

2008-2009

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www.colby-sawyer.edu

Colby-Sawyer College Resource Guide Table of Contents

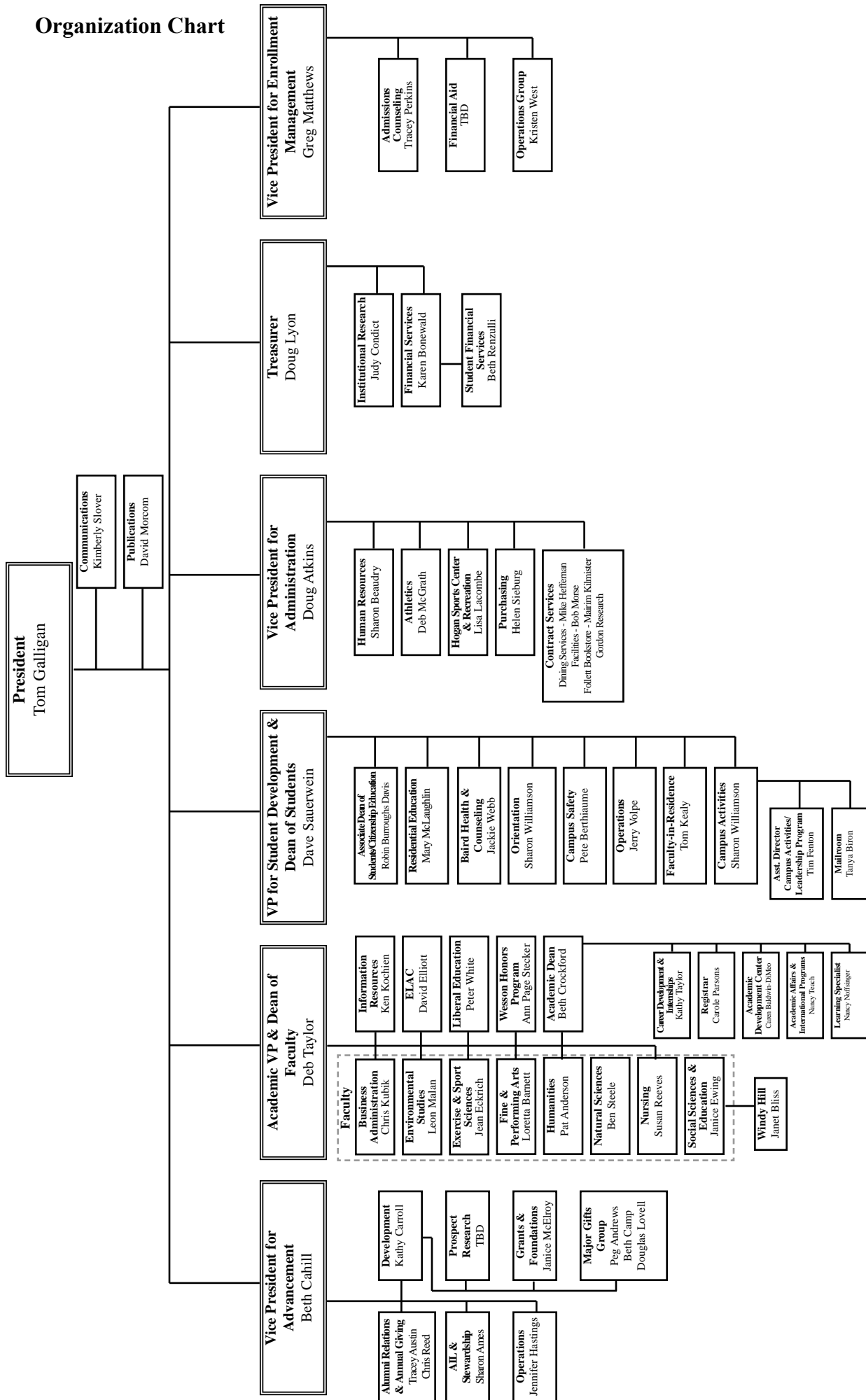
INTRODUCING COLBY-SAWYER COLLEGE	1
Organization Chart.....	3
College Resources.....	5
Miscellaneous Information	12
TEACHING & LEARNING	13
Colby-Sawyer Philosophy	13
College-Wide Learning Outcomes	13
Code of Community Responsibility.....	14
Academic Honesty	15
Curriculum	15
Liberal Education Model	15
Majors, Minors, Programs, and Degrees	18
Curricular Changes: Types & Processes.....	19
New or revised curricula.....	19
New or revised courses – regularly offered	19
Deletion of a course	20
Other considerations when proposing course changes	20
Independent Study	21
Special Topics Courses	22
Courses by Special Arrangement.....	22
Teaching Assistantship	22
Course Upgrades.....	22
Student registration issues.....	23
Dropping or Adding Courses	23
Students Changing to Part-Time Status	23
Guidelines for Selecting a Computer Course.....	23
Math Guidelines.....	24
Co-curricular Life	24
The Wesson Honors Program	25
Sustainability Initiatives.....	26
Communication.....	26
Tools & Resources	28
Course Syllabi	28
Academic Advising.....	29
IQ Web and Mid-semester Grades.....	35
Blackboard Academic Suite.....	35
Bookstore: Text Book Ordering	36
Website, Library Catalog and Databases, and HelpDesk	36
Course Evaluation	37
Academic Forms	37
Academic Development Center	38
Writing & Tutoring.....	38
What to Do When You Are Unable to Meet Your Classes	38
Harrington Career Center.....	39

Clerical Support	39
Meeting Internal and External Requests	40
Grade Appeal Process	40
Faculty Responsibility for Students Residing On-Campus during Non-Class Times	40
Student Academic Travel.....	41
Vehicle Requisition.....	42
Fundraising by Classes and Academic Groups.....	42
Student Club and Organization Fundraising.....	42
External Requests for Information.....	42
GUIDELINES & PROCESSES	45
Program Review.....	45
Goals, Strategies, and Process	45
Checklist A: Suggested Data Sets.....	49
Checklist B: Review Process	50
Checklist C: Documentation.....	51
Academic Support and Student Development Programs Undergoing Review	52
International Courses	53
Cultural Events.....	53
Disruptive Students.....	53
EMPLOYMENT	57
Hiring	57
Goals	57
Criteria and principles.....	57
Faculty Rank	58
Adjunct Faculty Rank	59
Accessibility to Students.....	59
Office Hours.....	59
Means of Contact	60
Post Semester Access.....	60
When You Leave the Employment of Colby-Sawyer College.....	60
ACADEMIC OPERATIONAL AND TECHNICAL INFORMATION	63
Academic Expectations.....	63
Public Posting of Grades.....	63
REGULATIONS & POLICIES	65
Conflicts of Interest.....	65
Creative Works Policy	65
Copyright, Fair Use, and Reserved Materials.....	65
Research Involving Human Participants.....	65
Non-Discrimination / Civil Rights.....	65
Sexual Harassment.....	65
Faculty Rights, Academic Freedom and Professional Ethics	66
Accreditation or Affiliation Reports and Grant Proposals.....	66
Faculty and Staff Development Funds.....	66
EMERGENCIES	67
Helpful Emergency Phone Numbers	67
Campus Safety	67
Emergency Response Guide	68
Responding to Injuries	68
Fire	68

Evacuation Procedures	70
Reporting Crime/Threatening Individual.....	70
Lock Down.....	71
Emergency Cancellation/Delay	71
NON-EMERGENCY PROCEDURES: DAILY OPERATION	73
Classrooms.....	73
Access to Buildings and Classrooms	73
Audio-Visual Services & Smart Classrooms	73
Faculty Offices.....	74
Offices and Office Furnishings	74
Campus Mail.....	74
Telephones and Voice Mail	75
E-mail.....	75
Facilities Services	76
NON-TEACHING TOOLS & RESOURCES	77
SmartCards.....	77
Parking	77
Recycling Program.....	77
Hogan Sports Center	77
Sodexo and The Lethbridge Lodge.....	78
College Events	78
INDEX	81
FACULTY / STAFF TELEPHONE DIRECTORY	85

Introducing Colby-Sawyer College

Organization Chart



COLLEGE RESOURCES



ACADEMIC AFFAIRS & INTERNATIONAL PROGRAMS

[Nancy Teach](#), director of Academic Affairs and International Programs, ext. 3763
assistant – [Ruth Clark](#), ext. 3761

The office of academic affairs provides information and assistance in planning for international study and off-campus study. In addition this office can help students having academic or personal difficulties affecting academic performance. Satisfactory progress, major acceptance, academic probation, suspension, and dismissal are monitored by this office. If a student needs to be away from classes due to family emergencies or medical reasons, this office will notify professors of a student's absence if requested by the student. This office handles exit interviews for students who need to take a leave of absence or withdraw from the college. This office also plans the college's academic events, such as Convocation, the Scholars & Leaders Reception and Award Ceremony, and Commencement, and provides assistance to prospective students during admissions events such as Fall and Spring Open House, Discovery Days, and Information Nights.



ACADEMIC DEAN

[Beth Crockford](#), academic dean, ext. 3761
assistant – [Ruth Clark](#), ext. 3761

The academic dean's office provides resources in the following areas: academic events; honors and awards; academic standards and policies; academic advising; the academic support services (Academic Affairs and International Programs, Registrar's Office, Academic Development Center, and Career Development Center); program reviews; assessment and accreditation activities; and part-time faculty. Students may apply to the academic dean for exceptions to academic policies and for information about problems concerning satisfactory academic progress.



ACADEMIC DEVELOPMENT CENTER

[Caren Baldwin DiMeo](#), interim director, ext. 3711
assistant – [Loretta Rayno](#), ext. 3711

The Academic Development Center (ADC) is a center that offers students academic resources to improve performance in class. Staffed by a professional learning specialist, professional tutors, and student academic counselors, the center offers individualized tutorials in reading, writing, time management, and study skills, as well as in specific courses. The ADC also provides support services for students with documented learning disabilities and assists faculty in providing classroom accommodations where appropriate. The goal of staff members, whose services are available during the day and evening hours, is to challenge and support students to engage as active learners. Tutorials can be obtained free of charge to Colby-Sawyer students.



ACADEMIC VICE PRESIDENT & DEAN OF FACULTY

[Deborah Taylor](#), academic vice president & dean of faculty, ext. 3760
assistants – [Pam Trostorff](#), ext. 3760; [Sue Maurer](#), ext. 3889

The academic vice president & dean of faculty manages the academic affairs area and is responsible for academic strategic planning; faculty recruitment, professional development and evaluation; information resources; budgeting; fund-raising and grants; and curriculum assessment and planning. She works closely with the faculty, academic departments, academic dean, liberal education coordinator, Wesson Honors Program coordinator, and the academic support areas to develop the curricular offerings of the college, to support faculty in their professional development, and to support students in their learning. She also is responsible for coordinating assessment and accreditation activities for the college.



ATHLETICS

[Deb McGrath](#), director of Athletics, ext. 3610
assistant – [Georgann Armstrong](#), ext. 3610

Athletic eligibility is monitored annually by the Athletic Department prior to the beginning of fall semester classes. Students who have not attained satisfactory academic standing prior to this time will be ineligible for varsity athletic participation. Also, students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics for athletic eligibility reinstatement. Colby-Sawyer College does not offer athletic scholarships. It is each student's responsibility to bring to each of his/her professor's attention a separate sheet listing the classes the student may miss owing to his or her participation in athletic contests. The following guidelines have been explained to each member of each team:

- A student-athlete is directly responsible for meeting all of his/her academic obligations.
- Under no circumstances shall a student-athlete be excused from class to attend a practice.
- Before missing a class for a scheduled athletic event, the student must meet with the professor to discuss when and how any missed work will be made up. That conversation with all professors should be had at the beginning of the season.
- Coaches must do their best to make certain that each student-athlete follows the procedures outlined above. Coaches will initiate the appropriate paperwork to inform faculty of missed class time for each student-athlete. Under extenuating circumstances it may be necessary to tailor a student's practice schedule to ensure that each student-athlete maintains a sound academic standing.
- For all home games we ask that students be ready one hour prior to posted game time.



BAIRD HEALTH AND COUNSELING CENTER

[Jackie Webb](#), director of Baird Health and Counseling Center, ext. 3621
assistant – [Kelley Perron](#), ext. 3621

The Baird Health and Counseling Center provides holistic, primary health and counseling services to all full-time matriculated students. Health services at the Baird Center include the treatment of common acute and chronic problems, physical exams, including well-person exams and contraceptive services, immunizations, and allergy injections. Counseling services address separation anxiety, relationship problems, eating disorders, substance abuse, as well as a number of other issues facing young adults. The professional staff includes nurse practitioners, an R.N., qualified counselors, an office manager, and a consulting physician. Referrals to outside

physicians and agencies are available through the Baird Center. After-hours emergencies are referred to New London Hospital Emergency Department which is one mile from campus. All matriculating students are required to have complete medical records, including a health history, a physical exam, and an up-to-date immunization record on file in the Baird Center. All full-time, matriculated Colby-Sawyer College students have a health insurance policy which will provide coverage up to \$1,000. All students are encouraged to have additional private coverage which would co-ordinate with the college policy. An additional policy can be purchased through the college's insurance agent.



CAMPUS ACTIVITIES

*[Sharon Williamson](#), director of Campus Activities, ext. 3756
assistant – [Susan Azodi](#), ext. 3759*

Here at Colby-Sawyer College, we strongly believe that learning occurs both in and outside of the classroom. The Campus Activities Office strives to create a dynamic and active campus through the development of a variety of programs and events for students. This provides an opportunity to teach students how to plan and program events, as well as expose the campus as a whole to different cultures, art forms, and disciplines of study. The Campus Activities Office staff is committed to supporting these programs and providing support to students in their endeavors to reach their goals. Students are encouraged to be involved in extracurricular activities. There are a variety of campus clubs, groups, and organizations with which students can be involved, and the Clubs and Organizations Web page gives a quick overview of what is currently active. If you are interested in something that is not addressed by existing clubs, groups, or organizations then you may start your own. Guidelines on how to do this may be accessed by going to www.colby-sawyer.edu/campus-life/clubs/how_to.html. Campus Activities facilitates the activities of these campus groups as well as traditional events such as Family Weekend and Mountain Day.



CAMPUS SAFETY

*[Peter Berthiaume](#), director of Campus Safety, ext. 3791
[Joseph Stearns](#), assistant director of Campus Safety, ext. 3977
[Donna Brennan](#), operations coordinator, ext. 3927
Emergency – ext. 3300*

The department of Campus Safety's mission is to promote individual responsibility and community commitment through education, empowerment, and enforcement using proactive partnerships throughout the Colby-Sawyer College community. Campus Safety provides public safety service 24 hours a day, 365 days a year. The Campus Safety office is located in Colgate Hall, B-11 and is open Monday through Friday, 8:00 a.m. through 5:00 p.m. for administrative services (which includes IDs, vehicle registration, lock services, and college van requests). Campus Safety is a service-oriented organization tailored to meet the needs of the college community, and its goal is to create an atmosphere that is safe and conducive to a positive residential learning environment.



HARRINGTON CENTER FOR CAREER DEVELOPMENT AND COMMUNITY SERVICE

*[Kathy Taylor](#), director of Career Development, ext. 3766
assistant – [Rhonda Tracey](#), ext. 3764*

Harrington Center staff can provide a variety of resources to students. Undeclared students can meet with staff to discuss options, and take an interest inventory to identify areas of career interest. The staff can also assist students in conducting informational interviews and can suggest people in the community who might be willing to allow job shadowing so that students can learn more about the various professions. Harrington Center also coordinates many aspects of resume writing, job applications, and information on graduate schools and internships. Harrington Center also conducts job fairs and majors fairs which might be of interest to all students. For information and forms regarding career development services and service learning please see: www.colby-sawyer.edu/campus-life/career/index.html. In addition, for internship guidelines please see the college catalog.



DISABILITY SERVICES

*[Nancy Noffsinger](#), disabilities specialist, ext. 3712
Assistant – [Loretta Rayno](#), ext. 3711*

Accessibility is the goal of our disability services specialist, who ensures that qualified individuals with disabilities are provided an equal opportunity to participate in and benefit from the academic and vocational opportunities available at Colby-Sawyer College. Disability Services is the designated office that obtains and files disability related documents, certifies eligibility for disability services, determines reasonable accommodations, and develops and coordinates plans for the provision of such accommodations for students, faculty, staff, and guests with disabilities. Reasonable accommodations and support services are provided on a individual basis in accordance with the Americans with Disabilities Act.



CITIZENSHIP EDUCATION

*[Robin Burroughs Davis](#), associate dean of students and director of Citizenship Education, ext. 3752
assistant – [Maureen Connelly](#), ext. 3755*

Community is based on respect for individuals and for the whole. At Colby-Sawyer College, we believe that the educational experiences we provide, both in and out of the classroom, help prepare our students to be effective global citizens. The mission of the Citizenship Education Office is to promote responsible, ethical, and community-minded behavior by developing and facilitating citizenship programs; to supervise the conduct system and hold those accountable who violate the college's Code of Community Responsibility; to advise and promote the college peer judicial board and the community council. Citizenship programming efforts focus on fostering a dialog between participants and facilitators. Whether discussing ethical dilemmas, low-risk substance use, or creating a welcoming community for gay, lesbian, bisexual, and transgendered students and staff, we are learning from and educating each other; we are all active participants in the learning community.



INFORMATION RESOURCES

*Ken Kochien, director of Information Resources, ext. 3625
assistant and operations coordinator, [Liz LaBelle](#), ext. 3625
[help desk](#), ext. 3800*

Information Resources supports the college's liberal education goals by providing *information and technology* to facilitate critical thinking and to help prepare the campus community for a lifetime of educational curiosity.



OPERATIONS COORDINATOR

[Liz LaBelle](#), ext. 3625

Computer problems or questions to do with hardware or software can be directed to Liz, who will then redirect you to the appropriate technology analyst or specialist in the technology section.



LIBRARY/LEARNING CENTER

[Carrie Thomas](#), college librarian, ext. 3686

The library holds over 90,000 volumes and more than 800 journal titles as well as videocassettes, audiocassettes, and compact discs. There are two video viewing areas, each accommodating up to four people. The training room with twelve PCs may be scheduled by faculty and staff for meetings and workshops. Computer workstations are available for access to the library's online catalog, electronic databases, e-books, and the Internet. Reference service is available days, nights, and most of the weekends for individual and group instruction in locating library materials, accessing online sources, including the Internet, and in research methods. Through interlibrary loan, college users can get copies of journal articles or books from beyond Colby-Sawyer. The Archives houses primary materials which document the history and development of Colby-Sawyer College as well as other material of long-term value.



INTERNATIONAL STUDENTS

[David Elliott](#), director of English Language and American Culture Program, ext. 3718

[Cindy Benson](#), international student advisor, ext. 3719

Preparation and support for international students are provided by the English Language and American Culture (ELAC) program as they pursue an American college education. The English language component of the program provides classes in English as a second language (ESL) to prepare students to be able to study successfully at Colby-Sawyer College. The ESL courses carry academic credit that may be applied toward graduation, in the same way that foreign language study earns elective credit. ESL courses are designed to serve students who have achieved at least 500 on the TOEFL test, but may need to strengthen their English academic skills. The American culture component provides international students with:

- advice concerning immigration and tax regulations;
- help with issues and problems that arise from living in a new culture;
- native English speaking conversation partners;
- opportunities for educational field trips and social activities;
- home stays with English speaking hosts; and

- on-campus residential experiences that maximize the possibility of learning English and understanding American culture.



LIBERAL EDUCATION PROGRAM

Peter White, liberal education coordinator, ext. 3654

The Liberal Education Program coordinator is responsible for all aspects of the Liberal Education Program, such as Pathways, Stepping Stones, Portfolios, and Proficiencies. Students wishing to request an exception to a liberal education requirement should write a letter of petition to the coordinator of liberal education and the appeal will be handled through a review process. Such exceptions are very rare and will only be granted in the most unusual circumstances.



REGISTRAR

Carole Parsons, registrar, ext. 3673

The Registrar's Office maintains records of students' academic progress. If you have questions about course schedules, registering students for classes, adding and dropping classes, completion of Pathways, major or minor requirements, or a student's status regarding graduation, the registrar can assist you. Forms relating to academics, such as *Change of Major*, *Change of Minor*, *Change of Advisor*, *Add/Drop*, *Registration Cards*, etc. are available on Blackboard (click on Academic Forms on the Welcome page), on the registrar's page on the college website or in the Registrar's Office. If you have students who wish to take courses at other accredited institutions and transfer the credits back to Colby-Sawyer, the registrar must approve the courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit. The Registrar's Office also maintains students' FERPA (Family Educational Rights and Privacy Act) records.



Charlie Krajewski, assistant registrar and operations manager, ext. 3893

The assistant registrar and operations manager is primarily responsible for the automated systems used in maintaining the school's academic records—those being SCT PowerCampus, IQWeb, and the Student Worksheet systems. Requests for reports (standardized and custom) are processed by the assistant registrar. In addition, the assistant registrar serves as the organizational backup for the registrar.



