travel to Professional Meetings

Funds are available to assist students to attend professional meetings to

present work done collaboratively with Whitman faculty members. Students may also request funding to support their thesis research. Requests for [student thesis research and presentation travel](#) are awarded on a first-come-first-serve basis by the Associate Dean for Academic Affairs.

F. Mentoring

In order to support faculty seeking guidance as they navigate their early careers at Whitman, the College also has formal [faculty mentoring programs](#) for tenure-track faculty and for Faculty Fellows. Chairs should encourage new faculty in their department to participate in the programs as well as encourage tenured members of the department to serve as mentors. The Associate Dean for Faculty Development will inquire with visiting faculty about their mentoring needs beyond the department and try to make relevant connections.

Chapter VII – Faculty and College Committees and the Provost’s Office

This chapter describes: 1) committees advisory to the Provost, 2) committees whose members are appointed by the Provost or their delegate from the faculty, 3) committees convened by the Associate Deans, and 4) the process by which the Department Chairs and Program Directors are appointed by the Provost.

Ad-hoc committees may be appointed from time to time by the President and/or the Provost and Dean of the Faculty.

A. Committees Advisory to the Provost

1. The Committee of Division Chairs

The Faculty Chair and the three Division Chairs sit with the Provost and Deans of the Faculty and the Associate Deans to form the Committee of Division Chairs (CDC), with the Provost and Dean of the Faculty acting as Chair of the Committee. The Committee of Division Chairs is responsible for advising the President and the Provost and Dean of the Faculty on administrative policy of an academic nature, budgets and staffing matters affecting the Division, long-range academic planning, and any other matters referred to it by the President or the Provost and Dean of the Faculty.

2. Department Chairs and Program Directors Meeting

The monthly meeting of department chairs and program directors is convened by the Provost for the purposes of seeking advice from the chairs and directors, as well as providing information to them. The non-tenure-track faculty representative and the library director are also included in these meetings. Chairs and directors earn a stipend for their administrative work; the NTT faculty earns the same stipend. This meeting is also meant to provide opportunities for chairs and directors to consult with each other. The Provost invites agenda items from the chairs and directors before each meeting.

3. Advising Committee

The Advising Committee provides guidance and recommendations to the Provost on matters related to academic advising. The membership of the committee includes the Chair of the Faculty, the Director of the First Year

Seminar Program, the senior member of the Student Life Committee, the Chair of the Admissions and Financial Aid Committee, and the two Associate Deans.

B. Committees Whose Members are Appointed by the Provost or their Delegate

1. The Institutional Review Board

All research conducted by Whitman College faculty or students involving human participants, regardless of its funding source, must be submitted to Whitman's [Institutional Review Board \(IRB\)](#) for review. Details of Whitman's IRB process, including instructions for submissions, can be found at: [Institutional Review Board \(IRB\)](#). Details of federal guidelines for this review process can be found at: <https://www.hhs.gov/ohrp/register-irbs-and-obtain-fwais/irb-registration/index.html>.

2. The Institutional Animal Care and Use Committee

All research proposals involving vertebrate animals must have their research protocol approved by the [Whitman Institutional Animal Care and Use Committee \(IACUC\)](#). Whitman's IACUC is approved by the federal Office of Laboratory Animal Welfare. New protocols that involve animals should be submitted to the current Chair of the Committee, who will distribute them to the members of the committee for approval.

3. The Institutional Biosafety Committee (convened as needed)

If required by the funding agency, protocols for research conducted by faculty and/or students using Genetically Modified Organisms/Recombinant DNA must be approved by the [Whitman Institutional Biosafety Committee](#). Not all funding agencies require institutional approval, and it is up to the applicant to determine whether their experiments require approval. Most federal agencies use the [National Institute of Health guidelines](#). Additional information can be found on the [Grants and Foundation Relations Compliance](#) Whitman page.

These three committees exist to ensure that all research conducted by Whitman faculty and/or students is held to the highest standards of ethics and safety. The College believes in the ethical care and treatment of animal and human subjects to be used in biological, biomedical and behavioral research, and has established policies to ensure that College

and national regulations are followed.

All students and faculty who are conducting federally-funded research must receive instruction in the responsible conduct of research before they start work. The online tutorial, provided by Citi program, can be accessed from the [Grants and Foundation Relations Compliance](#) page. The Sponsored Program Coordinator will inform the students of the requirement and will also alert the students' supervisors. It is recommended that the students' supervisor discuss the issues involved in the responsible conduct of research with the students and reinforce the ethical concepts taught in the modules. Students need to complete the training, print out the completion form, and send the certificate of completion to the Sponsored Program Coordinator. The SPC will track completion of the RCR requirement.

Whitman College's Research Integrity Officer (RIO) is the Associate Dean for Academic Affairs. They have ultimate oversight on compliance with the College's Responsible Conduct of Research and Research Misconduct procedures.

Whitman College faculty members who serve as Principal Investigators (PIs) or co-PIs on federal grants from the [National Science Foundation](#) or the [National Institute of Health](#) are required to abide by the sexual harassment policies of those agencies. All students, faculty, and staff are required to abide by Whitman's [Sexual Harassment, Discrimination, and Sexual Misconduct Policy](#). In the event that you or someone else is a victim of sexual harassment, discrimination, or sexual misconduct, Whitman provides external [Support and Reporting Options](#), as well as other [On-Campus Resources and Support](#) on the website.

