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- a. The Dean of Faculty is charged with the responsibility of administering the funds budgeted each year for 1) faculty research, development, publication and professional activity and travel and 2) student research.
- b. The Dean of Faculty shall adopt, publish, and annually update guidelines which shall govern grant applications and awards. Funds may not be redistributed among the separately budgeted categories without College Council approval. Nor shall these funds be used to pay the salaries of grantees.

**Eligibility** Faculty on sabbatical leave, unpaid professional leave, terminal contract, and multiple-year part-time contract (2/5 time or more) are eligible for funds, along with full-time faculty. Part-time faculty on year-to-year contracts who have taught 2/5 or more per year during consecutive years shall be eligible for funds during the year following the accumulation of a full year's equivalent of teaching time. The emerita/us faculty, who are not otherwise receiving funding for research from the College, are eligible for research funds, provided that such awards do not come at the expense of active faculty members in the awarding year.

- c. From time to time, the Dean of Faculty may use funds in the accumulated reserve (faculty travel, research, publication) to create one or more additional fellowships which shall be competitively awarded by the Dean of Faculty in accordance with guidelines announced at that time.

## 2.3 Guidelines

a. **Faculty travel** to professional meetings. Faculty allowances are allocated by the Dean of Faculty's Office and routinely distributed within policy guidelines by an Assistant in the Dean's office. Faculty may apply at any time during the academic year for funds to assist trips to be made during the fiscal year which runs from July 1 to June 30. Funding may include one or more trips. Funding maxima, guidelines, and applications are obtainable from the Dean of Faculty's office, Fletcher 208, and completed forms returned to this office prior to travel for approval.

- i. **Per diem** expenses cannot be reimbursed without original receipts.
- ii. **Other expenses.** Transportation and accommodation expenses, as well as conference registration fees, can be covered. Original receipts are needed for this reimbursement.
- iii. **Limits.** Each faculty member normally has a yearly allowance for travel to professional meetings equal to approximately 1.5% of the Travel budget (\$2000 in 2007-08]. 50% of this allowance (\$1000) is available upon attendance at the first domestic meeting. Another 25% (\$500) is available to faculty members attending two domestic meetings. The full amount is only available to those faculty members who are attending three or more domestic meetings or one international meeting.

b. **Faculty research, development, publication, and professional activity**

- i. The Dean of Faculty will consider proposals for the funding of research. Under this heading are included the following:
  - a) research or other creative activity intended to culminate in (for example) papers presented, articles or books published, or art exhibited;
  - b) research for purposes of curriculum development (e.g., the development of new courses or the enrichment of existing ones);

- c) research, study, or training designed to enlarge significantly a faculty member's area of professional competence (e.g., through workshops, institutes, formal coursework, professional internships, etc.);
- d) publication (See b, x); and e) professional activity (See b, xi).
- e) professional activity (See b, xi).

Within the limits of the Research and Awards budget, the Dean of Faculty will fund project costs up to a maximum that is equal to approximately 5% of funds available during the year.

- ii. **Deadlines**, etc. There will normally be two grant review periods per year-- in September and February; exact deadlines will be announced each year. Faculty can apply for funds for periods of time such as a semester, an academic year, a summer, or a combination thereof. The Dean of Faculty usually commits about 75% of its budgeted Research and Awards funds in the fall and 25% in the spring. If funds remain after the February grants have been made, a third round will be announced, at which time both new applications and supplemental grants will be considered. Applications are available from the Dean of Faculty's Office, Fletcher 208.
- iii. **Report**. No applicant will be funded who has previously received a research grant from the Dean of Faculty and has not filed a report on the work for which the immediately previous grant was received. Applications should be accompanied by a copy of such report.
- iv. **Priority**. If the total amount requested exceeds the amount available, the Dean of Faculty will disburse funds non-competitively.
- v. **Outside funding**. Faculty seeking additional funds for a continuing project that has been funded in a previous year by the Dean of Faculty will be expected to show evidence of having sought outside support for the project or to show why outside support is not feasible. Faculty seeking advice or technical assistance concerning outside financial support should consult the Dean of Faculty.
- vi. **Travel expenses**. Room, board and transportation expenses incurred during travel for research purposes may be reimbursed.
- vii. **Research assistants**. Since the Dean of Faculty's funds are limited, and since there are numerous Pitzer students whose financial package contains a "work-study" component funded jointly by the Federal government and the College, it is recommended that faculty needing research assistants (or other student workers) will be expected to seek them first from the work-study pool before asking the Dean of Faculty to fund them. Faculty should also look into the possibility of employing a student on work-study from another College (if no qualified Pitzer student is available), applying to the Dean of Faculty for the 20% of salary not funded by the Federal Government. Salaries paid to research assistants should normally be the equivalent to the going rate of student employment.
- viii. **Termination**. Any portion of a faculty research grant not spent and reimbursed by the end of the third full semester following the date of award shall automatically revert to the general research budget of the Dean of Faculty.
- ix. **Equipment**. Equipment, such as computer equipment, purchased with research funds will be the property of Pitzer College.

x. **Faculty publication.**

**Purpose.** Normally grants up to one-third of the maximum award available for research and course development (3,b,i) are available to help defray some of the expenses connected with the publication of books and articles. Application deadlines are the same as for research grants. In order to help distinguish "publication" from "research," it may be helpful to think of "publication" as comprising those tasks necessary to bring out a book or article after creative and scholarly work has concluded.

**Grants** will not be made for dissertations, other advanced degree expenses, or any other costs connected with credentials for faculty.

**Typing Expenses** : Final manuscripts will have priority over submission manuscripts; book manuscripts over article manuscripts; technical typing over ordinary typing. Faculty should normally arrange for papers and articles to be typed by the Faculty Assistant.

**Publication subsidies (books).** Publication subsidies in the sense of subventions to book publishers will be considered only in unusual and compelling circumstances and will have low priority compared with other types of publication expenses.

**Offprints.** Requests for funds for the purchase of offprints will have low priority.

xi. **Research Materials** . Books, journal subscriptions, computer software, and databases purchases for research and scholarly activities may be reimbursed.

xii. **Membership Dues** . Membership dues in professional organizations may be reimbursed.

c. **Student Research**

i. Purpose. Modest grants (\$250) are available to assist Pitzer College students with certain research project costs. One of the goals of the grants is to encourage independent research by students. Research necessary for the satisfactory completion of coursework will not be funded, with the exception of Independent Study projects, senior theses (whether required or optional), and other senior projects. Travel, registration, and maintenance costs for students who are presenting papers at professional meetings are eligible for funding, up to a maximum of \$500.

ii. Eligibility. Part-time students and students on external studies are eligible for funds, along with full-time students on campus. Students may not receive funds for work beyond the date of graduation.

iii. Application. There will normally be two grant periods announced each year, one in the early fall, one in the early spring. Applications can be obtained from the Dean of Faculty's Office, F208, and should be turned in there. No reimbursement for expenses incurred can be made until original receipts are provided. Applications should be for work during the semester, the academic year, and/or the following summer. Grants for this whole period, or any part thereof, may be reviewed at each grant period. If funds remain, the Dean of Faculty may schedule a third round of awards, at which time it will consider new proposals as well as supplemental requests for projects already funded.

iv. Maximum. Normally, applications will be funded only to a maximum set each year by the Dean of Faculty but will not exceed 5% of the available funds for the year.

v. The typing and photocopying of theses and term papers, the binding of theses, etc., will not be reimbursed. The payment of salaries for students who are principal investigators will not be approved. or will funds normally be approved for book purchases.

#### **H. ADMINISTRATION OF COMMITTEES**

The administrative staff person assigned to each committee will be responsible for assisting the committee and the chairperson in particular, in the preparation of the committee's agenda, objectives, and priorities at the beginning of each academic year as well as the implementation of these objectives. Committee minutes, along with other public correspondence, will be sent to all those who subscribe to the Minutes list via email. The Information Resource Office will solicit subscriptions to this list via a broadcast message at the beginning of each semester.

Committee chairpersons will prepare an annual report on the work of their committees to be submitted to the Dean of Faculty and Chair of the FEC three weeks before the end of the spring semester. These reports shall contain brief summaries of 1) work accomplished; 2) problems in the operation of the committee; 3) operational changes recommended for next year's committee; and 4) a proposed agenda for next year's committee.

Review of proposed changes: A review of the revised committee structure should be conducted by the Faculty Executive Committee and submitted to the College Council and the President at least every five years.

Adoption and changes: This document and subsequent changes in the committee structure herein described shall be adopted by a simple majority of the College Council.

## V. FACULTY PERSONNEL POLICIES AND PROCEDURES

- A. Criteria for Contract Renewal, Promotion, and Tenure
- B. Appointments, Promotion and Tenure (APT) Committee of the Faculty Operating Procedures for Contract Renewal, Promotion, and Tenure Consideration
- C. Personnel Procedures for Part-Time Faculty
- D. Early Consideration for Promotion
- E. Contract Renewal and Promotion for Continuing Faculty Who are Administrators
- F. Periodic Review of Tenured Faculty and of Administrators Who Teach
- G. Appointment Procedures
- G-1. Dual Contractual Appointments
- H. Grievance and Special Review Procedures
- I. Personnel Files in the Office of the Dean of Faculty
- J. Distinguished Visiting Professors
- K. Post-Doctoral Research Fellows
- L. Annual Report by Non-Tenured Faculty Members
- M. Affirmative Action Program
- N. Faculty Retirement Policy
- O. Faculty Workload Policies
- P. Leaves
- Q. Faculty Sabbatical Policy
- R. Released Time Policies
- S. Availability
- T. Student Assistants
- U. Intercollegiate Programs in Africana Studies and Chicano Studies APT Procedures
- V. Joint Science APT Policies and Procedures

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### A. CRITERIA FOR CONTRACT RENEWAL, PROMOTION, AND TENURE

Pitzer College, first and foremost, values excellence in teaching. Pitzer aims to renew, promote and tenure faculty members who are actively engaged as effective educators, mentors to students, scholars in their disciplines, intellectual resources for colleagues, students, and the community, and responsible participants in College governance. The scheduling of contract renewals, promotion, and tenure is outlined in section 4.6 of the By-Laws. The criteria for contract renewal, promotion and tenure are specified in section 4.4 of the By-Laws. These criteria are organized into three major categories, which are listed below. Teaching and advising is the most important category. Scholarly and artistic activities and service to the college and other communities are equally important categories. Faculty are expected to make contributions to all three areas.

#### 1. Teaching and Academic Advising

Pitzer College expects all faculty members to be effective teachers and advisors. Pitzer College recognizes that there are many different teaching and advising styles, and that effective teaching and advising encompasses a variety of approaches, methods, and activities. Although there are no precise guidelines for evaluating effectiveness in teaching and advising, these can be manifested in a number of ways, such as, but not limited to:

##### a. Teaching

- effectiveness inside and outside the classroom

- curricular contributions to the faculty member's field group
- contributions to the educational objectives of the college
- curricular innovation and development
- sponsorship of internships and other non-traditional means of teaching and learning
- supervising student participation in research projects

b. Academic Advising

- effectiveness in orienting first year students to the Pitzer experience
- helping students design courses of study appropriate to their interests and needs
- assuring that advisees meet concentration requirements and the educational objectives of the college
- assisting students in establishing summer and post-graduation plans

2. Scholarly and Artistic Activities

Pitzer College greatly values the contributions of its faculty members to scholarship and the arts. Pitzer faculty are expected to show involvement in their field(s) by, for example:

- publication of books, articles, and reviews
- performances and exhibitions where relevant
- technical reports of applied research and/or action research
- presentation of papers at professional meetings
- editing of scholarly journals and publications
- serving as panel chair or as a discussant at professional meetings
- other evidence of ongoing professional activity

The relative importance of particular forms of scholarly or artistic activities differs by field(s) of study. Through the annual review process, field groups, as well as the Dean of Faculty, are expected to provide early and ongoing guidance to colleagues regarding appropriate scholarly and artistic productivity (see Section V.L, below).

3. Service to the College and Other Communities

As an institution committed to self-governance, Pitzer College places a high value on faculty members' contributions to the governance of the college. It also values the contributions its faculty makes to the intellectual life of the college and the services provided by faculty members to the community. These efforts can be exhibited in a number of ways, such as:

- participation in the governance of the college (e.g., faculty meetings, college council)
- service on college and intercollegiate committees and programs
- service to field group(s)
- acting as an intellectual resource for colleagues, students and the community
- serving as a mentor to other faculty members
- participating in the governance of professional associations
- service to the wider community

**B. APPOINTMENTS, PROMOTION AND TENURE (APT) COMMITTEE OF THE FACULTY  
OPERATING PROCEDURES FOR CONTRACT RENEWAL, PROMOTION, AND TENURE  
CONSIDERATION**

**1. THE DEAN OF FACULTY SHALL,**

- a. in the semester before a faculty member is to be reviewed, notify that faculty member of the upcoming review.
- b. at the outset of the semester in which a faculty member is reviewed, notify all Pitzer faculty members that such a review is taking place. Such notification should identify all members of the ad hoc review committee, and include an invitation to provide relevant information to the ad hoc committee.
- c. early in the semester in which a faculty member is to be reviewed, send to all students enrolled in courses taught by the faculty member under review during the preceding three semesters of teaching, as well as to all current advisees of the faculty member and to students named by the faculty member in accordance with Section 2.c below, a copy of the core questions (see Appendix 2), together with a letter explaining the nature of the personnel process and the importance of student input to the review process. The questionnaire shall be coded to permit determination of whether the desired distribution of students has been accomplished (see 4a.v. below). The cover letter should note that students who prefer to be interviewed in person should contact the chair of the ad hoc review committee.

**2. THE FACULTY MEMBER UNDER REVIEW SHALL,**

no later than the first week of the semester during which he or she will be reviewed,

- a. update his or her personnel file and include a statement of his or her achievements with respect to the criteria for contract renewal, promotion and tenure. The statement shall cover the period since the faculty member's most recent review, or from the date of appointment in the case of a first review, and be accompanied by a current curriculum vitae and supporting materials such as course syllabi, exams, reading lists, assignments, manuscripts and reprints of articles, books, portfolios, evidence of community participation, and any other material that the faculty member wishes to bring to the attention of the review committee.
- b. submit to the APT member of the Ad Hoc Committee a list of up to 6 faculty members (at Pitzer College or the other Claremont Colleges) other than members of the faculty member's field group(s) who, in the opinion of the faculty member, are in a position to judge his or her qualifications.
- c. submit to the APT member of the Ad Hoc Committee a list of up to five students (including alumni if desired) with whom the faculty member has worked during the period covered by the review and who are, in the opinion of the faculty member, able to judge his or her qualifications.
- d. In the case of promotion and tenure reviews, the faculty member shall also submit a list of 3 individuals outside the Claremont Colleges who are qualified to evaluate his or her scholarly or artistic contributions.

### **3. THE RELEVANT FIELD GROUP(S) SHALL,**

- In the case of promotion and tenure reviews, provide to the Field Group representative serving on the ad-hoc committee the names of persons outside the Claremont Colleges qualified to review the candidate's scholarly and/or artistic contributions
- submit a report(s) to the ad hoc review committee in accordance with the procedures described in Section IV.B.2.9 of the Faculty Handbook.

For purposes of contract renewal, promotion and tenure, —relevant field group(s)” means the field(s) of appointment (including intercollegiate departments) of the faculty member under review at the time the review is conducted. For faculty with appointments in more than one field group, a separate report shall be submitted to the ad hoc committee by each field group in which the faculty member holds an appointment. The faculty member under review may also request a report from any field group with which he or she has an active affiliation.

### **4. THE AD HOC COMMITTEE SHALL,**

a. thoroughly investigate the performance of the faculty member under review with regard to the criteria stipulated in section V.A. All materials, including notes used in the investigation and responses to the core questions (Appendix 2), should be kept and dated. The Dean of Faculty's office is responsible for promptly collecting and properly filing such material at the close of each review. Following the completion of the review, they should be placed in Part C of the faculty member's file. The ad hoc review committee's procedures shall include, but not be limited to, the following:

- i. Consult Part A of the file of the faculty member concerned.
- ii. Meet with the faculty member concerned, after reviewing the file and the statement submitted by the faculty member, to discuss the review process.
- iii. Interview or request written statements from all faculty members in the faculty member's field groups as defined in V.B.3 above and, at the request of the faculty member under review, from intercollegiate departments/programs with which the faculty member has an affiliation.
- iv. Interview or request written statements from Pitzer and/or other Claremont Colleges faculty members suggested by the faculty member under review and at least three additional Claremont faculty members who are, in the opinion of the ad hoc review committee, in a position to judge the qualifications of the person under review.
- v. Receive written statements in accordance with Section V.B.1.c above, or conduct interviews with at least 25 students distributed as follows: at least 5 seniors and at least 10 non-senior students who have taken at least one course with the faculty member during the previous three semesters and who have not been named by the faculty member under review as students to be interviewed; an additional 5 students and/or alumni, including those named, if any, by the faculty member under review; an additional 5 students who have been advisees of the faculty member sometime during the previous three semesters. All course evaluations since the last personnel review of the faculty member concerned shall also be reviewed.
- vi. Use the set of core questions (Appendix 2) for all students referred to in paragraph v. above. The individual members of the ad hoc review committee may, of course, ask any other questions they wish. If it appears that the ad hoc

review committee will depart significantly from the strategy suggested by the core questions, at any time during the interview process, it will consult with the faculty member under review to inform him/her of its decision.

vii. In the case of tenure and promotion reviews, request and receive a minimum of 4 letters from appropriate persons outside the Claremont Colleges concerning scholarly or artistic activities. A minimum of 2 letters shall be from persons named by the faculty member under review, and a minimum of 2 letters from persons named by the committee. The letters asking for such information will be signed and sent by the chair of the ad hoc committee.

viii. Request from College committee chairs, the deans, members of the administration, and other appropriate persons information about the faculty member's contribution to the self-governance of the College and other items in V.A.3.

b. As appropriate, in consultation with the faculty member, the ad hoc review committee will also:

i. Interview and/or request written statements from appropriate faculty and administrators at the other Claremont Colleges.

ii. Include within the sample additional students from the other Claremont Colleges in the case of courses having significant cross-registration.

iii. If there is special reason for doing so, include information derived from interviews with students currently enrolled in courses of the faculty member under consideration.

iv. Include information on any courses offered by the faculty member at other Claremont Colleges.

c. The ad hoc review committee will prepare a written report summarizing all its procedures and findings in relation to the criteria stated in Section V.A. The ad hoc committee will incorporate information derived from interviews of the faculty member under review; from interviews of students, faculty, and administrators; from written course evaluations on file in the Dean of Faculty's office; from publications provided by the faculty member; from a written statement by the faculty member under review, and from outside letters and the field group report(s). Comments received about the candidate's personality should not be included in the report unless they bear directly on the candidate's performance in meeting the criteria. In such cases, the relevance of the comments should be made clear. The text should accurately report the balance of positive and negative evidence received. In its report, the ad hoc review committee must identify any significant difference among different sources of information (including field group report(s)) and attempt to reconcile those differences. The review committee is responsible not simply for gathering and reporting information but for seeking evidence to evaluate and substantiate comments where the committee judges it appropriate. The text of the field group report will be included in the ad hoc review committee report as an appendix. Any procedures additional to those listed above in Sections V.B.4.a and b shall be explicitly identified. The ad hoc review committee shall make no recommendation concerning the faculty member under review. The ad hoc committee chair is responsible for assuring that the above procedures have been followed and that the report fairly and accurately reflects the evidence received. The report, with appendices (if any), will be submitted to the Dean of Faculty, who will make it available to the faculty member under consideration no later than two weeks before the meeting at which the personnel review will be discussed by the Appointments, Promotion and Tenure Committee. The Dean of Faculty will not deliver the report to the

APT Committee until the procedures for response and reply set forth in paragraph d (below) have been completed.

d. The faculty member under consideration will have one week in which to respond in writing to the ad hoc review committee report regarding any errors of fact or interpretation or problems of omission which he/she believes the report to contain. The ad hoc review committee will be given one week to read the written response (if any) to its report by the faculty member under review so that it may be able to comment, in writing, on the faculty member's response before the report is sent to the Appointments, Promotion and Tenure Committee. A copy of the ad hoc committee comments in reply to the faculty member's response (if any) shall be provided to the faculty member under review. The APT Committee will not discuss the report until the faculty member under review has responded to the report in writing, or has had one week to do so, and the ad hoc review committee has had one week to reply to written responses by the faculty member (if any). The report of the ad hoc committee, when it goes to the APT Committee, shall include as appendices the faculty member's response (if any) and the ad hoc committee's reply (if any).

e. All information including notes from the interviews gathered by the ad hoc committee is confidential and, once a review is complete and any opportunity for an appeal is passed, shall be placed in Part C of the faculty member's file. In order to protect the confidentiality of this material, no copies of this information can be kept outside of a faculty member's file.

f. Notwithstanding the provisions of section V.B.4.e above, the Appointment, Promotion and Tenure Committee shall, as part of its deliberations, have access to all outside review letters solicited by the ad hoc committee. At the close of the review, such letters shall be placed with the other confidential material in Part C of the faculty member's file.

## **5. THE APPOINTMENT, PROMOTION AND TENURE (APT) COMMITTEE SHALL,**

a. appoint an ad hoc review committee to consider the case of each faculty member up for contract renewal, promotion, or tenure. Ad hoc review committees ordinarily will consist of three members, one of whom will be a member of the APT Committee, who shall be chair. One of the other two members will normally be chosen from the field of the person under review or from a related field, while the third member will be chosen from an unrelated field. Each faculty member under review will have two "rights of refusal" with respect to the composition of the ad hoc review committee selected by the APT Committee. If the faculty member under review finds the second proposed ad hoc review committee unacceptable, he or she will be asked to submit to the APT Committee the names of three Pitzer faculty members acceptable to him or her. The APT Committee will select one name from that list and appoint two members of its choice (with the stipulation that one member of the ad hoc review committee must be a member of the APT Committee). The committee selected in this manner will be the ad hoc review committee.

b. When an individual comes up for consideration two years in a row, the second time he/she is to be considered the APT Committee, after review of the previous reports on this person, shall have the option of determining what topics it wants additional information on in order to make a second decision and of so directing the ad hoc committee.