RESIDENTIAL EDUCATION

Mary McLaughlin, director of residential education, ext. 3757

Karin Berthiaume, assistant director of residential education, ext. 3455

assistant – Maureen Connelly, ext. 3755

The Residential Education Program seeks to provide students with a holistic living/learning environment that is conducive to development in all aspects of life. At Colby-Sawyer, a strong emphasis is placed on opportunities for growth in directions that support student mastery of the college's learning objectives as outlined in the mission statement. The college is committed to learning in and outside of the classroom in a community environment that celebrates diversity, coequal education, cultural awareness, and responsible citizenship. All activities, as well as the atmosphere within the hall, should serve as

a complement to the formal academic program. The Residential Education staff (the director, assistant director, resident directors, and student resident assistants) is an outstanding group selected and trained to encourage a positive flow of community living that enhances learning and promotes individual growth and responsibility. They work closely with other college resources to provide a holistic learning experience for students. All students make a difference in our community and should be prepared to be participants, members and leaders.



VICE PRESIDENT FOR STUDENT DEVELOPMENT & DEAN OF STUDENTS

[David Sauerwein](#), vice president for student development & dean of students, ext. 3758

assistant – [Nancy Staszkiwicz](#), ext. 3758

The vice president for student development & dean of students is the chief officer responsible for overseeing student life. Responsibilities fall in the following areas: campus activities, campus safety, citizenship, health and counseling, and residential education, orientation, leadership program, mailroom, coordinates planning and budgeting for the student development area.



STUDENT DEVELOPMENT OPERATIONS MANAGER

[Jerry Volpe](#), ext. 3408

The operations manager provides information systems support for all student development departments including the vice president for student development & dean of students, Residential Education, Citizenship Education, Campus Safety, Baird Health and Counseling, and Campus Activities. The office updates all current student and parent addresses, telephone, e-mail, and cell phone changes. The co-curricular transcripts of all students are maintained and include a personalized record of their involvement with clubs, sports, awards, and other activities.



WESSON HONORS PROGRAM

[Ann Page Stecker](#), coordinator Wesson Honors Program, ext. 3644

assistants – [Pam Trostorff](#) & [Sue Maurer](#), ext. 3760

Colby-Sawyer's Wesson Honors Program creates academic, cultural, and social opportunities for highly motivated and capable students. Acceptance into the Wesson Honors Program is based on demonstrated academic motivation and a minimum high school GPA of 3.5 and 1540 SAT. Continued membership is based on the member remaining on the Dean's List. To help students reach their potential as honors scholars, the program aims to:

- provide access to the highest quality academic learning experiences;
- identify and recognize outstanding intellectual inquiry;
- develop each student's leadership in the immediate and extended community; and
- foster and create intellectual exchange between students, faculty and students, and the college community as a whole.

For a description of the program, please see the college catalog.



WRITING RESOURCES

David Elliott, coordinator Writing Program, ext. 3718

Colby-Sawyer College uses *The Blair Handbook* as an effective tool in teaching writing. To find further writing resources for teaching and learning, please go to this page on the Colby-Sawyer College Web site, www.colby-sawyer.edu/information/library/resources/humanities.html; on this page you will find a section on Writing, which contains useful tools.

MISCELLANEOUS INFORMATION

The following topics of information can be found in the places indicated

- Colby-Sawyer College History – [college catalog](#)
- Mission Statement – [college catalog](#)
- Strategic Plan – [Colby-Sawyer College Web site](#)
- Colby-Sawyer Current Fast Facts – [Colby-Sawyer College Web site](#)
- Campus Map – [Colby-Sawyer College Web site](#)
- 2007-2008 Events & Activities – [Colby-Sawyer College Web site](#)
- *Student Handbook* – [Colby-Sawyer College Web site](#)
- *Faculty Handbook* – Blackboard or [Colby-Sawyer College Web site](#)

Teaching & Learning

COLBY-SAWYER PHILOSOPHY

COLLEGE-WIDE LEARNING OUTCOMES

The mission statement expresses the educational philosophy of the college. To assure that everyone in the community uses the mission as the framework for planning, decision-making, and educational design, the college community has identified six learning outcomes which articulate more precisely the desired results of a Colby-Sawyer liberal education. The learning outcomes and an overview of the curriculum can be found in the college catalog.

“SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION”

(excerpts of the [*Seven Principles for Good Practice in Undergraduate Education*](#), by Arthur W. Chickering and Zelda Gamson, are reprinted here with permission of The Johnson Foundation, Inc., Racine, WI)

The “Seven Principles for Good Practice in Undergraduate Education” were created by Arthur W. Chickering and Zelda Gamson. These principles and the suggestions for implementation were distilled from decades of research on learning in higher education. The project received support from the American Association of Higher Education (AAHE), the Association of American Colleges (ACE), and the Johnson and Lilly Foundations. The investigators are leading scholars in faculty and student development who, amongst other things, solicited the ideas of hundreds of faculty members and administrators in North American colleges and universities.

“Seven Principles” was originally published in 1987; it is based on an underlying view of education as active, cooperative, and demanding (Chickering, p. 5). The goals of the authors are first, to identify practices, policies, and conditions that would result in a powerful and enduring undergraduate education, and second, to offer a set of research-based principles that would help sustain debate and action regarding undergraduate learning (Chickering, p. 13).

Summary of Seven Principles

1. Good practice encourages student-faculty contact

Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

2. Good practice encourages cooperation among students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.

3. Good practice encourages active learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good practice gives prompt feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In class, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good practice emphasizes time on task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good practice communicates high expectations

Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good practice respects diverse talents and ways of learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come easily.

Chickering, Arthur W., and Zelda F. Gamson, "Applying the Seven Principles for Good Practice in Undergraduate Education," *New Directions for Teaching and Learning* Vol. 47 (1991), San Francisco: Jossey-Bass Inc., Publishers.

CODE OF COMMUNITY RESPONSIBILITY

Students, faculty, and staff who join Colby-Sawyer College become members of a unique academic community with strong traditions and a commitment to developing personal excellence. Any violation of a Colby-Sawyer College policy is a violation of the Code of Community Responsibility. The policies and procedures that comprise the Code of Community

Responsibility are found in the [Student Handbook](#), the [Faculty Handbook](#), and the [Employee Handbook](#) on the Colby-Sawyer College Web site. Faculty are bound by both the *Faculty Handbook* and the *Employee Handbook*.

ACADEMIC HONESTY

Colby-Sawyer College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends on cooperation among students, faculty, and staff. Questions should be directed to the academic dean. Complete information about the academic honesty policy is contained in the [college catalog](#).

CURRICULUM

Liberal Education Model

The full curriculum requirements and course offerings for all programs and the Liberal Education program can be found in the college catalog.

The Liberal Education curriculum is comprised of:

- **Proficiencies** designed to give students consistent tools to succeed academically
 - Digital Literacy
 - CIS105 (basic) or CIS201 (higher level)
 - Writing
 - WRT105
 - Quantitative Literacy: the specific math course required is specified by the department in which the student will major. Some departments do not specify, the student's choice would be dependent on ability and comfort level in that case.
 - MAT122: Liberal Arts math
 - MAT123: College Algebra
 - MAT212: Pre-calculus
 - MAT220: Statistics
 - MAT221: Calculus I
 - MAT222: Calculus II

Suggested Math enrollment based on prior academic performance:

- students who have completed algebra I and II (two years of algebra in high school with an average grade of B- or better can enroll in MAT212;
 - students who have completed trigonometry, precalculus, or calculus in high school with an average grade of B- or better can enroll in MAT221.
- **Pathway Seminars** introduce the student to a particular topic utilizing interdisciplinary techniques and discussions. Two seminars are taken, one in the fall of the freshman year and the other in the spring of the sophomore year. The pathway requires each student to choose 3 designated *Stepping Stones*; classes chosen from the exploration areas and counting toward the student's liberal education exploration requirements.
 - Pathway 101
 - Stepping Stone exploration area 1
 - Stepping Stone exploration area 2

- Stepping Stone exploration area 3
- Pathway 201 (stepping stones must be completed by the end of the sophomore pathway)

▪ **Exploration courses** are classes taught in a variety of disciplines:

- *History*
- *Natural Science*
- *Humanities*
- Environmental Literacy
- Wellness
- *Fine and Performing Arts*
- *Literature*
- Media Literacy
- *Social Sciences*
- Global Perspectives

Students must take 8 exploration courses (3 of which will also be stepping stones in the pathway). Those (6) areas italicized above are required for each student. Student's must take a course in 2 of the other 4 areas.

▪ **Liberal Education Learning Portfolio:** A graduation requirement that utilizes an ePortfolio of student work. The ePortfolio combines the liberal education portfolio with work submitted within the student's major. Required components of the ePortfolio include the following work required of students:

- WRT105: an essay
- PTH101
- PTH201
- A major acceptance component defined by the department
- A junior year component specific to each department
- A capstone piece, department specific

More information about the ePortfolios and liberal education learning portfolio can be found online at: (www.colby-sawyer.edu/academic/admin/liberaleducation/portfolios.html).

Entering students are given the opportunity to choose among the Pathways and stepping stones to give input into the first semester schedule. Transfer students with 24 credits or more are not required to take the freshman pathway, but must choose a pathway in the first week and are required to take the stepping stones and sophomore seminar for that pathway. If a student fails a pathway, s/he must retake a pathway in the next fall semester.

Major Programs

Students can major in the following:

- **Bachelor of Arts**
 - Art History
 - Studio Art (see the catalog for concentration areas)
 - Biology
 - Communication Studies
 - Creative Writing
 - English
 - History, Society & Culture
 - Psychology

- **Bachelor of Fine Arts**
 - Studio Art (see the catalog for concentration areas)
 - Graphic Design
- **Bachelor of Science**
 - Business Administration
 - Child Development (with or without teacher certification)
 - Environmental Science
 - Aquatic
 - Terrestrial
 - Environmental Studies
 - Exercise and Sport Science
 - Athletic Training
 - Exercise Science
 - Sport Management
 - Nursing
- **Other Options for Students:**
 - Associates Degree
 - Pre-Law
 - Pre-PT, Pre-Med, Pre-Vet
 - Coaching Certificate
 - Minor Programs:
 - American Studies
 - Art History
 - Studio Art
 - Biology
 - Business Administration
 - Chemistry
 - Child Development
 - Communication Studies
 - Education
 - English
 - Environmental Studies
 - History
 - Philosophy
 - Psychology
 - Sociology
 - Theatre
 - Women's Studies
 - Writing for Publication
 - Graduate School Affiliations (check catalog for current affiliated schools and programs)

Students must earn 60 credit hours for an Associate Degree; 120 credit hours for a Bachelor degree. Students must remain in satisfactory academic standing (2.0 gpa or higher) while enrolled at the college and to graduate. Students who fall below a 2.0 are placed on academic probation. Continued unsatisfactory academic standing will result in suspension or dismissal.

Majors, Minors, Programs, and Degrees

Minimum Requirements for Degrees

All bachelor and associate degree candidates are required to complete successfully the components of the liberal education requirements. The minimum requirement for bachelor degree programs is 120 credit hours. The minimum requirement for the associate degree is 60 credit hours. Students must have a minimum 2.00 cumulative GPA to meet graduation requirements.

The Bachelor Degree

The major areas of study at the bachelor's level will be determined by the appropriate departments, approved by the Academic Policies Committee, the academic vice president and dean of faculty, and the Academic Affairs Committee of the Board of Trustees. The term 'major' refers to any curriculum leading to a bachelor's degree, including designated specializations, concentrations, and programs. Revisions of requirements for a major at the bachelor's level must be approved through the same process.

Bachelor degree majors will be designed according to the following criteria:

- Excluding college-wide requirements and electives, at least one-half of all courses in the major must be at the 300-level or above.
- Independent study courses (295, 395, and 495) may not be used to satisfy major requirements.
- The **Bachelor of Arts** degree is designed for those students whose major area of study is not professionally oriented; a Bachelor of Arts degree requires at least 40, but not more than 53 credit hours in the major.
- The **Bachelor of Science** degree is designed for those students whose major area of study is professionally oriented:
 - Bachelor of Science degrees not requiring an internship require at least 53, but not more than 66 credit hours in the major.
 - Bachelor of Science degrees requiring an internship require at least 53, but not more than 81 credit hours in the major.
 - Bachelor of Science degrees requiring an integrated clinical experience require at least 53, but not more than 105 credit hours in the major.
- The **Bachelor of Fine Arts** degree is designed for those students in the Fine Arts and Performing Arts whose major area of study is professionally oriented; a Bachelor of Fine Arts major requires at least 59, but no more than 73 credit hours in the major.

Associate in Liberal Arts Degree

To graduate with the degree of **Associate in Liberal Arts**, a student must complete 60 credit hours of study, including all of the Liberal Education Program requirements with the exception of the Capstone requirement. Revisions of requirements for the associate's degree must be approved by the Academic Policies Committee, the academic vice president and dean of faculty, and the Academic Affairs Committee of the Board of Trustees.

Minors

Minor areas of study at the bachelor's level are usually optional. There are some majors that require a minor but, in those majors, students may elect freely from among the minors offered by the college. Program minors must be approved by the appropriate departments, the Academic Policies Committee, the academic vice president and dean of faculty, and the Academic Affairs

Committee of the Board of Trustees. The minors will be designed according to the following criteria:

- A statement of academic purpose and rationale for each minor should accompany the proposal.
- A minor requires at least 18, but no more than 24 credit hours.
- At least six of the 18-24 credit hours should be prescribed.
- Selection of a minor should be made by the end of the sophomore year.
- The minor will not determine the specific degree conferred.
- A minimum of six credit hours must be at the 300-level or above.
- No more than two courses may be counted toward both the major and the minor areas of concentration.
- A maximum of one independent study course can be counted toward the minor.

CURRICULAR CHANGES: TYPES & PROCESSES

New or revised curricula (See also Program Review)

When a new major or minor curriculum is being considered, the department should submit a program concept to the Academic Policies Committee and the academic vice president and dean of faculty to obtain an endorsement before fully developing the proposal.

Once the new curriculum has been developed, the department chairperson/director, after consultation with, and approval by, department members, submits the proposal for the new curriculum to the Academic Policies Committee.

In the case of curriculum changes driven by external agencies (e.g., accrediting bodies) or by the program review process, the first step can be omitted.

New curricula adopted by the Academic Policies Committee must be submitted for approval by the academic vice president and dean of faculty and the Academic Affairs Committee of the Board of Trustees.

New or revised courses – regularly offered

The procedure for proposing a new course or course change begins in the department/institute from which the new course or course change originates.

- The faculty member completes the new course or course revision form and submits it to the chairperson/director of the department/institute. The deadline for proposals for new or revised courses, Pathway courses, field studies courses, or courses newly proposed for an Exploration area requirement is November 1st for the fall semester of the next year and March 1st for the spring semester of the next year. Proposals for Topics courses for the spring semester are due by October 1st; and for the fall semester by February 1st, unless they are to be an Exploration area requirement, in which case the previous deadlines apply. Honors course proposals are due by September 20th for the spring semester and by February 1st for the fall semester.

Course Type	Fall Offering	Spring Offering
Topics course	February 1 st	October 1 st
Topics course plus exploration area requirement	November 1 st of the previous year	March 1 st of the previous year
Honors (Topics) course [these courses are now on a year ahead cycle]	February 1 st	September 20 th
New or revised course Newly proposed course for an Exploration area requirement	November 1 st of the previous year	March 1 st of the previous year
Pathway course	October 15 th to Liberal Education Coordinator	March 1 st of the previous year

- The department chairperson/director consults with the department/institute faculty to approve the new or revised course.
- Once the new course or course change has been approved by the department/institute, the chairperson/director sends the signed course proposal form to the Academic Dean's Office. In the case of a proposal for a course that is cross-listed, both units need to follow the process described above before the course proposal is submitted to the Academic Dean's Office.
- The academic dean sends the course proposal to the Academic Policies Committee (APC) for review. The APC representatives share the course proposal with the members of their departments/institute, and particularly with the chairperson/director, to solicit comments, which are brought back to APC for discussion.
 - If APC approves the course proposal, the academic dean signs it, notifies the registrar of its acceptance, and ensures its inclusion in the next college catalog. The chairperson/director is responsible for submitting the approved course description for inclusion in the catalog.
 - If APC does not approve the proposal, it is sent back to the chairperson/director with recommendations for change. The department/institute then has the option to either withdraw the course proposal or resubmit it to APC with the recommended changes.

Deletion of a course

If a course has not been offered at least once within a period of two years and is not scheduled to be offered in the third consecutive year, it will be deleted from the catalog after consultation with the department chair/director.

Other considerations when proposing course changes

Graduation requirements

When a new course or course change (including a change in the number of credits awarded) alters specific graduation requirements in an academic program of the college, the new or revised graduation requirements must be approved by the Academic Policies Committee, the academic vice president and dean of faculty, and the Academic Affairs Committee of the Board of Trustees.

Course numbering

A course numbered between 100 and 199 normally requires no prerequisite. These courses are usually introductions to a subject or a survey of a discipline or a field. The content of such a course will familiarize a student with the basic skills and/or vocabulary of a discipline. Courses numbered on the 100-level are intended primarily for first-year students.

A course numbered between 200 and 299 normally requires at least one 100-level course as a prerequisite; 200-level courses review the basics, increase the depth of study, and use theory. Courses numbered at the 200-level are intended primarily for sophomores.

A course numbered between 300 and 399 normally requires at least one 100- or 200-level course as a prerequisite. A 300-level course progresses considerably beyond the lower level cognitive skills (e.g., recognition, recall, etc.) to concentrate on analysis, synthesis and evaluation. Students use the theory of prerequisite courses to explain data not previously encountered. Frequently the student must use the values of the discipline to evaluate the products of analysis and synthesis. The student learns how to delimit areas of research, to select and apply appropriate procedures and to report the outcomes of the study in effective ways.

A course numbered between 400 and 499 normally requires at least one 300-level course as a prerequisite. A 400-level course requires the most complex of the cognitive skills developed in previous courses. Courses numbered at the 400-level are intended primarily for seniors.

Course credit

All courses will be designated by semester credit hours.

Time guidelines for determining semester hours per course:

- Lecture-discussion courses should meet approximately three class hours per week. (Three credit hours)
- Laboratory courses should meet approximately six class hours per week. (Four credit hours)
- Studio art courses should meet approximately six class hours per week. (Three credit hours)

Time spent and credit awarded for clinical and similar courses will vary according to the discipline.

Course cancellation

Courses with enrollments of fewer than eight will likely be canceled for that term by the academic dean after consultation with the department chair/director. All faculty should consider alternate teaching schedules in case enrollment requires a change in the proposed schedule.

Independent Study

Independent study courses (295, 395, 495) may be used as elective courses. They may not satisfy requirements for a major. A maximum of one independent study course may be used to satisfy the requirements for a minor.

Prerequisites may be established for independent study courses as long as the prerequisites are consonant with the collegial guidelines.

Special Topics Courses

Special topics courses may be offered from time to time. A particular topics course may be offered no more than twice within a five-year period. If the course needs to be offered more frequently, it should be proposed as a regular curricular offering using the new course proposal process. Topics courses must be approved by the department/institute and the academic dean.

Courses by Special Arrangement

Occasionally, owing to circumstances beyond a student's control, the college finds it appropriate to offer an unscheduled course for an individual student. Students may request a regularly offered course by special arrangement by filling out the appropriate form and obtaining permission of the instructor, the department chair, and the academic dean.

Teaching Assistantship

Faculty may have student teaching assistants. Students can receive one to three credits to assist faculty in teaching a course. The student must have already taken the course and received a B or better. In addition, the student must have a minimum GPA of 3.0 to become a teaching assistant. More information on teaching assistants can be found in the [college catalog](#). Expectations of the faculty include:

- Providing some rigor and academic learning to the student teaching assistant
- Requiring the teaching assistant to independently prepare and teach at least one class
- Discussing and assessing the student teaching performance
- Preparing and providing a syllabus which defines expectations and assessment criteria

Faculty may also want to ask teaching assistants to provide study sessions with students, prepare exam questions, attend and participate in class, facilitate in labs or studio courses, and assist students with presentations and projects. Remember to discuss the need for confidentiality of student's grades and performance with your teaching assistant.

Adjunct faculty should discuss the possibility of a teaching assistant with the chair of the department in which the class is offered.

Course Upgrades

Policies for upgrading a course:

- Existing 100- and 200-level courses may be upgraded by number and curricular content to a 300-level on an ad hoc basis for academically proficient juniors and seniors.
- The course upgrading is applicable only per case as approved; students may not have taken the 100- or 200-level course previously.
- There must be no existing equivalent upper-division course in the college catalog.
- Students may not upgrade the course level of more than three (3) courses.

Procedure for upgrading a course:

- The student, in conjunction with the faculty member, must offer a proposal to the department/institute that offers the course. The proposal must include:
 - Evidence of understanding of discipline or subject matter;
 - An extended and intensive reading list for the student; and
 - A tutorial process to provide additional depth of subject matter.

- Once approved by the department/institute, the proposal is submitted to the academic dean for approval.
- The proposal for the upgraded course, including approval from the academic dean, must be received in the Registrar's Office before the course add deadline.

STUDENT REGISTRATION ISSUES

Dropping or Adding Courses

Faculty may have some students come to you regarding dropping or adding your class. All courses have enrollment limits. Faculty are not required to admit students beyond those limits. Faculty unsure about whether or not to admit a student should check with the department chair.

- Adding a Course
 - Students may add courses until the end of the first full week of classes.
- Dropping a Course
 - A student may drop courses without academic penalty up to the ninth week of classes with the instructor's and advisor's permission. "W" will be recorded for all courses dropped after the first week and until the ninth week.

Course changes do not become effective until the signed form is received in the Registrar's Office.