Additional information about research requirements can be found on the Whitman website under [Whitman College Research and Oversight Committees](#).

Information for faculty, including a grants procedures manual and a policy on responsible conduct of research, can be found on the website for the [Office of Grants and Foundation Relations](#).

4. The Páşxapa Advisory Committee on the Collaboration with CTUIR (PACCC)

The purpose of the [PACCC](#) is to enable Whitman College to function as an

effective long-term partner to the CTUIR (Confederated Tribes of the Umatilla Indian Reservation) on areas of common educational concern. The PACCC shall be composed of administrators, staff, and faculty with knowledge of past collaborative initiatives with the CTUIR and with the capacity to communicate with a broad range of members of the campus community. At least one member of the President's Cabinet, one faculty member, and one student will be included in the advisory council.

C. Committees Chaired by Associate Deans

The Associate Dean for Academic Affairs convenes and chairs the Assessment and Accreditation Committee, as part of their work as accreditation liaison to the Northwest Commission on Colleges and Universities. Past accreditation reports and information about the accreditation cycle can be found on the Provost [Accreditation](#) website.

Charge: To complete tasks and documents required by the NWCCU to retain accreditation status.

Membership: The College's Assessment Committee is chaired by the Associate Dean for Academic Affairs, and consists of the three elected faculty Division Chairs, the Provost and Dean of the Faculty, the Director of Institutional Research, the Chief Information Officer, the Director of Enterprise Technology, and the Senior Associate Dean of Students.

The Associate Dean for Faculty Development convenes and chairs the [Center for Teaching and Learning](#) Steering Committee and the ASID Committee, as part of their work on faculty development.

Charge: To plan programming for faculty in support of excellent teaching and oversee the Center's mission to promote a campus-wide environment that values, respects, and encourages excellent teaching.

Membership: Five or six faculty members with diverse disciplinary and pedagogical interests and representatives from the Academic Resource Center, Penrose Library, and WCTS appointed by the Associate Dean for Faculty Development in consultation with the current steering committee.

D. The Role of the Provost in Appointing Department Chairs and Program Directors

The Provost and Dean of the Faculty seeks advice from the department members.

After seeking advice, the Provost makes the decision regarding the appointment.

Department Chairs and Program Directors are appointed for three-year terms.

Duties for Department Chairs and Program Directors can be found in the Department Chairs Handbook in [Faculty Governance](#).

Chapter VIII – Resignation, Retirement, the Salary Continuation Plan, and the Phased Retirement Plan

A. Resignation

It is expected that the faculty member resigning their appointments from Whitman College will provide written notification, with an effective date, to the Provost and Dean of the Faculty as early in the academic year as possible and no later than October 1st. Such notification is important and therefore a matter of fairness to students. The college credit card will be terminated upon receipt of said resignation.

B. Retirement

In accordance with federal law, the College does not have a mandatory retirement age. However, according to the By-Laws of the Constitution of the College, “The Board of Trustees shall have authority to terminate by retirement the appointment of any faculty member who by the reason of mental or physical disability has become unable to perform the duties for which they were appointed”.

C. Salary Continuation Plan

The Salary Continuation Plan (SCP) is designed to release certain approved tenured faculty members from 80% of their required responsibilities to the College while receiving 50% of their base salary at the time they enter SCP, for a period of up to five years. All applications to participate in the SCP must be approved in writing by the Provost and Dean of the Faculty and the President, and must specify the employees date of completion of SCP and hence retirement from the College.

A faculty member who elects to participate in the SCP will retain tenured status, will continue to be regarded as a full-time employee of the College, and will receive partial salary and full-time benefits (with the exceptions specified below) until retirement age. Faculty members participating in the SCP will not be eligible to apply for sabbatical leaves once the chosen plan is in effect.

Faculty members participating in the SCP have an ongoing employment obligation to Whitman College subject to the terms of their SCP appointment. This obligation is inconsistent with employment elsewhere in anything other

than a temporary or part-time capacity. Additionally, while on SCP, irrespective of the form of service of the faculty member, any scholarship submitted or published is to reference the faculty member's continuing status as a member of Whitman's faculty.

1. Eligibility

To be eligible to apply for participation in SCP, a faculty member must have completed at least 15 years of employment at the College. Once a faculty member enters into an SCP agreement, they may not reverse their decision and return to full-time teaching at the College. Years of eligibility are as follows:

<u>Age</u>	<u>Years of Eligibility</u>
62	5
63	4
64	3
65	2
66	1

2. Application Procedures

Faculty members who elect to apply to participate in SCP must present a formal request to the Provost and Dean of the Faculty no later than October 1st of the academic year prior to their anticipated final full year of teaching at the College. This deadline enables the College to search for and, if possible, appoint a suitable replacement for the person who has elected to participate in SCP (assuming the position is authorized for replacement).

Before January 31 of the year of application, barring exceptional circumstances, the Provost and Dean of the Faculty will meet with the candidate in order to develop a tentative agreement about how the faculty member intends to fulfill their responsibilities while participating in SCP.