- c. A member of the APT Committee who has pertinent information concerning a faculty member under review shall furnish that information to the ad hoc committee while its investigation is under way.
- d. The APT Committee, at its discretion, may review Part A of the file of the person under review. It may also read letters from outside reviewers solicited by the ad hoc committee, under the provisions of section V.B.4.f above. The APT Committee will consider the faculty member's written statement, curriculum vitae and supporting materials, and the ad hoc review committee's report (including any appendices). The APT Committee shall base its recommendation entirely upon the information contained in the items listed in this paragraph V.B.5.d. If the APT Committee is presented with what it judges to be an incomplete or otherwise inadequate ad hoc committee report, it may reject the report and return it to the ad hoc committee for additional research and rewriting.
- e. In personnel decisions, for all motions, five votes will constitute a majority, regardless of the number of APT Committee members present. If a member of the APT Committee is under consideration, that member will absent himself/herself during the discussion and vote and the chair will vote. All votes will be by written ballot.
- f. In personnel decisions, the President can be present but will not participate in the discussion or vote.
- g. After receipt and discussion of the ad hoc committee report, including any appendices, the APT committee shall make a written recommendation to the President. Within one week of the APT Committee's recommendation, the chair of APT must write a separate report to the President summarizing the grounds on which the recommendation was based and, where appropriate, describe how the APT resolved differences between the ad hoc subcommittee report and the faculty member's response.
- h. The Dean of Faculty will give a copy of the recommendations and rationale of the APT Committee to the faculty member to allow for the possibility of the faculty member making an appeal for reconsideration. (See paragraph V.B.6.a below). The President will communicate to the faculty member his/her response to the recommendation and his/her reasons for the decision normally within two weeks, but no more than thirty days following the expiration of the deadline for appeals stated in V.B.6.a below. If the faculty member so requests within two weeks of notification of the President's decision, the President will confirm his/her reasons in writing within two weeks of receipt of the request.
- i. The President will present the recommendation of the APT Committee, in the form of a letter signed by the chair of APT, along with his/her own recommendations to the Board of Trustees at a Board meeting before the end of the academic year in which the review occurs. The President will report to the APT Committee on his/her recommendation to the Board prior to the Board meeting and on the Board's action afterwards. If the President's recommendation differs from the APT Committee's, he/she will explain the reasons in writing to the APT Committee prior to the Board meeting.

## **6. Conditions for Reconsideration of APT Committee Personnel Recommendations**

- a. Within two weeks of notification of the APT Committee's recommendation on contract renewal, promotion, or tenure, a faculty member who has been reviewed may

appeal that recommendation. Such an appeal must be made in writing to the President and must explain the grounds for requesting reconsideration. The President will determine, within two weeks of the appeal, whether or not to ask the APT Committee to reconsider its recommendation.

b. The APT Committee shall reconsider a personnel recommendation when and only when it receives a written request to do so from the President which must contain the specific grounds for reconsideration, and must be based on the President's opinion that

- i. significant information was not available to the APT Committee during its deliberations, or
- ii. the information upon which the recommendation was made contained substantial error, or
- iii. improper procedures were responsible for the recommendation, or
- iv. there is evidence of infringement of academic freedom.

c. When a case is reconsidered, the APT Committee has the obligation to act within a reasonable amount of time. When there are deficiencies in reports or procedures, the APT Committee must correct those deficiencies prior to the reaching of a recommendation and provide the President with a revised ad hoc committee report or a written document describing its handling of the deficiencies. The faculty member under review will be provided with a revised ad hoc review report or with the draft of the APT document describing how the deficiencies were resolved before the APT Committee reaches a final decision and he/she may respond in writing. All of these written materials will be sent to the President with the new APT recommendation.

d. If the President decides that there are no grounds for reopening a case, he/she must communicate the basis for his/her decision to the appealing party or parties and to the APT Committee.

### **C. PERSONNEL PROCEDURES FOR PART-TIME FACULTY**

**TENURE.** Normally, no faculty member on less than full-time teaching appointment will be eligible for tenure.

**FACULTY STATUS.** Persons offering courses for credit at Pitzer College shall be granted faculty status. (See Section II, 1.3 for voting information.)

**APPOINTMENTS AND CONTRACT RENEWAL.** Normally, a faculty member on less than a full-time but more than a half-time teaching appointment may be considered for an extended contract of up to five years during his/her sixth year of teaching at Pitzer College.

Normally, faculty members appointed to less than half-time teaching positions shall be ineligible for contracts of more than one year. Such contracts may be considered for renewal on a yearly basis.

**PROMOTION.** A faculty member in the instructor or professorial rank with less than a full-time but more than a half-time teaching appointment shall be considered for promotion according to the same time schedule applicable to full-time faculty members.

**SALARY.** A faculty member not in professorial rank on less than full-time but more than half-time teaching appointment shall be considered for salary increases comparable to those entailed in a promotion on a parallel time schedule.

**ONE-PERSON FIELDS.** When considering the contract renewal of a part-time faculty member in a one-person field, a report estimating curricular need for the courses offered in that field shall be part of the criteria for arriving at a recommendation regarding contract renewal. Such a report shall be prepared by the Academic Planning Committee. The faculty member under review shall have the opportunity to respond to the report. When a recommendation to deny contract renewal is made on curricular grounds, no appointment may be made in that field for a period of at least two years.

#### **D. EARLY CONSIDERATION FOR PROMOTION**

In cases of extraordinary merit, a faculty member may be considered for early tenure and/or promotion (see Bylaws, Article 5, Sections 6 and 7). Such a proposal must originate from outside of the APT Committee. The faculty member or a relevant field group may propose early promotion and/or tenure consideration. Such a proposal should include a detailed statement of the reasons for early consideration. After receiving such a proposal, the APT Committee will determine if the case merits further investigation. If it so determines, the APT Committee shall appoint an ad hoc committee according to normal personnel procedures.

If the faculty member is denied early promotion and/or tenure, he or she will be reviewed at the normal time.

Non-tenure-track faculty members at the rank of Instructor, Assistant Professor, or Associate Professor whose faculty contracts are coterminous with administrative appointments (e.g., the academic directors of CCCSI and the Writing Center) will be evaluated for their first contract renewal (normally in the third year) and, if they so desire, promotion without tenure to Associate and Full Professor, according to the criteria, procedures, and schedules established for faculty contract renewal and promotion (V.A. and V.B.), with the exception that these faculty are not expected to serve on ad hoc and standing committees. Review of the performance of their administrative responsibilities will include interviews with faculty, students, and staff who have worked with them in their administrative capacity and with the Dean of Faculty to whom they report. The Appointments, Promotion and Tenure Committee will decide whether to act on the request for consideration for promotion.

#### **E. CONTRACT RENEWAL AND PROMOTION FOR CONTINUING FACULTY WHO ARE ADMINISTRATORS**

Non-tenure-track faculty members at the rank of Instructor, Assistant Professor, or Associate Professor whose faculty contracts are coterminous with administrative appointments (e.g., the academic director of CCCSI) will be evaluated for their first contract renewal (normally in the third year) and, if they so desire, promotion without tenure to Associate and Full Professor, according to the criteria, procedures, and schedules established for faculty contract renewal and promotion (V.A. and V.B.), with the exception that these faculty are not expected to serve on ad hoc and standing committees. Review of the performance of their administrative responsibilities will include interviews with faculty,

students, and staff who have worked with them in their administrative capacity and with the Dean of Faculty to whom they report. The Appointments, Promotion and Tenure Committee will decide whether to act on the request for consideration for promotion.

## **F. PERIODIC REVIEW OF TENURED FACULTY AND OF ADMINISTRATORS WHO TEACH**

### **1. Tenured Faculty**

a. Each faculty member who has a continuing appointment to the college will prepare a brief annual report, accompanied by a curriculum-vitae update. The report should comment on the year's teaching and advising, scholarship, and service. It will conclude with a brief self-statement about the year's achievements, and, if desired, what the college and the faculty member could do to enhance the faculty member's effectiveness. (A form for this report is included in Appendix F of the Faculty Handbook.) These self-reports are due by August 15, before the next academic year, and will be reviewed by the Dean of Faculty's office and placed in Part A of each faculty member's personnel file.

b. A faculty member is responsible for distributing each semester to all students in his or her classes course evaluation forms in each course taught, with the choice of any of the approved Pitzer forms or a form of his or her choice or design. Completed evaluations will be collected by a designated student who will take them to the Dean of Faculty's office where they will be available by request to the individual faculty member for examination in the Dean of Faculty's office after the conclusion of a semester. Each semester's evaluations will be retained for a period of five years in an Appendix to Part A of the faculty member's personnel file.

c. Reviews of tenured faculty will normally occur at five year intervals. However, if a five-year review would fall within two calendar years of a review of another sort (e.g., a review for promotion), it will not be held.

i. For each five year review, the Appointments, Promotion and Tenure (APT) Committee will appoint an ad hoc committee consisting of two faculty members. The faculty member to be reviewed will have the right to reject up to three of the names proposed by APT for the ad hoc committee.

ii. Purpose. A 5-year review provides the opportunity for self-reflection on the faculty member's role in the college, and also provides feedback to the faculty member to enhance his or her effectiveness and satisfaction. It should also provide information to the college to acknowledge professional contributions, to adjust a faculty member's relationship to the college, and to identify opportunities for possible improvements in faculty performance.

iii. A normal five year review will consist of a brief written report prepared by the ad hoc committee that draws on information from 1.a and 1. b above and on a self-statement prepared by the faculty member. This report summarizes the faculty member's overall contributions to the college during the period under review and forms the basis for APT Committee discussion. A copy of this report is sent to the faculty member under review not less than 10 days before the APT Committee discusses the review.

iv. The ad hoc committee has the responsibility for accurately summarizing material and for reflecting the balance of positive and negative evidence. The ad

hoc committee shall make no recommendation to the APT Committee about the adequacy of performance of the person under review.

**2. Procedures to be followed in preparing the ad hoc committee's report.**

a.) Within the first week of the semester during which the faculty member will be reviewed, the faculty member will prepare for the ad hoc committee an up-to-date curriculum vitae and a written statement reviewing the course of his/her career at the College since the previous review. The statement should address, but not limit itself to, the criteria described in Section V A of the Faculty Handbook, and should include a self-evaluation of the person's contributions to the College. It should direct the attention of the ad hoc committee to any perceived problems in the faculty member's relation to the College. The faculty member may choose to provide illustrative materials such as course syllabi, evidence of scholarly or artistic activities and may request that interviews be carried out with students, field group members and other colleagues or both.

b.) The ad hoc committee will discuss with the faculty member the self-evaluation and the concerns to be explored in the review. The ad hoc committee shall, at a minimum, consult and incorporate into its report information from the self-evaluation statement, annual reports and teaching evaluations for the period since the faculty member's previous review that are in the faculty member's personnel file, as well as evidence of advising effectiveness (once these procedures are developed).

c.) If a faculty member has requested at the outset that student interviews or interviews with field group members and colleagues be conducted to supplement the ad hoc committee's report, the ad hoc committee will follow the same procedures, in selecting and interviewing students (including the use of the Core Questions) and in interviewing field group faculty, prescribed for tenure and promotion reviews in Section V.B.4 of the Faculty Handbook

d.) The ad hoc committee will also characterize in a list any additional material supplied by the faculty member.

e.) In the written report to the APT Committee, reference should be made to the criteria in Section V.A, but emphasis should be placed on the overall role of the faculty member at the College. If interviews have been requested, the ad hoc committee should make clear the basis of its information, without identifying individual sources. Comments received about the candidate's personality should not be included in the report unless they bear directly on the candidate's performance in meeting expected professional criteria.

f.) The report will be submitted to the Dean of Faculty, who will make it available to the faculty member no later than 10 days before the meeting at which the personnel review will be discussed by the APT Committee. The Dean of Faculty will not deliver the report to the APT Committee until the procedures for response (set forth below) have been completed.

g.) The faculty member will have one week in which to respond in writing to the ad hoc review committee report regarding any errors of fact or interpretation or problems of omission which he/she believes the report to contain. If the faculty member wishes to write a response to the report, it will be included as an appendix to the ad hoc committee report when it goes to the APT Committee.

h.) All information gathered by the ad hoc committee, including notes of interviews if any, are confidential, and once a review is complete notes or other documents shall be placed in Part C of the faculty member's file. In order to protect the confidentiality of this material, no copies of this information can be kept outside of a faculty member's file.

**3. Responsibilities of the APT Committee .** The Appointments, Tenure and Promotion Committee will read and discuss the self-evaluation and the ad hoc committee's written report. If the APT Committee is presented with what it judges to be an incomplete or otherwise inadequate ad hoc committee report, it can reject the report and return it to the ad hoc committee for additional research and rewriting. It is expected that information from yearly self-reports and from ongoing teaching evaluations, and material supplied by the faculty member, will be sufficient to provide full and constructive evaluation to the faculty member and to the college.

a.) After full and fair discussion of the ad hoc committee report, including any appendices, the APT Committee will vote to accept the report or to extend the review by gathering further information in accordance with either the procedures for a faculty contract review and promotion or to implement procedures for a Special Review.

b.) If the report is accepted , the APT Committee will direct the Dean of Faculty and the chair of the APT Committee to provide the faculty member with oral feedback on the issues raised in the ad hoc committee's report and the APT Committee discussion. In addition, the Dean will write a letter, approved by the APT Committee, reflecting the outcome of the APT discussion. This letter will be filed in Part A of the faculty member's personnel file, where it will be available for the faculty member to read. The process will conclude.

c.) In most cases, the faculty member's conversation with the Dean of Faculty and APT Committee chair will focus on minor adjustments, constructive feedback and brainstorming about ways to improve the faculty member's productivity or relationship to the college.

d.) In the rare case that, as a result of evaluation and careful weighing of available information in a five year review, the APT Committee concludes that significant problems are occurring in a tenured professor's performance that require immediate corrective action, this will be communicated to the faculty member in a written letter signed by the APT Committee chair and the Dean of Faculty and placed in Part A of the faculty member's personnel file not more than one week after the APT Committee discussion. At its discretion, the APT Committee may make a recommendation for sanctions to the President of the college in accordance with Article 5, Section 9 of the By-Laws. The faculty member will be informed of any recommendation that is made. A recommendation to the President about sanctions based on poor performance, or inadequate professional conduct requires a written ballot; five votes constitute a majority regardless of the number of APT Committee members present. If a member of the APT Committee is under review, that member will absent himself/herself during the discussion and vote and the chair will vote. Any appeal of the APT Committee's recommendation is directed to the President of the college and must be filed by the faculty member within 30 days from the date on which the faculty member was notified of the APT Committee's recommendation. The President must inform the faculty member and the APT Committee of her/his action on the recommendation and its appeal, if any, within 60 days of the end of the semester in which it was decided by the APT Committee. The outcome of the appeal and /or the duration and terms of action taken by the President to sanction the faculty member will be final and will be recorded in Part A (or Part B if it involves salary) of the faculty member's file.

e.) If the APT Committee judges that, as a result of a personnel evaluation it has reason to be concerned about serious dereliction of duty, incompetence, or serious misconduct on the part of a faculty member, it is obligated to begin procedures for a Special Review (see Section V.H, below). The Dean of Faculty will inform the faculty member. A new ad hoc committee to investigate will be formed and procedures for a Special Review will commence immediately.

#### 4. Administrators Who Teach

Administrators who regularly teach courses shall be periodically reviewed in their teaching capacity, normally in every third year during which one course is taught, or sooner if requested by the administrator. An administrator is responsible for distributing teaching evaluations in each course taught. Procedures in V.F.1.c also apply to administrators who teach.

### G. APPOINTMENT PROCEDURES

#### 1. Appointment and duties of search committees.

a. For tenure-track searches at the college, search committees will be named by the Appointments, Promotion and Tenure (APT) Committee upon recommendation of the Dean of Faculty in consultation with the voting members of the hiring field group.

Normally, a search committee will consist of all faculty members of the hiring field group, and have a minimum size of three. In field groups with student members, the field group should clearly delineate the role of student members in the search at the time the search committee is named. In searches run by field groups of fewer than three members, the APT Committee, in consultation with the hiring field group, will name additional search committee members. In all cases, the majority of the members of the search committee will be Pitzer tenured or tenure-track faculty. The Dean of Faculty and the APT Committee will work to ensure that, when possible, underrepresented minority and women faculty are afforded an opportunity to serve on search committees.

b. The search committee, with support from the Dean of Faculty's office, is responsible for the search process, including the posting of advertisements, screening of candidates' files, scheduling of interviews, arrangement of on-campus visits (including job talks), publicizing job talks to colleagues at Pitzer and the other Claremont Colleges, and making a recommendation to the APT Committee at the end of the process.

c. The search committee's recommendation to the APT Committee will be the result of a majority vote, and will take the form of a ranked slate of candidates. If the search committee finds one or more of the candidates invited to campus unacceptable, it will indicate to the APT Committee its reasons for not recommending such candidates.

d. At all points during the search, the search committee will work with the affirmative action facilitator (AAF) appointed by the APT Committee to assure that Pitzer's affirmative action procedures (see Section V.M, below) are followed. **In particular, search committees are required to familiarize themselves with, and to follow the affirmative action hiring protocols in Section V.M.7, below.**

## 2. Timeline:

The following timeline illustrates the normal sequence of events in a tenure-track job search at Pitzer. Not all searches will follow this model, for reasons that include the timing of national professional meetings and the interdisciplinary character of some appointments. In general, however, tenure-track searches at Pitzer should follow this sequence:

In the academic year prior to campus visits:

- The Academic Planning Committee solicits proposals from field groups and individual faculty members to fill an open tenure-track slot.
- APC, in consultation with the Diversity Committee, recommends a position description to Faculty Meeting. Faculty Meeting recommends the position description to College Council.
- College Council approves position description.
- Job ads are submitted to relevant disciplinary journals and websites, and to additional venues specified by the Dean of Faculty's office in order to broaden outreach to women and persons from underrepresented minority groups.

Six months or more prior to campus visits:

- The APT Committee, upon recommendation of the Dean of Faculty and the hiring field group, approves a search committee.
- The APT Committee appoints an affirmative action facilitator (AAF) to the search. The AAF is charged with ensuring that Pitzer's affirmative action policies are followed throughout the process.
- The search committee alerts colleagues at the other Claremont Colleges that a search is taking place. This will include contacting colleagues at the Intercollegiate Program in Women's Studies, and the Intercollegiate Departments of Africana Studies, Asian American Studies, and Chican@/Latin@ and Transnational Studies.

Two or three months prior to campus visits:

- The search committee meets with the AAF to discuss affirmative action procedures, and to set out a procedure for going through applications. An invitation is extended to the Diversity Committee chair to review applications.
- Search committee members read files of applicants. As soon as possible after job ad closing date, search committee meets to discuss all candidates. AAF and Diversity Committee chair should be invited to this meeting, and to any other meetings where the applicant pool is winnowed down.
- The search committee agrees on a slate of 8-15 semifinalists. Normally, these semifinalists will be personally interviewed by the search committee at a national disciplinary meeting, or by phone. In cases where personal interviews are not feasible, the search committee will explain to APT in writing its reasons for following another procedure.
- To the best of her/his ability, the AAF tabulates the numbers of women and minority candidates (both in the overall candidate pool, and in the group of

proposed semifinalists) and reports this information to the Dean of Faculty and to the APT Committee.

- **The APT Committee approves a slate of semifinalists for search committee interviews.**

One month or more prior to campus visits:

- The search committee interviews semifinalists, in person (preferably) or by phone or videoconference. The search committee recommends three – or, in rare circumstances, four -- candidates to bring to campus. The search committee may also, at its discretion, name a slate of backup finalists, for consideration should any of its first choices decline.
- The APT Committee approves the slate of on-campus candidates and any backup slate. The AAF tabulates the number of women and minority candidates on the slate of on-campus candidates.

One or two weeks prior to campus visits:

- The Dean of Faculty's office contacts on-campus finalists, explaining the structure and likely audience for a Pitzer job talk. Any special requests (AV equipment, advance photocopying) should be taken care of at this time.
- The search committee contacts students (usually senior or junior majors) and schedules meals or other contacts with each candidate during on-campus visits.
- The search committee contacts relevant colleagues at the other Claremont Colleges and invites them to job talks, as well as to meals and other meetings as appropriate.

During on-campus visits and after:

- Each candidate meets with the Diversity Committee, and with other campus constituencies as appropriate.
- Each candidate gives a public job talk, to which all members of the community (faculty, students, staff) are invited. Normally these talks are scheduled at non-class hours: TTh 11 a.m., or after 4 p.m. MTW.
- At the search committee's discretion, each candidate gives an additional "teaching talk," to be arranged by the search committee. Provided the candidates are given adequate notice and some briefing as to context, and that the talk clearly fits the existing syllabus, this talk may be given to an existing Pitzer class, with APT and search committee members invited to attend. Otherwise, the search committee will arrange a "mock class" of majors or other students, with APT and search committee members invited to attend.
- Each candidate has a formal interview with the Diversity Committee, in which a standardized set of questions developed by the Diversity Committee is employed. Normally three or more Diversity Committee members (which ideally would include at least one faculty, staff, and student member) will participate in the interview, schedules permitting.
- When the last candidate visit concludes, the search committee invites all Pitzer and Claremont colleagues who saw at least one of the job talks to give their impressions of the candidates. This invitation ought to go out several

days in advance of the search committee meeting to recommend a hire to the APT Committee.