Students Changing to Part-Time Status

Students changing status from full-time (at least 12 credit hours) to part-time (less than 12 credit hours) either prior to the beginning of a semester or during a semester may be affected in the following ways:

- Campus Housing: If a student changes to part-time status, s/he is not eligible for campus housing, but may apply in writing for an exception to the policy to the director of Residential Education.
- Financial Aid: Financial aid may be adjusted and may result in no grant assistance. For questions regarding this, the dean of financial aid is available.
- Health and Counseling Services and Health Insurance: By dropping below full-time status, the student may become ineligible for health and counseling services and health insurance. The director of Baird Health and Counseling Services is available for questions regarding this.
- Athletic Eligibility: If the student changes to part-time status, s/he may lose eligibility for team sports. The assistant athletic director can be contacted regarding this.
- Tuition and Fees: Dropping below full-time status may or may not result in the refund of the student's tuition and/or course fees. The college catalog contains a schedule of refunds and the Student Accounts office can answer any further questions.
- International Students: Dropping below full-time status will affect the international student's F-1 student immigration status. A meeting should be arranged with the international student advisor.

Guidelines for Selecting a Computer Course

All students are required to complete a computer course prior to graduation. Beginning in the Fall 2007, students can choose from two computer courses to meet the proficiency requirement of the Liberal Education Program.

- CIS105: Computer Concepts and Applications
- CIS 250: Computer Applications for Data Analysis

Math Guidelines

Please use the following guidelines to determine which math course is appropriate for your advisees. All students are required to complete a mathematics course prior to graduation. Students can choose from several mathematics courses offered at Colby-Sawyer:

- MAT122: Topics in Liberal Arts math
- MAT123: College Algebra
- MAT212: Pre-calculus (not offered Fall 2007)
- MAT220: Introduction to Statistics
- MAT221: Calculus I
- MAT222: Calculus II (not offered Fall 2007)

Some majors permit students to select any mathematics course; other majors require a specific mathematics course. The majors that require specific mathematics courses are:

- Biology – MAT220 or MAT221
- Business Administration – MAT220
- Community and Environmental Studies – MAT220
- Exercise and Sport Sciences/Athletic Training Program – MAT123 or higher
- Exercise and Sport Sciences/Exercise Science Program – MAT123 or higher
- Nursing – MAT220

If your advisee's suggested registration sequence lists a mathematics course for the fall semester, the following guidelines should apply:

- any student can take MAT122, MAT123, and MAT220;
- students who have completed algebra I and II (two years of algebra in high school with an average grade of B- or better can enroll in MAT212;
- students who have completed trigonometry, precalculus, or calculus in high school with an average grade of B- or better can enroll in MAT221.

CO-CURRICULAR LIFE

The co-curricular transcript is the student's opportunity to create a personalized record of meetings and activities outside the classroom. The Dean of Students Office maintains each student's co-curricular transcript. This transcript enables the student to:

- chart his/her developmental growth through college experiences;
- validate his/her co-curricular activities;
- complement his/her academic transcript;
- document and chart career path experiences; and
- support scholarship and award applications.

Through involvement in co-curricular experiences, students gain transferable skills that can be applied to many areas outside of the college setting. As a verifiable college document, the co-curricular transcript can be used to support the student's search for summer employment, internships, graduate school, or a job after graduation. Creating the co-curricular transcript should be an ongoing process during the student's years at Colby-Sawyer. If the student begins

the co-curricular transcript during the first semester at Colby-Sawyer, it will provide a more complete record of involvement and development as a college student.

Each semester, the Dean of Students Office sends reporting forms to all clubs and organizations. These forms ask officers to report the names of the members and officers in their club. When these forms are returned to the Dean of Students Office the information is then added to all reported students' co-curricular transcripts.

THE WESSON HONORS PROGRAM

Our mission

The Wesson Honors Program is designed to provide highly motivated students with an optional intensive experience in the liberal arts. By creating academic, cultural, and social opportunities for integrative and interdisciplinary intellectual discovery, the program challenges students not only to widen their own avenues of intellectual exploration but to take roles of leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college. The Wesson Honors Program maintains an affiliation with the National Collegiate Honors Council and mirrors its high academic standards. Additional information is available from the honors coordinator.

Admission into the program

Students with at least a 3.5 GPA and a minimum 1150 SAT or 25 ACT score are eligible for the Wesson Honors Program at the time of admission to the college. Students accepted into this program will be awarded a Wesson Honors Scholarship and will be enrolled in the Honors Program. This scholarship will be awarded annually to students who maintain good standing in the program. To sustain good standing in the program, students must maintain dean's list status (earn a minimum 3.5 grade point average) at least every other semester and take at least one honors course each year. Students may be accepted into the program after their first semester if they meet the program's standard of a GPA of 3.5.

The Wesson Honors Academic Program

Students entering the Wesson Honors Program are encouraged to enroll in the Honors Pathway Seminar to begin their participation in the program and advance toward an Honors Certificate at graduation. To receive an Honors Certificate, a student must complete the Honors Pathway sequence in the first and second years (6 credit hours); three additional honors courses (9 credit hours) or two honors courses and one honors contract (9 credit hours); and an Honors Capstone course (3 credit hours). Students who do not complete the Honors Pathway but plan to earn an Honors Certificate must meet with the honors coordinator to work out a plan to fulfill the requirements.

Definitions and Forms

Honors course

Courses receiving the honors designation are not accelerated courses in the sense of covering the same course material at a faster pace or with the addition of more material. Instead, honors courses emphasize an interdisciplinary perspective on a scholarly question. Reading of more depth is required as well as the regular use of primary source materials. Classes are smaller and employ a seminar format. Members of the faculty wishing to propose an honors course will find the Honors Course Proposal form in Academic Forms on Blackboard.

Honors contract

Students may propose the addition of an interdisciplinary perspective to a discipline specific course by negotiating with a professor to receive honors credit through the use of the Honors Contract Proposal form found in Academic Forms on Blackboard. The proposal is reviewed by the honors coordinator and may be used once to fulfill requirements for progression to the Honors Certificate.

Honors capstone

Students pursuing the Honors Certificate must propose an interdisciplinary component to their capstone project. Students should develop this proposal in the fall of their senior year in collaboration with their department capstone advisor, an advisor/reader from another discipline, and the honors coordinator. See the Honors Capstone form in Academic Forms on Blackboard

Wesson Weekends

This program offers honors program students and faculty sponsors fully funded weekend trips to major American urban centers in an effort to expand students' exposure to currents in American culture, politics, economics, and urban infrastructure. Proposal forms for students and faculty are in Academic Forms on Blackboard.

SUSTAINABILITY INITIATIVES

The Colby-Sawyer College community strives to create a 'green environment'. Our students created a [Green Routes](#) study assessing our current efforts for sustainability and suggesting many more. President Thomas C. Galligan, Jr. signed the American College & University Presidents Climate Commitment in August 2007, joining the leaders of 330 other institutions across the nation to commit to reducing global warming emissions and accelerating their educational efforts. From recycling to finding ways to reduce our carbon footprint, Colby-Sawyer is proactive in advancing its efforts to reduce waste and minimize our impact on the environment.

COMMUNICATION

Mass voice mail

- This medium is only used to communicate urgent, sensitive, highly important, and time-sensitive messages to faculty, staff, and students.* (Examples: emergencies, weather-related college closings; immediate changes in campus parking; breakdowns in computer systems; cancellation or postponement of major college events.)
- These announcements are made by the treasurer.
- Faculty, staff, and students should alert their area vice president or the treasurer's office when urgent needs arise to communicate via voice mail to the campus community.

*Student Development uses Colby-Sawyer e-mail addresses to communicate with students, as many students do not use their Colby-Sawyer College voice mail system.

Mass e-mail

- The President's Office, senior staff and their assistants, Communications, Human Resources, and Information Resources are authorized to use mass e-mail distribution lists.

- Additional personnel may be authorized by their area vice president to access the distribution lists for faculty, staff, or students.
- *Who should be authorized and why?*
Faculty or staff members who need to provide relevant campus-wide information on a one-time or regular basis. It should be information that originates from the faculty or staff member's general area.

Others may be authorized on a case-by-case basis, depending on vice presidents' discretion. Faculty or staff may also send messages through their area vice president's office for mass e-mail distribution. News and event information should be sent to the Communications Office for distribution through *Campus Currents*.

The computer specialist in Information Resources will provide the distribution list addresses and instructions, as well as mass e-mail protocol to authorized users.

Emergency Notification - clearTXT

Colby-Sawyer College has implemented an emergency alert system called **clearTXT** which delivers notifications and information in the event of an emergency. This system is the primary means of providing urgent campus-wide communications. The clearTXT system allows members of the college community to automatically receive e-mail alerts, as well as the option of receiving SMS text messages to mobile phones. It is strongly recommended that all members of the college community participate in the clearTXT system.

- Logon to [clearTXT](#) if you already have an account
- [Frequently Asked Questions](#) about clearTXT
- Instructions for opting-in to receive [text message alerts](#) on your mobile phone

For questions about the internal communications guidelines, please contact the Communications Office at extension 3647. For questions about e-mail distribution lists and technical issues, please contact the computer specialist at extension 3626.

TOOLS & RESOURCES

COURSE SYLLABI

The syllabus is the official document for a course. It is shared with students, and is a permanent part of the instructional archives of the college. In the event of litigation, it may even become a legal document. Clear criteria and explicit consequences should be given to the student via the syllabus.

Students often learn better when clear and specific direction is given by an instructor. It is also helpful for students learning time management skills to know deadlines and assignments well in advance. A complete and well-designed syllabus truly provides a foundation for student success from the first day of class. The style and format of all syllabi vary, but all syllabi should contain the following:

- The complete name of the course and the course number
- Current semester and year; class meeting times and class meeting location
- Faculty member name. Indicate to students your wishes regarding how they are to address you
- Faculty member's office hours. These should be posted on your office door as well
- Your means of accessibility; e-mail, voicemail, in-person etc.; indicate hours of availability
- Course objectives. These should be stated as student learning outcomes and assignments should support the stated learning outcomes
- Texts, outside readings, workbooks, manuals, articles or supplies; indicate whether required or optional
- Specific assignments, due dates, course requirements; specificity helps students be more responsive and prepared
- A detailed explanation of how students' work will be evaluated and how grades will be assigned
- A stated attendance policy, if the faculty member chooses to have one. Attendance policies are at the option of the faculty member; if there is an attendance policy, faculty must actually take attendance and have records on file to support any action taken in response to violating the policy.
- A list of resources, field trips etc.
- The statement: *This syllabus is subject to change*
- The statement: *Students with disabilities who believe that they need accommodation in this class are encouraged to contact the disabilities specialist, or learning specialist by calling extension 3711 as soon as possible.*
- The statement: *All Colby-Sawyer College students are expected to understand the meaning of academic honesty and to behave in accordance with the college's policies on academic honesty as published in the student handbook and college catalog. Be clear on your syllabus and in class about what constitutes plagiarism and academic honesty violations; let them know the consequences of violating the academic honesty policies.*
- The statement: *Students are responsible for meeting all of their academic obligations, even if they are engaged in college-sponsored activities, i.e., theatre, athletics, or field trips. There are no 'excused absences' for such activities. In the case of a scheduling conflict between two classes, students should make appropriate arrangements with the course instructors, being mindful that a regularly scheduled class has the higher priority.*

Faculty must send copies of their syllabi electronically to the administrative assistants in their departments no later than three weeks after the beginning of the semester. These syllabi can be

found on Blackboard under Institutional Content in the Content System. For your convenience, a syllabus template can be found in Academic Forms on your welcome page in Blackboard.

Semester Reminders

- Students can only add a class through the first week of classes. You can help students if you remind them of this if they are dropping your class; it is wise to be sure to add another first.
- Students have about half of the semester to withdraw from a class with no failing grade; help students performing poorly seek resources and assistance before this time.
- Submit **mid-term grades** via IQ Web. This is *required for first year students*, and strongly recommended for all students, particularly those doing poorly. Students are often unaware or slow to discover how poorly they may be doing in a class; midterm grades often alert them to a potential problem in time to improve.
- SIR IIs; remember to give SIR II evaluations to your classes. Please leave the room upon doing so; as a student to come get you when they are complete. Each faculty generally will evaluate two classes a semester if teaching 4 classes. Adjuncts will evaluate all classes taught in a semester. If a faculty member is undergoing a third year review or applying for promotion or tenure, or having a post-tenure review in the next year, all classes taught should utilize SIR II evaluations.

End of Semester Reminders

- **NO final exams may be given at any time other than the scheduled time** unless approved by the registrar. This includes take home exams. Even if the exam is not given face-to-face, the paper or project must be due back to the faculty member at the time the final exam is scheduled.
- **No exams may be given in the last week of classes.** Projects can be due, presentations may be required, but no actual exams may be given.
- **Grades are due in the registrar's office within 48 hours** of the scheduled examination time and must be submitted via IQ Web. Please submit grades and revisit the grade book page; if the grades appear when you return to the page, you will know they have been received by the registrar.

ACADEMIC ADVISING

The Goal of Advising

Advising at Colby-Sawyer College operates on the basic premise that students are at the center of all we do. They are the center of our strategic plan; all of our efforts are focused on supporting them in achieving success as we have defined it in our college outcome statements. They are also in the center because, ultimately, they are the ones who must achieve the outcomes. The goal of the academic advising process is to provide assistance to students in realizing the full value of their college experience.

All Colby-Sawyer students are assigned an academic advisor upon admittance to the college. Advisors confer with students at regular intervals, giving advice on both academic and career matters. In addition, the advisor can provide assistance and help in identifying resources or referrals for academic, career, or personal counseling as needed. While students have the responsibility for successful completion of degree requirements, advisors assist in the identification of educational goals and serve as a resource for selecting appropriate courses.

Advising Across the College Years

First and second year advisees generally require greater attention. Introduction to resources on campus and encouraging the development of good academic habits are critical.

▪ **First-year advisee needs**

- Academic expectations and the transition to college
 - Discuss the transition; introduce the idea of the ePortfolio as a graduation requirement. Common problems first year students encounter include time management, procrastination, poor study skills, and unrealistic academic expectations (such as how much time is committed to academics, and/or quality expectations).
 - Refer student to available resources: Academic Development Center, Baird Health and Counseling, Harrington Center for Career Development, Director of Academic Affairs, and Residential and Citizenship Education.
- Academic Planning
 - Even students who have decided on a major may change their minds several times over the first year. Discuss possible ‘best fits’ for academics and potential careers. Undeclared” students may need prodding to try a class outside of their comfort zone. They should begin to narrow to a major selection by the end of the first year. It is difficult to complete some majors in four years if matriculation occurs after three semesters.
- Registration
 - Many students will not have read the catalog. Remind them it is important to know the liberal education requirements and those within a chosen major (and minor if applicable). Students need more help choosing courses in the first semester. Communicate to them that more self-autonomy will be required in selecting courses and ‘all things at college’ within the next two semesters. Encourage them to seek autonomy and self-advocacy; some will need more encouragement than others.
- Non-academic issues may be interfering with a first year students’ ability to focus in classes, or even attend. When problems appear to stem from broad issues, suggest other resources and contact the Director of Academic Affairs to notify her of the problems

▪ **Second-year students**

- Help students plan for major acceptance; remind them to create and maintain the ePortfolio.
- Discuss the possibility of a semester abroad; refer to Director of Academic Affairs
- Begin to discuss internship possibilities and processes appropriate to the specific major
- Portfolio planning
 - Ask students if they have included in their dPortfolio required elements from WRT105, the Pathway, and major acceptance.
 - Ask students about other pieces of work of which they are particularly proud and encourage their inclusion in the portfolio.
- Career planning
 - Suggest career fairs, visiting the Career Development Center, networking, informational interviewing, or job shadowing.

▪ **Third-year students**

- Students not currently in a major run the risk of accruing too many credits to be allowed to register for classes. If still undecided, push a decision.

- Internship discussions will need to take place early in this year, if not in the second year
 - Check on ePortfolio progress
 - Suggest career fairs, visiting the Career Development Center, networking, informational interviewing, or job shadowing. Discuss graduate school and internship requirements for the major.
- **Fourth-year students**
 - Review each student’s graduate audit each term.
 - Confirm students have completed major/minor/honors requirements and will have a minimum of 120 credits at year end.
 - Resumes, cover letters, and reference letters will be prominent topics of discussion and requests for your assistance.
 - Encourage the use of the Career Development Center.
 - Remind students to complete their ePortfolio by including their capstone piece

Academic Advising Timeline - Suggestions & Reminders:

OVERVIEW OF ACADEMIC ADVISING	
FALL	
SEPTEMBER	
Saturday before classes begin	Meet your new advisees <ul style="list-style-type: none"> ▪ Review schedules and the add/drop process and deadlines. ▪ Transfer students must complete an Intent to Declare a Pathway form ▪ <i>If you have an advisee that has not shown up to his/her advising meeting with you on Saturday morning or if you have a student who appears very homesick, upset, or sad please get in touch with the director of Academic Affairs, extension 3763, immediately following the initial advising meetings. Your referral is very important in helping students transition positively.</i>
1 st week of classes	<ul style="list-style-type: none"> ▪ Consider sending out a “welcome back message” to returning advisees. ▪ Expect some “traffic” from new and returning advisees to add/drop classes, talk about difficulties, etc. ▪ Many advisors made a first week appointment with each new advisee. It serves as a good ‘check-in’.
End of September	Try to stay in touch with advisees somehow....an e-mail, a note in campus mail. This tends to be a period of homesickness for some. For others problems crop up, and for still others, the ‘fun’ has started to overshadow academics.
OCTOBER	
Early October	Remind advisees due for major acceptance to prepare and submit paperwork <ul style="list-style-type: none"> ▪ Forms are available on Blackboard in Academic Forms, or from the Registrar. ▪ See the college calendar for the major acceptance deadline.
Late October (see academic calendar for date)	<ul style="list-style-type: none"> ▪ Midterm grades and preparing for registration ▪ <i>All first year students are to receive midterm grades.</i> Students with more than 2 C-grades will have a letter sent home; advisors receive a copy. Make a point to discuss improvement strategies, or whether to drop a course, with those students struggling academically. Remind the student of the withdrawal deadline. ▪ This is often a good time for a discussion of how long the students’ education may take (an extra semester, summer classes, a 5th year, more?) This often helps remind them of the need to do well in classes and complete them.

NOVEMBER	
Early November (see academic calendar for date)	<ul style="list-style-type: none"> ▪ Withdrawal Deadline: <ul style="list-style-type: none"> ▫ Students will need their advisors' signatures to withdraw from a class. Your office traffic will increase. It can be difficult to find time to talk with these students. Upper class students will know the ropes, but try to talk with first year students choosing to withdraw from a class, or classes. ▪ Remind students: falling below 12 credits in a semester means the student is no longer full-time, but is now part time. That may have a negative impact on permission to live on-campus, financial aid, and athletic participation. Students should check with those offices <i>before</i> dropping below 12 credits!! ▪ Registration <ul style="list-style-type: none"> ▫ Students will be informed of the pending registration period and be given access to the next semester's courses online. You may choose to remind your advisees – or not. ▫ Be clear about how you schedule student registration; in groups, with set appointments etc. Remind students how to sign up for an appointment. Remind students to come to your meeting with a draft schedule already devised.
Late November	Students get spring schedules sometime this week. You will have students who do not get into 5 classes and will be in to see you to determine what to add. Encourage them to attend to this early before all options fill.
SPRING	
JANUARY	
1 st week of classes	Remind students they can only add a class for a one week period. Be wary of signing drop forms 'on the fly'. Students will often drop something without considering the consequences. Remind them!
FEBRUARY	
Late February	<p>Remind advisees due for major acceptance to prepare and submit paperwork</p> <ul style="list-style-type: none"> ▪ Forms are available on each advisor's office computer – see instructions for accessing Academic Forms elsewhere in this document. ▪ See the college calendar for the major acceptance deadline. ▪ This is often a good time for a discussion of how long the students' education may take (an extra semester, summer classes, a 5th year, more?) This often helps remind them of the need to do well in classes and complete them.
MARCH	
Mid-March	<ul style="list-style-type: none"> ▪ Midterm grades and preparing for registration ▪ All first year students are to receive midterm grades. Students with more than 2 C-grades will have a letter sent home; advisors receive a copy. Make a point to discuss improvement strategies, or whether to drop a course, with those students struggling academically. Remind the student of the withdrawal deadline. ▪ This is often a good time for a discussion of how long the students' education may take (an extra semester, summer classes, a 5th year, more?) This often helps remind them of the need to do well in classes and complete them.
Late March	<ul style="list-style-type: none"> ▪ Withdrawal Deadline: <ul style="list-style-type: none"> ▫ Students will need their advisors' signatures to withdraw from a class. Your office traffic will increase. It can be difficult to find time to talk with these students. Upper class students will know the ropes, but try to talk with first year students choosing to withdraw from a class, or classes. ▪ Remind students: falling below 12 credits in a semester means the student is no longer full-time, but is now part time. That may have a negative impact on permission to live on-campus, financial aid, and athletic participation. Students should check with those offices <i>before</i> dropping below 12 credits!!