Approval of each application will be considered final when a faculty member and the College enter into a contractual agreement that specifies the College's obligations under SCP as well as the participant's requirements and the consequences of failing to meet these requirements (see below). Again,

barring exceptional circumstances, that contractual agreement should be finalized by February 15 of the year of application.

3. Requirements of Participation in the SCP

During the period when a faculty member is participating in SCP, by January 1 of each preceding academic year, they must submit to the Provost and Dean of the Faculty as part of that faculty member's Annual Faculty Activity Report a proposal indicating how they intend to fulfill the 20% workload requirement that is a condition of participation in this program. (See section 4 below.)

There are two ways of satisfying the annual 20% workload requirement in any given academic year (see below). The decision to choose one option as opposed to the other will be made in consultation with the Provost and Dean of Faculty and in light of the educational purpose of the College, as articulated in the Whitman College mission statement.

The two ways of fulfilling this requirement are as follows:

- a. A faculty member may elect to teach a single course over the course of any given year of participation in the SCP. Unless previously approved by the faculty, each such course must be submitted in a timely manner for consideration via the standard approval process and must be approved by the department, the Curriculum Committee, and the faculty as a whole. For those selecting this option, a course is defined as a three- or four-credit course, i.e., the equivalent of one teaching unit of a five-teaching unit load. In determining what course the applicant will teach each year, preference will be given to courses that meet a current curricular need (e.g., an introductory course that would relieve enrollment pressures either at the departmental or College level, an intermediate or advanced level course that is over-enrolled or that declared majors require in order to graduate, or an interdisciplinary or General Studies course). The teaching contribution will not normally be satisfied by a special topics course unless the applicant and the department can justify to the Provost and Dean of the Faculty that such a course is necessary as well as in the best interests of the students, the department, and the College.
- b. A faculty member may elect to complete over the course of any given year of participation in SCP at least one-fifth of the professional activity that would normally be expected of a faculty member on a full-year sabbatical leave. This requirement may be fulfilled via completion of

and/or ongoing work in any of the areas of professional activity. (See the [Faculty Code](#), CH. 1, Art. IV, Sec. 3.B.)

In each year of participation in the SCP, a faculty member may elect to switch from one way of fulfilling the workload requirement to the other. However, once a proposal has been granted for final approval by the Provost and Dean of the Faculty, barring extraordinary circumstances, that choice becomes binding for the coming year.

In exceptional circumstances, the performance of service obligations may be determined by the College as satisfying the 20% workload requirement that is a condition of participation in the SCP. However, there is no obligation or expectation that faculty members on the SCP will engage in any departmental or college service.

Whitman College is only registered and approved to have employees in the states of Washington and Oregon and a select few other states. If a faculty member intends to perform work in a state other than in Washington and Oregon, the Provost and Dean of the Faculty must be notified before an agreement is entered into, and any time after a faculty member has entered into the agreement and before moving out-of-state. Whitman College will evaluate the request to work out-of-state and advise if they can administer paying the faculty member working in another state. If Whitman determines it is not feasible to continue the faculty member's employment in another state, then the faculty member will have the choice to:

- a. Maintain your residency in Washington or Oregon and continue this agreement; or
- b. Move out-of-state and receive a lump sum payment of the balance of the salary and benefits to terminate this agreement. Consultation with one's personal tax advisor is advised on the specific tax implications of making this decision, if option b is under consideration.

For purposes of determining the value of lump sum benefits, the employer's cost for medical, dental, SCP employer match for the retirement plan, and group life at the time of the lump sum payment will be calculated for the intended duration of the SCP agreement.

4. Annual Plan and Review

During each succeeding year of participation in the SCP, by January 1st, faculty members participating in the SCP must submit to the Provost and

Dean of the Faculty an annual Faculty Activity Report which includes an account of the work completed during the preceding calendar year, and an indication of the participant's proposed plan to fulfill the 20% workload requirement during the following year.

The Provost and Dean of the Faculty, in consultation with the appropriate Division Chairs and department or program chair, will review the proposed plan for each year of participation in the SCP and recommend its approval to the President, or return it to the faculty member for revision consistent with the expectations indicated above. As a rule, final approval of any given plan will be provided by January 31st of the year in which the proposed plan is submitted.

In addition, those who select the one-course option are required to have each course evaluated by students; and immediately following the semester in which this course was taught, those evaluations should be released to the appropriate division chair as well as the Provost and Dean of the Faculty.

5. Termination for Adequate Cause

If it is determined as a result of an assessment of the Annual Review that a faculty member has failed to fulfill the obligations specified in their SCP contract, this will be considered adequate cause for the Provost and Dean of the Faculty to initiate proceedings to consider termination of employment. Any allegation of such failure will be investigated and concluded in accordance with the process for causes for dismissal found in the [Faculty Code](#), CH. 1, Art. III, Sec. 4.

6. Department or Program Affiliation

When a faculty member elects to participate in the SCP, they should discuss with the department chair or program director the appropriate role for that faculty member in departmental and/or interdisciplinary program matters. Participants in the SCP retain voting privileges, but may not participate in faculty searches, including tenure-track and one-year positions.

Should a faculty member on SCP and the departmental chair or interdisciplinary program director prove unable to come to agreement on the involvement of an SCP participant in departmental or program affairs, the appropriate division chair shall mediate in order to bring the parties to agreement. If that proves impossible, the Provost and Dean of the Faculty shall serve as the final arbiter.