- The APT Committee meets with the Diversity Committee to discuss the finalists.
- The search committee recommends one or more candidates to APT Committee.
- The APT Committee approves making an offer to a candidate.
- The Dean of Faculty makes offer to a candidate and enters contract negotiations. If these negotiations are successful, the candidate is hired.
- In the event that the offer is declined, and if the APT Committee has approved other on-campus finalists in advance, the Dean may make offers and enter into contract negotiations with such candidates. Otherwise, the APT Committee may (at its discretion) ask the search committee to bring new candidates forward from its semifinalist slate, for approval by the APT Committee and subsequent campus visits. The APT Committee may also (at its discretion) terminate the search.

### **3. Non-tenure track searches.**

The following guidelines are for use by field groups in hiring non-tenure-track faculty.

Such hires include replacements for faculty on sabbatical leaves, primary caretaker leaves, administrative leaves, medical leaves, unpaid leaves of all types, and for courses made available by course releases (such as those for the Scholar in Residence program, or the editing of scholarly journals):

- a. In submitting candidates to the APT Committee for temporary hiring, the proposing field group is responsible for presenting sufficient information to support an appointment. Field groups should outline in their requests the steps they took in arriving at the hiring nomination. Such steps might include advertisements, personal contacts, e-mails to local department chairs, review of submitted materials, and any other recruitment or selection activities. In the case of full-time appointments, job postings, job talks, campus visits, or personal interviews are highly desirable.
- b. Field groups will provide evidence of compliance with the spirit of Pitzer's affirmative action procedures. All positions must be announced to the intercollegiate ethnic and women's studies centers.
- c. In submitting candidates to the APT Committee, the field groups will provide evidence of the candidate's teaching abilities (for example: course evaluations, department chair letters, course syllabi, student letters) or an explanation of why these materials are unavailable.
- d. The dean of faculty will work with field groups to assure that steps a-c have been followed before the APT Committee considers any replacement request. Inadequately supported requests will be returned to field groups.

**G-1. Dual Contractual Appointments** [passed College Council 2-4-10]

1. Pitzer College does not create future faculty positions in dual contractual appointments.
2. Rather than using a “one-size-fits-all” approach, we recommend Pitzer College address existing DCA using the following two options:

OPTION 1: DCA faculty may choose to leave one of the field groups and become contractually tied to one field group.

- a. The faculty member and FEC will agree upon an appropriate exit strategy for faculty leaving their contractual field group. In some cases, FEC may recommend certain remedies such as a development of a Memo of Understanding (see section b) in order to mitigate disruptions to curriculum, advising and service to the severed field group. In other cases, such remedies may be unnecessary. The appropriate remedies, if any, will be determined by the faculty member and FEC.
- b. MEMO OF UNDERSTANDING: Faculty will draft a memo of understanding between the Dean of Faculty and a representative of the field group he/she is leaving. The intention is to minimize the impact of the faculty member’s departure from a field group by creating a transition period, during which the faculty member provides curricular and advising support to the field group. The memo of understanding will:
  - i. Last for 3 years, at which point said faculty has the option to re-negotiate the terms of his/her continued affiliation with the field group he/she is leaving
  - ii. Include courses in field group that the faculty member agrees to teach.
  - iii. Include advising responsibilities to majors in field group being left. The expectation is that, after three years, most declared majors being advised by the former DCA faculty will have graduated.
- c. REVIEWS: When it comes to faculty evaluations for promotion, tenure and contract renewals, faculty will be evaluated by the field group with whom they have the contractual arrangement. The affiliated faculty member may request a letter of evaluation from the field group he/she had left

OPTION 2: DCA faculty may choose to stay as DCA. We recommend that such faculty member and the Dean of Faculty develop appropriate remedies based on rank designed to ensure the DCA does not jeopardize the faculty member’s chances for promotion to the rank of associate professor or full professor. DCA who are full professors may be eligible for compensatory remedies to be negotiated between the DCA and the Dean of Faculty.

**3. DCA RETIREMENT or the DCA POSITION VACATED**

In order to fulfill the goals noted in recommendations 1 and 2, we recommend that joint appointments not continue past current DCA faculty retirement or if the line is vacated.

The committee recommends the college adopt the following policy:

- i. When a DCA retires or if the DCA position is vacated, the two field groups involved in the DCA both return to APC with position requests. The responsibility for allocation of positions will then lie with APC. We recommend that APC

include a continued area of specialization in the subsequent position description. So, for example, in the case of a Political Studies/Chicano Studies DCA, if Political Studies is granted the position, it will include Chicano/Latino politics as an area of specialization or, if Chicano Studies is granted the position, it will include Political Science as an area of specialization.

## **H. GRIEVANCE AND SPECIAL REVIEW PROCEDURES**

Pitzer College has two distinct procedures for addressing complaints by, and against, individual faculty members. *The Grievance Procedure* provides a means by which a faculty member may present a grievance, not related to and therefore not covered by Appointment, Promotion and Tenure procedures, alleging that a decision or action of another faculty member, administrator, ad hoc or standing committee or the institution adversely affects or affected the grievant. The procedure is designed in accordance with AAUP guidelines to mediate grievances in a prompt, informal and amicable way, without the need for formal hearings.

The *Special Review Procedure* is intended only for complaints of dereliction of duty, professional incompetence, or serious misconduct --including acts of verbal or physical harassment -- on the part of an individual faculty member. Special Reviews may be initiated only by a vote of the Faculty Executive Committee.

### **1. Grievance Procedure.**

a. A faculty member who has a grievance as described above should present that grievance in writing and in a timely fashion to the Dean of Faculty to enlist his or her assistance in reaching a prompt resolution. The faculty member's statement should also include her/his proposal(s) for a possible solution. The Dean of Faculty will inform all those named in the grievance. If within two weeks the Dean and the grievant cannot work out a resolution satisfactory to the grievant, the grievant may present a written statement of the grievance to the chair of FEC, indicating the nature of the grievance, identifying those parties against whom the grievance is being filed, and specifying the remedy being sought. If the Dean of Faculty is among the parties against whom the grievance is filed, the Dean will immediately pass the grievance on to the chair of FEC, skipping the two-week mediation period specified above.

b. The chair will promptly inform FEC, in writing, that a grievance has been filed. In a timely fashion (normally at the next scheduled meeting), FEC will consider the grievance. If FEC judges that the grievance charges a faculty member with dereliction of duty, professional incompetence, or serious misconduct -- including acts of verbal or physical harassment -- FEC may, at its discretion, initiate a Special Review as provided for in Section V.H.2, below. For all other grievances that FEC judges to be sufficiently serious and not satisfactorily resolved, FEC will appoint an ad hoc committee consisting of three tenured faculty members to investigate the situation. If an FEC member is one of the parties against whom a grievance is filed, s/he will be absent from FEC's discussion of the matter. If a majority of FEC members are named in a grievance, FEC will move directly to appointing an ad hoc grievance committee. In appointing the ad hoc committee, FEC will seek membership that is acceptable to the grievant and the parties named in the grievance. If this effort is not successful, FEC will select at random from eligible faculty and invite the chosen faculty members to serve, continuing until three willing members have been identified or each eligible faculty member has been asked to serve. All tenured faculty are eligible, with the exception of

those serving on FEC or APT, those on leave at the time of selection, those on leave the following semester, and those named in the grievance.

c. The ad hoc committee will explore the grievance. It may conduct its own inquiry, interview the grievant and the parties named in the grievance, interview witnesses, and gather information, subject to the conditions set forth in the personnel files section of this handbook (Section V.I). With the consent of the grievant and of all parties named in the grievance, the ad hoc committee may also bring in an outside mediator of its choosing. If outside mediation is chosen, no party in the grievance will be represented by an attorney in the mediation, and the ad hoc committee, as a body, will not consult any attorney on matters of law unless authorized to do so by all parties to the grievance. These conditions seek to balance the rights of individuals to privacy of their personnel files and the rights of other faculty members and of the ad hoc committee's need for information necessary to carry out its task. Normally, this exploration will be completed within one month.

d. Having explored the grievance, the ad hoc committee will attempt to achieve a resolution that is satisfactory to the grievant and to all parties named in the grievance. If either the ad hoc committee or the grievant believes that mediation efforts have reached an impasse and that further efforts will be unproductive, either may terminate the process.

e. Whether or not mediation proves successful in resolving the grievance, the ad hoc committee shall write a report to FEC describing its efforts. If mediation has been successful, the report shall be signed by members of the ad hoc committee, the grievant and all those specifically named in the grievance. If mediation is unsuccessful, a copy of the ad hoc committee report summarizing the reasons for failure will be sent to the grievant, who will indicate in writing that he or she has seen the report. If the grievant decides to terminate the mediation process or unilaterally withdraws the grievance, the grievant is required to write a report to FEC summarizing the reasons for this decision. Both the report of the ad hoc committee and any report of a grievant shall be made available for reading to the grievant, to all those named in the grievance, to the President, to the Dean of Faculty, and to members of FEC. Copies of both reports shall be placed in Part A of the personnel files of the grievant and of each of the faculty members named in the grievance. Copies will be forwarded to the College's Personnel Director and placed in the files of staff members named in the grievance in accordance with staff personnel regulations and procedures.

## **2. Special Review Procedure**

a. Special Reviews pertain only to complaints of dereliction of duty, professional incompetence, or serious misconduct --including acts of verbal or physical harassment -- on the part of an individual faculty member. Such complaints include findings by the APT committee during five-year reviews of serious dereliction or incapacity on the part of tenured faculty members, as specified in the Bylaws (Handbook Section II.5.9). Such complaints do not include sexual harassment complaints. Any sexual harassment complaint brought against a faculty member either by the alleged victim or by a Pitzer College representative will be heard under the procedures outlined in the Sexual Harassment Policy (Handbook Section VIII.D). In both Special Reviews and the Sexual Harassment Policy, if a recommendation for dismissal results, AAUP due process procedures will be followed.

b. If the FEC judges that a complaint merits a Special Review under the limits specified by Section V.2.a above, and judges the matter to be sufficiently serious and not satisfactorily resolved, the FEC will appoint an ad hoc committee consisting of three

tenured faculty members to investigate the situation. The faculty member to be reviewed will be informed of the impending review, and will have the right to reject up to three of the names proposed by FEC the for ad hoc committee. Before the ad hoc committee begins its work, the FEC will determine the specific areas of concern to be investigated and appropriate procedures to be used in the investigation; these procedures and areas of investigation will be communicated to the faculty member under review.

c. The report of the investigating committee will be submitted to the faculty member under review at least one week before it is presented to the FEC, and the faculty member will have the opportunity to respond in writing to the report. After the FEC has received the ad hoc committee's report and the faculty member's response, if any, it will decide whether dereliction of duty, professional incompetence, or serious misconduct has occurred and will make a recommendation to the President regarding any action to be taken. This action may include such things as reallocations of responsibilities, leave of absence, freezing of salary, or initiation of dismissal proceedings. If dismissal proceedings are initiated, AAUP provisions for due process in formal proceedings will be observed. The faculty member under review will be informed in writing by the Chair of FEC of the FEC's recommendation to the President. Throughout the special review, the goal shall be to resolve the perceived problem. If at any point during this process the situation is informally settled to the satisfaction of all parties involved, the special review proceedings will be discontinued.

d. The President shall not act on the FEC recommendations for a period of at least two weeks from the date on which the Chair of FEC gives the recommendations to the faculty member under review, to allow for the possibility of the person's making an appeal for reconsideration. [See paragraph 3.a immediately below.] If no request for reconsideration has been received during this two-week period, the President will then communicate to the faculty member his/her response to the FEC recommendation and his/her decision in writing to the FEC; if the President's decision differs from the recommendation of the FEC, he/she will explain the reasons in writing to the FEC.

### **3. Conditions for Reconsideration of Special Reviews**

a. Within two weeks of notification of the FEC's recommendation after a special review, a faculty member who has been reviewed may appeal that recommendation. Such an appeal must be made in writing to the President and must explain the grounds for requesting reconsideration. Within two weeks of the appeal, the President will determine whether or not to ask the FEC to reconsider its recommendation.

b. The FEC shall reconsider a special review recommendation when and only when it receives a written request to do so from the President; the President's request must contain the specific grounds for reconsideration, and must be based on the President's opinion that

i. significant information relevant to the proceedings was not available to the FEC during its deliberations, or

ii. the information upon which the recommendation was made contained substantial error, or

iii. improper procedures were responsible for the recommendation, or

iv. there is evidence of infringement of academic freedom as defined by AAUP criteria and guidelines.

c. When a case is reconsidered, the FEC has the obligation to act within a reasonable amount of time. When deficiencies in a report or procedures have occurred, the FEC must correct them prior to reaching a new recommendation. The FEC may request the ad hoc committee to undertake further work and the preparation of a new report, or the FEC may address itself to the deficiencies in the report or procedures and write a statement explaining its actions. The faculty member under review will be provided with a revised ad hoc review report or with the FEC document describing how the deficiencies were resolved before the FEC reaches its final decision, and he/she may respond to the FEC in writing. The FEC must then provide the President with a revised ad hoc committee report or a document describing its handling of deficiencies in the first report or procedures. These documents together with the faculty member's response to FEC, if any, will be sent to the President along with the new FEC recommendation.

d. Disposition of Documents If no evidence is found to support the complaint, all documents relevant to this Special Review will be placed in Part C of the faculty member's file. Otherwise, the documents will be placed in Part A of the faculty member's file.

## **I. PERSONNEL FILES IN THE OFFICE OF THE DEAN OF FACULTY**

1. This section describes faculty personnel files maintained in the office of the Dean of Faculty. The policy seeks to achieve three objectives. First, it guarantees both that each faculty member has the fullest possible access to the information contained in his/her file and that each faculty member be protected against improper use of the material in his/her file by members of the College community or anyone else. Second, the policy guarantees the right to confidentiality of those individuals who have provided information with the expectation that their identity not be revealed. Third, it defines the instances when duly appointed representatives of the College may properly use information contained in personnel files as part of College procedures. It is recognized that, from time to time, a faculty member's right to privacy regarding material in his/her personnel file may exist in tension with the rights of other faculty individuals or the requirements of a review or grievance committee. At such times, even though information contained in the personnel file may be deemed relevant to the case at issue, it is incumbent upon the Dean of Faculty, when considering a request for information from a faculty member's personnel file, to weigh the right of the individual to the privacy of his/her file against the rights of other individuals and the requirements of a review or grievance committee. In the event that the Dean of Faculty perceives himself/ herself to be placed in conflict of interest in making such a determination, s/he or she shall designate the Chair of FEC or any member of FEC to act in his or her stead. The faculty member concerned will be informed in writing of any decision to allow any relevant committee or individual to have access to the material in his/her personnel file

### **2. Parts of Faculty Personnel Files**

#### **a. Part A:**

Only the following individuals will have access to this portion of the file: the faculty member concerned, the Dean of Faculty, the President, the members of an Ad Hoc Review Subcommittee and the members of the APT Committee during a personnel review, the members of the APT Committee when hearing an appeal of a relevant personnel review, the members of an Ad Hoc Grievance Committee during its relevant

grievance proceeding. An AHGC will be granted such access only upon submission of a formal written request to the Dean of Faculty or his/her designated representative (see section V.I.1, above), and upon his/her subsequent written approval of that request. This section of the file will contain only the following:

- i. past personnel reports that the faculty member has been eligible to read (excluding those written before September 1, 1978)
- ii. any responses by the faculty member to those reports
- iii. any Ad Hoc Subcommittee responses to the faculty member's response
- iv. annual reports written by the faculty member
- v. sabbatical reports written by the faculty member
- vi. personnel summaries prepared by the faculty member for personnel review purposes
- vii. written summaries of confidential letters or of oral statements which the faculty member has been given and any response by the faculty member to such letters or statements. Both the written summary and the written response, but not the original letter or statement, will be in this part of the file.
- viii. any official correspondence from an officer of the College to the faculty member which bears on his/her conditions of employment other than salary
- ix. grievance reports or requests for grievances
- x. any additional materials which a person has requested to be placed in his/her own file, or which the Dean of Faculty deems relevant.

**b. Part B:**

Only the Dean of Faculty, the President, and the faculty member will have access to this part of the file. This part of the file will contain only the following:

All contract letters which include salary information, subsequent notices of salary adjustments (e.g., due to unpaid leave), arrangements made during medical leave, and other information about the individual's salary

**c. Part C:**

Only the following individuals will have access to this portion of the file: the Dean of Faculty and the President and then only after he/she has informed the faculty member in writing that he/she intends to read a particular item(s) in this part of the file; members of FEC or APT when acting as an appeal committee for a relevant personnel decision; and the members of an Ad Hoc Grievance Committee during its relevant grievance proceeding. An AHGC will be granted such access only upon submission of a formal written request to the Dean of Faculty or his/her designated representative (see section V.I.1, above), and upon his/her subsequent written approval of that request. This section of the file will contain only the following:

- i. all confidential letters and statements
- ii. all personnel reports written prior to September 1, 1978
- iii. all information, including letters from outside reviewers and notes from interviews gathered by Ad Hoc Committees in personnel reviews, grievances, and faculty searches.

3. If a faculty member wishes to inspect or copy material in Part A or Part B of his/her own file, he or she may do so by making an appointment with the Assistant to the Dean of Faculty. Upon request, a faculty member will obtain a summary of the contents of documents in Part C while safeguarding the confidentiality of the sources of his/her file.

4. The Dean of Faculty shall maintain on each personnel file a sign-out/sign-in sheet. Each person using that file will record his/her name, the date and the time he/she obtained the file and the date and time he/she returned the file. The Dean of Faculty shall be exempt from this requirement for normal day-to-day operations of his/her office.

#### **J. DISTINGUISHED VISITING PROFESSORS.**

In accordance with the College Bylaws, Article V, Section 4.3, the President, in consultation with the Appointments, Promotion and Tenure (APT) Committee and the relevant field group(s), shall have the privilege of appointing distinguished individuals as visiting members of the faculty. Faculty members or field groups may also recommend the appointment of distinguished individuals as visiting members of the faculty, subject to the availability of funds and the approval of the APT Committee. Before a candidate is suggested, it should be determined that he/she is available for the semester(s) in question. Suggestions should be accompanied by a vita or some other evidence of the candidate's qualifications.

#### **K. POST-DOCTORAL RESEARCH FELLOWS.**

Post-Doctoral research fellows who receive sufficient outside support to cover the costs of normal College benefit programs will receive their stipends through the College payroll system. This means, in effect, that the College will not deduct any amount from the total award for overhead or indirect costs. As long as possible (i.e., as long as it does not seriously interfere with faculty space needs), one faculty office will be assigned for use by post-doctoral fellows and/or faculty research assistants. These individuals will not normally have access to secretarial assistance except to the extent they are working on joint projects with a faculty member.

#### **L. ANNUAL REPORT BY NON-TENURED FACULTY MEMBERS**

1. Each untenured faculty member on a renewable contract will submit an annual report to the Dean of Faculty. This report will be submitted at or prior to the end of the second full week of classes at the beginning of the academic year and will cover the faculty member's performance during the preceding year in the three areas listed as the criteria for personnel recommendation: a) teaching and academic advising; b) scholarly and artistic activities; c) service to the College and other communities.

2. Each semester, the faculty member will distribute course evaluation forms of his or her choice or design, to all students in his or her classes. The faculty member will submit the course evaluation forms completed by students together with the annual report (see above). The faculty member is also encouraged to invite colleagues to visit his or her classes and to discuss the content and design of these courses.

3. The Dean of Faculty will meet annually with the tenured members (if any) of the faculty member's field group of appointment, to discuss relevant material pertaining to the criteria for renewal and tenure of the individual.
4. The Dean of Faculty and the personnel liaison or a senior member (if any) of the field group of appointment, will then meet with the faculty member to discuss his or her report and any other relevant material. In the absence of a field group member, a senior faculty member agreed upon by the Dean and the faculty member will serve.
5. The faculty member's report and a summary of the discussion in (4) prepared by the Dean of Faculty, as well as all completed course evaluation forms, will become part of the faculty member's personnel file; and will be available to the APT or any review committee.
6. The Office of the Dean of Faculty is expected to administer and monitor this feedback process.

#### **M. AFFIRMATIVE ACTION PROGRAM**

Pitzer College has achieved a national reputation for its emphasis on cultural diversity and intercultural understanding. In order to maintain this reputation, the College is committed to attracting and retaining a diverse faculty to teach, advise and mentor its diverse student body. We believe that a diverse faculty (i.e., one that includes people of various races, genders, sexual orientations, ages, creeds, physical abilities or disabilities, socioeconomic backgrounds, veteran statuses, and political perspectives) is essential to achieve the intellectual vitality Pitzer seeks to foster.

1. As a step toward furthering this Affirmative Action policy, Pitzer College has adopted the goal of increasing, during the period 2010-2020, the overall size and diversity of the faculty, with the goal of achieving representation of women and underrepresented ethnic minorities on the continuing faculty that at least matches the representation of those groups in the local labor market, as measured by the most recent Census for Los Angeles County. Before commencing a search, search committees must consult current data on the composition of the Pitzer faculty, and current Census data on the composition of the Los Angeles County labor market, which are to be kept and updated by the Dean of Faculty's office. To assure gender and ethnic diversity across age and rank, it is expected that some appointments will be made at the Associate and Full Professor levels. It is understood that these percentages are goals and not quotas, and that this policy is to be implemented in congruence with Pitzer's policy of hiring the most qualified candidate for every position.
2. While the principle of affirmative action applies to all faculty positions, special emphasis shall be placed upon regular full-time and/or multiple year positions.
3. While certain routine responsibilities rest with the Dean of Faculty, the Affirmative Action Officer of the College, and the Affirmative Action Facilitator for each search (see below, paragraph 4) to ensure that regular affirmative action procedures are followed and records are kept, it is recognized that the identification and recruitment of women and minority candidates does not occur automatically as a result of following routine procedures but depends upon the initiative and effort of each field group and every individual faculty member.
4. Affirmative Action Facilitators. Each year the President shall, in consultation with the Appointment, Promotion and Tenure Committee (APT), appoint a committee member to

serve as Affirmative Action Facilitator (AAF) for each recruitment search. The general purpose of the AAF is to stimulate and coordinate affirmative action faculty recruitment. Since this is a heavy responsibility, different APT members may serve as the AAF for different searches. Legal counsel or another qualified professional will provide training to all AAFs regarding affirmative action implementation prior to AAFs meeting with the search committee.