	<ul style="list-style-type: none"> ▪ Registration <ul style="list-style-type: none"> ▫ Students will be informed of the pending registration period and be given access to the next semester’s courses online. You may choose to remind your advisees – or not. ▪ Be clear about how you schedule student registration; in groups, with set appointments etc. Remind students how to sign up for an appointment. Remind students to come to your meeting with a draft schedule already devised.
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Advising Resources

- **IQ Web**
 - Student rosters for individual classes
 - Capability to e-mail the entire class at once
 - Student information : major, minor schedule, other classes etc.
 - Submit midterm and final grades via IQ Web
- **Registrar Online:** Go to “Academics” on the web age, then “Registrar”
 - Forms
 - Class lists, open classes, final exam schedules, and other resources
 - Deadlines and processes for major acceptance, graduation audits etc.
- **Academic Forms:** Log in to Blackboard, Click the ‘content system’ tab, then the ‘institution content’ on the menu to the left. Academic forms is the first link on the menu. Here, you can find:
 - **Academic Honesty reporting letter**
 - **Major acceptance letters**
 - **Miscellaneous Advising and registration forms**
- **Blackboard & Web Site:**
 - There are many resources available to advisors, faculty, and staff on various blackboard sites and the college website.

Many of these resources can also be found in the registrar’s office, from the academic dean’s office, or through the director of academic affairs.

Consider offering the following to provide added advising resources to your students:

- **Advising office hours**
 - Advisors might consider setting aside office hours specifically for academic advising each week. Advisees can always contact advisors to set up a meeting at a time that is mutually convenient. It is just another way to give students an option to stop in at a time when you are available for advising questions.
- **Advising syllabus**
 - Advisors might consider providing advisees with advising syllabi. Much like a course syllabus, the advising syllabus identifies areas that advisees and advisors work on together, and some goals and student learning outcomes of the advising process. In addition, students get an advising outline of the general times when advisors and advisees will get together to discuss academic planning and registration. Advisors can choose to include as much or as little detail as they wish. A sample advising syllabus can be found on Academic Forms in Blackboard.

Note: Additional information about academic advising is available at the NACADA Web site at www.nacada.ksu.edu.

Changing Advisors

- **If a student wishes to change advisor**
 - The student completes a Change of Advisor form, has the **new** advisor sign the form and submits it to the registrar's office. All parties will be notified of the change via e-mail and the prior advisor will be asked to send the student's file to the new advisor.
- **If the advisor wishes to have an advisee reassigned**
 - If the advisor has: a) a conflict of interest in advising a student; or b) has tried in good faith to work with an advisee and the relationship is not working, the advisor may request reassignment of that student. This should only occur after discussion with the student and documentation of the effort to make the relationship work. The advisee may have someone else in mind after the discussion, or the advisor can suggest another individual. This is a rare occurrence; the department chair or academic dean's office may be worthwhile resources if an advising relationship begins to move in this direction.
- **Reassigning advisees when advisors go on sabbatical leave**
 - If an advisor is taking a sabbatical, s/he should discuss the situation with the department chair. If an easily identifiable solution is found, notify the academic dean's office and the appropriate documentation will be completed and all parties notified. Some advisors may opt to ask their advisees to identify a temporary advisor, if this occurs, the student should submit a Temporary Change of Advisor Form. This allows the student to request a move back to the original advisor upon his/her return to campus.

FERPA and 3rd Party Communication

FERPA guidelines apply to advisors as well as instructors and other members of the campus community. We must have a signed release to communicate with parents, guardians, other family members or concerned friends.

FERPA (Family Educational Rights and Privacy Act) establishes the rules and recommendations about any disclosure to parents or guardians. The registrar can tell you if a student has "FERPA-cleared" an individual. You will also receive a list of FERPA clearance for each of your advisees at the beginning of every school year

As it can be difficult to be certain you are speaking to a FERPA cleared individual on the phone, it is always best to defer a phone call from a parent or guardian (simply declare yourself unable to talk at that moment). If you are at all unsure, ask the Registrar for the numbers on file for the parents and use those to return a call.

We work diligently to help students develop autonomy. It is usually best to contact the student and let him or her know the parent has called. Tell the parents you have notified the student. If at all possible, try to get the student to handle the matter. If that is not possible, another solution is to have the student call the parent from your office.

Document your discussion. It is always a good idea to take notes on any discussion you have with your advisee or with a parent.

Consult. If you are particularly concerned about the situation discuss it with your department chair, the director of academic affairs, the academic dean or a trusted colleague.

College Catalog

Students follow the liberal education format in place at the time they enter Colby-Sawyer.

Students and the registrar follow the catalog and/or course schedule for the current year to choose exploration courses.

- Students and departments should use the catalog in use during the year in which major acceptance is attained to determine what requirements are necessary for a major, minor, or other program.

IQ WEB AND MID-SEMESTER GRADES

A professor may confer at any time during the semester with a student believed to be in academic difficulty. Mid-semester grades may be issued by professors to inform student of their progress in a course at mid-semester. Mid-semester grades are **required** for first-year students and for every student whose mid-semester grade is below C.

Professors must enter mid-semester grades via IQ Web. To do so, log in to [IQ Web](#). Click on the “Gradebook” link on the left of the page. Once the page loads, choose the correct year/term and click ‘go’. Select the appropriate class and click ‘go’. All registered students will show. A drop down menu of grades is available in the mid-term grade column. Enter each grade. Hit “Save” at the bottom of each page. Review the grades for accuracy after you have submitted all of them. You cannot change them if an error has been made. If a grade is entered incorrectly, a grade change form must be completed and submitted to the registrar.

BLACKBOARD ACADEMIC SUITE

The Blackboard (Bb) Academic Suite consists of three integrated applications for teaching, learning, community-building and knowledge-sharing.

- The Bb Learning System contains online course sites set up for each scheduled course. Instructors can post course documents, announcements, create links to external sites, and use asynchronous discussion boards to extend conversations beyond the classroom meeting time.
- The CSC Community System is home to over 100 organization sites. Here you will find online sites for various campus committees such as Faculty Meetings, committees, program reviews, and academic departments.
- The Bb Content System is used by students to create their Liberal Education Learning ePortfolios. Also found in the Content System are course, organization, institution, library and individual user content folders.

More information and instructions for use can be found on the Blackboard System. You may access Bb from on or off campus via the Web Gateways link provided on the Colby-Sawyer College web site or by going to: <https://blackboard.colby-sawyer.edu>. Please contact the Information Resources department with any questions about using Bb.

BOOKSTORE: TEXT BOOK ORDERING

Book order deadlines are in place so that used books can be procured both from the wholesalers as well as from the students at buyback. The deadlines are determined, not by the bookstore, but by the industry market and have a significant financial impact on students. The deadlines are:

- Book orders for the **Fall** term are due in the bookstore by **April 15** each year.
- Book orders for **Spring** term are due in the bookstore by **October 15** each year.

Please notify the bookstore by the deadline if you have no books to order for a particular class. If these dates cannot be adhered to, please inform the bookstore by the deadline and keep the bookstore regularly updated until the orders can be submitted.

The following information is critical to ensure that the correct texts are ordered:

- Correct course information, i.e. PSY101C.
- Author, exact title, publisher, ISBN, and the appropriate edition.
- Whether the book is required or recommended.
- If no text will be needed, please indicate “NO TEXT” and submit the form as usual.
- Most of the forms show titles used in the past; please cross out any books no longer used.
- Include any non-text supplies you need the bookstore to carry: art supplies, special notebooks, bar charts, etc.
- Please indicate if the title is one the students have from a previous term. Again, this affects the order quantity.
- If you have not ordered online, the bookstore needs a hard copy of your order.
- Due to most publishers’ policies, desk copies must be ordered by the professor or the academic administrative assistant.

For further information please contact the bookstore manager at ext. 3715, or check the [bookstore’s Web site](#).

WEBSITE, LIBRARY CATALOG AND DATABASES, AND HELPDESK

Website

The college [website](#) has many resources for faculty and staff. Included in the web site is the [web gateway](#). This allows you access to your P: drive, the college X: drive, and other college resources from on or off campus. You can access the Blackboard site to get to academic forms, syllabi, or student ePortfolios.

Library

The library catalog and its varied databases can be found on the [Library link](#) on the main page of the web site. The library utilizes EbscoHost full text database services, ERIC, and many other valuable resources. Interlibrary loans can also be processed online via this link. If you are off campus, you can access the library via the [My Apps](#) in the web gateway. If you have any questions, call the library or the Information Resources [HelpDesk](#), extension 3800.

HelpDesk

If technical or software assistance is needed, students, faculty, and staff are to direct all Information Resources service requests through Helpdesk. The HelpDesk can be accessed online at <http://helpdesk/hsPages/CRMHome.aspx>; or via e-mail at helpdesk@colby-sawyer.edu;

or via telephone at extension 3800. The HelpDesk is staffed Monday through Friday from 8:00 a.m. to 5:00 p.m.

COURSE EVALUATION

SIR II Student Evaluation Forms

Toward the end of each semester, each full-time faculty member receives SIR II (Student Instruction Report) forms to evaluate fifty percent of their courses, unless the faculty member is coming up for review or tenure application, in which case the faculty member will receive SIR II forms to evaluate one hundred percent of his or her courses. Adjunct faculty are required to evaluate one hundred percent of their courses and will receive SIR II forms sufficient to do so. Courses being evaluated must have more than five students enrolled. The SIR II form must be administered before the last week of classes. When forms have been completed, please follow the instructions accompanying the forms.

Course Outcomes Evaluation

Faculty members are strongly urged to use the Course Outcomes Evaluation Form in their courses. This form is designed to be used at any time, and any number of times, in a given class. It is available as a template and can be found in Academic Forms on Blackboard. For directions, please see the section in this *Academic Resource Guide* on Academic Forms. Faculty members can design their own additional questions. Use of this form is entirely at your discretion; you do not have to share the results with anyone.

ACADEMIC FORMS

Many of the forms used by faculty members have been placed, as templates, on Blackboard.

To use Academic Forms:

- Login to Blackboard (<https://blackboard.colby-sawyer.edu/webapps/portal/frameset.jsp>).
- The link to Academic Forms will be on your welcome page – click on the link.
- Choose the form you wish to use and when you click on it a box will popup and ask if you would like to open it or save it – save it to your desktop.
- Open the form from your desktop, complete it and follow the directions below for sending it.*
- If you wish to save the completed form, you may do so, otherwise drag it to the recycle bin.
*A few of the forms are not meant to be completed electronically, but should be printed out and completed manually.

To send your form:

When your form is complete it can be printed or forwarded electronically to the appropriate office. In order to forward it:

- In Microsoft Word 2007 – click on the Office Button in the top left corner of the screen and go down to “Send ►”
- Click on E-mail
- When the new window pops up e-mail as usual

ACADEMIC DEVELOPMENT CENTER

Writing & Tutoring

Writing assistance and tutoring is available at the Academic Development Center. Recommendation can be made to students to call ext 3711 for an appointment with a writing specialist, student tutor, or professional tutor for assistance with writing or content-specific tutoring sessions. Speak with the interim director and writing specialist about any specific tutoring needs you may have with your particular classes. You may also find help for your students regarding study skill improvement by speaking with the learning specialist in the Academic Development Center.

Students with Learning Disabilities

Colby-Sawyer College welcomes qualified students with learning disabilities. Those who divulge a learning disability to one of our specialists will receive a learning profile for accommodation. Students will bring those to professors. By law, we must provide the accommodation on the learning profile. If you have questions about specific requirements, please call the center at extension 3711. Academic Development services are provided to Colby-Sawyer students free of charge.

Please remember that students with any kind of disability have the right to *confidentially* disclose it to an individual of his or her choice. When a student has confided a disability to you please make a strong recommendation that the student contact a professional specialist in the area appropriate to the disability. Our disability specialist can help a student with multiple disabilities, Baird Health and Counseling is the appropriate contact for a physical, psychological, or emotional disability, and the Academic Development Center will assist a student with a learning disability.

Faculty are obligated to maintain confidentiality with regard to the student learning profile and protect the student's privacy by not identifying learning disabled students to others in your class. The most common accommodation faculty face is providing testing accommodation. This may mean added time or taking an exam in the Academic Development Center. For more information about these services, visit the [website](#).

WHAT TO DO WHEN YOU ARE UNABLE TO MEET YOUR CLASSES

When you are unable to meet your classes because of bad weather, illness, or any other reason, please follow this procedure:

- Contact your department chair, who has primary responsibility for making sure that your classes are covered or that students are informed of cancellation through a notice posted in your classroom.
- Contact the Academic Dean's Office. The dean's office will maintain the master list of canceled classes and supply it to the switchboard. If you cannot reach your department chair, let us know and we will make sure that a notice of the cancellation is posted.
- If neither your chair nor the Academic Dean's Office can be reached, contact the Registrar's Office, not the switchboard.
- Contact your students via e-mail and voice mail distribution lists (you can do this from home, see the section on Telephones in this guide).

HARRINGTON CAREER CENTER

Students have access to internship opportunities, career search engines and evaluation, resume and cover letter writing assistance, and interviewing help in the Harrington Career Center, which is located in Lawson Hall. Students utilize the Harrington Career Center to assist with finding and succeeding at internships, perform community service or service learning associated with a class, and focus on career options and the work required to secure a job and succeed going forward in the chosen career.

Harrington will also come into individual classrooms to discuss internship or career issues, or to discuss service learning.

Coverage for canceled class

Is there a class that you just cannot cover because of a conference, jury duty, or other commitment? The Harrington Center for Career Development and Community Service can tailor several programs to fit into your class. Here's how it works:

- Let the Harrington Center staff know when you will be out. Two weeks notice is preferred, but if the staff are available, they will be flexible about shorter notice.
- Choose one of the topic areas below.
- Plan a quick meeting with the director of Harrington Center to discuss how the program or workshop can be tailored to fit your class.
 - Topics include, but are not limited to:
 - Career Planning and Exploration
 - Goal Setting
 - What can I do with this major?
 - Reality 101: Life Starting the Day After Graduation
 - Resume Writing
 - Cover Letters
 - Job Search Tools
 - Interview Skills
 - Professional Etiquette
 - Networking
 - Volunteerism
 - Americorps
 - Non-Profit Careers
 - Internships
- With notice, it may be possible to schedule an alumna/us, business, or non-profit guest speaker who has experience relevant to your class.

There is further information about Harrington Center on their [website](#) or call ext. 3764.

CLERICAL SUPPORT

Department administrative assistants provide clerical support to faculty and chairs in the departments and are the people to go to for questions and tasks outside of teaching and the classroom. Department administrative assistants report to and are supervised by the departmental chairs. Tasks may vary from department to department. Routine clerical support

provided includes: providing office supplies; assembling course materials and administrative materials; photocopying; travel arrangements; and ensuring that adjunct offices are adequately furnished and supplied;. Adequate lead time must be given to administrative assistants and assignments will be prioritized. The administrative assistants will assist you with any college-related clerical support you may need and with operational questions.

Arrangements have been made to accommodate evening faculty who wish to do photocopying for their classes and were unable to get their materials in advance. A photocopier is available at the Hogan Sports Center front desk for this purpose. Our agreement with Hogan Center is that we will not make heavy or frequent use of their copier.

MEETING INTERNAL AND EXTERNAL REQUESTS

Grade Appeal Process

For academic expectations, incomplete grades, repeating courses, and grade appeals see the Academic Standards and Requirements Section in the college catalog.

Faculty Responsibility for Students Residing On-Campus during Non-Class Times

Academic faculty and staff involved with student summer internships, early arrivals, or a student with a need to stay on campus when it is otherwise closed, can use the following information to gain that student resident hall access. All housing issues can be clarified through Karin Berthiaume, assistant director of residential education, at krberthi@colby-sawyer.edu or extension 3455.

Students cannot request most temporary housing directly, and must do so through faculty, staff, or coaches. Students granted temporary housing must sign a contract and agree to more stringent living conditions than during the school year [due to fewer staff members]. Violations may result in students losing their temporary housing contract.

Temporary Housing during vacation periods

- Fall (prior to the opening of the halls in September)
- Spring (prior to opening of the halls in January)
- Spring Break (March)
- Senior Week (May)
- Summer (May-August)

Internships

- Students returning early in the fall or spring for an internship must have their internship supervisor place a request (via e-mail) with Residential Education and the Academic Vice President's Office.
- Students must provide their own meals until Sodexo Dining Services opens for athletes at the end of the summer. Arrangements for Sodexo meals are made through the Academic Vice President's Office.

Athletics

- A list of all potential pre-season athletes should be sent to the assistant director of residential education by the last Friday in July.

- Pre-season first-year athletes and their mentors will be placed in housing together from the athlete check in day until just before new students arrive for the fall semester. The key exchange will take place with Campus Safety.
- Athletes in the upper classes may move into their permanent fall assignments at check-in.

Other departments on campus

- Student employers, club supervisors, orientation coordinators, residential education staff, and the international student supervisor should submit lists of students requiring housing directly to residential education. Individual departments are responsible for arranging meals with Sodexo Dining Services. International students may arrive no more than 24 hours early to adjust for international travel.

Summer residential requirements

- Students who are employed at least 20 hours for the college or hold a 20-hour per week internship through the college, or have some combination of both are eligible to live on campus during the summer. At any point during the summer that the student fails to maintain this time commitment to the college they must vacate summer housing, with no partial refund. Summer housing is only available for people who are enrolled as residential Colby-Sawyer College students for the following academic year.
- For more complete information about summer housing options, please contact the assistant director of residential education at extension 3455.

Extended stay prior to vacation periods

Students may request a residential extension prior to a vacation if there is an issue that warrants it. If the student knows in advance, s/he may contact residential education. If the weather becomes unsuitable for leaving campus, or another emergency occurs, the student can contact campus safety or the resident director on duty.

Those times in which a student may request extended stay include:

After 7:00 p.m. on

- the Tuesday prior to Thanksgiving Break;
- the Friday prior to Spring Break; and
- the last day of final exams

Students should plan to be out of the hall by 10:00 a.m. the following morning.

Student Academic Travel

The Student Academic Travel Fund was established to support student travel to conferences in order to present a paper, a project, or creative work. The primary purpose of the fund is to support students who take an active role as a conference participant. As a general rule, the fund will provide up to \$750 per year for students who give a presentation, participate in a panel, or otherwise serve in a leadership role. A secondary priority is to support students who take an active part in professional conferences even though they may not be giving presentations. Up to \$250 per year is available for students who are primarily attendees. Students are expected to bear some of the cost of conference participation. For more information and for an application form, please go to Academic Forms on Blackboard. The deadlines are October 15 and February 15. Applications should be submitted to the chair of the Student Undergraduate Research Committee prior to either of the deadlines. Student-based clubs and organizations affiliated with

majors and other academic programs should first consult with the Campus Activities Office to determine fund availability for student organizations.

Vehicle Requisition

You may, occasionally, need to requisition college vans to transport a class to an event or off-campus site. Information about how to do this can be found online at www.colby-sawyer.edu/campus-life/Campus_Safety/Services/Vans/vanreq.html. Drivers must be approved by Campus Safety, which is a moderately lengthy process, so please plan ahead. Remember that if you do reserve a van and your event is canceled, or you have reserved more vans than you will need, you must cancel the unwanted van as well. Failure to cancel will result in a \$20 charge to your event budget.

Fundraising by Classes and Academic Groups

These guidelines govern fundraising activities carried out by classes and other academic student groups. They are consistent with, but not the same as, fundraising guidelines distributed by the Campus Activities Office for clubs and organizations (see below). Please check with the Advancement Office at extension 3426 prior to beginning the proposal process in order to determine the potential success of the proposal.

The approval form is available in Academic Forms on Blackboard. All items on the form must be filled out before the form is submitted to the academic dean, who will forward it for approval to the vice president for advancement. Upon approval, the form will be returned to the academic dean, who will inform the fundraising group.

Means of raising funds

A fundraising group may not ask people to make outright donations. Items used for fundraising must be purchased. People may be asked to sponsor an activity as long as there is an exchange of goods or services. For instance, a sponsor may provide T-shirts in exchange for advertising. Additionally the list of proposed sponsors must have been approved by the vice president for advancement through the proposal process outlined above. Any profits made may not be donated to another non-profit organization.

Student Club and Organization Fundraising

All fund-raising by student organizations must be approved in advance by the director of campus activities. Forms are available in the Campus Activities Office.

External Requests for Information

Colby-Sawyer College has in place policies and procedures designed to streamline and simplify responding to external requests for information while, at the same time, promoting accuracy and consistency in the information provided. The procedures are outlined below.

- All external requests for information are to be forwarded to the Office of Institutional Research upon receipt to be processed.
- Persons forwarding requests are asked to evaluate the value of the request and to make a recommendation as to whether completion is merited.
- Requests will be processed in one of the following ways:

- External requests classified by the Institutional Research Office as basic source documents will be forwarded to the appropriate parties to be completed and returned to the Institutional Research Office to be mailed.
 - Institutional Research will actively monitor and follow-up to assure timely and accurate completion.
 - The data contained therein will thereafter be used by Institutional Research in the completion of other surveys or requests.
 - Copies will be on file in the Institutional Research Office and in the office of the completing party.
- All comprehensive surveys (including admissions surveys) not classified as basic source documents will be completed by the Institutional Research Office using various source documents on file.
 - Any information not on file will be solicited from the appropriate parties.
 - Data provided in response to such solicitations will be used to complete the specific forms and will also be added to the Institutional Research Office data files to be used in responding to subsequent requests.
 - Copies will be on file in the Institutional Research Office and available to others upon request.
- Requests from individuals involved in a variety of research endeavors will be forwarded by the Institutional Research Office to the college party most directly involved for determination of whether the resulting information warrants the time required to fulfill the request.
 - If the determination is affirmative, that party will be asked to provide appropriate information and forward the completed form to the Institutional Research Office to be logged out and mailed.
 - If the determination is negative, the party will be asked to so indicate and return the uncompleted form to the Institutional Research Office so that the records can be marked accordingly and the requesting party can be notified that Colby-Sawyer College will not be providing any information.
 - Copies of completed forms will be on file in the Institutional Research Office and in the completing party's files.
- Opinion polls or user satisfaction surveys will be sent by Institutional Research to the appropriate party to be completed or not, at that party's own discretion. Institutional Research will conduct no follow-up and will not maintain file copies.