7. Salary

On an annual basis, faculty members who are approved to participate in the SCP will receive 50% of their full base salary, after a final salary adjustment based on the faculty member's annual activity report for the final full calendar year prior to entry. No annual salary increments will be provided during the period of participation in SCP. Salary payments will be made on a twelve-month basis.

For faculty who are committed to teaching a course in order to satisfy the 20% work requirement, at the option of the College, additional part-time teaching is possible for compensation at the standard per-credit rate. For those faculty who are committed to satisfying the 20% work requirement via the conduct of professional activity, at the option of the College, part-time teaching is possible for additional compensation at the standard per-course rate.

8. Benefits

a. ASID/PDA

Faculty members who participate in the SCP remain eligible to apply for funding from the Aid to Scholarship and Instructional Development Fund (ASID). However, they will not receive an annual Professional Development Allowance. The ASID Committee should consider faculty members on SCP as tenured faculty who are eligible for receipt of such funds on the same footing as those applicable to all other tenured faculty members.

b. TIAA

Faculty members who have been receiving a 10% match of their pre-SCP salary from the College for TIAA will receive a 20% contribution to TIAA during the period of participation in the SCP in their SCP salary (i.e. the 10% contribution of the pre-SCP salary is continued). Individuals may, of course, make additional contributions. The foregoing is subject to legal limits on tax-deferred income.

c. FICA

The College will contribute its monthly share of the FICA tax at the federal determined rate based on the actual salary amount paid to the faculty member throughout the period that SCP is held.

d. Insurance

The College will continue to pay premiums for life insurance, the health plan, and the dental plan, until SCP concludes. The benefit under these plans will be consistent with benefits offered to other full-time faculty. The basic life insurance coverage will be based on the base SCP salary. Supplemental voluntary life insurance and long-term disability are not continued during SCP.

e. Retirement

A faculty member who elects SCP will retire at the end of the period of years specified in the initial SCP letter. Upon retirement, SCP is terminated and the retiree will be eligible to receive the benefits which normally accrue to all persons who retire from the faculty. After retirement, continued part-time teaching at the option of the College, is possible for additional compensation at the per-credit rate for part-time faculty in the relevant year.

f. Tuition Remission

Faculty members who participate in SCP remain eligible to receive tuition benefits consistent with other full-time faculty.

g. Death Benefit

In the event of the death of a faculty member during SCP, their estate will receive salary payments for the month in which death occurs and for two succeeding months.

h. Office Space

Office space will be provided to those who select the one-course option. There is, however, no guarantee that an office will be located in the academic building in which the faculty member was previously located, and/or in which the course is to be taught. Those who select the professional activity option will be provided an office only if available.

i. Computer

At the time a faculty member leaves the SCP program, if an individual does not have a campus office, they must return their Whitman College computer to Whitman College Technology Services by August 31 of the

year of retirement. Individuals leaving SCP are responsible for the cost of returning their computer to the college. WCTS will provide a computer and support faculty who enter SCP. At the beginning of SCP, a faculty member will be provided a standard issue computer, with a five-year life cycle. Replacement of high-end computer equipment beyond the standard WCTS issue will be the responsibility of the faculty member or their department.

9. Reevaluation

The College reserves the right to re-evaluate the SCP policy at any time and may modify the program or terminate it if deemed necessary. If modification or termination should occur, the faculty members already participating in SCP will continue to participate in accordance with the terms specified in the initial contract.

D. Phased Retirement

Phased Retirement (PR) is designed to allow a tenure-track faculty member to reduce their teaching obligation to no less than 60% of full-time for a period of up to five years after the age of 60 but not beyond age 70. The major objective of this option is to provide faculty members who wish to do so the opportunity to reduce their teaching obligations over up to a five-year period prior to their selected age of retirement and be compensated during that period at a percentage of their base salary. The faculty member who elects PR remains a tenured member of the faculty for the percentage teaching agreed upon, receiving a proportionate salary and full benefits. Faculty members on PR are not eligible for sabbaticals. All applications for PR must be approved by the Provost and Dean of the Faculty and the President.

1. Eligibility

Faculty are eligible to apply for PR at age 60 or beyond for a period of up to five years and not to extend beyond age 70. A faculty member who selects this option may not reverse their decision and return to full-time teaching. In years subsequent to the PR period, continued part-time teaching, at the option of the College, is possible for additional compensation at the per-credit rate for part-time faculty in the relevant year.

2. Application Procedures

Faculty members who elect to apply for PR will present formal applications to

the Provost and Dean of the Faculty. Applications must be submitted before October 1st.

3. Salary

Faculty who elect PR will receive their full base salary annually prorated to the actual percentage teaching load they undertake each year. The teaching load for the five-year period will not be less than 60% of a full-time load in any single year, and the percentage load in any year will not exceed the percentage of the previous year. Annual salary increments for the five-year period of the PR will be determined by the Provost and Dean of the Faculty.