5. In furtherance of its commitment to its stated goals of ethnic and gender diversity, Pitzer College is committed to the following strategies for increasing the diversity of its Faculty:

a. In cases in which a Field Group has been authorized to fill a position and it has identified an extraordinary individual who meets the Field Group's needs and who would also serve to further the College's commitment to a diverse faculty, that Field Group will make the case to APT that the person proposed is of high quality and offers an unusual opportunity to the College. If APT concurs, that Field Group may proceed without a national search. The remainder of the College's hiring procedures will be used to consider the hiring of such a person. That is, the person will be invited to submit an application, visit the campus, give a professional talk, and meet with members of APT and other community members. The Field Group will then make a recommendation to APT, and APT, in turn, will choose whether or not to make a recommendation to the President.

b. Pitzer College will develop a Diversity Fund to allow the College to make occasional tenure-track and/or part-time appointments that meet diversity criteria. The Diversity Fund will be a designation for annual fundraising activities as well as any capital campaign(s). In addition, the Budgetary Implementation Committee will include possibilities for funding a Diversity Fund position in its five-year budget cycle. Whatever the source of funding, it is intended that, in its long-range planning functions, the Academic Planning Committee include consideration of Diversity Fund positions. (See Section 3.g. of the charge to the committee in the Faculty Handbook: "This Committee will consider and recommend to College Council the allocation and description of multiyear positions within the context of long-term planning.") The Committee may, as part of the long-term planning process, recommend for College Council approval a Diversity Fund position and manner of funding in consultation with the Budgetary Implementation Committee. Proposers of candidates for such an approved Diversity Fund position may include, in addition to Field Groups, interested cross-disciplinary coalitions. The proposing body will make the case to APT that the person proposed is of high quality and offers an unusual opportunity to the College and that the proposed appointment would serve to further the College's commitment to a diverse faculty. If APT concurs, the candidacy may proceed without a national search. The remainder of the College's hiring procedures will be used to consider the hiring of such a person. That is, the person will be invited to submit an application, visit the campus, give a professional talk, and meet with members of APT other community members. The Field Group will then make a recommendation to APT, and APT, in turn, will choose whether or not to make a recommendation to the President.

c. Pitzer College is committed to using some portion of sabbatical replacements as a way of diversifying the faculty and establishes two programs toward this end:

(i.) **Visiting Junior Scholars Program:** The College may use sabbatical replacements to further diversity goals by pooling some sabbatical replacement money to fund one-year appointments for junior scholars who would meet these goals and who show special promise or distinction at an early stage in their career. These scholars will be invited to team-teach a course with a faculty mentor in the first semester. In the second semester, the teaching arrangement

will depend on where the scholar is in her/his career (i.e., ABD or beyond). Participants in the Visiting Junior Scholars Program will give at least one public talk during their year at the College. Candidates for this program may be proposed by Field Groups, individual faculty members, cross-disciplinary coalitions, or other members of the Pitzer College community.

(ii.) **Visiting Advanced Scholars Program:** The College may use sabbatical replacements to further diversity goals by pooling some sabbatical replacement money and seeking one semester or one-year appointments of established scholars who would meet these goals. Such scholars would be expected to teach at least one course per semester and also to offer at least one public presentation for the community. Appointments to the Visiting Advanced Scholars Program may be initiated by Field Groups, individual faculty members, cross-disciplinary coalitions, or other members of the Pitzer College community.

(iii.) In making appointments under the Visiting Junior Scholars Program and Visiting Advanced Scholars Program, APT will necessarily orchestrate—in conjunction with the Dean of Faculty—particular sabbatical replacement requests with diversity priorities. This orchestration will generally require more lead time in planning for sabbatical replacements. Core curricular areas should be covered each year from within the Field Group.

6. This policy and all affirmative action procedures relating to faculty, including the Affirmative Action Protocols in Section M.7 below, shall be reviewed every five years by a subcommittee appointed by the Chairperson of the Faculty Executive Committee, which shall report on progress (or lack thereof) in affirmative action and make appropriate recommendations for change. The Faculty Executive Committee shall, in turn, report to the faculty.

## 7. Affirmative Action Protocols

The procedures governing tenure-track faculty searches are spelled out in section V.G, —Appointment Procedures,” above. The affirmative action protocols associated with those search procedures are as follows:

- a. To ensure a diverse applicant pool, Field Groups seeking an appointment must include in their position description to the APC an estimate of the number of candidates likely to apply for the position. They must also indicate, on the basis of subject-area demographics, the likelihood of the search attracting qualified persons from underrepresented minorities.
- b. The Academic Planning Committee, in collaboration with the Diversity Committee, shall review and approve the wording of all job descriptions. In addition, the following statements (in boldface) shall be added as a matter of policy to all tenure-track faculty job descriptions irrespective of Field Group:

**Pitzer College has a strong institutional commitment to diversity in all areas and strongly encourages candidates from underrepresented groups. We favor candidates who can contribute to the College’s distinctive educational objectives, which promote interdisciplinary perspectives, intercultural understanding, and concern with social responsibility and the ethical implications of knowledge and action. Pitzer College is an Affirmative Action/Equal Opportunity Employer. For the successful applicant with the relevant interests, affiliations are possible with the intercollegiate departments of Africana Studies, Asian American Studies, Chicana@/Latin@ Studies, and/or Women’s Studies.**

To apply, send letter of application, curriculum vitae, selected evidence of excellence in teaching and research, statement of teaching philosophy, a description of your research, and three letters of recommendation VIA EMAIL to (email address). \_\_\_\_\_ **Within their applications, candidates should address how their cultural, experiential, and/or academic background contributes to the understanding of diversity at the College.** Electronic documents are required in the following formats: MS Word or PDF. Applicants may but are not required to submit duplicate hard copies to: Dean of Faculty, 1050 N. Mills Ave., Claremont, CA, 91711. The deadline for applying is (Date/month/year) or until the position is filled.

- c. The Dean of Faculty and the Affirmative Action Facilitator (AAF) for a search will work to ensure that, when possible, underrepresented minority and women faculty are afforded an opportunity to serve on the search committee during its formation. Due to his/her independent role in overseeing affirmative action, the Dean of Faculty will not serve as the AAF for a search.
- d. At the start of the search the AAF will receive training from legal counsel or from another qualified professional regarding affirmative action implementation, and then shall call a meeting of the search committee, Dean of Faculty, and Diversity Committee representative. At that meeting the AAF shall: (i) explain his/her role; (ii) systematically review the Affirmative Action Protocols, (iii) discuss with the Search Committee what special efforts it intends to make to attract underrepresented minority and women candidates; (iv) indicate APT commitment to the importance of the Affirmative Action Protocols, (v) review the Affirmative Action Mailing List for additions and changes; (vi) collaborate with Field Group members on mechanisms for identifying and contacting discipline-specific associations of minority scholars. The AAF is responsible for upholding the College's Affirmative Action Protocols governing the search to the best of his/her abilities.
- e. All tenure-track searches will be nationally advertised. In addition, at the start of each search, the AAF shall verify that the search committee has sent a copy of the job description to the Intercollegiate Program in Women's Studies; to the Intercollegiate Departments of Africana Studies, Asian American Studies, Chican@/Latin@ Studies; and to selected underrepresented minority colleagues both at the Claremont Colleges and in the larger academic community, soliciting their collective help in identifying underrepresented minority candidates who might be interested in applying for available positions.
- f. The Search Committee and the AAF shall ensure that the Affirmative Action Mailing List, located in the Dean of Faculty's Office, is used for advertising positions, and that positions are advertised in various publications that have a wide dissemination among underrepresented minority scholars. Every effort should be made by the search committee to follow up on late or missing letters of recommendation for all candidates in order to assure that no candidate, including underrepresented minority candidates, is overlooked simply because of late recommendations.
- g. The AAF shall review all candidate files and compare the composition of the applicant pool with the Field Group's original estimate provided to the APC when the position was first proposed. If the search has generated a markedly smaller number of applicants or a smaller percentage of persons from underrepresented minorities than originally predicted, the search will be subject to the review of the AAF, who, in consultation with the Diversity Committee, will make a

recommendation to APT and the Field Group as to how to proceed (including the possibility that the search be cancelled or postponed).

- h.** The AAF shall participate in all on-campus search committee meetings and discussions. The search committee is explicitly barred from conducting meetings in which the applicant pool is winnowed down to which the AAF is not invited.
- i.** The search committee will normally select from the general applicant pool a slate of 8-15 semifinalists to be interviewed at a national disciplinary meeting or by phone or videoconference, and from this semifinalist pool will propose a slate of finalists for on-campus interviews, and (at its discretion) a slate of back-up finalists. At each stage of this selection process, the search committee is required to provide the AAF with an explicit (evidence-based) justification any time it elects not to advance the candidacy of an underrepresented minority applicant to the semifinalist, finalist, or back-up-finalist pool. The slate of finalists proposed for on-campus interviews should to the extent possible include one or more qualified minority group candidates from among those included in the slate of 8-15 semifinalists interviewed at a national disciplinary meeting or by other means.
- j.** The search committee will forward to the Diversity Committee a statement justifying its selection process and the proposed slate of finalists and back-up-finalists. This statement should describe the qualities, qualifications, and potential contributions of each candidate on the finalist and back-up-finalist slate, including a discussion of how each might potentially contribute to the understanding of diversity at the College. At the same time, the AAF will forward to the Diversity Committee a report summarizing the recruitment and selection process. This AAF report must include:

  - (i) A description of how the job position was advertised, with a listing of venues and other means by which information about the position was disseminated.
  - (ii) A statistical summary of the ethnic/racial/gender breakdown of (a) the applicant pool, (b) the semifinalist pool, (c) proposed finalist slate, and (d) proposed back-up-finalist slate (to the extent to which this information can be ascertained).
  - (iii) To the extent possible, a description of the overall ethnic/racial/gender composition (nationwide) of newly minted PhDs and/or faculty in the advertised field of study, along with a discussion of how the composition of the actual applicant pool obtained in the search compares with these broader populations.
  - (iv) A statement by the AAF verifying that each time an underrepresented minority candidate in the pool was excluded from further consideration during any stage of the search, the search committee provided the AAF with an explicit rationale for its decision, and that the AAF is satisfied with the reasons provided. The AAF's report must include a statement that he/she is satisfied that the entire search was conducted in a manner consistent with the Affirmative Action Protocols governing faculty hires. Any departures from these protocols during the search must be explicitly noted in the AAF report.
- k.** The Diversity Committee will review the search committee recommendation and AAF report. At this stage the Diversity Committee may raise any concerns or request further clarification from the AAF and/or search committee. The Diversity Committee will then compose a formal statement briefly summarizing its views, focusing primarily on whether the search process appears to have been conducted according to protocols, and noting, when appropriate, any outstanding concerns. The Diversity Committee will have a minimum of three working days (from receipt of the search committee recommendation and AAF report) to compose its formal statement.

- l.** The search committee recommendation, the AAF report, and the Diversity Committee statement will then be forwarded to the Dean of Faculty. The Dean of Faculty's approval of the AAF report is required before passing these materials along to APT. The APT will not authorize interviews until it has received a satisfactory AAF report.
- m.** The APT shall review the above materials. Should it accept the search committee recommendations, the finalists shall be invited out for on-campus interviews, following the Appointment Procedures in Section V.G, above.
- n.** On-campus visits shall include a formal interview with the Diversity Committee (in which a standardized set of questions developed by the Diversity Committee is employed). Normally three or more Diversity Committee members (which ideally would include at least one faculty, staff, and student member) will participate in the interview, schedules permitting. These Diversity Committee members will also attempt to attend the public job talks of the finalists. In collaboration with the Dean of Faculty, the AAF shall also ensure that every effort be made by the search committee to have underrepresented minority and women candidates meet with underrepresented minority colleagues at the Claremont Colleges during their on-campus visits. Note: These Claremont colleagues should not be members of the Search Committee nor directly responsible for making hiring decisions.
- o.** The Diversity Committee will provide both the search committee and APT with a report on its on-campus interviews with the finalists within one week of the last finalist's visit. This report will factually summarize the responses of each finalist to the standardized set of interview questions and provide assessments of how each candidate might contribute to the understanding of diversity at Pitzer College. (The report may also address aspects of the candidates' public job talks that directly relate to diversity issues.) The Diversity Committee will not rank the candidates.
- p.** To the extent possible, if underrepresented minority group candidates (defined in section M.1 above) have advanced to the campus interview stage, one or more underrepresented minority group persons must be included among the slate of candidates proposed for appointment. Exceptions will be made only if a written report is submitted to the APT Committee, signed by the AAF and endorsed by the Dean of Faculty. This report shall describe the basis for the omission in sufficient detail to allow the APT Committee to determine whether or not a qualified affirmative action candidate has been interviewed. However, the submission of such a report does not ensure that the APT will judge the omission to be warranted.
- q.** The APT serves as the decision-making body regarding faculty hires. The APT shall evaluate the search committee's hiring recommendation and all associated materials and render a decision. In an effort to redress racial/ethnic/gender imbalances at the College, the APT Committee will recommend the hiring of a qualified underrepresented minority candidate from the search committee's listing of acceptable finalists, unless the committee believes that one of the other qualified finalists on the listing can make a greater contribution to the academic program of the College.
- r.** In negotiating salaries with candidates, the Dean of Faculty is reminded that the normal practice of recommending higher salaries to recruit certain exceptionally well-qualified, sought-after scholars, applies as well to minority and women candidates who may be in especially high demand in their particular fields.

- s. The Dean of Faculty will submit a written report to FEC at the end of each academic year summarizing the results of affirmative action recruitment for that year.
- t. The Affirmative Action Mailing List and related materials in the Dean of Faculty's office – including current Census data on the labor market for Los Angeles County, and on the ethnic and gender composition of the faculty -- shall be reviewed and/or updated no less than once every 2 years.
- u. In addition to the regular review of Affirmative Action procedures provided for in Section M.6 above, the Pitzer faculty commits itself – within one year from College Council's adoption of these procedures – to one or a series of professionally facilitated retreats to discuss a community-based definition of Affirmative Action and diversity, which may recommend further revisions to the college's Affirmative Action policy.

## **N. FACULTY RETIREMENT POLICY**

This policy recognizes that Pitzer College values contributions of faculty members of a variety of ages and interests and at the same time enables the institution to open positions, and, thereby, to continue to bring new individuals, ideas and perspectives to its community.

The retirement policy is designed to widen the range of opportunities available to the Faculty and to the College. Long-term leaves of absence provide opportunities for professional exploration, openings for faculty on a temporary basis, and enrichment of the College in return; early retirement may increase the number of permanent openings for faculty; and optional opportunities to continue teaching or to sustain professional connections with the College in emeritus status will provide educational dimensions previously not available to the College.

The following stipulate the normal conditions of the College's retirement policy.

1. General conditions for normal retirement, early full retirement, or phased early retirement (All references to age refer to the end of the academic year in which the faculty member reaches that age.)
  - a. There is no mandatory retirement age. All normal conditions of employment will continue until a retirement date is established by an individual Faculty member.
  - b. A Faculty member may choose either an early full retirement plan or a phased early retirement plan provided the Faculty member notifies the College at least two years before the start of the academic year in which the arrangement will start.
  - c. For either early full retirement or phased early retirement, a contract will be drawn up by the Dean of Faculty for recommendation to the President making clear the details of the agreement which will be binding on both parties.
  - d. Participation in either early full retirement or phased early retirement programs will normally be available only to faculty members who have been employed at the College for at least twenty years.

2. Early Retirement Plan for Faculty (Regular or Phased) - Simplified Summary of Revised Plan, Approved College Council & Board of Trustees, May 2007. For complete policy, see Appendix (print version) or click link below (electronic version).

For the complete policy, click here (Appendix G)

**ELECTION DATE:** (More rigid timeline)

- For Early Retirement: Must elect in writing no later than 24 months prior to the first July 1 when satisfying both the service and age requirements (20 years & age 60).
- Phased: Must elect in writing by July 1, 12 months prior to academic year of participation.

**AGE REQUIREMENTS for Participation:**

Early Retirement benefits may begin:

- As early as age 60 with 20 years of service
- Latest: The July 1 starting the 5th academic year after the later of (a) age 60 and (b) 20 years of service. (May choose from any of the five July 1's after eligibility date).
- If first employed by College at a later age, may still become eligible when attains 20 service years and at least age 60

Phased:

- Earliest: July 1 of first academic year after attaining the later of age 55 and 20 service years.
- Latest: July 1 starting the 10th year after attaining age 55 and 20 service years.
- No requirement to establish a final retirement date.

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**COMPENSATION: SALARY Payment + 5-Year ARP Value Payment**

Early Retirement Payments (Two pay segments)

(1) Paid in final teaching year, as a lump sum in December (or NOV): SPA lump sum is equivalent to 97.5% of specified annual base salary. (Calculation is equal to 75% salary plus 22.5% for ARP benefit = 97.5% total payment). NOTE: checkmark — ARP on this SPA.

(2) Paid beginning July 1 after retirement date and split over 6 months: SPA lump sum is equivalent to 162.5% of specified salary year. (Calculation is equal to 5/4 salary (125%) plus 37.5% for ARP benefit value, equaling 162.5%) NOTE: checkmark — ARP on SPAs.

*NOTE: ARP benefit of 22.5% + 37.5% = 60% which is equivalent to 5 years @ 12%*

Phased Retirement: Receives 60% of full-time salary for 60% teaching load. ARP paid on actual salary earned.

**MEDICAL:** (Same benefit as current policy) College medical plan coverage continues to the extent permitted by the Claremont Colleges Benefit Plan, until the member reaches the Medicare eligibility age. College continues same subsidy rate as for active employees. Spouse is covered when needed.

**OTHER BENEFITS:**

Early Retirement: Medical only. No other benefits are included. (Death benefit for beneficiary.)

Phased Retirement: All benefits continue while on 60% phased retirement to the extent allowed by benefit plan document. Life insurance benefits may be affected by reduced salary. LTD is not available to 60% time if hired after 9/30/96 (must be at least 75% FTE to qualify for LTD).

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**Questions regarding the new payment plan for Salary & ARP:**

**Salary Benefit:**

Under the old plan, the salary benefit was spread over two years after departure.

Question: Why are payments under the new policy set up to happen during the last teaching year (in December) **and** in 6 installments beginning July 1 of the next calendar year after the June 30 retirement date?

Answer: The IRS says that for **all monies** paid to individuals after termination (and when no longer performing services), the tax burden becomes **fully taxable** in that calendar year. By paying out the benefit under the new policy, it spreads the tax burden over two calendar years. In the first year, while teaching, the person's salary earnings will be above the Social Security Base, therefore providing some savings on taxes above the base. (We could still spread payments over two years after departure, but the whole tax burden must fall in the calendar year of termination and persons would not yet have the cash available for use or for payment to IRS.)

**ARP Benefit:**

Under the old plan, ARP was paid through the end of the academic year in which the faculty member turned age 65, based on 12% of the salary amount the faculty member **"would have received if they had been working"** (therefore the benefit grew each new fiscal year).

Question: Now that the faculty member has five July 1's to choose from as a retirement date, if s/he chooses to retire later than age 60 (e.g. the 2nd or 3rd or 4th July at age 62, 63, 64 or 65) will s/he still receive 5 years worth of ARP?

Answer: **YES.** The new benefit is based on a specific year's salary but the value does not grow throughout the designated period (usually 5 years).

### **3. Emeritus Status**

Normally, all tenured Faculty members who retire under the provisions listed above shall be granted emeritus status. The intent of the recommendations that follow is a) to encourage prospective emeriti to continue an active and productive professional life in association with the College, and b) to encourage early retirement in instances when the College considers such early retirement desirable.

### **4. Emeriti Perquisites:**

- a. Office space or desk space in an "emeriti office" with telephone and secretarial service will be provided on an "as available" basis.
- b. Authority to use college stationery and to use the institution for purposes of identification and grant administration, the latter through normal committee and staff office channels.
- c. Library and other privileges designated by the Faculty Executive Committee.

This policy will be reviewed at least every five (5) years and modified, if appropriate. Faculty members are governed by whatever retirement policy is in effect at the time they conclude a retirement agreement with the College.

## **O. FACULTY WORKLOAD POLICIES**

### **1. Course releases and overloads**

- a. Each faculty member teaches five courses per year as a normal workload. On the recommendation of the Dean of Faculty, and with the approval of the Curriculum Committee, a faculty member may teach a six-course, a four-course, and a five-course over a three-year period.
- b. At his/her own request, and with the approval of the Dean of Faculty and of the Curriculum Committee, a faculty member shall be allowed to teach more than the average of five courses per year at no additional salary.
- c. In emergency situations, such as faculty illness which would otherwise result in course cancellation, at the request of the Dean of Faculty, with the approval of the Curriculum Committee, and with the consent of the Instructor, a faculty member shall be allowed to teach more than the average of five courses per academic year at the salaries below for each additional course. These salaries shall be reviewed every year:

Course overload as of 2009-10 -- \$7,000

- d. With the approval of the Dean of Faculty, faculty members in their first year of a tenure-track appointment with the College are allowed to teach four courses at full. In such instances, the faculty member is not obliged to make up the course. Such faculty will also be exempted from standing committee service and advising responsibilities for that first year.

e. The chairpersons of the Faculty Executive Committee and the Appointment, Promotion and Tenure Committee shall be each granted one released course or equivalent stipend.

f. A full-time faculty member may be granted a maximum of two courses of released time for professional activities during an academic year with a 20% reduction of salary for each released course. A faculty member who is granted such released time must be available for all other responsibilities normally associated with full-time faculty status. Thus, grantees will be expected to be in residence and to continue full involvement in such activities as academic advising, field group matters, College governance, and the like. Under this provision, two courses of released time will be regarded as the equivalent of a semester's professional leave for purposes of determining subsequent sabbatical leave eligibility.

g. Faculty members who are presented with certain extraordinary professional opportunities may be eligible for course releases at no loss of salary under the college's general policies on released time – see Section V.R, below.