Guidelines & Processes

PROGRAM REVIEW

This process is applicable to all program reviews. The differences in purpose, criteria, process, or steps for the academic support and student affairs areas are described on page 52.

GOALS, STRATEGIES, AND PROCESS

The purpose of academic program review

Assessment and program improvement are ongoing activities. A formal program review of each academic program of the college is undertaken periodically to provide faculty, administration, and the Board of Trustees with information about how well the program achieves its stated student learning outcomes within the context of the overall mission of the college and learning outcomes of the liberal education program. Student learning outcomes are the central concern and focus of academic program reviews. Assessment of the achievement of student learning outcomes is utilized as a tool for on-going planning for the needs of the program and the college.

Goals for program review

The broad goals of the program review process are:

- To promote a shared understanding of the college's mission and programs; and
- To continuously improve programs that are central to the mission of the college.

Strategies central to the program review include

- Reviewing and reformulating student learning outcomes at the course and program level
- Measuring attainment of student learning outcomes at the course, program, and college level
- Planning and curricular change to increase attainment of student learning outcomes

Assessment criteria

The Program Review Committee assesses the program according to the following criteria:

- The goals, objectives, and outcomes of the program are clearly outlined and are consonant with the mission, goals and student learning outcomes of the college.
- The program offers substantial evidence of its success and/or progress toward the attainment of its stated goals and student learning outcomes.
- The program provides a curriculum that is appropriate and adequate to the attainment of its goals, objectives, and student learning outcomes.
- The program is supported with human and other resources at a level to ensure program quality.
- The program supports the college's recruitment and retention goals.
- The program is able to be certified or accredited if accreditation is essential to program viability, or is able to meet or surpass external quality requirements or standards.
- The program review results in formulation of a future focused plan to continuously assess and improve the achievement of stated student learning outcomes.
- Methods of on-going assessment are clearly articulated; tools are developed and implemented.

The process

The schedule of reviews is prepared by the academic vice president and dean of faculty and adjusted annually in consultation with Academic Council. The academic vice president and dean of faculty will communicate that schedule of reviews to the appropriate departments and offices. Regular reviews occur approximately every six years; additional reviews may be requested if circumstances warrant them.

Programs with review mandated by external agencies will be evaluated at the time prescribed by the agency and, if possible, the internal program review will be scheduled concurrently.

Formal program reviews rely on annual data collection by academic department chairs and supervisors. These data are reported and utilized in formal department year-end reports, which collectively provide a basis for the program review.

Program Review Committee

A Program Review Committee for each review will be appointed by the academic vice president and dean of faculty in consultation with the department in which the program resides. The academic vice president and dean of faculty and the academic dean serve as *ex officio* members of each review and provide advice and consultation as needed. The Program Review Committee includes the chair of the department of the program, two faculty members involved in the program or department, one faculty member from outside the program who acts as committee chair, and a student representative.

- Student participation in a program review is critical, as is the choice of the student. The way in which the student representative is used will vary depending upon the nature of the program under review. The committee should recommend a student who is of sophomore standing or higher; consideration should be given to the possibility that a junior or senior may graduate prior to completion of the review. The role of the student representative is to:
 - Gather student feedback to the program; formally and informally;
 - Report feedback results to the committee;
 - Meet with the outside consultant and arrange for other students to meet with the consultant as well;
 - Suggest priorities, projections, and assessment considerations.

Self-Study Document

The Program Review Committee will utilize the following steps to prepare a self-study document. This self-study is presented to the Academic Policies Committee and the academic vice president, either of which may request changes prior to accepting the study. If the Academic Policies Committee accepts the report, then it will forward it with recommendations to the academic vice president and dean of faculty.

The self-study document will use the format outlined by NEASC for institutional self-study as follows:

- Description: *what you are doing*
- Appraisal: *how well you are doing what you do; what else should you do that you are not:*
 - Provide supporting student learning outcome data
 - Utilize [NEASC](#) and other applicable agency standards to complete this analysis.
- Projection: *how are you going to do it better & how will you assess the improvement;*
Include:

- A projected budget will quantify direct resources required (i.e., departmental needs; faculty, increased class offerings) and indirect resources (i.e., additional sections of a course taught in another department affected by any changes to the program)
- Specific benchmarks to be achieved by the next review
- Specific assessment tools used to assess stated student learning outcomes

Steps

These steps are presented as a guide for the program review process. Each program review is unique in some way. Ideally, a program review should be completed in about 18 months.

Step 1: Organization

- Academic vice president and dean of faculty appoints the Program Review Committee
- Hold organizational meeting, receive the charge, and recommend a student member;
- Review the program review goals, guidelines, and timeline;
- Distribute the most recent program review report; and
- Set meeting times/schedule.
- Request standard data from the appropriate offices (See Checklist A)
[Suggested timeframe – April/May]*

Step 2: Data Collection: See Checklist A for more detail

- Review the most recent program review report;
 - Review the history, mission, and outcomes statements for the current program;
 - Review the standard data assembled by the various offices specified in the guidelines:
 - Career Development;
 - Institutional Research;
 - Information Resources;
 - Student Development
 - Academic Dean’s Office
 - Available budget data (i.e., operating expenses)
 - Determine additional data to be requested: Commonly used data sets:
 - stakeholder surveys, focus groups and/or interviews:
 - students (majors, minors, undeclared)
 - graduates
 - faculty and staff with whom the program interacts
 - supervisors of internships and clinical experiences
 - employers
 - graduate school representatives
 - other schools and programs
 - Guidelines from professional or accrediting organizations.
 - Information regarding employer standards and/or graduate school requirements.
 - Market need and demand for current or proposed programs
- [Suggested timeframe – months two to six]*

Step 3: Description/Appraisal

- Write a *brief* history of the program and a summary of the current state of the program, and its progress over the years since the last report (description).
- Assess the fit of the current program within the mission of the college and its goals for liberal education. (appraisal)
- Develop a composite SWOT analysis of current program for the report (appraisal).

- Assess success of and need for current practices; discuss appropriateness of programmatic learning outcomes.
- Discuss and analyze student learning outcomes data collected since the last report [Suggested timeframe – months seven or eight]*

Step 4: Initial Projection

In the context of the mission of the college, the projected vision, mission, and outcomes of the program, financial and staffing realities, the results of the SWOT analysis, and the students the college serves, develop a proposed curricular model (or a few alternative models) to achieve the student outcomes.

- Develop or refine (as needed) a new vision and mission statement for the program of the future – this will become the touchstone for future discussions about the projected program (beginning of the projection).
- Develop or refine proposed student outcome statements for the program (projection).
- Develop a proposed curricular model, or alternative models (as needed) to achieve the learning outcomes.
- Prepare a budget and projected expenses for any requested revisions to the program
- Project a plan to assess the revised program
- Create specific benchmarks to be achieved by the next report
- Create tools and reports to assess attainment of program outcomes for long term use.
- Project resources needed and anticipated student numbers for the revised program.
- Write these projections in the form of a draft report.
[A brief progress report should be submitted to the Academic Policies Committee and the academic vice president and dean of faculty in month nine or ten of review.]*

Step 5: Consultant & Final Projection

Each Program Review Committee makes use of an outside consultant in the evaluation of the program. The academic vice president and dean of faculty, with advice from the committee, department chair, and president, selects the consultant. The consultant should not be acquainted with any faculty member centrally involved in the program under review. The consultant should have documented expertise in the academic areas of the program under review and with programs at colleges similar to Colby-Sawyer College.

- Ask the academic vice president and dean of faculty to invite the consultant to campus, and to
 - Send the consultant the draft report and other materials from the college, and establish the visit schedule so that the consultant meets with the committee and with other stakeholders.
 - Conduct the visit and receive the consultant's report.
 - Reevaluate the program proposal based upon the consultant's report. Make necessary revisions.
- Finalize the report. The report should be well organized and concise. Please see Checklist C for more information on items to include in the final report.
[Suggested timeframe – months twelve to fifteen]*

Step 6: Report

- Submit the report to the Academic Policies Committee and the academic vice president and dean of faculty. The Academic Policies Committee will *accept* or *return* the report. *Accepting* the report results in a recommendation to approve it as written to the academic vice president and dean of faculty. A report that is returned by the Academic Policies

Committee to the originating committee will itemize resource concerns and questions about the review in light of the general welfare and resources of the college. The Academic Policies Committee does not approve a program review, nor does it approve the request for additional resources. The Academic Policies Committee will only approve course proposals in relation to a program review approved by the academic vice president and dean of faculty.

- Respond to any questions or concerns.
- Upon approval of the report, the department begins to plan for implementation of changes recommended by the report.
- If changes in the report were requested, the revised review again is presented to the Academic Policies Committee and the academic vice president and dean of faculty. Formal action is taken to accept the report or to request further work.
[Suggested timeframe – months sixteen to eighteen]*

Step 7: Evaluation

- The final report, once accepted by the Academic Policies Committee and the academic vice president and dean of faculty, will go to the Academic Affairs Committee of the Board of Trustees for discussion and approval.
- The final report is uploaded to Blackboard for archival and assessment purposes.
- Plans for implementation of the recommendations of the program review are underway: budget, personnel, curriculum planning, assessment strategies, etc.
- Departmental annual reports will report results of student learning outcomes assessments and progress toward stated benchmarks.
- Departmental annual reports will suggest modification as needed to achieve student learning outcomes and benchmarks. These suggestions will then become part of the data collection, description, and appraisal for the next program review.
[Suggested timeframe – months eighteen to twenty]*

Possible outcomes

Program assessment through the program review process may lead to the following outcomes:

- Affirmation of the validity of the program and continuation of support for it.
- Reconsideration and possible redefinition of the goals, purposes, and objectives of the program.
- Review and alteration of the content and structure of the program.
- Reconsideration of priorities and allocation of resources.
- Redefinition of roles and reassignment of individuals.

**Each program review process will depend on the scope and complexity of the review; therefore the timeline suggested for each review is only a guide and should be used more as a flow chart than a strict timetable.*

Checklist A: Suggested Data Sets

Standard and commonly used data sets and information for the program review process:

There are several standardized types of data that program review committees will be provided, upon request. In addition, program review committees are encouraged to seek out other data that are useful to the committee.

Standardized Information

- Data from the Harrington Center for Career Development and Internships

- The Harrington Center produces an annual report of placement data, which meets the needs of most program reviews. This includes information such as: graduate school admission rates and placements, employment rates and placements, graduate surveys, internship sites and evaluations, service learning, volunteer placement, civic/community service.
- Data from the Office of Institutional Research
 - Total enrollment in the college
 - Total enrollment in the program
 - Admissions statistics and profiles
 - Enrollment by course
 - Faculty course and advising workload
 - Numbers of full-time and part-time faculty
 - Retention data
 - Graduation rates
 - Degrees awarded in the major and college-wide with average cumulative GPA.
- Data from Information Resources
 - Information Resources provides a report of information resources available to students and overall student use of those resources.
- Data from the Student Development Office
 - The Student Development Office provides a summary of the co-curricular transcripts for all majors.
- Data from the Academic Dean's Office
 - Most recent and/or past NSSE reports (National Survey of Student Engagement).
- Assessment Data
 - Each program review committee will examine assessment data assembled for the program, by the department over the review period. These data are indicators of student achievement of the learning outcomes of the program. Assessment data from student Liberal Education learning portfolios will also be reviewed.
- Selected Data from the Advancement Office
 - Request a variety of types of information available regarding alumni via the Advancement Office.

Non-standardized information

Each program review committee will determine what additional information the committee needs for its assessment and the purpose of that information. A list of this information should be included in the original report to the Academic Policies Committee.

Checklist B: Review Process

Use the following checklist for organizational purposes

- Organizational Meeting (April/May)
- Secure and review all data
- Write/rewrite history of the program (description)
- Perform SWOT analysis – write out in draft report form (appraisal)

December progress report due:

Prepare brief progress report & submit to APC and the academic vice president & dean of faculty

- Review program's student learning outcomes/other outcomes (appraisal)
- Write/rewrite mission, vision, student and other outcome statements (projection)
- Develop assessment tools and plan implementation (projection)
- Complete draft report (combine components of description, appraisal, projection)
- Consult with academic vice president and dean of faculty to arrange consultant
- Prepare for consultant visit
- Meet with consultant
- Review consultant's report; re-evaluate draft report and finalize
- Submit to the Academic Policies Committee and the academic vice president and dean of faculty
- Respond to questions/concerns from recipients of report/resubmit if necessary
- Begin implementation

Checklist C: Documentation

The self-study document should include the following

- An overview of the program review including the date of its inception, the charge of the committee and the names and positions of committee members;
- Descriptions of the elements of the program under review;
- Appraisals of the elements of the program under review;
- Projections for the elements of the program under review including who will implement the projections and when;
- Assessment strategies for measuring the future effectiveness of the program
- Budget impact projections, enrollment projections, benchmarks for next report
- Appendices to minimally include:
 - Descriptions of the program from various college publications (catalog, website, etc.)
- Data sets used in the evaluative process from Checklist A
- Focus group feedback or other surveys conducted or administered as part of the program review process
- Projections from the most recent program review report
- Consultant's report
- Assessment tool samples/drafts

ACADEMIC SUPPORT AND STUDENT DEVELOPMENT PROGRAMS UNDERGOING REVIEW

The purpose of program review for academic support and student development

Assessment and program improvement are ongoing activities. Academic support and student development areas which undergo program review include:

- Academic Advising
- Academic Development
- Academic Affairs and International Programs
- Athletics
- Baird Health and Counseling,
- Campus Activities
- Campus Safety
- Career Development
- Citizenship Education
- English Language and American Culture
- Hogan Sports Center
- Information Resources
- Leadership Expedition
- Recreation
- Registrar's Office
- Residential Education
- Windy Hill School

The Process

- The schedule of reviews and committee appointment is prepared by the academic vice president and dean of faculty and adjusted annually in consultation with the academic dean and the vice president for student development and dean of students. The academic vice president will communicate the schedule of reviews to the appropriate departments and offices.
- Additional reviews may be requested by the academic vice president and dean of faculty (for academic programs) or the vice president for student development and dean of students (for student development programs) whenever the circumstances warrant it (i.e., a serious problem, change in program leadership, change in program goals etc.)

Committee

The review committee will include the director/coordinator of the program, at least one academic and one student development staff member, at least one faculty member, and at least one student representative. A committee member from outside the program will chair the review committee. The academic vice president and dean of faculty and the academic dean serve as *ex officio* members of each academic review and provide advice and consultation as needed. The vice president for student development and dean of students serves as an *ex officio* member of each student development review and provides advice and consultation as needed.

- The final report is delivered to the Academic Council and the academic vice president and dean of faculty or vice president for student development and dean of students, who meets with the committee or representatives from the committee and approves the report or returns it to the committee for revisions.

Data sets and information for the program review process

- Comparative data from peer institutions:
 - Department structure
 - Programming guidelines/requirements
 - Staffing figures
- Standards, recommended best practices, or accreditation requirements from professional organizations or accrediting agencies (Council for the Advancement of Standards in Higher Education, National Association of Colleges and Employers, American College Personnel Association, American College Health Association, etc.)

INTERNATIONAL COURSES

As a college with a strong commitment to liberal studies as a foundation for lifelong learning and the development of students' sense of their membership in the wider global community, Colby-Sawyer encourages and supports student experiences abroad or in distant locales. A variety of opportunities exist for students to spend some time away from the college in academic pursuits. Faculty may want to consider encouraging students to gain a global vision and appreciation for diversity in the following ways:

- A semester abroad, or a semester-at-sea
- Enroll in a class in which a trip to a foreign location is part of the study.
- Seek a foreign internship experience; combine a semester abroad with academics and an internship

Faculty proposing a course that includes a study abroad option should follow the guidelines located in Academic Forms in the Blackboard site. Forms for proposing and budgeting information are located in that folder as well.

CULTURAL EVENTS

Cultural Events

The Cultural Events Committee develops and supports cultural programming on campus, and plans many events one semester to one year in advance. When you have an idea for a speaker, performer, or event, please contact the committee as soon as possible. Funding is available on a first come first served basis.

More information about the process of securing an event on campus can be found on the college [website](#), as well as on the Cultural Events Committee Blackboard site.

DISRUPTIVE STUDENTS

On rare occasions faculty may encounter a student in a class who is truly disruptive, resulting in a difficult teaching situation. Disruptive behavior includes intentional or reckless disruption of teaching, research, administration, or other college activities, including public college functions, or other authorized activities on college premises. The following guidelines may help in dealing with these situations.

- **Protected disability:** Some students may have emotional or mental problems resulting in acting out in class. These students are protected under the Rehabilitation Act of 1973, but they are still expected to meet the same standards of conduct as any student. Setting criteria and expectations for the classroom both in the syllabus and verbally will set your standard early on.
- **Bizarre, but not threatening behavior** can be dealt with by consulting with our myriad professionals. Maintain privacy as much as is possible. Those you may wish to contact:
 - Baird Health & Counseling
 - Director of Citizenship Education/Associate Dean of Students
 - Residential Education Director
 - Director of Academic Affairs
 - Disabilities Specialist
 - Chair of your department
 - Academic Dean's office
- **Threatening behavior** must be handled more expeditiously. Immediate removal from the classroom should occur in such cases. If a student refuses to leave the classroom, call campus safety to remove the student (you may send another student, use a cell phone, or adjacent office phone). After class call the associate dean of students to report the incident. The dean of students, Campus Safety, and your chair will discuss what steps will occur going forward.
 - If you feel threatened by a student outside of the classroom, report it immediately to the associate dean of students and/or campus safety depending on the hour and need.

Faculty and students have the right to academic freedom, therefore, two fundamental principles must be observed:

- Students have the right to express opinions germane to the subject matter of a course; and
- Instructors have the right to guide classroom discussion and to set reasonable limits on the classroom time made available to students for the expression of their opinions. The responsibility for striking a balance between these principles rests with the instructor.

Removing a student from a class is a serious step and will have broader consequences for the student. It should not be undertaken lightly.

Common Disruptive Behaviors

- Grandstanding
- Sleeping in Class
- Prolonged chattering
- Excessive/continuous tardiness
- Overt inattentiveness
- Eating, drinking in violation of class rules
- Using technology prohibited in class (cell phones etc.)
- Poor personal hygiene
- Attending class under the influence

More serious behaviors, such as the following should be immediately reported to campus safety or another professional on campus:

- Verbal or physical threats to another student or faculty member
- Continued challenge over the faculty member's authority and expertise

- Violence against self or another party

Measures for addressing disruptive behavior

- Proactive
 - Understand campus codes, expectations, disciplinary policies and procedures
 - Reach out to students in multiple ways
 - Explicitly state expectations and conduct standards
 - Explicitly state consequences of violating class expectations and requirements
 - Hold *all* students to the same standard of behavior
- Reactive
 - Document problematic behavior or interactions through written correspondence with the student
 - Save documentation for use if problem persists or worsens
 - Contact others who should be made aware of a worsening issue, i.e., the student's advisor, the director of citizenship education, the academic dean's office.
 - Involve Campus Safety if you feel threatened
 - Use the processes and policies in place to provide a safe and productive learning environment for ALL students.

More information regarding the student disciplinary process can be found in the [*Student Handbook*](#).

Employment

HIRING

GOALS

The goal of faculty replacement hires and the creation of new faculty positions, whether full- or part-time, is to assure the increasing quality of the experience for students and of the academic programs while respecting the college's need for financial flexibility in the teaching area. The college's goal is to steadily increase the number of its tenure-eligible and visiting full-time and pro-rata faculty while avoiding a situation of any department becoming fully "tenured in" over time. Thus, we value both:

- stability of the faculty to preserve continuity and consistency of the experience for students and the growth and development of faculty teaching, service and scholarship, and
- the infusion of new faculty to bring additional new ideas, perspectives, and pedagogical innovations to the faculty of the college and to students.

Our decisions at all times focus on the best interests of the students.

For the purposes of implementation of the policy for both new and replacement faculty positions, a department shall be deemed not "tenured in over time" if any one of its full-time or pro-rata faculty members has reached the age of 63 or older by the time that the new or replacement faculty member's contract would commence (usually September 1 of the academic year).

CRITERIA AND PRINCIPLES

Temporary replacement

- Replace virtually all departures of full-time faculty with full-time positions. Temporary (full-year sabbatical) or late (after we can reasonably do a full search) openings should be filled with temporary full-time faculty. In doing so, we will re-examine our instructional needs to assure that the person we hire can teach in our areas of greatest need.
- An exception to this replacement strategy could occur if the department felt that such a replacement was not necessary, desirable, or possible.

Permanent replacement

Replace virtually all departures of full-time faculty with full-time positions. In designing the search for a replacement faculty position, we will re-examine our instructional needs to assure that the person we hire can teach in our areas of greatest need. As noted above, if a departure occurs too late to have a good search process, we would initially fill the position with a temporary replacement and, when the time is right, begin a search for a permanent hire.

- An exception to this replacement strategy could occur if the department felt that such a replacement was not necessary, desirable, or possible.
- In most cases, a vacated tenure-eligible position would remain a tenure-eligible position. An exception to this replacement strategy could occur if the department felt that such a replacement was not necessary, desirable, or possible, or if the total staffing of the department did not meet the college guidelines for financial flexibility.