- a. A one-course reduction = 80% of salary
- b. A two-course reduction = 60% of salary

4. Benefits

a. TIAA

Faculty who have been receiving a 10% match from the College for TIAA will continue to receive a 10% match on their PR salary (that is, the 80% or 60% of the previous salary will be the basis of the 10% calculation). Individuals may, of course, make additional contributions to TIAA if they wish to do so.

b. FICA

The College will contribute its monthly share of the FICA tax at the federally determined rate based on the actual salary amount paid to the faculty member through the period of PR.

c. Insurance

The College will continue its payments of premiums for life insurance, the health plan, the dental plan, and the group disability plan, consistent with eligibility requirements of each annual plan.

d. Retirement

A faculty member who elects PR will retire or enter SCP, if they are eligible, at the end of the period agreed upon. Upon retirement, PR is terminated and the retiree will become eligible to receive the benefits which normally accrue to all persons who retire from the faculty. PR

faculty may be employed part-time after the expiration of PR but at the option of the College, and at the per-credit rate for part-time faculty in the relevant year.

e. Death Benefit

In the event of the death of a faculty member during PR, their estate will receive salary payments for the month in which death occurs and for two succeeding months.

5. Reevaluation

The College reserves the right to re-evaluate its position concerning the offering of PR at any time and may adjust the option or withdraw from offering it as it deems necessary. If such adjustment should occur, those faculty members already under PR will be continued under the specifications agreed upon.

E. Policy for Computers of Faculty Resigning, Retiring, or Entering Salary Continuation Plan

Upon resignation or retirement, or at the time a faculty member leaves the SCP or PR program, they must return their Whitman College computer to WCTS (Whitman College Technology Services) by August 31 of the year of retirement. Individuals leaving SCP or PR are responsible for the cost of returning their computer to the college.

1. WCTS will provide a computer and support to faculty who enter the SCP or PR. At the beginning of SCP, a faculty member will be provided a standard issue computer with a five-year life cycle.
2. WCTS will provide computer support to former faculty who continue working for the college after retirement, either on a voluntary or paid basis. WCTS requires official notification when network access is requested for these individuals. Library privileges should be arranged with the director of the Penrose Library.
3. The Provost and Dean of the Faculty office will notify WCTS staff of known retirements and SCP and PR agreements in April of each year.

Replacement of high-end computer equipment beyond the standard WCTS issue will be the responsibility of the faculty member's department.

Chapter IX – Faculty Use of Whitman College Resources

The following are general guidelines for faculty in their use of College funds. These guidelines pertain to College funding, which includes, but is not limited to, the use of start-up funds, funds for professional development, ASID funds, grants from internal sources, student/faculty research awards, named chair and professorships, endowments, and department or division funds. Generally, department funds are to be used for instructional activities related to the academic program and not for professional development purposes.

The goal of these guidelines is to facilitate faculty research and teaching efforts while complying with Internal Revenue Service and grant funding agency regulations, and responsibly and effectively managing the College's financial resources.

Without proper documentation, reimbursements may be considered taxable income to the employee. The most general guideline is that expenses directly related to a faculty member's teaching or professional activity are allowed while personal expenses are not. The following guidelines are intended to provide clarity regarding that distinction.

In all cases, college employees must: 1) not have been, nor will be, reimbursed by any entity other than Whitman College; 2) demonstrate that expenditures are necessary to the business purpose of the College and are appropriate and reasonable in nature.

A. Allowable Expenses

Whitman College's guidelines for using college funds are articulated in the [Travel and Business Expense Policy](#). Faculty should ensure they follow these guidelines and Business Office procedures for documenting spending.

Expenses can be generally divided into three categories: 1) those related to individual faculty professional development, 2) those related to the delivery of department curriculum or other department business, and 3) those related to college business such as committee work, recruiting or guest lectures. All should be relevant to your teaching, research or college related business.

1. Individual faculty professional development expenses may include:
 - Travel, lodging, and food for professional development purposes, such as travel to a professional conference or a research site.
 - Journal subscriptions and memberships in professional societies.

- Registration for professional conferences that are virtual or online.
- Materials related to research such as software, supplies, books, expendable supplies and minor equipment.
- Editing, indexing, preparation of figures, writing coaching, or other costs associated with the preparation and publication of scholarly materials. Please contact the Associate Dean for Faculty Development before using your PDA for this purpose.
- Limited wages for student assistance in support of a research project. Contact the Provost Office before using your PDA for this purpose.

2. Departmental business expenses may include:

- Supplies or activities directly related to courses taught in the department (these could include independent studies or regularly offered courses)
- desk supplies for faculty offices in the department
- minor equipment for shared use of a department's faculty or students
- student departmental assistants
- meals and entertainment necessary for departmental business
 - Colleague meetings, departmental and interdepartmental, should be scheduled for times other than meals whenever possible.
 - If the food is used as a reward or morale booster, these situations must be non-repetitive in nature.

3. Other College related expenses may include:

- Recruiting expenses – dining and/or travel
- Visiting educators or guest speakers
- Grants (internal or external)
- Department or Program External Reviews

B. College Credit Cards

Faculty members using a College purchasing card are required to follow College procedures for documenting spending using the Chrome River system. The college requires itemized receipts for all charges, as well as an explanation of the business expense.

Repeated failure to document spending appropriately or in a timely manner, or repeated overspending of allocated funds, will result in the faculty member losing the privilege of using a College credit card.

C. Personal Reimbursement

A completed and signed IRS Form W-9 must accompany reimbursement requests for invoices (lodging or services) from an individual, landlord, or any unincorporated entity.