## 2. Course Flexibility in Teaching Credit for Laboratories/Workshops/Experimental Sections

Normally, a Pitzer course meets 150 minutes per week. There are various assignments required outside of the classroom as appropriate to the class. For students, reading, writing, drawing, watching films, etc.; for faculty, preparation, grading, conferences with students on subject matter and writing, etc. In some cases more in-class time is balanced with less out-of-class time in preparation for both faculty and students. Beginning language classes, for example, have more contact hours justified on the necessity of hearing and speaking the language more frequently.

There are other classes, such as the sciences, that have always required labs as part of the learning process. Students in Claremont (with the exception of HMC) receive one course credit for a lab course even though the in-class time is substantially higher than other courses. Joint Science faculty have worked out a complex scheme by which they count teaching labs as teaching credits in their own work load.

Some classes have required labs or other experiential learning activities associated with the normal class format. Assuming a regular class schedule (150 min./week) the additional time necessary for setting up and teaching labs will be counted at the rate of  $\frac{1}{4}$  course for every 1-1½ hours (60-90 minutes/week) of in-lab time. In addition to the increased class time, additional written work or experimentation that complements the normal course requirements and that has its own defined purpose and integrity would be expected. Students will continue to receive only one course credit for the course including the lab.

Approval: Such course accounting requires the approval of the Field Group and the Curriculum Committee.

Implementation: The Dean of Faculty's Office will oversee the course accounting required for the "lab/workshop/experiential" segments of courses.

3. Part-time appointments of tenured faculty: Pitzer is a residential college and expects full-time faculty presence. However, in recognition of the fact that at times extraordinary situations arise which may result in the desire for a long-term, part-time appointment, it is recommended that such exceptions be granted by the President on the recommendation of the Faculty Executive Committee. Salary will be commensurate with 20% off per course,

assuming maintenance of non-teaching duties.\* Since this provision concerns long-term decisions on the part of the faculty requesting it and on any replacement, either the amount of time must be specified or request to return to full-time must be made three years prior to returning to full-time status.

\*NOTE: TIAA/CREF contributions are based on percentage of paid salary.

#### **4. College committee service.**

- a. No faculty member shall have more than one standing committee membership, except as required by the charge to his/her assigned committee.
- b. Faculty members may serve on ad hoc, intercollegiate, and Board of Trustee committees, or as special resource persons, in addition to standing committees.
- c. The list of nominations for elections to the Faculty Executive Committee (FEC) and the Appointment, Promotion and Tenure Committee (APT) shall consist of those faculty members eligible to serve, as specified in the College Bylaws. After the initial ballot for each committee, a run-off election consisting of twice the number of candidates needed shall be held. These elections, which should be held during the fall semester of the year prior to service, will be staggered, so that in even-numbered years the APT elections will be held first, and in odd-numbered years the FEC elections will be held first.
- d. Faculty members who are scheduled to be on sabbatical leave for the following academic year may petition the Faculty Executive Committee to have their names removed from the roster of candidates for election to FEC and/or APT. As specified in the College Bylaws, persons serving on FEC or APT for two years are ineligible for election to the committee on which they served for a period of three years following the expiration of their terms. Faculty members who are elected to FEC or APT are expected to accept the assignment as they would any other committee assignment.

## **P. LEAVES**

**1. Limits:** There shall be limits on the number of faculty members appointed in a given field group who may be out of residence during the same semester (e.g., on leave, external programs). The limits are as follows:

- a. One faculty member out of residence during the same semester in fields with regular appointments of three or fewer FTE faculty.
- b. Two faculty members out of residence during the same semester in fields with regular appointments of four or more FTE faculty.

Field groups are expected to adhere to these limits in considering whether to approve leave requests from individual faculty members, and in planning their curricula. In considering such requests, field groups should make every consideration for students continuing their studies (e.g., the staffing of required courses). Leaves are awarded by the President on recommendation of the Faculty Executive Committee.

**2. Non-paid Leaves:** Faculty members planning unpaid leaves should inform their field groups of the implications well in advance in order to facilitate field group planning. After consultation with his/her field group, a faculty member may apply to the Executive Committee for an unpaid leave. Normally, such leaves are granted for a semester or a year, and no faculty member may be out of residence for more than two years in any five-year span, unless otherwise provided for by law. Faculty members who take a semester non-paid leave shall teach three courses during their non-leave semester and be paid one-half of their annual salaries. Faculty members may request that the leave semester not be counted in the number of semesters of College employment prior to a contract renewal, tenure or promotion review – that is, the “ticking” of the tenure clock during unpaid leaves is at the faculty member’s option. During an unpaid leave, the faculty member’s salary will keep pace with the faculty member’s cohort.

### **3. Primary Caretaker Leaves:**

Purpose: The primary caretaker leave policy is designed to provide partial paid time off for faculty members in the first six months after the birth or adoption of a child. The maximum duration of the compensated leave is one semester. It is expected that the faculty member receiving a primary caretaker leave will return to teach at Pitzer College in the semester following the leave. If the faculty member does not return to teach after the leave, that faculty member will be responsible for reimbursement to the College of the leave semester salary. The faculty member will be required to sign an agreement accepting responsibility for such repayment prior to taking the leave. In the case of circumstances beyond a faculty member’s control, the requirement of repayment will be waived. Details of the leave (see notification section below) should be arranged so as to minimize disruption to the academic program.

Definition: A primary caretaker is defined as the person who assumes the principal role of caretaker during the period of the leave.

Eligibility: Available to all full-time faculty members on tenure-track or tenured appointments, after completing one year of service. Female or male faculty members may apply. The person taking the leave must be the only primary caretaker, and if both parents are employed by Pitzer they are eligible for one leave period, which may be shared, or used by either parent. The person applying for the leave must apply in writing to the Dean.

Notification: In order to facilitate adequate planning, the faculty member should notify the Dean of Faculty as soon as possible to arrange for the appropriate leave. The leave is arranged between the Dean and the faculty member to determine the best type of leave, or most appropriate semester to be designated for the leave, based on the timing of the birth or adoption. The following guidelines will inform these discussions. The Dean will keep the Faculty Executive Committee informed about the details of all requested leaves.

Guidelines for Choosing a Leave Option: The faculty member may select option 1 or 2 below, with option 3 available if a continuation of the leave is desired.

1. A full, 2-course, semester’s leave would be compensated at three-fourths of the faculty member’s semester salary with full benefits. The Academic Retirement Plan benefit would be based on the actual salary paid during that semester.
2. A six-week leave would be compensated at a faculty member’s full salary with full benefits. The six-week leave would be coordinated with the short-term disability program (VDI) when appropriate. (Neither adoptive parents nor males are covered by the short-term disability program.)

3. Unpaid Leave: The College will also consider requests for an unpaid leave that would extend beyond the semester of the compensated leave (See V.P.2, above).

Contract Renewal, Promotion and Tenure: Faculty members may request that the leave semester not be counted in the number of semesters of College employment prior to a contract renewal, tenure or promotion review. The faculty member will not receive credit toward a sabbatical leave during a primary caretaker leave. During a primary caretaker leave, the faculty member's salary will keep pace with the faculty member's cohort.

**The Pitzer College Policy is intended to go beyond what is mandated by Federal and State law. For informational purposes, the Federal and State regulations are listed below.**

Federal and State Law: Both federal and state laws (Family Rights Act of 1991, amended 1993, and the federal Family and Medical Leave Act of 1993) require employers to provide for up to a total of 12 work weeks of unpaid leave in any fiscal year. The legislation was designed to provide leave for the birth or adoption of children as well as other serious medical conditions (see policy on Family and Medical Leave for information about illness leaves). Pitzer's policy goes beyond the expectation of the law.

#### 4. Faculty Medical/Disability Leaves:

This program incorporates the California mandated short-term disability insurance program, the College provided long-term disability insurance program, and Family Care Leave for faculty who are disabled and must be absent due to their own ill health.

##### Short-term Disability Insurance (VDI)

California requires that employees participate in a short-term disability insurance plan. Premiums are paid through payroll deduction. The plan is fully paid for by these premiums.

With permission and under guidelines from the State, The Claremont Colleges self-administer the short-term disability plan for its employees. Therefore, the plan is referred to as a Voluntary Disability Insurance Plan, or VDI – “voluntary” refers to the fact that the Colleges voluntarily administer the plan on behalf of the State.

VDI provides a partial wage replacement benefit during a period of disability, which is certified by a medical provider. VDI benefits are not taxable to the recipient. The College's portion of health benefits continues to be paid during this disability period.

##### Long-term Disability Insurance (LTD)

Pitzer College provides long-term disability insurance at no cost to employees who work at least 30 hours per week. The insurance is purchased through TIAA/CREF and is administered at the discretion of this entity. The College Human Resources office will function as an advocate for faculty members on disability.

The LTD benefit provides a partial wage replacement that is 66 2/3% of the disabled employee's monthly salary at the time of disability, to a maximum of \$10,000 per month. This benefit is adjusted by any other benefit, such as VDI or Social Security, for which the

disabled employee might be eligible. In addition, LTD continues contributions at 12% of the salary when last at work, into Academic Retirement Plan accounts with TIAA/CREF.

### **Medical Leave of Absence**

This program is available to tenure-track Pitzer faculty with a minimum of one-year of service at the College.

When it is necessary for a faculty member to cease provision of services to the College due to a period of disability which is certified by a medical provider, s/he must apply for short-term disability benefits.

The College will continue monthly salary payments for the first six months of a certified disability, reduced by the amount of the VDI benefit to equal the faculty member's base monthly pay at the time of disability. This is referred to as coordination of salary and disability benefits to equal full monthly pay.

Should the disability persist for six months and appear to be ongoing, meaning the prognosis is that the faculty member shall not be able to return to work in the near future, s/he must apply for long-term disability benefits through the TIAA/CREF plan. Normally, application for LTD benefits must be made earlier than the sixth month of disability, but the Benefits Section staff at Personnel Services will assist the faculty member in determining when and if application should be made based upon the circumstances of the case.

If the faculty member's disability continues beyond six months, and only if application for benefits was made in a timely manner and the carrier does not immediately accept the claim, the College will continue to coordinate monthly salary with monthly VDI benefits equal to 66 2/3% of the faculty member's monthly base pay at the time of disability, to a maximum combined benefit of \$10,000 per month, for up to an additional six months. When/if the carrier accepts the claim during the second six months of disability, the College will cease payment of any salary. After 52 weeks, from the date of disability, the College's subsidy for medical plan coverage ceases and the faculty member is responsible for 100% of the cost of continuing coverage.

Normally, the College shall hold the tenured or tenure-track position ~~open~~ for two years from the start of the disability, filling it, if necessary, with interim appointments until the beginning of the semester in which the faculty member returns to full-time employment. At any time during the two-year period the faculty member may, by formal request, seek to be reinstated on the basis of competent medical advice. The College shall respond promptly to such a request. Upon receiving such a request, together with appropriate medical verification of the faculty member's ability to return to full-time work, the faculty member will be reinstated to full-time status at the beginning of the following semester. If, at the expiration of two years, the individual has not been reinstated, the position will no longer be held ~~open~~ for him or her and employment will be terminated. Faculty members may request that the time spent on medical leaves of absence not be counted in the number of semesters of College employment prior to a contract renewal, tenure or promotion review – that is, the ~~tick~~ "ticking" of the tenure clock during medical leaves of absence is at the faculty member's option.

During a medical leave of absence, the College considers the faculty member to have exercised her/his right to Family Care Leave as defined by the Family Medical Leave Act and the California Family Rights Act. The amount of leave taken shall be counted as part of the faculty member's 12-week, annual entitlement.

### **A Request to Return to Tenured Position**

Prior to expiration of the medical leave, should the tenured or tenure-track faculty member request to return to service, s/he must provide a Medical Release from a licensed physician indicating that he or she is capable of resuming full-time faculty status. The College retains the right to obtain a second medical opinion in such circumstances.

## **Q. FACULTY SABBATICAL POLICY**

These policies will be administered in the following way: Faculty members will make application to the Faculty Executive Committee, which will make recommendations to the President.

1. **GENERAL POLICY:** Sabbatical leaves will be treated as a privilege to be granted to faculty members, taking into consideration the needs of the College, the past contributions of the faculty member to the College, and the probability of the sabbatical producing benefits for the College and for the person to whom the leave is granted.
2. **SABBATICAL OPTIONS:** Eligible full-time faculty members may apply for any one of the following sabbatical options.

Faculty members on continuing part-time (but not less than half-time) contracts are entitled to the same sabbatical benefits, subject to the same specific policies and procedures for implementation, as full-time faculty members, except that their sabbatical salaries shall be determined on the basis of actual part-time salary.

- a. After three years of full-time or not less than half-time teaching, a faculty member on a continuing contract may request a one-semester sabbatical leave at full pay. A faculty member taking a semester sabbatical at full pay will teach three courses during the year and will assume normal committee and advising responsibilities during the other semester of the sabbatical year. In other words, a semester sabbatical must be taken during a faculty member's two-course semester. In addition, faculty will be expected to teach courses which involve the largest number of Pitzer students and/or which are basic to the curriculum (e.g., courses required of majors). Field groups, in conjunction with the Dean of Faculty, will ensure that such courses are taught during the faculty member's three-course semester.
- b. Initially after three years, and subsequently after three years of full-time or not less than half-time teaching, in lieu of a semester sabbatical, a faculty member may request three courses released time (which may be taken over a two-year period) with no released time from non-teaching responsibilities. The faculty member will be considered to be on sabbatical only during the first semester of such a plan, and the sabbatical clock will begin ticking again after the end of that semester.
- c. After six years of full-time or continuing part-time (not less than 50%) teaching, a faculty member may request a full year sabbatical leave at 80% of regular salary. Alternatively, a faculty member may at these times request a full year sabbatical leave at 100% of regular salary with the provision that he/she will teach a sixth course in the year preceding or the year following the sabbatical leave.

### 3. **SPECIFIC POLICIES GOVERNING SABBATICAL OPTIONS:**

- a. Sabbatical credit will accrue from the date of full-time or continuing part-time (not less than 50%) employment, and accrues only when a signed contract is in effect for

the year in which the sabbatical would occur. The sabbatical period itself will not be counted as time accrued toward the next sabbatical (i.e., a faculty member will begin accruing time toward a new sabbatical when he/she returns to full-time or continuing part-time teaching).

b. In all cases, normally at least four semesters of full-time or continuing part-time (not less than 50%) teaching and other College responsibilities must elapse between sabbaticals.

c. Normally, faculty members must use the option for a one semester sabbatical with full pay no later than the tenth accrued semester. After the tenth semester, one of the full year options will be used. That is, at no time will it be possible to take two consecutive sabbatical semesters at full pay, except in the case of the second part of Option 3 above. However, where the delay of sabbaticals for the good of the College has confused or jeopardized a faculty member's sabbatical benefits in relation to this rule, these situations will be negotiated on an individual basis with the Dean of Faculty, subject to ratification by the Executive Committee, and approval by the President.

d. A faculty member receiving a sabbatical will return to Pitzer for a minimum period equal to the length of the sabbatical taken. Should the faculty member not return he/she will, at the discretion of the College, forfeit his/her sabbatical award.

e. The College considers the income provided to the faculty member during a sabbatical leave to be an award in support of those activities for which the sabbatical was granted, not a salary in the usual sense.

f. No leaves will count toward sabbatical. That is, the sabbatical clock will not tick while a faculty member is on professional or any other leave.

g. Faculty members who accept temporary administrative positions at Pitzer College are eligible for sabbaticals under the same rules as other faculty.

h. The Faculty Executive Committee will make every effort to assure that no more than 15% of persons holding continuing faculty appointments will be on sabbatical in any given semester.

i. In the interest of adhering closely to this guideline, when the number of faculty applying for sabbatical leave exceeds 15% in any given semester, and/or when severe curricular problems may result, then the Faculty Executive Committee will make every effort to encourage applicants and Field Groups to reschedule the sabbaticals necessary to alleviate the problem(s). If this voluntary effort is unsuccessful, the Faculty Executive Committee may require faculty members to change the semester (within the same academic year) in which the sabbatical is to be taken. When this occurs, the faculty member will accrue time toward the next sabbatical from the semester of his/her normal eligibility.

In deciding whether or which faculty members shall be asked or required to change the semester of sabbatical leave, the Executive Committee will take into consideration all relevant factors, especially those considered significant by the applicant(s) and the Field Group(s) concerned.

j. Normally, the Curriculum Committee will replace one-half of the aggregate courses lost to sabbatical leaves, with an attempt to replace more courses for smaller Field Groups. Decisions on which specific courses are to be replaced will be made by the

Curriculum Committee, in consultation with the Dean of Faculty and the affected field group(s).

#### **4. TIMING OF IMPLEMENTATION:**

- a. At the beginning of the academic year, the Dean of Faculty will circulate a list of faculty eligible for sabbatical leave during the next two years.
- b. Faculty members will submit their applications for sabbatical leave to the Faculty Executive committee by October 1 of the year preceding the one in which the leave is to be taken.
- c. Each year by **November 1**, the Faculty Executive Committee will prepare or revise a sabbatical schedule for the next two years, and will prepare a list of sabbaticals for the following year to be recommended to the President, who will inform the Curriculum Committee of the final list.
- d. By the end of the semester following a sabbatical leave, the faculty member will submit to the Executive Committee a report summarizing sabbatical activities.

#### **R. RELEASED TIME POLICIES**

##### **1. General Policy on Released Time**

Purpose: Pitzer's primary dedication is to teaching and advising. All faculty members are further expected to remain intellectually and professionally active, through research and publication or other professional activities as appropriate to their disciplines, in order to advance knowledge and to make available to students the opportunity for research. Faculty members also share the heavy and important responsibility of governing the institution.

Nonetheless, the College recognizes that a faculty member may be presented unexpectedly with a professional opportunity which is truly unusual, which is beyond the institution's normal expectations of its faculty, and which would play a significant role in that individual's professional development. If such an opportunity could not be pursued without released time or other commitment from the College, and the opportunity is judged to be in the best interest of the College, it may be possible to alter for a limited time the normal contractual relationship between the College and a faculty member.

In such circumstances, the Faculty Executive Committee will consider requests from faculty members to restructure temporarily (without adjustment in salary) their normal responsibilities to the College, in order to pursue truly unusual professional opportunities. This would customarily mean time released from governance, advising, and teaching, in that order of priority. Only those situations in which it can be clearly demonstrated that there is potential benefit to the College will be considered.

Such requests will be considered individually as these unusual opportunities arise. Each request will be evaluated for its importance to the College and its impact on the Pitzer academic program, as well as its anticipated benefits to the individual faculty member.

This policy is not meant simply to be workload-relieving, but is intended specifically to facilitate extraordinary projects. Examples might include, but are not restricted to, the

editing of a major scholarly journal; principal responsibility for chairing the program of a national professional meeting; a limited period of intensive research on a project where the timing is constrained by external considerations.

Procedure for requesting released time: Requests should be made in writing to the Faculty Executive Committee and should include:

1. A statement from the faculty member containing:
  - a. a full description of the professional opportunity, the role to be played by the faculty member, and the expected benefits to the faculty member and the College;
  - b. the faculty member's assessment of the released time required, such as reduction in committee assignments, advising, teaching load, etc.
  - c. the faculty member's assessment of the curricular impact of the request;
2. A statement from the faculty member's primary field group, evaluating the request and its likely curricular impact.
3. Letters and documentation, as appropriate, from outside the College.

The Faculty Executive Committee may, at its discretion, ask for additional evaluation of the proposal from other relevant reviewers such as the Curriculum Committee, appropriate Intercollegiate Field Groups, and outside consultants.

For all requests, the following conditions should be carefully noted:

- a. The policy stated above is not intended to support regular faculty research and publication, which is considered a normal responsibility and is already supported through college research and curriculum development awards, the Scholar-in-Residence program, summer grants, and the sabbatical leave policy.
- b. Only under the most unusual of circumstances will a faculty member be offered released time from teaching responsibilities. The normal form of support will be freedom from some governance and/or advising duties. A faculty member who wishes to alter teaching responsibilities already has that option in currently existing policy as stated in the Faculty Handbook, Sections V.O, V.P and V.Q, above.
- c. Only faculty members on full-time, continuing contracts with the College will be eligible for consideration.
- d. This policy will apply only to applications for released time wherein the faculty member's salary will continue to be paid from the instructional budget. It does not preclude the possibility of other arrangements which an individual faculty member may make with the College.

Any time a course is lost due to the awarding of released time under this policy funds will be made available to replace this course.

**2. Scholar-in-Residence Program:** Each year one faculty member will be chosen to be Scholar-in-Residence for a semester. During that semester the faculty member will be released from all committee and teaching responsibilities to work on his or her research and to offer a seminar. The seminar will be open to both students and faculty and will center on the faculty member's own research. The Scholar-in-Residence will present frequent reports on the progress of his or her research, and students enrolled for credit will

respond to the faculty member's work with written comments on a regular basis. The aim of the seminar is to engage students in the process of creating knowledge and to enable the faculty member to produce a publishable paper by the end of the semester.