Adding new full-time and pro-rata tenure-eligible faculty positions

We will add new full-time and pro-rata faculty positions, as financially feasible, taking into account the following:

- number of students served (including consistently over-enrolled courses), number of majors served, number of advisees
- number of programs served (including Liberal Education requirements) and/or centrality of the faculty position to a program
- major programs primarily supported by one faculty person
- programs for which the supervision of internships is significant and not part of course load
- consistent use of adjunct faculty to teach courses over past 2-3 years, especially when, despite the best efforts of the department to avoid excessive use of part-time faculty in these areas, there has been
 - Use of adjunct faculty in the Proficiency areas (WRT, CIS, MAT)
 - Use of adjunct faculty in required curricular areas, especially introductory level courses that are aimed at first-year students

Adding new full-time and pro-rata faculty non-tenure eligible/temporary positions

We will add new full-time and pro-rata non tenure-eligible/temporary/visiting faculty/teaching fellowship positions, as financially feasible and to preserve financial flexibility, taking into account the following:

- All criteria mentioned above, and
- Areas of the curriculum for which we believe the need may be of time-limited duration
- Areas of the curriculum for which hiring faculty with terminal degrees is very difficult and/or not always optimal (e.g., the use of MBAs with experience for the business faculty)
- Departments comprised entirely of tenure-eligible faculty.

Optimal use of “blended” staff/faculty positions

“Blended” staff/faculty positions are currently in use in some departments. These positions (at the present time, we have such positions in the Exercise and Sport Sciences Department and Humanities Department) are full-time staff positions with a designated portion of workload (0.25 - 0.50) dedicated to teaching, advising, and service requirements appropriate to the faculty role.

Optimal use of adjunct faculty

We should continue to use appropriately credentialed and skilled adjunct faculty members, according to the following principles:

- In curricular areas for which we need particular types of expertise and for which we do not have a need for full-time support
- In curricular areas for which we can optimally employ individuals with a combination of professional experience and professional or other non-terminal degrees
- For specialized curricular experiences designed for students in their junior or senior year

FACULTY RANK

For information about ranking of full-time or pro rata faculty see the *Faculty Handbook*.

ADJUNCT FACULTY RANK

Adjunct Instructor

Persons who lack the qualifications listed below for adjunct professorial rank will be appointed Adjunct Instructor.

Adjunct Assistant Professor

Adjunct faculty may attain the rank of Adjunct Assistant Professor in any of the following ways:

- currently holds the full-time rank of Assistant Professor at another college;
- holds appropriate terminal degree, or is working toward its completion and has some teaching experience;
- holds an advanced degree in the appropriate discipline and has some college teaching experience.

Adjunct Associate Professor

Adjunct Faculty may attain the rank of Adjunct Associate Professor in either of the following ways:

- currently holds the full-time rank of Associate Professor at another college;
- Adjunct Assistant Professors with twelve years of teaching at Colby-Sawyer College may apply to the academic dean for promotion to Adjunct Associate Professor. Promotion criteria considered are:
 - appropriate terminal degree or equivalent;
 - exemplary teaching as demonstrated in evaluations by students, faculty, and the department chair/director;
 - professional achievement appropriate to the Adjunct Assistant Professor's responsibilities;
 - evidence of other significant contributions to the college community and/or the department.

Adjunct Professor

Only individuals who currently hold the full-time faculty rank of Full Professor at another college will be appointed at this rank.

ACCESSIBILITY TO STUDENTS

Faculty must be available to students both in and out of the classroom. This does not require constant availability, but rather that students know how to gain access to you as well as when and how that is possible. Faculty must hold regular office hours and utilize the college's e-mail as the official means of communication on campus.

OFFICE HOURS

There is no specific amount of time or schedule a faculty member must adhere to when setting office hours. Generally, a faculty member should be available to students for several hours a week on a 'walk-in' basis. Remember to set your hours at times that vary from when classes meet. For example, setting office hours from 11:00 a.m. to 1:00 p.m. every Tuesday and Thursday will necessarily limit some students from meeting with you as a class would intervene. Therefore, set those four hours on different days so students have access to meet with you.

Consider an hour on Monday, another two on Tuesday and Thursday and an hour on Wednesday or Friday. Work with your department chair to be sure your office hours are reasonable for you, and give students accessibility.

Place your office hours on your syllabus and also post them on your office door. It may help to let students know additional times may be set by appointment.

MEANS OF CONTACT

The official college communication tool is e-mail. Please do not ask students to contact you at a home e-mail, nor should students ask you to contact them at an e-mail address outside of the one designated by Colby-Sawyer. Students off campus for one reason or another may use another e-mail address and faculty may correspond with students in that manner, but try to enforce the use of the college e-mail so that students are regularly checking it.

POST SEMESTER ACCESS

Many faculty travel for research, leisure, or continuing education once the semester ends, it is helpful if faculty check e-mail for the first few weeks after a semester ends. Students who disagree with a grade or have questions about a completed assignment may be trying to contact the faculty member. If you know you will be completely out of touch just after a semester ends, speak with the chair of the department or the academic dean about how to handle student inquiries in your absence.

If you are an adjunct teaching one semester, please leave a current e-mail with the academic dean's office for use in case of student inquiries.

You may wish to remind students near the end of the semester that you will be away and that they have several weeks into the next semester to appeal a grade.

WHEN YOU LEAVE THE EMPLOYMENT OF COLBY-SAWYER COLLEGE

Full-Time Faculty

Upon transition from active employee to former employee, whether due to retirement or resignation, the Human Resources Department will contact the employee to assist with this process. An "exit interview" will be arranged prior to the last day of employment, the date of which is noted on the employment contract. During the exit interview, Human Resources will explain which benefits terminate on the last day, as well as the procedure to extend certain benefits. Last pay date, reference information, forwarding address, and many other items are also covered in an exit interview. Things of which the employee should be aware related to termination of employment, whether voluntary or involuntary are:

- Network privileges end on the last day of employment as does the use of a college office, unless an extension is specifically authorized by the academic vice president and dean of faculty. Computer files, e-mail addresses, and other information that are to accompany the departing employee should be copied from the computer onto a disc prior to the last day of

employment. (P: drive files are stored for six months prior to erasure, but access would only be possible by special arrangement.)

- Colby-Sawyer property must be returned. Human Resources can collect keys, college ID, credit cards, and cell phones at the exit interview. Borrowed materials should be returned to the library. Any overdue unreturned materials will be billed.
- Your personal property should be removed prior to your exit.
- Submit any outstanding expense reimbursement forms to the department chair.
- The Financial Services Office should be notified of the departure and the staff will close out the SmartCard account, returning any unused funds.
- All wages due will be paid on the next regularly scheduled payday after the last day of employment with the college.

Adjunct Faculty

The nature of adjunct employment is employment one semester at a time. At the end of the period of employment there is generally not a formal exit interview such as takes place for the full-time faculty employee. However, some of the same notes apply:

- Network privileges end on the last day of employment as does use of the college office, unless an extension is specifically authorized by the academic vice president and dean of faculty. Computer files, e-mail addresses, and other information that are to accompany the departing employee should be copied from the computer onto a disc prior to the last day of employment. (P: drive files are stored for six months prior to erasure, but access would only be possible by special arrangement.)
- Adjunct faculty who generally return in subsequent semesters may retain network privileges and use of an office with prior arrangement with the academic vice president and dean of faculty.
- Colby-Sawyer property must be returned. The department assistant will collect keys and your college ID. Borrowed materials should be returned to the library. Any overdue unreturned materials will be billed.
- Personal property should be removed prior to exit if there are no plans to return to teach the next semester.
- The Financial Services Office should be notified of the departure and the staff will close out the SmartCard account, returning any unused funds.
- All wages due will be paid on the next regularly scheduled payday after the last day of employment with the college.

Staff

Procedures for staff separation from the college can be found in the [*Employee Handbook*](#).

Academic Operational and Technical Information

ACADEMIC EXPECTATIONS

For information about academic expectations, incomplete grades, repeating courses, and grade appeal, see the Academic Standards and Requirements Section in the college catalog.

PUBLIC POSTING OF GRADES

The Academic Council has discussed the practices of posting grades publicly and leaving student papers in public places for pick-up. It was agreed that although these practices are sometimes adopted for the convenience of students, they are not sufficiently respectful of student privacy. For this reason, faculty are asked not to post student grades publicly, even with numbers instead of names as identifiers. In addition, student papers should not be left for pick-up in public places. Instead, faculty are encouraged to make arrangements to leave them with the administrative assistant for the department or to send them through campus mail if they are placed individually in sealed envelopes.

Regulations & Policies

CONFLICTS OF INTEREST

Colby-Sawyer College strives to conduct itself with high standards of integrity and expects its employees to do the same in the conduct of their employment. Further information regarding conflicts of interest can be found in the [Faculty Handbook](#) and the [Employee Handbook](#).

CREATIVE WORKS POLICY

All employees of the college shall conduct their activities on behalf of the college, including but not limited to any research or writing activities, in such a fashion as to meet and comply with all the requirements of the United States copyright laws and regulations (Title 17 U.S.C.). For further information about the creative works policy please see the [Faculty Handbook](#).

COPYRIGHT, FAIR USE, AND RESERVED MATERIALS

For information about this, please see the policy and procedures online at www.colby-sawyer.edu/information/reserve_copyright_fair_use.html.

RESEARCH INVOLVING HUMAN PARTICIPANTS

Institutional Review Board policies and procedures can be found online at www.colby-sawyer.edu/academic/admin/IRB_main.html.

NON-DISCRIMINATION / CIVIL RIGHTS

It is the policy of the college not to discriminate unlawfully against any student, employee, or applicant for employment because of race, color, age, marital status, sex, national origin, ancestry, religion, veteran's status, sexual orientation, or disability. For more information please see the full policy in the front of the [Faculty Handbook](#).

SEXUAL HARASSMENT

Colby-Sawyer seeks to create and maintain an academic and work environment in which all members of the community are free from harassment based on gender. For more information on this policy, see the [Faculty Handbook](#) and the [Employee Handbook](#).

FACULTY RIGHTS, ACADEMIC FREEDOM AND PROFESSIONAL ETHICS,

For information on violation of faculty rights, please see the [*Faculty Handbook*](#).

ACCREDITATION OR AFFILIATION REPORTS AND GRANT PROPOSALS

All accreditation or affiliation reports must come from the college, not from individual departments. Consequently, the approval of the appropriate vice president and the president are required prior to submitting external accreditation or applications for such. In a similar way, grant proposals that go out assuming the umbrella of the college's 501(c)(3) non exempt, charitable status, must also be approved by the college prior to submission. For information regarding application for grants, please contact the grants manager at extension 3725.

FACULTY AND STAFF DEVELOPMENT FUNDS

Guidelines and application procedures for faculty development can be found in Academic Forms on Blackboard. Any further questions about faculty development funding can be directed to the Office of the Academic Vice President. Information regarding staff development funding is available through the Human Resources Department.

Emergencies

HELPFUL EMERGENCY PHONE NUMBERS

Campus Safety	office.....	3675.....	emergency	3300
Facilities	office	3699.....	off hours	3300
VP for Administration.....	(Doug Atkins).....			3750
VP for Student Development.....	(Dave Sauerwein).....			3758
Academic VP & Dean of Faculty	(Deb Taylor).....			3760
Academic Dean.....	(Beth Crockford)			3761
Treasurer	(Doug Lyon).....			3750
Registrar	(Carole Parsons).....			3673
Business Administration	chair	3881.....	assistant	3616
Environmental Studies.....	chair	3632.....	assistant	3444
Exercise & Sport Sciences	chair	3448.....	assistant	3616
Fine & Performing Arts	chair	3668.....	assistant	3661
Humanities	chair	3639.....	assistant	3709
Natural Sciences.....	chair	3677.....	assistant	3444
Nursing	chair	3646.....	assistant	3795
Social Sciences & Education	chair	3660.....	assistant	3709

CAMPUS SAFETY

Colby-Sawyer College provides 24-hour campus safety coverage throughout the year. Campus Safety professionals work to create an atmosphere which is safe and conducive to a positive residential learning environment. This is accomplished through community education, and enforcement, with a wide range of services tailored to the needs of students, staff and faculty.

Offerings include crime prevention programs and information, fire safety, the supply and processing of ID cards, vehicle parking and registration, regular campus patrols monitoring the safety and security of community members and physical plant, policy enforcement, safety escorts, lost and found services, disabled motorist assistance, operation engrave, key control and management, and college van driver registration. For complete information regarding safety issues see the Campus Safety site on the Colby-Sawyer College Web site www.colby-sawyer.edu/campuslife/Campus_Safety/index.html.

Fire and other emergency procedures are described in the new *Emergency Response Guide* which will be located in every classroom.

EMERGENCY RESPONSE GUIDE

These are (blue) booklets describing the procedures for various types of emergencies located on the wall near the door in every classroom on campus.

RESPONDING TO INJURIES

Medical emergency

If any situation appears to be a medical emergency, contact Campus Safety at 3300 to get help immediately. In the event of an accident involving injury or illness:

- if life threatening, seek emergency medical treatment;
- call 911 from a campus phone; stay on the phone until instructed to hang up;
- be prepared to give as much information as possible, such as location, nature of injury, cause of injury and any hazards that may be present;
- if time permits contact Campus Safety at 3300 for immediate assistance;
- employees must notify their immediate supervisor as quickly as possible of any on-the-job injury or illness;
- if it is not an emergency, the supervisor should be notified BEFORE the employee seeks medical treatment.

Injury reporting

After the emergency has ended, employees must file a Workplace Injury Report with Human Resources. Students should contact Baird Health and Counseling Center at extension 3621 and report their injury.

Hazard reporting

Slips, trips, and falls

Spilled liquids and wet floors are one of the major causes of slips, trips and falls. If you spill something, please clean it up immediately. If you discover a spill or wet floor and need assistance, please contact the Facilities Department at extension 3699. Report all other trip and fall hazards (malfunctioning elevators, holes in the sidewalk, loose carpet, etc.) to Facilities Department immediately.

FIRE

If there is a fire

- Sound the fire alarm as soon as you find or suspect a fire by activating the nearest pull station. Warn other occupants by knocking on doors and shouting as you leave.
- Call Campus Safety from the nearest safe location; provide location and type of emergency.
- Leave the building. Assemble at your pre-designated safety zone and await further instructions from a staff member. Don't attempt a rescue unless you can do so safely. Stay out of the building until given the "all clear" to return by fire officials.

To survive a fire

- Feel doors before opening. If it is hot do not open. If cool, brace yourself against the door, open it slightly. If trapped by heat or smoke, close door and stay inside.
- If your door is cool, open it and proceed to the nearest exit. Close the door behind you to limit the spread of smoke. If there is smoke in the hallway, stay low where the air is freshest. Cleaner, cooler air will be near the floor. Place a wet cloth over your face.
- Go to the nearest stairway or exit. If the nearest exit is blocked by heat, fire or smoke, stay low and go to another exit.
- In case of fire, do not use elevators, use stairs.
- Close as many doors as possible as you leave. This will help confine the fire.

If you get trapped

- Keep doors closed. Seal cracks and vents from incoming smoke.
- If near a phone, call Campus Safety and give location. Attempt to signal or attract attention. Jump only if safe to do so. Hang a towel or sheet from your window to alert fire rescue personnel.

If Handicapped or Disabled

- Plan ahead, know evacuation routes and evacuation procedures.
- Attempt to exit on your own. If unable to exit, contact Campus Safety and request assistance.

Protect Yourself

Participate in fire drills and take them seriously. Know the site of your safety zone (meeting place for your building). Familiarize yourself with the location of your building's fire extinguishers, alarm pull stations and exits.

Fire Prevention

Don't overload electrical circuits. Use power bars. Dispose of waste in a safe manner. Keep corridors clear of clothing, bicycles, furniture and athletic gear. Open flames should not be left unattended. Keep fire doors clear and unobstructed. Do not prop open fire doors.

Fire Safety Equipment

Report damaged fire equipment to Campus Safety at extension 3675.

- Fire doors - should close automatically and completely.
- Exit signs - should be visible from all public areas.
- Smoke detectors - keep them clear so they can detect smoke when you are asleep and wake you in time to get out.
- Fire alarms - horns, bells, and pull stations should be accessible and not vandalized.
- Fire extinguishers - report empty, vandalized or missing extinguishers.

Do Not Risk Injury Attempting To Fight Fires

Attempt to fight fires only if you are trained and fire is small. Do not try to put out a fire with an extinguisher if you aren't familiar with its operation. Always pull the alarm first.

EVACUATION PROCEDURES

IN AN EMERGENCY – Police/Fire/Ambulance - dial 911

Building evacuation

- Building evacuation will occur when a fire alarm sounds and/or upon notification by Campus Safety, a building administrator or other authorized personnel.
- When the building evacuation alarm is activated during an emergency, leave by the nearest safe, marked exit and alert others to do the same.
- Assist the disabled in exiting the building!

DO NOT USE THE ELEVATORS IN CASES OF FIRE!

- Once outside, proceed to a designated assembly point or a clear area that is at least 200 yards away from the affected building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel.
- DO NOT return to an evacuated building until told to do so by a Fire/College official.

If a building evacuation occurs, all individuals exiting the building should proceed to their predetermined assembly point (as indicated on the Campus Safety webpage) where faculty will take attendance of their assembled classes. Faculty should immediately notify Campus Safety or other emergency response personnel of missing persons so that a search can be conducted.

Evacuation for people with disabilities

The person with a physical disability on campus may be a student, faculty member, staff employee, or a visitor. Everyone should be familiar with procedures to assist the disabled in an emergency.

- When evacuating during an emergency do not use elevators.
- Sight impaired persons should develop a buddy system, or a volunteer should be assigned (by Faculty/Supervisor/RD) to assist the individual during the evacuation.
- Alert the hearing impaired to an emergency and initiate their evacuation.
- Faculty and staff should assist the physically disabled in evacuating the building by whatever method is most safe and appropriate under the circumstances.

Assisting mobility impaired/disabled person in an emergency

- Be prepared to abandon wheelchair or other devices used for mobility.
- Ask the special needs person the safest method which can be used to assist them. Seek out volunteers and make sure you have enough people to provide assistance.
- Once the person(s) with physical disabilities has been evacuated, proceed to the assigned assembly area and make them as comfortable as possible.

REPORTING CRIME/THREATENING INDIVIDUAL

Reporting Crime

- Notify Campus Safety immediately if you think a crime has occurred.
- Be prepared to describe the situation, suspect, or stolen item.
- Report any new information immediately to 3300.
- Report things that appear out of place or any suspicious activity immediately.

- Report solicitors immediately.
- Be prepared to give accurate descriptions of race, age, gender, appearance, location, etc.

Threatening Individual

A threatening individual is any person whom you determine to be a threat to you or those around you. The individual may have a gun or knife or just make you feel uncomfortable. Trust your instincts.

- Notify Campus Safety at 3300 from a campus phone whether the individual poses an immediate threat to you or not. Be prepared to provide a situation assessment.
- Be realistic about your ability to protect yourself. Stay calm and avoid conflict. If possible, “Lockdown” and seek protection in a classroom/office that locks. Leave the building immediately if this does not put you at risk with the individual.
- Remember that only you can decide which course of action is appropriate in each case.

LOCK DOWN

This technique is used to clear the hallways and common areas of all students and staff and secure them in rooms when the “Lockdown” announcement is made or a threat is detected outside the office/classroom. The procedure is as follows:

- students and staff report to the nearest classroom;
- close and lock the doors and windows;
- draw the shades and cover the door window if possible;
- do not leave for any reason;
- move to the corner of the room that is furthest away from windows and doors;
- shut off lights;
- remain quiet; and
- wait for further instructions.

EMERGENCY CANCELLATION/DELAY

From time to time, it may be necessary to cancel classes and activities for all or part of the work day due to unavoidable emergency conditions, very often weather-related. The decision to cancel or delay classes and activities is made jointly by the academic vice president & dean of faculty and the vice president for administration.

The decision to cancel or delay classes and activities for the entire day will be made by 6:00 a.m. It may be necessary to cancel classes and activities during the day as circumstances develop. The decision to cancel evening classes will be made by 2:00 p.m.

Notification

Employees may call the Colby-Sawyer switchboard number (526-3000) to find out if classes and activities have been delayed or cancelled. A recorded message will carry the details of the delay or cancellation. If the regular phone greeting is on, employees should assume that the college is operating as usual. WMUR, Channel 9 television in Manchester will also carry Colby-Sawyer’s delays or cancellations.

Non-Emergency Procedures: Daily Operation

CLASSROOMS

When courses are assigned to a faculty member the classroom space is reserved at the same time by the registrar. In case of special arrangements, to reserve additional space, contact your department administrative assistant to book space on the master calendar.

- For assistance regarding classroom technical support, contact Information Resources at extension 3575.
- For assistance regarding unlocking classroom doors, contact Campus Safety at extension 3675.
- For further assistance regarding classrooms, contact the Registrar's Office at extension 3673.

ACCESS TO BUILDINGS AND CLASSROOMS

In most cases either the staff of Human Resources or the department administrative assistant will fill out a *Receipt and Responsibility* form to obtain any keys that are needed. The college ID will allow access to all college buildings for which access has been approved with the exception of Ware Campus Center, the Library, the Caretakers Cottage, the Homestead, and Seamans House. The administrative assistant can forward appropriate names to Campus Safety for door programming. Holders of offices in Colgate Hall can gain access to the copy room on the second floor with their office keys. Office holders in the Curtis L. Ivey Science Center can open the kitchen area and the copy room with the office key.