Whitman College funds cannot be used to pre-pay professional development expenses that will later be reimbursed by an outside agency or organization.

D. Family or Companion Expenses

College funds can only be used to pay for faculty travel and meals, and cannot be used to offset the cost of a spouse/partner's expenses.

E. Internet Connectivity Fees

The cost of connection to the internet while traveling on College business can be covered, but not for connecting from home.

F. Cell Phones

Cell phones and cell phone bills are not normally covered.

G. Home Office

Whitman College funds may not be used to furnish, improve, maintain, or supply a home office.

H. Ownership of Equipment and Materials

Any equipment, software, or other durable resources (including computers, furniture, digital cameras, lab/studio tools, books, etc.) purchased with the

College and/or grant research funds are the property of Whitman College and remain so when a faculty member leaves the College.

I. Departmental Meals and Entertainment

Appropriate permission should be received prior to incurring any travel, meal or entertainment expenses.

Discretion should be used when spending departmental funds for faculty/student entertainment. Only rarely should a department meeting entail food expenses. At the beginning of the academic year or semester, departments should discuss any anticipated events for students that might involve expenses such as food and come to an agreement on department resources that should be spent on student entertainment.

J. Visiting Educators (Guest Lecturers)

Departments that have their own endowments for guest lecturers or unrestricted endowments are expected to use those sources of funding to support visiting educators. (see the section below on departmental endowment use). Departments without endowments may request funding from the Associate Dean for Faculty Development. Requests may come at any time of the year (at least two months prior to the date of a visit involving domestic travel, and five months prior to a visit involving international travel) but typically only one request per department will be considered each year. For this reason, it is important for department colleagues to periodically discuss anticipated plans for requesting visitors.

K. Departmental Endowment Use

In all cases, endowments and income generated by them, regardless of the department, program, or individual involved, belong to Whitman College. The “owner” of an endowment is the college officer who is responsible for the area supported by the endowment.

The individual, program or department has significant autonomy in determining the disposition of funds. However, the budget officer has final authority over such disposition.

Policy for administering Departmental Endowments:

1. Department chairs will be made aware on a regular basis of endowments designated specifically for their use; what the specified use of income is (if

specified in the agreement); available income; and any other details needed to effectively use the endowment.

2. The office of the Provost and Dean of the Faculty will be kept informed by the Department Chair of how the endowment is being used.
3. Departments are encouraged to make regular use of endowment income to fund department expenses, faculty research, small equipment, enhanced computer capacity/software or other specific purposes. The Provost and Dean of the Faculty will reserve the right to redirect funding requests made by the departments to college-wide funding sources, or to departmental endowments, where necessary or appropriate.

This policy is intended to encourage wise use of endowment income, which will in turn allow existing College-wide funding opportunities to be made available to more faculty.

L. Office and Computer Equipment

Faculty are ordinarily assigned private offices. The Provost and Dean of the Faculty has ultimate authority in the allocation of space in all academic buildings.

As office space is a limited college resource, it must be managed and allocated in a way that promotes the advancement of the college's mission and its strategic priorities. Allocation of office space in academic buildings (Hunter, Olin, Maxey, Hall of Science, Harper Joy, Fouts, Hall of Music) is under the purview of the office of the Provost and Dean of the Faculty as the cabinet officer who oversees Academic Affairs. Decisions made regarding office space in academic buildings should align with support for the academic program of the college, and be flexible enough to respond to current and emerging needs.

"Office space" includes faculty offices, offices for staff who support the academic program, and conference rooms that are utilized to support the College's instructional and research functions.

Office space is allocated within the academic buildings according to these guidelines:

1. In general, office space allocation priorities are as follows:
 - a. Tenure, Tenure-Track, Full-time/Long-term Non-Tenure faculty, and Full-time Academic Affairs staff
 - b. Full time visiting Assistant Professors

- c. Part-time Adjunct faculty
- d. Faculty who have retired from the college will be allowed to maintain an office for one academic year into their retirement, pending availability
- e. Faculty who are on a year-long unpaid leave of absence will relinquish access to their college office (per this faculty Handbook)
- f. Research Associates of any status may request but are not guaranteed an office

Unless there is a significant reason to maintain physical separation among offices within a unit, office spaces will be allocated in close proximity to other offices within a department/unit. Having offices within close proximity of others within a unit facilitates department/unit cohesion.

2. At a minimum, the Provost and Dean of the Faculty or their designee will consult with the Chair of the faculty and a Department Chair/Program Director or Director of a staff unit as it considers space requests or designations. In addition, the Provost and Dean of the Faculty or their designee should consult with the appropriate division Chair and Division Assistant. Ultimately, the final decision or space designation rests with the Provost and Dean of the Faculty.
3. Offices will be assigned based on need, availability, and suitability for use.
4. Unless there are extenuating circumstances approved by the Provost and Dean of the Faculty, or their designee, requests to change offices are made by departments, not individuals. Department Chairs/Program Directors and Directors of staff units are responsible for making these requests.
5. Periodic evaluation of office space allocation may be requested of a department to ensure that office space is being used to maximum functionality and efficiency.
6. Computer equipment, software, and network access are made available through Whitman College Technology Services (WCTS). Priorities for allocation and purchases of equipment and software are determined by departments and WCTS.