Selection. The Scholar-in-Residence will be chosen from the applicants by a committee consisting of faculty and student representatives from the Curriculum Committee and the Faculty Executive Committee, with the Dean of Faculty an ex-officio member. This committee should make its selection before field groups meet to organize their curricula for the following academic year. Applications should consist of proposals outlining the nature of the research, the topics likely to be covered, and the value of the seminar to the curriculum. Selection will be based on the following criteria:

- 1) The value of the seminar to the curriculum
- 2) The breadth of appeal of the topic
- 3) The feasibility of the research project
- 4) The faculty member's research, service and publication record

Eligibility. All full-time faculty on multi-year contracts are eligible to be Scholar-in-Residence, with the following exceptions: (1) Faculty members who have held the Scholar-in-Residence position during the previous five years; (2) Faculty members who will be on leave for one or both semesters of the academic year during which the Scholar-in-Residence semester falls; (3) Faculty members who took a leave in the spring semester prior to the academic year in which the Scholar-in-Residence semester falls; (4) Faculty members who otherwise would be serving on APT or FEC during the year of the Scholar-in-Residence award. Preference will be given to faculty members not on leave during the year prior to the academic year during which the Scholar-in-Residence semester falls, and to those not eligible for leave during the academic year in which the Scholar-in-Residence semester falls.

Other provisions. The Scholar-in-Residence will not accumulate credit for the semester toward her/his next sabbatical leave. The Scholar-in-Residence semester will count in the number of semesters of College employment prior to a contract renewal, tenure or promotion review – that is, the tenure clock will continue to tick. During the Scholar-in-Residence semester, the faculty member's salary will keep pace with the faculty member's cohort.

## **S. AVAILABILITY**

1. Faculty members are expected to be available four out of the five normal working days for normal responsibilities (e.g., classes, student conferences, committee work, field group business). The Executive Committee considers availability to students and colleagues as falling under sections V.A and V.B respectively of the criteria for contract renewal, promotion, and tenure, and gives it serious consideration when reviewing personnel cases.
2. Faculty members who need to be absent from the College during the academic year (from the first faculty activities scheduled before classes begin in the fall through Commencement) must clear in advance with the Dean of Faculty the arrangements they

have made for taking care of their classes, advising, grading, and other official responsibilities.

3. Faculty members are expected to keep and post office hours. A minimum of three hours spread through the week should be scheduled.

4. Faculty members are expected to consult with the Dean of Faculty before accepting employment with a significant time commitment outside the College during the academic year, including teaching positions at other institutions. The Dean of Faculty will ensure that any such outside employment does not interfere with the faculty member's Pitzer classes, committee work, availability to students for advising and office hours, or with the ordinary responsibilities of Pitzer teaching (e.g., the timely return of graded papers, exams and other assignments).

5. Exceptions to the above norms may be negotiated with the Dean of Faculty, subject to ratification by the Faculty Executive Committee and approval of the President.

## **T. STUDENT ASSISTANTS**

The guidelines below apply to faculty use of student assistants and student academic interns as part of a field group's instructional program. We distinguish between student assistants and student academic interns in that the former do not receive academic credit for their contributions, whereas the latter do. These guidelines are based on the following assumptions: a) Professors are responsible for teaching their own courses and evaluating their own students; and b) the use of student assistants should benefit students in the class, as well as the student assistant.

1. Teaching: We would like to preserve the opportunity for students to contribute to courses where appropriate, but we would emphasize that the faculty member is responsible for the course (including lecture material, design of laboratory exercises, readings, assignments, grading, and other evaluation). The instructional function of student assistants should be a supplementary one as, for example, conducting review sessions, discussion sections, problem-solving sessions, etc.

2. Grading: Marking should not be done by students unless the material or activity is relatively unambiguous (true/false, multiple choice, vocabulary, answers to mathematical problems). That is, the use of a student assistant is most appropriate where the assistant's response would be the same as the faculty member's. For work of this kind, students should not be given academic credit. Students should not be asked to evaluate or make critical comments on such things as term papers, essays, or experimental methods.

A faculty member intending to use a student assistant must indicate in advance to the Curriculum Committee the nature of this assistance. This information must be included when the annual curriculum proposals are submitted to the Curriculum Committee.

## **U. INTERCOLLEGIATE PROGRAMS IN AFRICANA STUDIES AND CHICANO STUDIES APT PROCEDURES**

The academic deans reaffirm their commitment to strong intercollegiate programs in Africana Studies and Chicano Studies. However, we recognize that differing understandings of the

procedures by which to implement this commitment have evolved. In an effort to create a common approach to matters of personnel and curriculum in the intercollegiate ethnic studies programs, we have agreed to the guidelines below. In so doing, we confirm the importance of these two intercollegiate programs to our colleges, singly and collectively.

1. The academic deans will review at least every five years the curricular offerings in Africana Studies and Chicano Studies.
2. When a faculty position opens which includes membership in one of the intercollegiate departments, the dean of the college at which the position is located will inform the ADC and the faculty of the intercollegiate program, and the intercollegiate department will participate in determining whether to retain or redefine the position. If the position continues to involve membership in an intercollegiate department, that department will participate fully at every stage of the search (job description to hiring). Likewise, the intercollegiate programs are encouraged to keep the deans informed, through the lead dean, of curricular needs and developments which may have staffing implications. The dean of each college will make every effort to encourage those in charge of faculty searches (for continuing, temporary, full- and part-time positions) to consider candidates whose teaching and research interests would support the intercollegiate ethnic studies programs and who might become members of those intercollegiate departments.
3. In matters of appointment, renewal, promotion, and tenure of persons who regularly teach in these programs the advice and recommendations of the relevant program's faculty will be sought in the same manner as that of the academic department (or its equivalent) of the college, and will be given substantial weight.
4. At each college the dean and department chair (or equivalent) will consult well in advance of the process with the chair of the intercollegiate department to insure that the opinions of appropriate faculty, students, and related professionals will be sought in the appointment or review; additionally, at that meeting, the intercollegiate chair shall review his/her department's procedures for evaluation of the candidate.
5. As in the past, decisions in faculty personnel matters shall be made in a manner consistent with the policies and procedures of the college at which the appointment is held. Final decisions in these matters rest with the college.

## **V. JOINT SCIENCE APT POLICIES AND PROCEDURES**

This statement establishes the standards and procedures by which faculty are appointed to the Joint Science Program and subsequently considered for reappointment, tenure, and promotion. It has been designed to provide fair consideration for all candidates while ensuring the vitality of the three cooperating colleges as institutions of higher education.

### **STATEMENT OF CRITERIA**

The academic profession demands several loyalties of its members. They share a local attachment to an institution of higher education and a field attachment to an honorable profession. On the one hand, faculty members are responsible for the educational advancement of their students and for the well-being of the institution of which they are members. On the other, they are active participants in fields of inquiry.

The Joint Science Program, as a vital center of undergraduate education, seeks to evolve the model of the teacher-scholar whose ability and interest in teaching are maintained at a high level and whose scholarly activity is of genuine professional value to his or her discipline. Service, in the sense of sharing in the responsibilities of institutional life, is an integral but lesser part of the teacher-scholar's relationship to the Colleges. Lack of service can, however, play an important role in the denial of promotion and tenure. Activity and accomplishment in each area is necessary for the growth and advancement of the individual and of the Colleges.

I. Reappointment, tenure, and promotion are determined by the value of the faculty member's activities in the areas of teaching and academic advising, scholarship, and service. Reappointment and tenure may be denied or not considered, however, if the staffing needs of the Colleges do not warrant continuation of the position occupied by the candidate.

A. Teaching and Academic Advising:

Teaching derives from a thorough and demonstrated knowledge of one's field and recent developments in it, from the ability to present that knowledge systematically and coherently, and from the ability to develop new and original curricular concepts. The effective teacher communicates his/her own enthusiasm for the subject to his/her students, and seeks always to increase their capacity for independent and creative thinking and working. Thoughtful academic advising is an important element of teaching at these colleges. Faculty are expected to make themselves available to students as a resource and to participate actively in academic advising activities.

B. Scholarship:

Scholarship is reflected in substantial distinction achieved in science. This normally takes the form of original contributions in one's field in refereed journals but may include development of curricular materials that leads to publication in refereed journals. Other manifestations of on-going research projects are also accepted such as publication of books, monographs, papers, and articles, presentation of papers and participation on panels at professional meetings, or presentation of public lectures. Scholarship is also evidenced by the individual's sharing of ideas and serving as a valued intellectual resource for colleagues in the Joint Science Program, the Colleges, and the scholarly community at large.

A candidate's scholarly work is evaluated for its originality, significance, and the nature of contributions in collaborative projects, not mere quantity. It is recognized that the rate at which a research project develops varies considerably from project to project, and that this should be taken into account when evaluating a candidate's research effort. If by the 3-year review, a candidate's recent work has not resulted in publication, it will be the candidate's responsibility to demonstrate in other ways significant promise of establishing an ongoing research program.

Scholarship is also valued for its contribution to undergraduate education, the major emphasis in the Joint Science Department. Joint Science faculty are expected to show energy and initiative in establishing a research program and in involving students as participants either in that program or in other significant research projects likely to lead to publication.

C. Service:

Service includes participation on Joint Science, collegiate, and intercollegiate committees, participation in the governance of professional associations, and, where related to one's scholarly pursuits, participation in public affairs at the local, regional, or national levels.

II. The timing of various reviews, along with the special features which characterize each review level are as follows:

A. Reappointment:

The initial contract is normally for three years. Consideration for reappointment occurs during the third year, and a one-year terminal contract is offered if the decision is negative.

Reappointment is normally the first of three major faculty advancement decisions. It is a serious decision to be made with the standards for tenure in mind, but it differs from the tenure decision in that promise, as well as performance, may be invoked. A candidate who shows strong promise as a teacher and a scholar may be granted a full three-year reappointment. Where serious reservations are expressed about a candidate's performance or promise in teaching or scholarship, the candidate should be offered a terminal contract. In some cases, where opinion is mixed, or the evidence of teaching and scholarship too incomplete, the candidate may be offered a two-year probationary contract. In no case should reappointment be tantamount to tenure by AAUP procedures.

B. Promotion to Associate Professor and Tenure:

Consideration for promotion to Associate Professor with tenure normally occurs during the third year of the second three-year contract, with an additional terminal year offered if promotion and tenure are denied.

Only by meeting high standards of teaching and scholarship does a candidate qualify for promotion and/or tenure at the Colleges. Candidates must be skilled in communicating their knowledge to students and in contributing to their students' intellectual growth. In their scholarship, candidates must have demonstrated a mastery of an area of knowledge by making contributions of obvious professional value to their discipline.

C. Promotion to Full Professor:

Consideration for promotion to Full Professor occurs during the seventh year in rank as Associate, with promotion, if granted, effective the following academic year. If a promotion decision is negative, the candidate may request reconsideration no sooner than two years thereafter.

Promotion to Full Professor is not automatic. Before promotion to Full Professor occurs, clear signs must exist that a candidate's teaching effectiveness, scholarly activities, and other contributions to the Colleges have reached and are continuing at a high level.

D. Periodic Review of Full Professors:

Periodic review of Full Professors occurs every seven years. Although specific decisions (e.g., tenure or promotion) do not result, the information gained from the Professorial review is useful in providing systematic feedback to the Professor for his/her own benefit and professional growth.

## **OPERATING PROCEDURES FOR PERSONNEL CONSIDERATIONS**

I. Initial appointments:

Authorizations for positions in Joint Science are given by the three Presidents upon recommendation by the Deans of Faculty and the appropriate college committees. The JS-APT will select the search committee and the search will be conducted according to the Affirmative Action procedures of the lead college. Each search committee will include one non-science faculty member of the JS-APT who will serve as the Affirmative Action officer. The committee is charged with developing a short list of candidates to interview. Authorization to bring candidates

to the college for interview rests with the Chair of Joint Science and the Dean of the lead college. Candidates will normally be interviewed by the search committee, members of the Department, the three Deans, and other members of the JS-APT or faculty from the three colleges who wish to be included.

On the basis of the recommendation from the discipline, the Department will recommend to the JS-APT a list of finalists, listed in order of preference, and accompanied by their resumes and a brief statement of rationale explaining the Department's position. The Deans may eliminate or modify the order of names on the list in making their final recommendation to the Presidents. Contract negotiations are undertaken by the President and/or Dean of the lead college.

## II. Review for reappointment, promotion, or tenure:

At the end of each academic year the Chair of Joint Science shall consult with the three Deans to determine which science faculty are eligible for review during the following year. Within two weeks of the beginning of school the Dean of the lead college shall notify all candidates in writing of their pending reviews. At its first meeting in the fall the JS-APT Committee shall establish a timetable and appoint the Ad Hoc Review committees from its membership for all personnel cases to be considered during the year. The Ad Hoc Review committee shall consist of three members (one from each college one of whom is a faculty member of the Joint Science Department). In some instances, such as a heavy review schedule, faculty may be sought from outside the JS-APT Committee. Candidates have the right to ask this Committee to reconsider the choice of its members. The Joint Science faculty member will be the convener of the Ad Hoc Committee. The Ad Hoc Committee will investigate the case of each faculty member under consideration for reappointment, promotion, and/or tenure.

### A. The Faculty Member under review should:

1. Prepare a personal statement outlining his/her goals and achievements in teaching and academic advising, scholarship, and service.
2. Prepare a teaching portfolio to supplement and expand the discussion of teaching presented in the personal statement. The portfolio should contain materials that will help the members of the department and the APT committee to become more familiar with the candidate's teaching. Such materials normally include samples of syllabi, lab exercises, reading assignments, projects, graded materials, exams, and teaching evaluations. The portfolio is intended to help link teaching philosophy with practice. The portfolio should be updated each year so that the candidate and the department chair can refer to it in confidential discussions of progress towards promotion.
3. Ensure that his/her personnel file is up-to-date and includes copies of publications, papers presented, participation in colloquia, etc.
4. Supply the Ad Hoc Review Committee with the names of the following from whom statements will be requested:
  - a. A minimum of three faculty and eight students (four current students and four alumni, if possible) who are knowledgeable about the candidate's teaching. The list of faculty members may include individuals no longer in the Joint Science Department or faculty from the other departments at any of The Claremont Colleges.
  - b. A minimum of six faculty members or professional colleagues who are qualified to evaluate the candidate's research. At least two of these should not have an appointment at The Claremont Colleges. For each name submitted, the candidate

will indicate the nature and extent of contact. The Ad Hoc Committee will select four names from the group of six faculty.

c. Between three and five faculty members and/or administrators who can evaluate the service contributions of the person under review.

5. Make available to the Ad Hoc Review Committee any additional information (student rosters, advisee lists, letters, awards and honors, etc.) which will help them in their task.

B. The Ad Hoc Review Committee:

1. Should meet at the beginning of the review process to agree upon a list of individuals who will be asked to evaluate the candidate.

2. Shall thoroughly investigate all those areas about which the discipline and the Joint Science APT Committee are expected to form judgments. Toward that end, the Ad Hoc Review Committee shall:

a. Consult the personnel file of the candidate, with the exception of documents dealing with salary information.

b. Read the personal statement prepared by the candidate.

c. Review the candidate's teaching portfolio, including teaching evaluations.

d. Interview the candidate.

e. Request confidential evaluations in writing or by interviews from the following:

Teaching

(i) the three faculty members suggested by the candidate.

(ii) additional Joint Science faculty members who wish to contribute information or from whom the Ad Hoc Committee solicits comments. All Joint Science faculty, including laboratory instructor-coordinators, are encouraged to review the candidate's personal statement, teaching portfolio, and publication file, and to submit letters to the Ad Hoc Review Committee. Included in each letter should be a statement explaining the basis of the comments. In order to preserve confidentiality, faculty members do not have access to letters from students or other faculty members.

(iii) the eight students suggested by the candidate.

(iv) thirty additional students selected by a random process from candidate's enrollment lists by the Ad Hoc Review Committee so as to include majors in the candidate's discipline, non-science majors, those who have participated in research projects with the candidate, and advisees. At least five of these should be alumni who took one or more major courses and/or did research with the candidate. The Ad Hoc Review Committee should make every effort to include appropriate representation from all three colleges.

Research/Scholarship:

(i) four of the faculty members/professional colleagues suggested by the candidate.

(ii) four additional individuals not suggested by the candidate, who are qualified to evaluate the candidate's research.

At least three of the references must have appointments outside The Claremont Colleges.

Service:

The faculty members/administrators suggested by the candidate.

f. The Ad Hoc Review Committee may seek additional information from faculty members, professional colleagues, administrators, or students if deemed necessary. It must seek additional information if the number of responses received falls below the following minimum levels:

(i) Teaching - at least five responses from faculty members (including outside reviewers of the portfolio) and at least 25 responses from students/alumni. If students do not respond in writing, they should be interviewed in person or by telephone using a standard list of questions. Survey data will include the grades received by each interviewed student (current or alumnus/a) in the pertinent courses.

(ii) Research - at least four responses from individuals who are qualified to evaluate the candidate's research, at least three of whom were not suggested by the candidate and two of whom do not have appointments at The Claremont Colleges.

(iii) Service - at least three responses from faculty members or administrators.

g. if there is significant mixed response in the data gathered from either faculty or students, the Ad Hoc Review Committee shall obtain additional information as necessary.

h. As appropriate, in consultation with the candidate, members of the Ad Hoc Review Committee may also obtain any additional information which sheds light on the candidate's qualifications.

3. The Ad Hoc Review Committee will include in its report a written statement of its procedures and findings. Copies of letters soliciting information shall be submitted, and any procedures additional to those listed above shall be explicitly described. The report should identify any significant differences among sub sample responses. The function of the Ad Hoc Review Committee is to gather and summarize the data; its report does not include recommended action. The report should not identify any respondents by name.

C. The Members of the Candidate's Discipline:

1. Shall have access to the candidate's portfolio, vitae, personal statement, and to the Ad Hoc Review Committee's report on the candidate.

2. Will meet together as a group to discuss the candidate's research accomplishments and to evaluate the particular contributions which the candidate brings to teaching and curricular planning within the discipline.

3. Will submit a letter of evaluation to the Ad Hoc Review Committee, summarizing their collective views and recommending either a positive or negative decision. The

letter should be signed by all members of the discipline and, if necessary, a minority report may be included. In addition to evaluation, the letter should mention specific areas in which improvement is needed, if such are detected.

D. The report of the Ad Hoc Review Committee and the letter from the discipline shall be made available to the candidate, who will have at least one week to respond in writing. Any such response will become a permanent part of the reports submitted to the JS-APT Committee.

E. The Joint Science APT Committee:

1. Shall receive the materials prepared by the candidate, along with the report of the Ad Hoc Review Committee (including the report made by the candidate's discipline and the candidate's response). These materials shall be distributed to all members of the JS-APT at least three days prior to its meeting to discuss the case. APT members will have access to all original materials collected in the review process and should read them.

2. If necessary, the Joint Science APT Committee will invite Ad Hoc Review Committee members who are not JS-APT Committee members to be present during the discussion of the report but not during the voting. The Deans of faculty must attend this meeting.

3. Voting members of the committee are the six faculty from outside the Joint Science Department and the three faculty from within the Department. On personnel decisions, voting will not be secret with no abstentions allowed. For voting purposes, a quorum of seven members must be present, and five votes constitute a majority decision. If neither position gains five votes, no action can be taken, and the committee will convene at a later date to reconsider the case. Personnel decisions must be resolved by the end of the academic year in which they are initiated.

4. The Chair of the Committee will communicate the Committee's recommendation to the President and Dean of the lead College in writing, summarizing the issues which emerged during discussion and including a report of the numerical tally of the votes. This report should be approved by the Committee prior to transmittal. The three Deans will write an independent assessment, including each Dean's recommendation, to the President of the lead College.

5. The Chair may indicate to the candidate and to the discipline members the nature of the Committee's recommendation, but will not discuss specific reasons for the decision prior to the feedback session by the President and/or Dean of the lead college.

F. The Presidents

1. The three Presidents will meet together as soon as possible to act on the JS-APT recommendation.

2. The President of the lead College will inform the Joint Science APT Committee of the Presidents' decision. In the case of a reversal of the disciplinary or Joint Science APT recommendations, the President will consult with the Joint Science APT Committee before the decision is announced.

3. The Presidents' decision will be communicated to the candidate in writing by the President of the lead college.
4. The President and/or Dean of the lead college will hold a feedback session with the candidate to discuss the basis on which the decision was made.
5. After favorable action by the Boards of Trustees, the candidate will receive a formal letter of contract indicating the terms of reappointment, and/or promotion and tenure.

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[1] Hereafter, the term underrepresented minority will refer to a person who comes from the following racial/ethnic backgrounds: Black, Latino, Asian or Pacific Islander, Native American Indian or Alaskan Native.

[2] Figures based on an Affirmative Action report written by Tom Ilgen, March 21, 2000.

[3] For the purpose of this provision, academic rank is open.

[4] This program should be designed in a way that minimizes the net loss of course offerings.

[5] These full-time appointments may be compensated as teaching/research internships.

[6] See footnote #1.

[7] Searches for these positions will be conducted by the Appointment, Promotion and Tenure Committee and the relevant Field Group(s) and/or intercollegiate departments when appropriate.

## VI. ACADEMIC POLICIES AND PROCEDURES

- A. Independent Study and Internships
- B. External Studies
- C. Changes in Graduation or Major Requirements
- D. Policy on Grade Disputes
- E. Academic Dishonesty
- F. Academic Advising
- G. New Student Advising
- H. Post-College Advising

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A detailed statement of academic policies and procedures can be found in the Pitzer College Catalogue and in the Academic Advising Handbook. The information below relates to items which may not appear in either of these two documents.

### **A. INDEPENDENT STUDY AND INTERNSHIPS**

Faculty members should agree to only the number of independent study courses they can supervise adequately. Low priority should be given to requests that duplicate existing courses. Faculty are advised to minimize the number of subjects supervised in the same semester. When two courses of independent study are arranged for the same student in one semester, course descriptions should show a clear separation of content. Normally, no more than three unrelated independent studies should be offered by a faculty member each semester.

Descriptions for courses of independent study should be detailed and complete for they provide content descriptions requested by transfer institutions and graduate schools. The original application for the independent study with a description of the work to be completed is available in the Office of the Registrar.