If students require access to a particular space after normal closing times, a list of those students should be forwarded to Campus Safety along with a description of the necessary time access is required. Please note that students will be deleted from such access at the end of each semester unless Campus Safety is notified that access is still required.

AUDIO-VISUAL SERVICES & SMART CLASSROOMS

The Campus Activities Office provides audio-visual (AV) technology support for events occurring in Ware Campus Center.

The Sawyer Center technical director provides AV services for events that take place in the Sawyer Center.

The Information Resources helpdesk provides AV services for the Cleveland, Colby, Colgate Archives, Susan Colgate Cleveland Library/Learning Center, and all classrooms during the academic year.

These services include, but are not necessarily limited to:

- videotape presentation (using either TV with VCR or LCD projector with VCR);
- slide projection;
- overhead transparency projection;
- audio presentation for pre-recorded sound/music (cassette and CD) ;
- amplification and live voice amplification;
- digital video (DVD) presentation; and
- video projector for use with personal computer (PC).*

*This equipment is used in conjunction with your software and hardware. Media Services or Information Resources provides the appropriate equipment for an event with prior request. If you have questions concerning specific software or hardware setups, please contact Information Resources.

Smart classroom help

There are several self-help resources available for the smart classrooms on campus. Please refer to the following resources often and if you need additional assistance, contact the technology specialist at extension 3575 in Information Resources:

- Help cards – a plastic help sign is located on the instructor desk in every smart classroom. This card contains basic information for setting the LCD projector, video player and sound system, as well as information on how to reach key staff in Information Resources for additional help.
- Digital video help and tutorials – there are digital tutorials located on the X: drive in a folder named “Smart_Classroom_Help”. The tutorials and troubleshooting tips use full motion video and narration to help you learn how to use the equipment in a smart classroom. Simply log on to any college owned computer and browse to these files on the X: drive.
- Video help on the web – common problems which occur in the classroom are addressed in the video tips located on the college Web site. Please visit www.colby-sawyer.edu/information/technology/SmartCR.html for information and short video tips online. There is also a shortcut to this Web site on the desktop of every instructor PC located in the smart classrooms.

FACULTY OFFICES

OFFICES AND OFFICE FURNISHINGS

You will be assigned an office with the appropriate furnishings and access to a computer and telephone. If you find that you are in need of supplies, please contact your department administrative assistant.

CAMPUS MAIL

Your mail will be delivered to a mailbox in the office of the administrative assistant of your department. Please check this mailbox frequently.

TELEPHONES AND VOICE MAIL

Prior to the beginning of each semester, adjunct and new full-time faculty will be assigned their phone numbers and invited to contact the telecom coordinator at ext. 3100 or the administrative assistant in their area to review the telephone and voice mail system.

Instructions for Creating Voice Mail Distribution Lists for Students

To set up a personal distribution list:

- Dial extension 3400
- Press #
- Enter your mailbox number
- Enter your security code
- Press 16 – Custom Options
- Press 6 – Personal Distribution List
- Follow the instructions given by the operator
- At this point you will need to enter the “voice mail” numbers of the students enrolled in your class.

Always remember to dial 9 to end the session and 9 again before hanging up, otherwise anything that has been done in voice mail will not take effect

To send a voice mail message to your class from your home phone

- Dial 526-3400
- Press #
- Enter your mailbox number
- Enter your security code
- Press 6 to record your message
- Follow the instructions given by the operator

Always remember to dial 9 to end the session and 9 again before hanging up, otherwise anything that has been done in voice mail will not take effect. Please note changes occur when students relocate to a different room. For assistance, phone the Telecom Office, 3100

To record an out of office greeting on your voice mail from home

- Dial 526-3400
- Press #
- Enter your mailbox number
- Enter your security code
- Press 4 and then 6 to record your new greeting; following the instructions of the operator
- Always remember to dial 9 to end the session and 9 again before hanging up, otherwise anything that has been done in voice mail will not take effect

E-MAIL

Every employee is assigned a Colby-Sawyer College username, password, and e-mail address upon completion of the Network Users Contract. A username and password is needed to use any campus computer. The user’s network account gains access to many resources, so keeping the password secure is paramount. E-mail is used for many official campus communications and the user should check his/her e-mail often. We ask employees to enforce the Colby-Sawyer College e-mail policy by only accepting college e-mail addresses from students.

Any questions about the e-mail account can be directed to Information Resources, ext. 3626.

FACILITIES SERVICES

An emergency maintenance request always takes precedence over a routine request. Emergency situations are life threatening, could cause serious injury or illness, or could threaten the operation of the college. Examples are fire, smoke, burning odors; burst water pipes or overflowing toilets; or no heat in the winter. For all emergency requests, contact the Campus Safety Department at extension 3300.

Most other maintenance requests are routine. For routine requests, forward your request to the administrative assistant in your department. Should you need to contact Sodexo Facilities Services and the assistant is unavailable, call 3699, Monday through Friday from 7:00 a.m. to 3:30 p.m.

Non-Teaching Tools & Resources

SMARTCARDS

The SmartCard is a function of the Colby-Sawyer College ID. Faculty and staff may add funds online to their SmartCard bookstore, dining hall/Lethbridge Lodge, or miscellaneous accounts using a credit card. Sign in to Blackboard and click on the SmartCard tab at the top. Questions regarding the use of SmartCards can be directed to extension 3454. Funds may also be added at the Financial Services Office in Colgate Hall with cash, check, or credit card.

PARKING

In an effort to make registering your vehicle more convenient, we have instituted an on-line parking management system through www.ThePermitStore.com. Students, faculty, and staff may now register their vehicles, review parking policies and procedures, appeal parking tickets, and pay fines from a computer terminal. For further information about parking, please see instructions online at:

www.colby-sawyer.edu/campus-life/Campus_Safety/Publications/parking.html.

RECYCLING PROGRAM

Transparencies: Please send your used transparencies through campus mail to Terri Hermann for recycling. Recycled transparency film is used in fiber fill for chairs, automotive products, film products and insulating products.

Ink Jet Cartridges: Please send ink jet cartridges to the Harrington Center for Career Development. They may also be dropped off in the Purchasing Office on the ground floor of Colgate Hall.

Laser Cartridges: Please purchase and recycle your laser cartridges through the Purchasing Office.

HOGAN SPORTS CENTER

Employees have access to the Hogan Sports Center and its services as a benefit of working at the college. Temporary employees may use the sports center during their period of employment only.

SODEXO AND THE LETHBRIDGE LODGE

Sodexo Dining Services operates the college dining hall in the lower level of Ware Campus Center as well as the Lethbridge Lodge Snack Bar in Lethbridge Lodge, as well as offering catering services for college events. For information about meal prices as well as menus, please see the dining services website: www.colby-sawyer.edu/campus-life/sodexo/index.html. Use of a SmartCard to pay for meals will save money. The dining hall's normal hours of operation during the academic year are:

Monday – Friday 7:00 a.m. – 7:00 p.m.		Saturday – Sunday & Holidays 9:30 a.m. – 6:30 p.m.	
<i>Hot food is available at the following times in the dining hall</i>			
Breakfast	7:30 a.m. – 10:00 a.m.	Brunch	10:30 a.m. – 1:00 p.m.
Lunch	11:30 a.m. – 2:00 p.m.	Dinner	4:30 p.m. – 6:30 p.m.
Dinner	4:30 p.m. – 7:00 p.m.		

The dining hall is also open with limited service and hours during the pre-academic year beginning with the arrival of student athletes. During the summer the dining hall operates during Monday through Friday breakfast. Further information about the dining hall can be found at the website. Lethbridge Lodge Snack Bar also accepts SmartCard for payment and operates during the academic year only under the following schedule:

Monday – Thursday	11:00 a.m. – 11:30 p.m.
Friday	11:00 a.m. – Midnight
Saturday	2:00 p.m. – Midnight
Sunday	2:00 p.m. – 11:00 p.m.

COLLEGE EVENTS

Throughout the year, the college hosts a variety of cultural, educational, and athletic events. Employees are encouraged to participate in the life of the college by attending these events. A college ID, which is obtained from Campus Safety, may be required for admission to some events. A schedule of all cultural and athletic events is available on the Web site. Employees are eligible for free admission to a variety of special events presented in Sawyer Center, including concerts, dance programs, and plays. Two free tickets per employee are provided for nearly all events.

In addition to such regular events as Convocation, Family Weekend, and Commencement, descriptions of which can be found on the campus calendar on the Colby-Sawyer College Web site, two annual events require the suspension of classes for the day and are described below:

- Mountain Day
 - Mountain Day is a Colby-Sawyer tradition. Early each fall, a day is set aside for a campus-wide picnic at Winslow State Park on Mt. Kearsarge, and – for the hardy – a climb to the top of the mountain. The day is not announced in advance, instead, a bell is rung at 10:05 a.m. as a signal that Mountain Day has arrived. An e-mail message is also sent at 10:05 a.m. to announce Mountain Day. Normal college activities, classes,

- meetings, and so forth, are suspended for the day, but resume at 5:00 p.m. All members of the college community are invited – even urged – to take part in Mountain Day.
- Susan Colby Colgate Scholars' Symposium
 - The symposium celebrates student scholars' Capstone projects in the college's areas of study. The symposium is held late in the spring semester. Classes are cancelled so that the college community has the opportunity to participate, and then resume at 5:00 p.m. The event is free and open to the general public.

Index

A	
Academic Advising	29
Academic Affairs and International Programs	5
Academic Dean.....	5, 67
Academic Development Center	5, 38
Academic Expectations	40, 63
Academic Forms.....	37
Academic Freedom.....	66
Academic Grades.....	35
Academic Honesty.....	15
Academic Vice President and Dean of Faculty	6
Accreditation Reports	66
Adding/Dropping Courses	23
Adjunct Assistant Professor.....	59
Adjunct Associate Professo	59
Adjunct Instructor.....	59
Adjunct Professor	59
Adjunct Rank.....	59
Administration	67
Administrative Assistants	39
Advising	29
Advising Resources	33
Advisors - changing.....	34
Affiliation Reports	66
Alarms	70
Associate in Liberal Arts Degree.....	18
Athletic Events	78
Athletics.....	6
Athletics, Part-Time Student	23
Audio-Visual Services	73
B	
Bachelor Degree	18
Baird Health and Counseling Center	6
Blackboard.....	35
Book Ordering	36
Bookstore.....	36
Business Administration.....	67
C	
Campus Activities.....	7
Campus Mail	74
Campus Safety.....	7, 67
Cancellation	71
Cancellation of a course	21
Cancellation of Classes.....	38
Capstone, Honors.....	26
Career Development	8, 39
Changing Advisors	34
Chickering - 7 Principles	13
Citizenship Education.....	8
Civil Rights.....	65
Class, cancellation	38
Classrooms	73
clearTXT.....	26
Clerical Support.....	39
Co-Curricular Life	8
Co-curricular Transcripts.....	24
Code of Community Responsibility	14
Communication, External	42
Communication, Internal	26
Community and Environmental Studies	67
Community Responsibility	14
Computers.....	9
Computing Guidelines	23
Confidentiality	63
Conflicts of Interest	65
Contacting Students	60
Copying	40, 65
Copyright Law	65
Counseling	6
Course Change.....	23
Course Credit.....	21
Course Evaluation.....	37
Course Evaluations	37
Course Numbering.....	21
Course Outcome Evaluation Form	37
Course Syllabi	28
Courses by Special Arrangement.....	22
Courses of Study.....	17
Courses, new or revised.....	19
Creative Works Policy.....	65
Credits	21
Crime reporting	70
Cultural Events Committee.....	53
Curricula, new or revised.....	19
Curriculum.....	15
D	
Data	36
Deadlines - Advising	31
Dean of Faculty	6
Dean of Students.....	11
Dean, Academic.....	5
Degrees	16
Degrees.....	18
Deletion of a course	20
Dining Hall	78
Disabilities Specialist	8
Discrimination	65
Disruptive Behavior.....	53
Dropping/Adding Courses	23
E	
Early Arrival - Students	40
ELAC.....	9

E-mail	26, 75
Emergencies	67
Emergency	7
Notification	26
Emergency - Medical.....	68
Emergency Cancellation.....	71
Emergency Response Guide.....	68
Emotional Disturbance	54
Employment	57
English Language and American Culture Program ...	9
ePortfolio	16
Ethics	66
Evacuation	70
Evaluation, Course Outcomes	37
Evaluation, SIR II	37
Events	53, 78
Exercise & Sport Sciences.....	67
Exit interview	60
Exploration Areas	16
External Requests for Information.....	42

F

Facilities	67, 76
Faculty Development.....	66
Faculty Forms	37
Faculty Rank.....	58
FERPA.....	34
Field Trips	42
Financial Aid, Part-Time Student	23
Fine & Performing Arts	67
Fire.....	68
Fitness Center	77
Food.....	78
Forms	37
Funding for Faculty Development.....	66
Fundraising	42
Furniture	40, 74

G

Grade Appeal	40
Grades.....	35
Grades, Posting.....	63
Graduation Requirements	20
Grant Proposals	66
Grants for Faculty Development	66

H

Harassment, Sexual	65
Harrington Career Center	39
Harrington Center	8
Hazards.....	68
Health and Counseling Center	6
Heat	76
Hiring.....	57
Hogan Sports Center.....	77
Honors	25
Honors contract	26

Honors Program.....	11
Housing - Students.....	10
Human Participants in Research	65
Humanities.....	67

I

Independent Study	21
Information Resources	9
Injuries	68
Institutional Review Board	65
Internal Communications.....	26
International Courses	53
International Student, Part-Time	23
International Students	9
Internet.....	75
Internship - Housing	40
Internship residency.....	40
Internships	8
IQ Web	35

K

Keys.....	73
-----------	----

L

Learning Disabilities.....	38
Learning Outcomes.....	13
Lecturers	53
Liberal Education	15
Liberal Education Coordinator	10
Library Catalog.....	36
Library Reserves.....	65
Library/Learning Center	9
Lights.....	76
Lock down	71
Lock service.....	73

M

Mail	74
Maintenance	76
Majors.....	16
Math Guidelines	24
Meals	78
Medical Emergency	68
Mid-Semester Grades	35
Minors	18
Miscellaneous Information	12
Mountain Day	78

N

Natural Sciences	67
New courses.....	19
New or Revised Curricula	19
Non-Discrimination	65
Non-tenure eligible	58
Nursing	67

O	
Office Hours	59
Office Supplies	40
Offices	74
Organization Chart	3
Outcomes	13

P	
Parking Permits	77
Part-time students	23
Part-Time Students	23
Pathways.....	15
Photocopying	40
Portfolio - Liberal Education	16
Professional Ethics	66
Proficiencies	15
Program Review	45
Promotion, Adjunct Faculty.....	59
Public Posting of Grades	63

R	
Raising Money.....	42
Recycling	77
Register Your Vehicle	77
Registrar	10, 67
Research Grants.....	66
Research Involving Human Participants.....	65
Reserve Classrooms.....	73
Reserve Materials	65
Residential Education	10
Revised courses	19

S	
Safety	7, 67
Sawyer Center Box Office.....	78
Scholars' Symposium.....	79
Security.....	67
Service Learning.....	8
Seven Principles	13
Sexual Harassment	65
SIR-II.....	37
Smart Classrooms	74
SmartCard.....	73, 77
Social Sciences & Education	67
Sodexo	78
Special Topics Courses.....	22
Sports.....	6
Student Academic Travel Fund	41

Student Club and Organization Fund-Raising	42
Student Conduct	54
Student Evaluations	37
Student Travel - International.....	53
Students Changing to Part-Time Status	23
Study Abroad.....	5
Study Skills.....	5
Surveys	43
Sustainability	26
Syllabi.....	28

T	
Teaching Assistant.....	22
Teaching staff	58
Technology	9
Telephone Directory	85
Telephones.....	75
Templates	37
Tenure eligible.....	58
Text Books.....	36
Theater.....	78
Threat.....	71
Threatening Behavior	54
Topics Courses	20
Transcripts	10
Transcripts - Co-curricular	24
Travel - Student	53
Travel Grants	66
Travel, Student	41
Tutoring	5, 38

U	
Upgrading a Course	22

V	
Vacation Housing - Students	40
Vans.....	42
Vehicle Requisition	42
Vice President for Student Development and Dean of Students.....	11
Voice Mail	26, 75

W	
Website	36
Wesson Honors Program	11, 25
Wesson Weekend	26
Writing.....	38
Writing Resources	12

Faculty / Staff Telephone Directory

FALL 2008

(For up-to-date listings go to www.colby-sawyer.edu/assets/pdf/phonebook.pdf)

NAME	EXT	TITLE	DEPT
Abecassis, Maurissa	3781	Associate Professor	Social Sciences & Education
Adams, Josh	3613	Assistant Coach - Men's Basketball	Athletics
Alexander, Laura	3006	Assistant Professor	Natural Sciences
Alibrandi, Tara	3606	Assistant Coach - Equestrian	Athletics
Allen, Maryann	3062	Assistant Professor	Natural Sciences
Ames, Sharon	3720	Public Programs	Development
Anderson, Patrick	3639	Professor	Humanities
Andrews, Christiane	3653	Adjunct Faculty	Humanities
Andrews, Peg	3726	Asst. Major Gifts Officer	Development
Armstrong, Georgann	3610	Admin. Coordinator	Athletics
Astle, Heather	3621	Nurse/Wellness Coordinator	Health & Counseling
Atkins, Doug	3880	VP Administration	Administration
Austin, Greg	3615	Associate Professor	Exercise & Sport Sciences
Austin, Jennifer	3619	Assistant Professor	Exercise & Sport Sciences
Austin, Tracey	3886	Co-Director	Alumni Relations & Annual Giving
Azodi, Susan	3759	Administrative Coordinator	Campus Activities
Baer, Nicholas	3066	Assistant Professor	Natural Sciences
Baines, Linda	3793	Adjunct Faculty	Natural Sciences
Baldwin-DiMeo, Caren	3714	Assistant Director	Academic Development
Baldwin-DiMeo, Caren	3714	Adjunct Instructor	Humanities
Barnard, Susan	3786	Adjunct Faculty	Fine & Performing Arts
Barnett, Loretta	3668	Professor/Chair	Fine & Performing Arts
Bartlett, Curtis	3608	Assistant Coach: Alpine Ski Racing	Athletics
Batalden, Lavonne	3679	Associate Professor	Natural Sciences
Baudanza, Laura	3755	Resident Director	Residential Education
Bauer, Janet	3695	Teacher	Windy Hill
Bears, Leigh	3621	Nurse Practitioner	Health & Counseling
Beaudry, Sharon	3741	Director	Human Resources
Bennett, Koreen	3444	Academic Administrative Assistant	Environmental Studies/ Natural Sciences
Bense, Rebecca	3770	Catering/Operations Manager	Dining Services
Benson, Cynthia	3711	Tutor	Academic Development
Benson, Cynthia	3719	International Student Advisor	ELAC
Berghorn, Donna	3659	Associate Professor	Humanities
Bergstrom, Jody	3138	Head Coach - Women's Soccer	Athletics
Berthiaume, Karin	3455	Assistant Director	Residential Education
Berthiaume, Peter	3791	Director	Campus Safety
Betz, Katie	3695	Administrative Assistant	Windy Hill

Bieszczad, Christine	3061	Assistant Professor	Natural Sciences
Biron, Tania	3771	Mail Center Coordinator	Mailroom
Blaisdell, David	3689	Systems Administrator	Information Resources
Blinn, Tom	3675	Officer	Campus Safety
Bliss, Gerald	3669	Professor	Fine & Performing Arts
Bliss, Janet	3774	Director	Windy Hill
Bliss, Janet	3774	Associate Professor	Social Sciences & Education
Bly, John	3607	Assistant Coach: Baseball	Athletics
Bogan, Kelliann	3360	Archivist	Library
Bohenko, Wende	3745	Student Financial Services Counselor/Payroll	Financial Services
Bonewald, Jodi	3177	Applications Analyst	Information Resources
Bonewald, Karen	3748	Controller	Financial Services
Borgen, Wally	3063	Adjunct Faculty	Business Administration
Boyer, Eric	3432	Assistant Professor	Social Sciences & Education
Boyle, Kim-Laura	3793	Adjunct Faculty	Natural Sciences
Bozogan, Lisa	3693	After School Head Teacher	Windy Hill
Brennan, Donna	3927	Administrative Assistant	Campus Safety
Bressette, Heather	3699	Administrative Assistant	Facilities
Brock, Wende	3687	Research Consultant	Library
Broughton, Jim	3607	Head Baseball Coach	Athletics
Brown, Deborah	3711	Tutor	Academic Development
Burley, Dexter	3988	Scholar in Residence	Social Sciences & Education
Butler, Pamela	3637	Adjunct Faculty	Nursing
Button, Dan	3600	Front Desk Attendant	Hogan Sports Center
Button, Mary Kay	3600	Front Desk Attendant	Hogan Sports Center
Cable, Jeffrey	3675	Officer	Campus Safety
Cahill, Elizabeth	3729	Vice President for Advancement	Development
Cahoon, Andrew	3785	Assistant Professor	Natural Sciences
Camp, Beth Bryant	3723	Major Gifts Officer	Development
Camp, Nate	3604	Assistant Coach: Women's Basketball	Athletics
Campbell, Deborah		Adjunct Faculty	Fine & Performing Arts
Cancio-Bello, Susan	3787	Adjunct Faculty	Fine & Performing Arts
Carroll, Joe	3654	Professor	Social Sciences & Education
Carroll, Kathy	3888	Director	Development
Chrusciel, Ewa	3645	Assistant Professor	Humanities
Clancy, Brian	3666	Assistant Professor	Fine & Performing Arts
Clark, Michael	3411	Admissions Counselor	Admissions
Clark, Ruth	3761	Academic Programs Manager	Academic Dean
Cleary, Linda	3883	Adjunct Faculty	Social Sciences & Education
Clement, Marc	3638	Professor	Social Sciences & Education
Cleveland, Hilary	3658	Adjunct Faculty	Social Sciences & Education
Condict, Judith	3648	Director	Institutional Research
Connelly, Maureen	3755	Administrative Assistant	Student Development