Faculty members may have only a single Whitman-owned computer allocated to them, unless one or more of the following are true:

- a. Having an additional computer is a documented accommodation for a documented disability
 - b. Their scholarly needs require an additional computer(s). If this is the case, faculty members should present a written request to the Provost and Dean of Faculty detailing a rationale for the additional computing equipment. Approval will be granted on a case by case basis.
7. Faculty members who wish to purchase technology equipment using non-Whitman grants or other similar awards may do so in consultation with WCTS' Instructional and Learning Technology team. Typically, computer hardware is provided upon the point of hire and regularly replaced based on the WCTS replacement cycle. New tenure-track faculty members with specialized needs beyond the standard setup can use their professional development funds to make additional purchases in consultation with WCTS – Instruction and Learning Technology.
8. When a faculty member prepares for separation from Whitman, faculty should consult with WCTS' Instructional and Learning Technology team on how to return their college-owned technology equipment.
 - a. Tenure track and retiring faculty may retain their college-owned technology equipment until the end of their employment as specified in their contract or earlier if separating before that date.
 - b. Non-tenure track faculty may retain their college-owned technology equipment (including but not limited to software and phones) until June 30th (or nearest business day)
9. Computers and associated peripherals owned by Whitman cannot be purchased or otherwise acquired by faculty members. This is due to licensing restrictions Whitman agrees to upon original purchase of this equipment.

Appendices

A. 1. Annual Faculty Activity Report

ANNUAL FACULTY ACTIVITY REPORT

January 1 - December 31, 2024

Name:

E-mail:

Division:

Your Annual Faculty Activity Report is due by **January 15, 2024**. If you have already completed an activity report as part of a review this fall, you do **not** need to complete another report unless you would like to amend your earlier report to include any additional activities for the remainder of the calendar year. There is no minimum or maximum length expected for your report, but please do *try to direct us to what you think is most important by providing a succinct account of your year's work*.

The Annual Faculty Activity Report form is located on the web at

<https://www.whitman.edu/provost/forms-and-applications/annual-faculty-activity-report>.

You may submit your report electronically using the online version of the form or as a Word document (also located on the web) emailed as an attachment to Atarah Pinder at pindera@whitman.edu.

If you have questions regarding this report, please consult with your Division Chair or call Atarah at 527-5399.

Teaching, Departmental Affairs, and Academic Advising

Regarding teaching, you are encouraged to describe current challenges you are grappling with, including but not limited to those that have come to your attention as a result of the qualitative and/or quantitative results of student evaluations; changes that you have made in response to those challenges; your assessment of the results of those changes; and, finally, pedagogical strategies you are considering for future adoption. This does not mean that you are expected to change your teaching every year; indeed, reflection on the continued success of previous approaches to your teaching is entirely appropriate.

Regarding advising, you are encouraged to describe your advising of formally assigned pre-major and major advisees and any advice you do for other students who seek you out on a wide range of issues. Please describe strategies you have implemented or are considering implementing regarding being an effective adviser.

In completing this section of the report, *please* provide the following information:

1. Courses taught during the period covered by this activity report as well as their enrollments
2. Number of pre-major and major advisees, as well as a description of the informal advising done for students who are not your formal advisees, during the period covered by this activity report
3. Independent study projects supervised during the period covered by this activity report
4. Number, degree of involvement, and character of Senior Assessments in the Major

Professional Development and Activity

Regarding scholarship, if you wish, you may report information in the form of a list of publications, conference papers, grant applications, performances, exhibits, etc. In addition, you are encouraged to indicate briefly how your professional activity during the past year fits within the larger trajectory of your scholarly career.

Report here items such as publications, performances, or exhibitions, indicating which are peer-reviewed; grants or honors; attendance at and participation in professional meetings; election to positions in professional organizations; consulting or counseling; progress toward a formal degree or other formal studies; and any other work or activity which reflects your participation in professional affairs or the development of your professional interests and capacities. Give complete citations for all books, articles, papers, book reviews, columns, concerts, exhibits, public presentations, etc.

Sabbatical Report for semester or year.

When reporting on the first half of a sabbatical, you may either report work completed to date or indicate “to be continued.”

Service to the College and the Community

Regarding service, if you wish, you may choose to report information in the form of bullet points, although, here too, you are encouraged to reflect and comment on your service over the course of the past year, including specific contributions you made, whether in the form of committee service or less formally (e.g., by

contributing to the creation of an inclusive learning environment at Whitman). This section reports such things as appointment or election to College or Faculty offices and committees; participation in special programs, projects, and events, including lectures and other presentations or performances; membership in campus or community organizations; and any other contributions to the College or community.

Accomplishments

In 50-100 words or less, please list below what you think are two of your most important accomplishments during the period covered by this activity report.

Miscellaneous

Please note any additional remarks or observations you think should be included in this report.

A. 2. Annual SSRA Faculty Activity Report

SSRA ANNUAL FACULTY ACTIVITY REPORT

Name:

Email:

Division:

The Annual SSRA Faculty Activity Report is due January 15th. If you have already completed an activity report as part of a review this fall, you do not need to complete another report unless you would like to amend your earlier report to include any additional activities for the remainder of the calendar year. There is no minimum or maximum length expected for your report, but please do try to direct us to what you think is most important by providing a succinct account of your year's work.