**Summer Independent Study.** Students are permitted to take up to two course credits in summer independent study. An independent study which carries more than one course credit must be approved by the Curriculum Committee. The Independent Study form, available from the Registrar's Office, describing the project for the approval of a faculty member and academic advisor, must be submitted no later than June 1. These forms must be submitted to the Curriculum Committee for approval or to the Dean of Faculty (for those submitted after the end of the semester). There is a non-refundable fee per course credit for summer independent study. Grades for summer independent study projects are due to the Registrar seven weeks after the start of the succeeding fall semester, but the instructor may set an earlier date for completion of work.

No faculty member should undertake to supervise more than three courses for summer independent study. These courses may be graded or taken P/NC as determined jointly by the student and faculty member.

Compensation for summer independent study is \$620.00 for a full course and \$310.00 for a half-course.

**Interim Policy on Independent Study Taught by Faculty on Leave:** The purpose of this interim policy is to make it possible that, under unusual circumstances a unique

independent study may be taught by a faculty member on leave when the educational goals sought cannot be met in any other way.

1. Normally a faculty member on leave does not conduct independent studies and should not be expected, either by colleagues or students, to do so.
2. The initiative must come from the faculty member. He or she must be enthusiastic about the proposed independent study, and must attest that directing it will not interfere with his or her planned leave activities.
3. If the faculty member on leave is working on a grant, job, or other formal arrangement, the granting agency, employer, or other responsible party must inform the College in writing that directing the proposed independent study will not interfere with the responsibilities the faculty member is fulfilling.
4. Faculty members on leave will not be compensated for teaching independent studies. The Dean of Faculty, in consultation with the Faculty Executive Committee, will prepare a contract to be signed by the Faculty member.
5. Such independent studies must meet all the college's regular requirements for independent studies as follows:

Faculty members should agree to only the number of independent study courses they can supervise adequately. Low priority should be given to requests that duplicate existing courses. Faculty are advised to minimize the number of subjects supervised in the same semester. When two courses of independent study are arranged for the same student in one semester, course descriptions should show a clear separation of content. Normally, no more than three unrelated independent studies should be offered by a faculty member each semester.

## **B. EXTERNAL STUDIES**

Pitzer College encourages students to pursue a wide range of off-campus study opportunities, in the United States and abroad. External study experiences are of three types:

1. Programs organized and administered by the College and supervised by a Pitzer program director away from Claremont.
2. Approved programs of study organized by other academic institutions to which Pitzer students may apply.
3. Independent study programs arranged with faculty at Pitzer but pursued away from Claremont.

Policies governing eligibility, academic credit, costs and financial aid are outlined in the Pitzer College Catalogue. The range of options open to students is described in the External Studies brochure, available in the Office of Special Programs (ext. 18104).

### **C. CHANGES IN GRADUATION OR MAJOR REQUIREMENTS**

1. Students must meet the graduation requirements in place (as stated in the catalogue) when they enter the College. If changes are made in graduation requirements, students will have the option of meeting either with those in place when they arrived or the new requirements. This choice should be made following consultation with one's academic advisor.
2. Students are bound by the major requirements which are in force (as stated in the catalogue) at the start of their junior year. If changes are made in major requirements, students who have already entered the major may choose to satisfy either the old or the new requirements upon consultation with their major advisor.

### **D. POLICY ON GRADE DISPUTES**

A student who believes he/she has been graded unfairly for reasons apart from the quality of his/her work may:

1. Appeal to the Professor from whom he/she has received the grade, having first thoroughly discussed the situation with his/her advisor. It is expected that every effort will be made by the student and the faculty member to come to an agreement at this stage.
2. If a resolution of the problem is not forthcoming, the student may then appeal his/her case to the Dean of Faculty of the student's school for mediation.
3. If the Dean of Faculty is unable to bring the student and faculty member to a mutually acceptable agreement, the Dean may, at his/her discretion, appoint one or more persons to arbitrate the controversy, preferably persons agreed upon by both parties. The Dean of Faculty would then be bound to charge the Registrar to take whatever action the arbitrator(s) recommend(s).

### **E. ACADEMIC DISHONESTY**

Cheating on examinations or plagiarism of another's work may be punished by dismissal or suspension from the College. Any member of the Pitzer community who is aware of academic dishonesty has the responsibility to address it, either by confronting the individual at the time of the act or by counseling the person after the fact. Cases of academic dishonesty should be reported to the instructor involved, Student or Academic Deans, or a member of the Judicial Council.

In classes with new students, faculty members frequently include an early discussion of academic honesty, and give special attention to plagiarism. Many beginning students have not clearly understood the appropriate ways in which the ideas of others are included in papers, exams, etc.

The following policy governs the use of an academic paper in more than one course.

The same paper cannot be accepted in more than one course without prior permission in writing having been given by the instructors, who will stipulate conditions (such as extra research, length of papers, etc.).

#### **F. ACADEMIC ADVISING**

Academic advising is an important part of a faculty member's job. With broadly defined educational objectives for each student, academic advisors assume a major role in shaping the academic programs of their advisees. Each advisor should post and keep regular office hours of at least three hours a week and meet regularly (2 - 3 times each semester at a minimum) with each advisee.

Advisors should be familiar with the College's course offerings and academic policies and regulations, offerings at the other Claremont Colleges and regulations governing intercollegiate registration, and the student's interests and academic goals and abilities. Students' folders are available in the Office of the Registrar, Scott 101 (ext. 72650/73036) and are circulated to advisors once advisees have been assigned.

For more detailed information, see the Student Advising Handbook; also see Article Four, 4.4 of the Faculty Governance By-Laws , and Section III of the Faculty Handbook, for a statement of the importance of advising for faculty promotion and tenure.

#### **G. NEW STUDENT ADVISING**

New students are advised by continuing faculty members who generally advise these students during their first two years at the College. Students declare concentrations and choose concentration advisors during the second semester of their sophomore year. All continuing faculty, assessed to be appropriate new student advisors, will be assigned advisees each year unless they are scheduled to be on leave one or both semesters. All advisors of new students are expected to attend an advising workshop prior to the beginning of the new student orientation. Faculty advisors are also expected to meet with advisees during their first day on campus and to schedule one-on-one advising meetings during the orientation period. Continuing faculty members in their first contract year at the College are not normally assigned advisees.

#### **H. POST-COLLEGE ADVISING**

While it is expected that all faculty members will be available to consult with students seeking career guidance and planning, the College employs career planning professionals and designates faculty with specialized knowledge to assist in these tasks.

**Career Services:** A service of the Dean of Students Office, this office offers individual career counseling and places students in internships as a means to explore preliminary career preferences. The office maintains an extensive library of career-related information. Career fairs and workshops as well as on-campus interviews are organized by the staff. Career services are also provided to Pitzer alums. The office is located in Mead Hall (ext. 18519). Faculty should encourage advisees to become acquainted with the resources of

this office early in their college experience to learn of internship opportunities and to become familiar with the challenges of making a meaningful and satisfying career choice. Conferences and workshops are presented, and both general and specific information on career possibilities is available in this office.

**Graduate School Opportunities.** Career Services, Mead Hall (x18519), maintains general files and information regarding opportunities at graduate and professional schools. Each field group also designates a faculty member who will advise students interested in pursuing graduate study in the field or in related fields..

**Pre-Law Advisor.** Jack Sullivan, Fletcher 212 (x73072), assists students planning to attend law school.

**Pre-Med Advisor:** Newton Copp, Keck Sci. Ctr. B-14 (ext. 72932) advises students planning to attend medical school.

## VII. SALARIES AND BENEFITS

- A. Paychecks
  - B. Insurance
  - C. Tuition Reimbursement Program
  - D. Faculty Housing Loan Policy
  - E. Computer Loan Policy for Faculty and Staff
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### A. PAYCHECKS

Paychecks are issued to the employees of the Claremont Colleges on the 26th of each month and are distributed by campus mail to individual mailboxes in the Bernard Faculty Mailroom. Upon arrangements with the Claremont Colleges Payroll Department, Pendleton Business Office (x73792), checks may be deposited directly into the individual's bank or Credit Union account.

#### Salary Advances

The policy of the Claremont Colleges regarding salary advances is as follows:

- a. Salary advances will be closely restricted to major and urgent emergencies and to terminal salary payments.
- b. Such advances, if made, will normally be restricted to payment of a single month's salary.
- c. Such advances will be made only upon written authorization from the President or the Dean of Faculty.

### B. INSURANCE

1. Group Medical Insurance: Various options for health plan coverage are available to full-time faculty and continuing part-time faculty (employed at least half-time) by the Claremont Colleges. These include pre-paid health plans (Health Maintenance Organizations), which provide comprehensive medical and hospital benefits to you and your dependents. You must enroll within 31 days of becoming eligible. There is usually an annual open enrollment period during which you may either enroll in a plan for the first time or change from one plan to another. Explanation of benefits are obtainable from the Benefits Department, Pendleton Business Office (x18049). Pitzer's Director of Human Resources (x18243) or personnel in the Insurance Department can answer questions you have after reading the information.

2. Group Retirement Insurance: Faculty members at the rank of Assistant Professor or above and non-academic senior administrators on at least half-time appointments are eligible to participate in the program. The College contributes 12% of the stated salary and the employee contributes nothing. Benefit coverage is not automatic and eligible employees who wish to participate in the program must enroll through the Claremont Colleges Benefits Department, Pendleton Business Office (x18049).

3. Group Disability Insurance: In cases of disability resulting in a faculty member's not performing his/her teaching functions, the College will normally continue the faculty

member's full salary, although it reserves the right to deduct the expenses of replacement in whole or in part if necessitated by extreme budgetary consideration. Such an obligation on the part of the College shall not extend beyond the first six months of disability.

Whenever possible, continuing salary payments will be coordinated with short-term disability benefits payments.

It is highly recommended that every faculty member elect the TIAA long-term disability policy, which will cover 60% of the employee's salary after the first six months of total disability. (Employees are automatically covered by a short-term policy during the first months of disability.) Faculty and non-academic staff become eligible for TIAA long-term disability policy after two years of full-time service, regardless of rank.

4. **Personal Liability Insurance:** Faculty members acting in an official capacity in the governance of the College are covered by the general liability policy of the Claremont Colleges which is administered centrally by Financial Services Personnel.

5. **Domestic Partners Policy:** The overall objective of the plan is to assist in providing, to the extent permitted by law, a measure of health expense protection to employees in domestic partner arrangements that is comparable to that provided to employees in statutorily recognized family/dependent arrangements. In administering this plan, the College will recognize for spousal equivalency status an unmarried, unrelated partner of any gender whose emotional and financial relationship to an employee qualifies them to be considered domestic partners. In addition, the College will recognize for dependent equivalency status an unmarried dependent child, under age 19, of a qualifying domestic partner. An employee wishing to participate in this plan will be required to complete an application. The application will require the employee to certify that a committed relationship of shared emotional and financial responsibility currently exists. Upon acceptance of the application by a designated representative of the College, the domestic partner will be granted spousal equivalency status and the employee will be eligible for benefits. For application materials and a full explanation of the policy and benefits, see the Pitzer Director of Human Resources (x18243).

### **C. TUITION REIMBURSEMENT PROGRAM**

**Eligibility:** All benefit-eligible employees in regular positions at Pitzer College who qualify under the following guidelines, will be covered under this Tuition Reimbursement Plan. Staff in temporary positions, and faculty in non tenure track appointments are not eligible. Full-time employment for staff is defined as working 12 months, 40 hours per week. Part-time is defined as any regular employment, less than 12 months but at least 20 hours per week, and excludes temporary or on-call status.

1. **Full-Time Employee Coverage:** After 12 months of full-time continuous employment at Pitzer College, employees shall be eligible to receive: (a) full tuition support for up to four courses per academic year (summer inclusive), when enrolled as degree candidates in good standing at Pitzer College; or (b) up to two courses per academic year (summer inclusive), when enrolled as degree candidates at any one of The Claremont Colleges.

2. **Dependent Children of Full-Time Employees:** After 12 months of full-time continuous employment at Pitzer College, the dependent children of employees shall be eligible to receive half-tuition support, not to exceed one-half the cost of Pitzer tuition, when enrolled

as degree candidates in good academic standing at any one of the undergraduate Claremont Colleges.

**3. Part-Time Employee Coverage:** After four years of continuous employment at Pitzer College, regular part-time staff working at least 20 hours per week are eligible to receive full tuition support for up to four courses per academic year (summer Inclusive) at Pitzer College when enrolled as degree candidates in good standing.

**4. Dependent Children of Part-Time Employees:** After four years of continuous employment at Pitzer College, the dependent children of part-time employees shall be eligible to receive half-tuition support, not to exceed one-half the cost of Pitzer tuition, when enrolled as degree candidates in good academic standing at Pitzer College.

**5. Payments:** Tuition reimbursement will be made to the student's account only upon successful completion of coursework. It is the responsibility of the student and/or employee to submit an application form to the Director of Human Resources at the beginning of each semester. Forms will be forwarded to the College Registrar for verification of course completion at the end of each semester.

**6. Auditing:** With the agreement of the instructor, any Pitzer College employee may audit courses at any of The Claremont Colleges.

**7. Class Attendance for Full-Time Employees:** Full-time employees may be granted up to three hours leave per week at the discretion of the employee's supervisor to attend classes conducted during the traditional work hours of the College.

**8. Death Benefit:** Half-tuition will be paid by Pitzer College for dependent children when enrolled at any one of the undergraduate Claremont Colleges as degree candidates in good academic standing up to five years from the date of death of any employee who has served the College for five or more years. Where death occurs between two and five years, the College shall adjudicate the half tuition privilege.

**9. Unpaid Leave Status:** Employees on unpaid leave status are not normally eligible to receive tuition reimbursement benefits for themselves during the period of their leave.

**- TO APPLY -**

STEP 1: AN APPLICATION FORM IS REQUIRED AT THE BEGINNING OF EACH SEMESTER. Forms are available in the Human Resources Office, McConnell 312.

STEP 2: During MARCH of each year, REGISTER YOUR INTENT to use tuition reimbursement benefits during the next fiscal year by notifying the Office of Human Resources in McConnell 312. This will allow for more accurate budget projections, and provide a time to discuss any questions you may have.

STEP 3: Taxability of Benefits: For determination of individual tax liability, participants in this program are encouraged to consult a qualified tax advisor for applicability of Internal Revenue or State of California Tax Code.

**Tuition is defined as such, and may not be applied to any other fees, e.g. room and board, lab fees, doctoral study fee, continuing education fee, community fees, off campus fees, etc.**

The Financial Services Office at Pendleton reminds us that some tuition reimbursement benefits are considered taxable income. We advise you to check with your own tax consultant regarding taxation questions, however the following information summarizes the current law:

**GRADUATE Level Course Work:**

Tuition remission payments for graduate level degree work is a taxable fringe benefit, subject to all employment taxes, unless the coursework is required to keep your job. (This is a more recent change in tax law from former wording which specified coursework could be tax-free when “job-related”.)

**UNDERGRADUATE Course Work:**

Under current Internal Revenue regulations, tuition reimbursement payments for undergraduate work for employees and/or their dependents (as defined by the IRS) are excludable from gross income under section 117(d) of the code. This benefit is not taxed.

**REGISTER YOUR INTENT TO USE THIS BENEFIT:** Each year you will be asked to register your intent to use undergraduate or graduate level tuition reimbursement benefits during the next fiscal year by contacting the Office of Human Resources. This will enable us to prepare more accurate budget projections to account for the cost.

**TURN IN AN APPLICATION FORM EACH SEMESTER:** A new application form is required at the beginning of every semester. Please refer to the copy of our tuition reimbursement policy on the back of this memo for complete information.

**A report on the amount of tuition reimbursement paid to Pitzer employees will be sent to Pendleton each semester. The payroll department will calculate appropriate taxes.**

**D. FACULTY HOUSING LOAN POLICY**

In order to recruit and commit to the College qualified faculty members, the administration of Pitzer College recommends the adoption of a loan policy to help faculty members purchase their first home and to help new faculty members relocate to Pitzer. The proposed loan policy contains the following provisions:

1. Loans are restricted to faculty members who are appointed to full-time tenure-track positions.
2. Loans are restricted to homes within a ten-mile radius of the campus.
3. The maximum amount of a loan is \$25,000. Second trust deed loans made by the College including the present principal balances of the existing first trust deed will not exceed 95% of the value of the property.
4. The interest rate on faculty housing loans is 2 percent below the current market rate in Claremont. The market rate is to be calculated by taking the average interest rate offered on second trust deed loans or on home improvement loans by three lending institutions

which make such loans in the Claremont area, said institutions to be chosen by Pitzer College.

5. The Borrower will pay all customary costs for obtaining a real estate loan: the title policy, fire insurance and extended coverage, tax service, escrow charges, if any, and any other charges in connection with making the loan. Pitzer College will not charge points for the making of a loan. The College reserves the right to approve a title report. The Borrower may pay additional payments against the loan at any time or pay the loan in full and, in such cases, the College will not charge a prepayment penalty.

6. The maximum loan period is 30 years.

7. In regard to repayment, the faculty member will do so by means of normal amortization over the term of the loan.

8. Payment will be deducted automatically from payroll checks by Pendleton Business Office.

9. The loan is secured in the form of a second trust deed on the property.

10. In the event a faculty member with a faculty housing loan is terminated or resigns from the College, his or her loan can remain in effect for up to 1 year from the date of term while he or she owns the property on which the loan was made. The interest rate, however, will be raised to the rate prevailing for second mortgage loans in the Claremont area. If the property is sold or no longer occupied by the Borrower as the principal residence, the loan becomes due and payable immediately.

11. The loan application will be reviewed by the appropriate administrative staff including the Treasurer and Dean of Faculty who will make recommendations to the President. The President shall have authority to approve loans in conformance with the policy. The President also shall have authority to approve exceptions to the policy subject to ratification by the Trustee Budget & Audit Committee. The Trustee Budget & Audit Committee shall receive an annual report on the status of the faculty housing loan program.

12. The total funds available for this purpose will be limited to \$95,000. If this amount is used up, the policy will be reviewed by the Trustee Budget & Audit Committee before additional funds are made available.

## **E. COMPUTER LOAN POLICY FOR FACULTY AND STAFF**

### **Eligibility**

Faculty in tenured or tenure-track positions.

Staff in positions classified as "regular" employment. Must complete one year of full-time employment or four years of continuous part-time employment. Full-time employment for staff is defined as working 12 months, 40 hours per week. Part-time is defined as any regular employment, less than 12 months but at least 20 hours per week.

Excludes temporary or on-call staff status, or visiting/adjunct faculty status.

All loan applicants must meet benefit-eligibility requirements.

**Terms and Amounts**

Eligible faculty and staff may apply for interest-free computer loans, normally not to exceed \$2,000.00.

Only one loan per faculty or staff is allowed.

Loans must be repaid within 24 months. Loan payments will be made in equal monthly installments through automatic payroll deduction.

If a faculty or staff member leaves the College, the balance of the loan amount will be deducted from the final paycheck.

**To Obtain a Loan**

Faculty: apply through the Dean of Faculty.

Staff: apply through the Director of Human Resources.

After obtaining approval from the Dean of Faculty or the Director of Human Resources, the employee meets with the Director of Information Technology to select a computer. After selection, the employee meets with the Associate Treasurer to sign a promissory note. After promissory note is signed, IT Director will proceed with purchase of computer. Loan payments will begin the month the promissory note is signed.

Each year, the pool of available loan funds will be allocated 50% to faculty and 50% to staff. Loans are granted on a first-come first-serve basis. Once the maximum number of loans for the year have been granted, a waiting list will be established.

NB: The faculty or staff owner of the computer will be solely responsible for its maintenance. The Pitzer IT department cannot support users for privately owned home computers.

Approved by College Council 2/3/05

## VIII. POLICIES OF NON-DISCRIMINATION AND SOCIAL RESPONSIBILITY

- A. AIDS Policy and Procedures
- B. Drugfree Workplace Policy
- C. Student Drug and Alcohol Policy
- D. Sexual Harrassment Policy and Procedures
- E. Sexual Assault Policy
- F. ROTC Policy
- G. Family Care Leave Policy
- H. Faculty Medical/Disability Leaves
- I. Library Privileges for Domestic Partners/Spouses
- J. TRIP Reduction Incentive Plan (TRiP)
- K. Confidentiality of Documents and Correspondence

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### A. AIDS POLICY AND PROCEDURES

#### INTRODUCTION

The policy is based on information gleaned from the following sources: "General Statement on Institutional Response to AIDS," American College Health Association; "AIDS on Campus," American Council on Education; the Centers for Disease Control; the Public Health Service.

The following four major working assumptions underlie the College's policy with respect to AIDS: (1) the primary role and response of the College is educational, a role that it will actively pursue; (2) the goal of the College in conjunction with the Student Health Service is to focus on prevention; (3) current medical evidence is that AIDS is not transmitted by casual contact; and (4) any policy needs to be flexible and allow for case-by-case analysis without surrendering consistency of purpose.

#### 1. POLICY

a. Discrimination: Pitzer College will not discriminate on the grounds that a student, faculty or staff member has or is suspected of having AIDS, AIDS-Related Complex (ARC), or a positive HIV antibody test.

b. Confidentiality: Medical information about any Pitzer College student, faculty or staff member with AIDS, AIDS-Related Complex, or a positive HIV antibody test will be handled confidentially.