Cook, Bradford	3782	Adjunct Faculty	Business Administration
Coolidge, Cheryl	3676	Associate Professor	Natural Sciences
Corley, Eileen Barnes	3611	Assistant Track Coach	Athletics
Coulter, Anne	3894	Assistant Coach: Volleyball	Athletics
Coy, Randy Todd	3636	Assistant Professor	Social Sciences & Education
Craig, Kathleen	3884	Adjunct Faculty	Nursing
Craigie, Ted	3708	Director	Financial Aid
Crisafi, Julie	3865	Resident Director	Residential Education
Crockford, Elizabeth	3761	Academic Dean/Professor	Business Administration
Curtis, Nicole	3770	Office Assistant	Dining Services
Davis, Robin Burroughs	3752	Director Citizenship Education	Citizenship Education
Davis, Robin Burroughs	3752	Associate Dean of Students	Student Development
Deshaies, Melanie	3673	Operations Specialist	Registrar
Dezotell, Travis	3611	Assistant Coach: Soccer	Athletics
Doble, Ellen	3707	Admissions Counselor	Admissions
Donovan, Kevan	3607	Assistant Coach: Men's Baseball	Athletics
Doyle, Henry	3987	Head Chef	Dining Services
Driscoll, Diane	3425	Operations Coordinator	Registrar
Dunfey, Millie	3695	After-School Program Teacher	Windy Hill
Dupuis, Lisa	3678	Assistant Athletic Trainer	Athletics
Dupuis, Lisa	3678	Adjunct Faculty	Exercise & Sport Sciences
Eckrich, Jean	3448	Chair/Professor	Exercise & Sport Sciences
Eller, Philip	3883	Adjunct Faculty	Social Sciences & Education
Elliott, David	3718	Director	ELAC
Elliott, David	3718	Adjunct Faculty	Humanities
Emerson, Ryan	3783	Sports Information Director	Athletics
Ensign, Jennifer	3694	Teacher	Windy Hill
Ensign, Rachel Allen	3694	Afternoon Teacher	Windy Hill
Ewing, Janice	3660	Chair/Professor	Social Sciences & Education
Fairall, Beth	3601	Strength & Conditioning Intern	Fitness Center
Farr, Shannon	3978	Transitions Coordinator	Parent & Family Relations
Fenton, Nicole	3787	Adjunct Faculty	Fine & Performing Arts
Fenton, Timothy	3490	Assistant Director	Campus Activities
Ferreira, Judith	3685	Circulation Assistant	Library
Ferries, John	3782	Adjunct Faculty	Business Administration
Finnegan, Daylyn	3605	Assistant Coach: Women's Lacrosse	Athletics
Fitzgerald, Scott	3894	Assistant Coach: Women's Volleyball	Athletics
Flynn, Malachy	3628	Adjunct Faculty	Social Sciences & Education
Fogel, Alice	3658	Adjunct Faculty	Humanities
Foti, Bill	3613	Associate Director	Athletics
Foti, Bill	3613	Head Men's Basketball Coach	Athletics
Fuller, Hester	3643	Associate Professor	Humanities
Gaffney, Nick	3789	Assistant Professor	Fine & Performing Arts

Galligan, Tom	3451	President	President's Office
Galpin, Jane	3600	Front Desk Attendant	Hogan Sports Center
Gardner, Jeanne	3600	Front Desk Attendant	Hogan Sports Center
Gareau, Doreen	3742	Accounts Payable Specialist	Financial Services
Garrioch, Lynn	3638	Associate Professor	Social Sciences & Education
Gassman, Linda	3700	Senior Staff Assistant	Admissions
Germar, Edward	3728	Communications Coordinator	Communications
Gibbs-Riley, Brandy	3664	Assistant Professor	Fine & Performing Arts
Giles, Kim	3437		Admissions
Goerlitz, Richard	3436	Head Swim Coach	Athletics
Goerlitz, Richard	3436	Diving Coach	Athletics
Goldberg, Shari	3995	Assistant Professor	Nursing
Goldman, Maynard	3793	Adjunct Faculty	Business Administration/Environmental Studies
Gottsegen, Daniel	3068	Adjunct Faculty	Fine & Performing Arts
Goucher, Anne	3601	Fitness Specialist	Fitness Center
Goucher, Anne	3601	Strength & Conditioning Coach	Athletics
Greenman, Craig	3357	Assistant Professor	Humanities
Gregory, Mike	3724	Assistant Director	Alumni Relations & Annual Giving
Grodan, Arthur	3626	Systems Administrator	Information Resources
Guptill, Stacey	3755	Resident Director	Residential Education
Guzak, Beth	3694	Afternoon Teacher	Windy Hill
Hall, E. Landon	3687	Research Consultant	Library
Hanlon, Jim	3800	HelpDesk Coordinator	Information Resources
Hansen, Arnold	3600	Front Desk Attendant	Hogan Sports Center
Hanson, Christopher	3483	Media Services Coordinator	Campus Activities
Hanson, Randy	3657	Professor	Social Sciences & Education
Harrington, Margret	3600	Front Desk Coordinator	Hogan Sports Center
Hastings, Jennifer	3441	Operations Manager	Development
Hebert, Martha	3705	Enrollment Resource Technologist	Admissions
Heffernan, Mike	3989	Manager	Dining Services
Henley, Susan	3675	Officer	Campus Safety
Hermann, Terri	3616	Academic Administrative Assistant	Exercise & Sport Sciences/Business Administration
Hill, Delphine	3628	Adjunct Faculty	Humanities
Hirsch, Geoffrey	3628	Adjunct Faculty	Humanities
Hofstetter, Jaimee	3887	Enrollment Technologist	Admissions
Horten, Kathleen	3426	Senior Staff Assistant	Development
Huber, Joan	3637	Adjunct Faculty	Nursing
Huston, Marge	3746	Operations Manager	Financial Services
Ito, Brienne	3716	Admissions Counselor	Admissions
Jablonski, Elizabeth	3685	Circulation Assistant	Library
Jacques, Jennifer	3701	Senior Associate Director	Admissions
Jacques, Jennifer	3701	Director of International & Diversity Recruitment	Admissions
Jewell, Robin	3100	Technology Specialist	Information Resources/Telecom

Joy-Clark, Judith	3038	Assistant Professor	Nursing
Juneau, Ray	3611	Volunteer Assistant Coach: Men's Soccer	Athletics
Justice, Lauri	3735	Operations Coordinator	Development
Kalvaitis, Linas	3680	Assistant Professor	Natural Sciences
Karr, Kathleen	3993	Employment Coordinator	Human Resources
Kealy, Tom	3457	Associate Professor	Humanities
Keenan, Jon	3667	Professor	Fine & Performing Arts
Kelley, Andrea	3428	Applications Analyst	Information Resources
Kellogg, Charles	3793	Adjunct Faculty	Natural Sciences
Kellogg, Joyce	3434	Adventures in Learning Assistant	Development
Kılıç-Bahi, Semra	3633	Assistant Professor	Natural Sciences
Kilmister, Mairim	3715	Manager	Bookstore
Kingsley, Nancy	3169	Serials Coordinator	Library
Kochien, Kenneth	3625	Director of Information Resources	Information Resources
Krajewski, Charles	3893	Operations Manager	Registrar
Krajewski, Elizabeth	3685	Access Services Coordinator	Information Resources
Krueger, Mary Ann	3000	Communications Specialist	Campus Safety
Kubik, Christopher	3881	Chair/Assistant Professor	Business Administration
La Barbera, Chris	3422	Assistant Professor	Humanities
LaBelle, Liz	3625	Operations Coordinator	Information Resources
Lacombe, Lisa	3775	Director of Recreational Sports	Hogan Sports Center
Lacombe, Lisa	3775	Director of Hogan Sports Center	Hogan Sports Center
Lagana, Emily	3795	Adjunct Faculty	Nursing
Lakeman, Tara	3749	Payroll Assistant	Financial Services
Langley, Nancy	3684	Acquisitions Assistant	Information Resources
Lashar, Garrett	3608	Head Coach: Men's & Women's Alpine Skiing	Athletics
Leavitt, Norbert	3596	Locksmith	Safety
Lemire, Allan	3788	Maintenance/Grounds Manager	Facilities
Levine, David	3779	Technology Specialist	Information Resources
Lewis, Bonnie	3486	Lab Manager	Natural Sciences
Lim-Morison, Marge	3884	Adjunct Faculty	Nursing
Linville, Signe	3436	Assistant Coach: Swimming	Athletics
Loftus, Joan	3656	Assistant Professor	Nursing
Lovell, Douglas	3733	Major Gifts Officer	Development
Lovell, Mike	3447	Technical Director	Fine & Performing Arts
Lyon, Amy Carrier	3658	Adjunct Faculty	Social Sciences & Education
Lyon, Doug	3751	Treasurer	Administration/Financial Services
Macagba, Kristine	3512	Resident Director	Residential Education
Macagba, Kristine	3896	Program Assistant	Citizenship Education
MacGregor, Leslie	3621	Nurse Practitioner	Health & Counseling
MacNaughton, Molly	3685	Circulation Assistant	Library
Malan, Leon	3632	Chair/Professor	Environmental Studies
Martin, George	3604	Assistant Athletic Director	Athletics

Martin, George	3604	Coach: Women's Basketball	Athletics
Matthews, Greg	3700	Vice President for Enrollment Management	Admissions
Maurer, Susan	3889	Senior Staff Assistant	Academic Vice President's Office
McCabe, Matthew	3063	Assistant Athletic Trainer	Exercise & Sport Sciences
McCaffery, Sean	3606	Head Men's & Women's Tennis Coach	Athletics
McElroy, Janice	3725	Grants Manager	Development
McGrath, Deb	3610	Director	Athletics
McKew, Deborah	3655	Adjunct Faculty	Humanities
McLaughlin, Mary	3757	Director	Residential Education
McMahon, Michael	3642	Associate Professor	Humanities
Meade, Melissa	3798	Assistant Professor	Humanities
Medbery, Meghan	3138	Assistant Coach: Women's Soccer	Athletics
Medbery, Russell	3870	Associate Professor	Exercise & Sport Sciences
Mena, Melisa	3482	Assistant Professor	Exercise & Sport Sciences
Metsch, Jill	3776	Staff Accountant	Financial Services
Metzegen, Ambrose	3318	Assistant Professor	Humanities
Miller, Jillian	3884	Adjunct Faculty	Nursing
Miller, Weston	3653	Adjunct Faculty	Humanities
Moore, Jody	3606	Assistant Coach: Equestrian	Athletics
Moran, Mary Beth	3884	Adjunct Faculty	Nursing
Morcom, David	3730	Executive Director of Publications	Communications
Morse, Bob	3699	Director	Facilities
Morse, Sally	3695	Teacher	Windy Hill
Morse, Sharon	3193	Applications Administrator	Information Resources
Munroe, Kevin	3917	Resident Director	Residential Education
Munsey, Dan	3606	Assistant Coach: Men's Tennis	Athletics
Murphy, Jody	3631	Assistant Professor	Business
Murphy, Katie	3606	Assistant Coach: Equestrian	Athletics
Newick, Catherine	3491	Admissions Counselor	Admissions
Niebuhr, Jessica	3894	Assistant Coach: Volleyball	Athletics
Noffsinger, Nancy	3712	Disabilities Specialist	Academic Development
Nyamongo, Isaac		Fulbright Scholar in Residence	Social Sciences & Education
O'Brian, Catherine	3685	Circulation Assistant	Library
O'Neil, John	3607	Assistant Coach: Men's Baseball	Athletics
O'Shana, Tracia	3884	Adjunct Faculty	Nursing
O'Sullivan, Courtney	3605	Head Coach: Women's Lacrosse	Athletics
Ordway, Wendy	3600	Front Desk Attendant	Hogan Sports Center
Ordway, Wendy	3771	Mailroom Assistant	Mailroom
Palmer, Virginia	3600	Front Desk Attendant	Hogan Sports Center
Parsons, Carole	3674	Registrar	Registrar
Parsons, Rachel	3795	Academic Administrative Assistant	Nursing
Payson, Pam	3606	Equestrian Coach	Athletics
Pederson, Mark	3601	Fitness Monitor/Aerobics	Fitness Center

Peirce, Mike	3769	Assistant Manager	Housekeeping
Perez, Wilson	3606	Cross-Country Coach	Athletics
Perkins, Marla	3883	Adjunct Faculty	Humanities
Perkins, Tracey	3702	Director of Admission Counseling	Admissions
Perron, Kelley	3621	Administrative Coordinator	Health & Counseling
Pietlicki, Basia	3976	Assistant Professor	Social Sciences & Education
Pincoske, Josh	3613	Assistant Coach: Men's Basketball	Athletics
Pine, Harvey	3059	Assistant Professor	Environmental Studies
Poland, Tracy	3722	Assistant Director	Alumni Relations & Annual Giving
Price, Jessica	3703	Assistant Director	Admissions
Pye, Brittany	3650	Admissions Counselor	Admissions
Quimby, Susanne	3600	Front Desk Attendant	Hogan Sports Center
Quinn, Anthony	3634	Assistant Professor	Business Administration
Quinn, Brenda	3658	Adjunct Faculty	Social Sciences & Education
Rayno, Loretta	3711	Administrative Assistant	Academic Development
Reardon, Marty	3621	Counselor	Health & Counseling
Reed, Christopher	3797	Co- Director	Alumni Relations & Annual Giving
Reed, David	3641	Assistant Professor	Humanities
Reeder, Ben	3704	Assistant Director	Admissions
Reeves, Susan	3646	Chair/Assistant Professor	Nursing
Regan, Paul	3786	Adjunct Faculty	Fine & Performing Arts
Reich, Gina	3890	Administrative Assistant	Development
Renzulli, Beth	3744	Assistant Director Student Financial Services	Financial Services
Richter, Christopher	3653	Adjunct Faculty	Social Sciences & Education
Robinson, Gary	3787	Adjunct Faculty	Fine & Performing Arts
Robinson, Sean	3755	Resident Director	Residential Education
Rockwell, Jill	3884	Adjunct Faculty	Nursing
Ross, Margaret	3436	Assistant Diving Coach	Athletics
Rowell, Paula	3323	Manager	Housekeeping
Roy, Scott	3067	Head Athletic Trainer	Exercise & Sport Sciences
Royal, Shawn	3601	Fitness Center Specialist	Fitness Center
Ruta, Candace	3755	Resident Director	Residential Education
Ryall, LuAnne	3765	Assistant Director	Career Development
Ryan, Hilary	3706	Assistant Director of Admissions	Admissions
Sanborn, Pamela	3603	Fitness Center Coordinator	Fitness Center
Sanborn, Pamela	3603	Music Teacher	Windy Hill
Sanborn, Pamela	3603	Adjunct Faculty	Fine & Performing Arts
Sauerwein, David	3758	Vice President & Dean of Students	Student Development
Scott, Mary	3884	Adjunct Faculty	Nursing
Scott, Robert	3600	Front Desk Attendant	Hogan Sports Center
Seamans, Kate Dunlop	3878	Writer/Editor	Communications
Shanks, Peter	3693	Teacher	Windy Hill
Shumway, Miriam	3693	Teacher	Windy Hill

Sieburg, Helen	3454	Staff Accountant	Financial Services
Simpson, Omar	3769	Supervisor	Housekeeping
Slover, Kimberly	3647	Director	Communications
Smith, Kevin	3316	Network Security Administrator	Information Resources
Smith, Olivia	3640	Associate Professor	Humanities
Smith, Ryan	3607	Assistant Coach: Baseball	Athletics
Smith, Theodore "TJ"	3070	Assistant Athletic Trainer	Athletics
Speake, Lynette	3000	Communications Specialist	Campus Safety
Spear, William	3768	Assistant Professor	Business Administration
St. Clair, Andrew	3613	Assistant Coach: Men's Basketball	Athletics
St. Laurent, Janet	3690	Program Assistant	Development
Staszkiwicz, Nancy	3758	Senior Staff Assistant	Student Development
Stearns, Joseph	3977	Assistant Director	Campus Safety
Stecker, Ann Page	3644	Professor	Humanities
Steele, Ben	3677	Professor	Natural Sciences
Steese, Peter	3611	Coach: Soccer & Track	Athletics
Steese, Peter	3611	Adjunct Faculty	Humanities
Stein, Courtney	3652	Assistant Professor	Social Sciences & Education
Stetson, Suzanne	3770	Dining Room Supervisor	Dining Services
Stoedefalke, Kerstin	3620	Associate Professor	Exercise & Sport Sciences
Subik, Nicole	3713	Learning Specialist	Academic Development
Subik, Nicole	3713	Adjunct Faculty	Humanities
Swanz, David	3782	Adjunct Faculty	Business Administration
Sweeney, Danielle	3894	Assistant Coach: Women's Volleyball	Athletics
Szalvai, Eva	3058	Assistant Professor	Business Administration
Tagliatela, Sophie	3691	Applications Analyst	Information Resources
Tanner, Linda	3403	Adjunct Faculty	Exercise & Sport Sciences
Taylor, Deborah	3760	Academic Vice President & Dean of Faculty	Academic Vice President's Office
Taylor, Kathy	3766	Director	Career Development
Taylor, Kathy	3766	Adjunct Faculty	Social Sciences & Education
Teach, Nancy	3763	Director	Academic Affairs/International Programs
Tedeschi, Lisa	3451	Executive Assistant to the President	President's Office
Terrell, Dianna	3992	Assistant Professor	Social Sciences & Education
Thackaberry, Judy	3403	Adjunct Faculty	Exercise & Sport Sciences
Thomas, Bill	3682	Professor	Natural Sciences
Thomas, Carrie	3686	Librarian	Library
Thurber, Peter	3064	Assistant Athletic Trainer	Athletics
Thurber, Peter	3064	Adjunct Faculty	Exercise & Sport Sciences
Thurber, Thes	3770	Cashier	Dining Services
Tilton, Victoria	3575	Instructional Technology Support Specialist	Information Resources
Tolley, Rebekah	3662	Assistant Professor	Fine & Performing Arts
Tower, Beth	3604	Assistant Coach: Women's Basketball	Athletics
Tracey, Rhonda	3764	Administrative Assistant	Career Development

Trostorff, Pam	3760	Senior Staff Assistant	Academic Vice President's Office
Tupper, Kristin	3661	Academic Administrative Assistant	Fine & Performing Arts
Tupper, Kristin	3661	Adjunct Faculty	Fine & Performing Arts
Upton, Kate	3693	Afternoon Teacher	Windy Hill
Vallee, Jason	3782	Adjunct Faculty	Business Administration
Vandenberg, Karen	3436	Assistant Coach: Swimming	Hogan Sports Center
VanderPloeg, Sondra	3375	Cataloger/Reference Librarian	Information Resources
Varnum, Linda	3738	Office Manager	President's Office
Vebell, Renee	3731	Nursing Lab Coordinator	Nursing
Volpe, Jerry	3408	Operations Manager	Student Development
Warner, Kyle	3601	Fitness Monitor	Fitness Center
Watts, Stacey	3618	Assistant Professor	Exercise & Sport Sciences
Webb, Jacqueline	3621	Director	Health & Counseling
Weinberger, Gordon	3675	Officer	Campus Safety
West, Kristen	3871	Senior Associate Director of Admissions Ops	Admissions
White, Brenda	3695	Teacher	Windy Hill
White, Cally	3675	Officer	Campus Safety
White, Kim	3685	Evening Access Coordinator	Information Resources
White, Peter	3681	Associate Professor	Natural Sciences
Wiest, Chris	3694	Teacher	Windy Hill
Wiitala, Susan	3795	Adjunct Faculty	Nursing
Wilder, Lee	3793	Adjunct Faculty	Natural Sciences
Wildermann, Mark	3675	Officer	Campus Safety
Wildermann, Mark	3711	Writing Tutor	Academic Development
Wiley, Margaret	3885	Assistant Professor	Humanities
Wilkins, Tom	3621	Mental Health Counselor	Health & Counseling
Williams, Lynn	3699	Administrative Assistant	Facilities
Williamson, Sharon	3756	Director	Campus Activities
Windsor, Lisa	3796	Applications Analyst	Information Resources
Winters, Edward	3613	Assistant Coach: Men's Basketball	Athletics
Winters, Edward	3140	Assistant Director Recreational Sports	Hogan Sports Center
Wood, Jen	3606	Assistant Coach: Women's Tennis	Athletics
Woodworth, Lee	3176	Human Resource Specialist	Hum Resources
Yarborough, Bert	3459	Associate Professor	Fine & Performing Arts
Yazzie-Whitcomb, Harriette	3709	Administrative Assistant	Faculty Support
Zahn, Heather	3584	Benefits Coordinator	Human Resources