The SSRA Annual Faculty Activity Report form is located on the web at <http://www.whitman.edu/offices-and-services/provost/forms-and-applications>. You may submit your report electronically using the online version of the form or as a Word document (also located on the web) emailed as an attachment to Atarah Pinder at pindera@whitman.edu

If you have questions regarding this report, please consult with your Director of Athletics or call Atarah Pinder at 527-5201.

1. A statement about your coaching and teaching, including but not limited to learning goals and outcomes and their impact on student-athletes, both in the context of the relevant sport and outside of it; strategies for achieving stated learning goals and their effectiveness; recruiting; and plans for the future.
2. A statement addressing the management of your athletic program, including but not limited to budget management and accounting procedures; alumni relations and fundraising; adherence to generally accepted safety and training standards; and adherence to NCAA and Northwest Conference compliance standards.

3. A statement describing your other contributions in the areas of professional activity and service to the department and College, for example: committees, working groups, departmental search committees, etc.; the administration of local, regional, or national sports events; or participation in local, regional, or national professional organizations; teaching of activity courses or formal academic advising (pre-major or informal team advising).

4. Accomplishments. 50-100 words

5. Miscellaneous

SUPPORTING DOCUMENT FOR HEAD COACHES

The following lists have been developed to help head coaches build their annual SSRA faculty activity reports. It is not meant to be a checklist to complete, just ideas to consider.

1. Statement about coaching and teaching

Student experience

- Post-season student-athlete evaluations
- Academic success of the team and individual
- Student-athlete engagement in the department and across campus
- Any other ways we can assess this?

Goals

- Individual and team goals, strategies for achieving them, outcomes
- Learning goals / goals related to team culture, leadership development, etc.

2. Statement addressing program management

- Roster management
- Recruiting
- Budget management
- Scheduling and travel
- Team leadership
- Student-athlete advising (academic, athletic, personal)
- Assistant, volunteer coach management
- Challenges you're experiencing in your coaching and any changes you're considering making next year

3. Statement including other contributions, professional activity and service to the department or college

Professional development and activity (“professional events and training”)

- Participation at conferences, conventions, coaching clinics
- Ongoing training/education efforts

Additional teaching and advising beyond your sport

- Courses taught, semesters, enrollment
- Pedagogical challenges or changes you're considering in your teaching.
- Number of pre-major advisees, if applicable; description of informal advising done for students not on your team / one of your pre-major advisors.

Service to the college and community (“campus and community partnerships”)

- College engagement beyond the Athletic/SSRA departments including committees, working relationships, etc.
- Alumni engagement
- Community engagement
- Departmental duty outside your program

Departmental engagement/involvement

- Projects or accomplishments within the department
- Leadership roles within the department

4. Accomplishments

- Athletic achievements/awards for individual student-athletes, teams, or coaches - w/in the team, conference, regional, or national communities
- Scholar All-American awards
- Highlight areas from above that might get lost
- Activities your student-athletes participated in outside of the season, ie. internships, and summer athletic opportunities.

5. Miscellaneous

A. 3. Summary of the Salary Continuance Plan (SCP) Program and Options for Faculty Deciding on a State of Residence During SCP

SCP is a benefit provided by Whitman College and available to tenured faculty members with 15 years of work experience and who are at least age 62. A faculty member can stay on SCP for up to 5 years (age 67). For the length of the time they are on SCP, a faculty member will receive 50% of their previous salary and 100% of the previous employer match for the retirement plan, as well as continued health insurance coverage and other benefits. Faculty members on SCP are expected to perform 20% of a full-time work load, which can be done by teaching a class or conducting research, and are expected to submit an annual report regarding the previous year and plan for the subsequent year.

Because faculty on SCP receive a monthly paycheck from the College, they are still employees of the College. This means that, as their employer, the College has to be a registered employer in the state that a faculty member on SCP lives and works in. Registering as an employer and maintaining compliance with applicable state laws in multiple states is not feasible, as it imposes a significant administrative burden on the limited fiscal resources that the College has.

If a faculty member intends to live and work in a state other than WA, then the faculty member must notify the Provost and Dean of the Faculty before signing the SCP agreement and at any other time after entering into the agreement prior to moving outside of WA. The College will evaluate the request and advise if it can administer paying the faculty member while living and working in another state. If the College determines it is not feasible to continue the faculty member's employment in another state, then the faculty member will have two choices:

1. Go on SCP and continue to live and work in WA or OR, or move to and live in OR, for the duration of the time they are on SCP.
2. Resign from the College, and accept a lump sum from the College meant to as closely approximate the benefits of being on SCP as possible.

The lump sum payout indicated in the second option includes:

- An amount of money equivalent to number of years of half-salary that would have been received if the faculty member had entered or stayed on SCP
- An amount of money equivalent to the employer TIAA retirement contributions that the faculty member would have received if they had entered or stayed on SCP

- An amount of money equivalent to the College's contribution for medical, dental, and group life insurance, intended to help the faculty member purchase health insurance and other desired insurance for themselves

The value of these benefits is determined by the resignation date. It should be noted that this payout is taxable. The timing of the payout would be done in such a way as to reduce the rate of taxation as much as possible. If faculty members are considering the lump sum payout option, they should consult with their personal tax advisors on the specific tax implications of making this decision.