#### 2. PROCEDURES

##### a. Procedures Regarding Students

i. Admission: Consideration of AIDS, ARC, or a positive HIV antibody test will not be part of the admissions process.

ii. Academic, Social and Residential Life: Students with AIDS, ARC, or a positive HIV antibody test will be allowed to attend classes and participate in college social and residential life as long as they are physically able. Having AIDS, ARC, or a positive HIV antibody test will not be a basis for excluding a student from classes or other college facilities. If the disease becomes disabling,

the College shall endeavor to reasonably accommodate the student. In so doing, it will follow the same principles that it uses in dealing with other physically disabling conditions.

b. Procedures Regarding Faculty and Staff

- i. Hiring, Promotion, and Tenure: Consideration of AIDS, ARC, or a positive HIV antibody test will not be part of the hiring, promotion, or tenure process.
- ii. Employment and Use of Facilities: Faculty and staff with AIDS, ARC, or a positive HIV antibody test will be allowed to perform their jobs and participate in college social and residential life as long as they are physically able. Having AIDS, ARC, or a positive HIV antibody test will not be a basis for excluding a member of the faculty or staff from their work, from classes, or from other college functions and facilities. If the disease becomes disabling, the College shall endeavor to reasonably accommodate the individual. In so doing, it will follow the same principles that it uses in dealing with other physically disabling conditions.
- iii. Sick Leave Procedures: AIDS or ARC will be treated like any other illness, and Pitzer College will conform with Claremont Colleges' sick leave and disability leave procedures for faculty and staff members with AIDS or AIDS-Related Complex.
- iv. Annual Review: The AIDS policy and procedures will be reviewed annually by the Dean of Students.

**B. DRUG FREE WORKPLACE POLICY**

**1. Prohibitions**: Consistent with its obligations under applicable laws, it is the policy of Pitzer College to maintain a drug and alcohol abuse free environment. The unlawful manufacture, possession, distribution, dispensation, sale, transportation, offer to sell, promotion, purchase and/or use of illicit drugs (as defined in schedules I through V of the Controlled Substances Act 21, U.S. Code 812, as amended) or unlawful alcohol on the Pitzer College campus, or at any off-site activity sponsored by the College, is prohibited. In addition, employees shall not report for work or work under the influence of any drug or alcohol or other substance which will impair work performance, alertness, coordination or response, or affect the safety of others on the job. Controlled substances include, but are not limited to such substances as marijuana, heroin, cocaine, barbiturates, amphetamines, and other narcotics.

**2. Reporting Obligations**: In accordance with the Drug-Free Workplace Act of 1988, any employee who is convicted of a criminal drug statute violation occurring in the workplace or at any off-site activity sponsored by the College, must, within five (5) days after the conviction, notify Pitzer of such conviction by informing the human resources director, dean of faculty or president. Appropriate federal grant agencies will be notified within ten (10) days (as required by law) after we have been informed of such a conviction.

**3. Applicability**: All employees of Pitzer College, including faculty, staff and student employees, must comply with this policy as a condition of employment. Persons who are not employees of the college but who perform work at the college for its benefit (such as contractors and their employees, temporary employees provided by agencies, visitors engaged in joint projects, etc.) are required to comply with this policy. Violation of this policy by such persons is likely to result in their being barred from the workplace upon the first offense.

#### **4. Health Risks:**

In addition to the detrimental effects on performance, health risks of drug abuse have been well researched and documented:

- a. All drugs are toxic or poisonous when abused. Health risks of drug abuse include, but are not limited to, sleep disorders, confusion, hallucinations, paranoia, deep depression, malnutrition, liver and kidney damage, cardiac irregularities, hepatitis, neurological damage, and the transmission of the AIDS virus through infected needles.
- b. Alcohol is a depressant. It depresses the central nervous system and can cause serious physical damage. Excessive drinking damages the liver, resulting in cirrhosis; chronic alcohol abuse also causes hypertension, cardiac irregularities, ulcers, pancreatitis, kidney disease, cancer of the esophagus, liver, bladder or lungs; memory loss, tremors, malnutrition, vitamin deficiencies and possibly sexual dysfunction.
- c. Abuse of alcohol or drugs during pregnancy increases the risk of birth defects, spontaneous abortion, and still births.
- d. Substance abuse often leads to on-the-job accidents and absenteeism.

#### **5. Local, State and Federal Legal Sanctions**

Local, State and Federal laws establish severe penalties for unlawful possession or distribution of controlled drugs and alcohol. These sanctions, upon conviction, may range from a fine to imprisonment. In the case of possession and distribution of illegal drugs, these sanctions could include the seizure and summary forfeiture of property, including vehicles. It is especially important to know that federal penalties for illegally distributing drugs include life imprisonment and fines in excess of \$1,000,000. Some examples of local or State laws are:

- a. Unlawful possession of a narcotic drug is punishable by imprisonment in the state prison.
- b. The purchase, possession or consumption of any alcoholic beverage (including beer and wine) by any person under the age of 21 is prohibited)
- c. It is not permissible to provide alcohol to a person under the age of 21.
- d. Selling, either directly or indirectly, any alcoholic beverage to anyone, except under the authority of the California Alcoholic Beverage Control License, is prohibited.
- e. It is a felony to induce another person to take various drugs and "intoxicating agents" with the intent of enabling oneself or the drugged person to commit a felony. The person who induced the other may be a principal in any crime committed.
- f. Any person found to be under the influence of an intoxicating liquor or drug in a public place and unable to care for his/her own safety or interfering with the use of a public way is guilty of disorderly conduct which is a misdemeanor.

## **6. AVAILABLE RESOURCES, EDUCATION AND ASSISTANCE**

The College recognizes drug and alcohol dependency as treatable conditions and offers support programs through the College's Employee Assistance Program and health insurance plans. Employees who are concerned about problems related to substance use, abuse and rehabilitation are encouraged to seek assistance through these resources. The Employee Assistance Program provides five, free counseling sessions to any benefits-eligible employee or family member. Continued appointments at low-cost rates may be arranged. To access the Psychology Systems plan, call 1-800-992-8448. The contact is completely confidential. In addition, you can contact the Pitzer Human Resources Director who will provide other confidential referrals as a constructive way for employees to voluntarily deal with drug and alcohol related problems. The Claremont Colleges sponsor and present seminars and workshops on substance abuse from time to time. A biennial review of this program and policy will be conducted to determine its effectiveness.

**Sanctions:** Pitzer College will impose sanctions on individuals and/or organizations who violate this policy. These sanctions will be consistently enforced and penalties will depend on the severity of the offense. Penalties may include termination from employment and referral for prosecution of the most serious violations of law and this policy. For example, an employee found to be selling illegal drugs will be subject to discipline up to and including discharge from employment. Disciplinary action may be invoked entirely apart from any civil or criminal penalties which may apply to the employee or organization.

### **C. STUDENT DRUG & ALCOHOL POLICY**

The illegal consumption of alcohol and drugs is not permitted at Pitzer College or at college-sponsored off-campus activities, and is subject to administrative or judicial response. Furthermore, the College strongly discourages the irresponsible consumption of alcohol at the College and at college-sponsored off-campus activities. **The consumption of alcohol by students over 21 years of age is allowed at approved registered events and in the privacy of their own room, provided that their behavior does not disturb others. The following are *prohibited*:**

1. The use of alcoholic beverages by individuals under the age of 21.
2. The sale or furnishing of an alcoholic beverage to anyone under the age of 21.
3. The sale of alcoholic beverages without a valid license. The exchange of funds at an event where alcohol is served (e.g., donations at the door, admission charges, the purchase of cups, etc. is interpreted as sale.)
4. Large quantities of alcohol at unregistered events and in private rooms (e.g., kegs, pony eggs, beer balls, etc.). Such quantities of alcohol may be confiscated.
5. The consumption of alcohol in public areas, with the exception of special events registered with the Dean of Students or his/her designee. Public areas include administrative and academic buildings, residence hall common areas including lobbies, living rooms, special purpose rooms, corridors, basements, stairwells, laundry and vending machine areas; and outdoor areas including sun-decks, courtyards, parking lots, etc. [see guidelines for special events registration in Student Handbook]

6. The use of student activity funds to purchase alcoholic beverages.
7. Tampering or altering students Ids or using false ID.
8. Any advertising for events which indicates or implies that alcohol is to be served. The College requires the prior approval of all advertising for events by the Dean of Students or her/his designee.
9. Disorderly behavior related to alcohol use. Hosts, sponsoring individuals and/or organizations are responsible and accountable for such behavior.

**Regulations Regarding Drugs—the following are *prohibited*:**

1. The possession, use, cultivation, sale or transfer of illicit drugs.
2. The possession of drug paraphernalia, including pipes, needles or other contrivances used in the consumption of illicit drugs. Such paraphernalia will be confiscated.
3. Disorderly behavior related to drug use, individuals will be held accountable for such behavior.

**D. SEXUAL HARASSMENT POLICY AND PROCEDURES**

**SECTION I: POLICY**

**Policy Statement:**

It is the policy of Pitzer College to maintain the College community as a place of work and study for students, faculty, and staff free of sexual harassment and all forms of sexual intimidation and exploitation. It is fundamental to the concepts of academic freedom and equal opportunity that each member of the College community be treated with dignity and without regard to any factor irrelevant to participation in the activities of this community.

It is further the policy of the College to prevent, correct, and remedy sexual harassment. All students, faculty, and staff are subject to this policy. Persons who are not employees of the College but who perform work at the College for its benefit (such as contractors and their employees, temporary employees provided by agencies, visitors engaged in joint projects, etc.) are required to comply with this policy. Violation of this policy by such persons is likely to result in their being barred from the workplace upon the first offense. All members of the College community are encouraged and expected to make it known promptly, through the avenues identified below, whenever they experience or witness sexual harassment as defined below. Likewise, all members of the College community are encouraged and expected to make it known promptly, through the avenues identified below, whenever they have knowledge that false charges of sexual harassment have been made. Individuals who have been judged to violate this sexual harassment policy will be subject to appropriate corrective action, which may include, but is not limited to, written warning, transfer, suspension, or dismissal. Reprisals against an individual who in good faith raises a concern or makes a charge about behavior that may violate this policy are against the law and will not be tolerated. Intentionally false charges are grounds for discipline and may constitute just cause for dismissal. After investigating complaints of harassment under this policy, the

College may impose discipline for inappropriate conduct that comes to the College's attention, without regard to whether the conduct constitutes a violation of law.

Pitzer College is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental to the College, and this policy is not intended to stifle freedom of expression nor will it be permitted to do so.

### **What is Sexual Harassment?**

Sexual harassment consists of unwanted and unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature:

1. When submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status, or progress; or
2. When submission to, or rejection of, such conduct by the individual is used as the basis for employment or academic decisions or evaluations affecting the individual; or
3. When the conduct has the purpose or effect of creating an intimidating, hostile, or offensive work, educational, or student living environment; or
4. When submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Pitzer College.

The determination of what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs. Sexual harassment may take many forms. It may be subtle and indirect, or blatant and overt. It may be conduct affecting an individual of the opposite sex or conduct affecting an individual of the same sex. It may occur between peers or between individuals in a hierarchical relationship. An important question is always whether the conduct is unwelcome to the individual to whom it is directed, regardless of the intentions of the actor.

Sexual harassment may include unwelcome verbal comments, written harassment via notes, letters, or electronic mail messages and displays on public work stations. Coercive behavior, including suggestions that academic or employment reprisals or rewards will follow the refusal or granting of sexual favors, constitutes gross misconduct and will not be tolerated; a single incident of coercive behavior could be grounds for discharge or expulsion. Sexual harassment usually involves sexual advances that are repeated and unwanted.

### **CONSENSUAL RELATIONS POLICY**

The College recognizes and individuals should be aware that consensual sexual relationships can result in claims of sexual harassment because the degree to which consent is voluntary may be questioned when a power differential exists. If a sexual harassment claim is filed following what one or both of the parties may have initially viewed as a consensual relationship, the consent is evaluated in light of this power differential.

Sexual relationships between employees and their supervisor or students and faculty members with whom they also have an academic or evaluative relationship are fraught with the potential for exploitation. The respect and trust accorded a professor by a student or a supervisor by an employee, as well as the power exercised in an academic or evaluative

role, make voluntary consent suspect. Even when both parties initially have consented, the development of a sexual relationship renders both parties and the College vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between them. In their relationships with students and staff members, faculty and supervisors are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias.

Sexual relationships that involve a faculty member who exercises active and immediate authority over a student, as in the case of a faculty member and a student currently studying with the faculty member and/or an advisor and advisee relationship, are prohibited whether or not the relationships are consensual. The same is true of a supervisor/employee relationship. A supervisor and faculty member must remove him/herself from positions of active and immediate authority over the employee or student before a sexual relationship begins. The College has the right to take disciplinary action, up to and including dismissal, against a faculty member or supervisor for participation in a relationship which involves such a conflict.

In the case of a sexual relationship in which the parties believe that the restrictions of the preceding paragraph do not apply, it is the obligation of the supervisor or faculty member, because of his/her position of authority, to take all necessary steps to remove herself/himself from professional or institutional actions, such as providing recommendations or participating in the awarding of departmental prizes, performance reviews or promotions, which affect the student and/or employee. Before a sexual relationship develops, effective steps must be taken to ensure unbiased evaluation and supervision of the student or employee. Failure to do so may result in disciplinary action, the level of which will depend on the severity of the potential or actual conflict. These requirements also apply to past sexual relationships. Faculty members, students, supervisors and staff members are encouraged to seek assistance and guidance from the Dean of Faculty, Dean of Students or Director of Human Resources to ensure compliance with this Policy.

Because consenting relationships may in time lead to liability for the College and the individual faculty member or supervisor, based on claims of harassment, the College will not approve such relationships. It should not be assumed that because a person in authority at the College has knowledge of the relationship that the College has condoned the relationship.

Disciplinary action for a consenting relationship, if taken, will be conducted in accordance with the procedures and standards specified in this policy. Additionally, as stated in the policy, intentionally false charges are grounds for discipline and may constitute just cause for dismissal.

#### **GLOSSARY:**

In addition to “sexual harassment” which has already been defined, there are other terms such as “concern” and “charge,” that are used in a somewhat technical way throughout this document and are defined below:

**A concern** is a question or problem involving alleged sexual harassment or similar conduct that an individual wants to discuss without (yet) having made the decision to pursue the matter further. The reason for distinguishing between concerns and complaints is that members of the College community should be able to get advice about behavior that may constitute sexual harassment even if they are not certain that it violates this policy, or that

they want to take action. Peer Counselors are prepared to discuss concerns related to sexual harassment.

**A charge** is an assertion that a named individual has violated this policy. A charge may be lodged by filing a complaint with one of the Designated College Officials, using informal or formal resolution procedures.

**A complainant** is an individual making a charge; the complainant must consent to being identified to the person being charged if necessary to investigate and resolve the complaint.

**A respondent** is the individual(s) against whom a charge has been made.

**Informal resolution** of a concern or a charge means an outcome achieved by advising, mediation, or other informal processes, rather than through the College's formal resolution procedure.

**Formal resolution** of a charge means an outcome achieved by the Hearing Committee and designated college officials, all of whom have received training for handling charges of sexual harassment.

**Designated College Officials :**

Student Contact:	Dean of Students, Scott Hall, Ext. 72821/18241
Faculty Contact:	Dean of Faculty, Fletcher 208, Ext. 18217
Staff Contact	Director of Human Resources, McConnell 312, Ext. 18254

Peer counselors are the two volunteers available to each constituent group (staff, faculty, and students; one of each gender) to serve as advisors in first discussing what has occurred and to make initiating or responding to a charge of harassment as non-threatening as possible. Peer Counselors are not required to report information from their discussions with peers. Their role is to provide assistance to peers who have a valid complaint should they wish to pursue a concern of sexual harassment with one of the Designated College Officials. Peer Counselors are prepared to discuss concerns involving alleged sexual harassment.

The Hearing Panel will consist of eighteen people who have received training for handling charges of sexual harassment: at least one female and one male representative from each group, all appointed by the President, in consultation with the Faculty Executive Committee, in the following manner:

Faculty:	1 - from the Judicial Council 5 - from the faculty at large
Staff	1 - Pitzer representative to the Staff Grievance Committee 5 - from the staff at large
Students	1 - from the Judicial Council 5 - from the student body (Chair to be designated by the President)

**Hearing Committee** : The Chair of the Hearing Panel will select five individuals, who to the extent possible are acceptable both to the complainant and to the respondent, to serve as a Hearing Committee for each individual case. The Chair will ensure that each committee consists of at least two females and two males. The five-member Hearing Committee will be composed as follows:

<b>Conflict</b>	<b>Committee Composition</b>
Faculty-Faculty	3 Faculty, 1 Staff, 1 Student
Staff-Staff	3 Staff, 1 Faculty, 1 Student
Student-Student	<b><i>(See The Code of Student Conduct)</i></b>
Faculty-Staff	2 Faculty, 2 Staff, 1 Student
Faculty-Student	2 Faculty, 2 Students, 1 Staff
Staff-Student	(2 Staff, 2 Students, 1 Faculty)

## **SECTION II - PROCEDURES FOR DEALING WITH SEXUAL HARASSMENT:**

Anyone may seek advice, information, or counseling on matters related to alleged harassment without having to lodge a complaint. Persons who believe they are being harassed, or are uncertain as to whether what they are experiencing is harassment, are encouraged to talk with one of the constituent group's peer counselors. At least two peer counselors (one of each gender) will be available to each constituent group (staff, faculty, and students) to serve as advisors in first discussing what has occurred and to make initiating or responding to a charge of harassment as non-threatening as possible. However, faculty members or supervisors who acquire knowledge of an alleged sexual harassment incident involving a student are obligated to report the incident to one of the Designated College Officials. Supervisors who become aware of a staff member being harassed are also obligated to report. The names of the six or more peer counselors and hearing panel members will be published and distributed every year.

The person seeking information and advice will be counseled on the options for action available under this policy. Information disclosed through this peer advising process will be held in confidence, unless the initiating individual agrees that additional people must be informed in order to facilitate a solution. However, once an individual has been named to a Designated College Official as an alleged harasser, the College will take investigative and/or remedial action in response to information provided to peer counselors.

An initial course of action for any faculty, staff, or student who believes that s/he is being sexually harassed, is for that person to tell or otherwise inform the alleged harasser that the conduct is unwanted, unwelcome, and must stop. However, in some circumstances this course of action may not be feasible or may be unsuccessful. The College provides both informal and formal complaint resolution procedures. The complainant may choose either procedure for a resolution. (Note: Student-Student cases will be handled according to The Code of Student Conduct.)

In addition, the resolution process may be commenced by the Designated College Official any time the College becomes aware of conduct which may be considered a violation of this policy.

Upon receipt of a complaint alleging sexual harassment prohibited by this policy, or at the time that the Designated College Official initiates the resolution process, the Designated College Official may make a determination whether interim action, pending the conclusion of the investigation, is required. Such action may include temporary transfer or reassignment to separate the individual accused of sexual harassment from the

complaining individual, paid leave of absence, or other non-punitive measures that, in the discretion of the Designated College Official, are necessary or appropriate for the completion of the investigation and resolution process.

**CONFIDENTIALITY:** The College will endeavor to maintain the confidentiality of any information provided to the College regarding alleged sexual harassment. However, in some instances, information must be disclosed in order to conduct a thorough and fair investigation. Accordingly, the College cannot guarantee that information provided to it regarding alleged harassment will be kept confidential if that information must be disclosed in furtherance of an investigation. Any individual who participates in an investigation of alleged sexual harassment pursuant to this policy, including any individual complaining of sexual harassment, accused of sexual harassment or witness to the alleged sexual harassment, is expected to maintain the confidentiality of all discussions regarding the alleged harassment and regarding any investigation or corrective action taken by the College.

### **INFORMAL RESOLUTION**

This informal procedure is intended to resolve an actual or perceived instance of sexual harassment short of a formal hearing. If the complaint is not resolved informally, either the complainant or the designated college official will initiate a formal resolution process. The aim of an informal resolution is to ensure that the alleged offending behavior cease and that the matter be promptly resolved. The charge is resolved when the complainant, the respondent, and the designated college official are in agreement as to a satisfactory conclusion. The informal resolution process will not normally take more than four weeks.

**Examples of informal procedures to resolve a charge of sexual harassment may include but are not limited to:**

- a. a meeting between the Designated College Official and the alleged harasser;
- b. a meeting with the Designated College Official, the complainant and/or an informal advocate (such as a friend or colleague but not an attorney), and the alleged harasser and/or an informal advocate (such as a friend or colleague but not an attorney);
- c. a short series of such meetings;
- d. the use of a mediator if the complainant and the alleged harasser agree. The mediator should be a person with both legal and personnel or academic relations experience who is acceptable to both parties. He/she would discuss the issues with both principals and seek appropriate actions by one or both parties to reach an acceptable resolution.

**Satisfactory resolutions may include but not be limited to the following outcomes, not all of which are mutually exclusive:**

- a. The respondent agrees to cease the offending behavior immediately.
- b. The respondent apologizes to the complainant.
- c. The respondent agrees to become more educated about sexual harassment (e.g., by reading or attending a relevant workshop) or to seek counseling.

- d. The complainant agrees that the offending behavior was not intended to be offensive and the respondent agrees to be more conscious of possibly offensive behavior.
- e. The complainant agrees to withdraw his/her allegation of sexual harassment.
- f. The complainant or the respondent agrees to change his/her workplace assignment or educational environment.

### **FORMAL RESOLUTION**

To initiate the formal resolution process, the complainant should promptly inform one of the Designated College Officials that s/he believes that s/he has been the victim of sexual harassment and wants to file a charge. A formal resolution process, including immediate investigation and appropriate corrective action may also be initiated by the Designated College Official, even in the absence of a formal complaint. In either case, the Designated College Official will submit a written summary of the alleged incident to the Chair of the Hearing Panel who will select a Hearing Committee which will begin a formal investigation and determine whether a violation of the College's policy prohibiting harassment has occurred.

The Hearing Committee should complete its work within sixty days of receipt of the complainant's charge by the College. This time frame may be extended due to complexity of the issues or with the consent of both parties.

The Hearing Committee will conduct a full, impartial, and timely investigation, and will provide the respondent with a written statement of the allegations, to which that individual will be required to respond in a timely manner. During the course of the investigation the Hearing Committee will hear the complainant, the respondent, and relevant witnesses. To the extent possible, charges will be handled confidentially, with the facts made available only to those who have a need to know for purposes of investigation or resolution.

At the conclusion of its investigation, the Hearing Committee will prepare a written report which will detail the allegations, the evidence in the case, the persuasiveness of the evidence, the consistency of the testimony, and the credibility of the witnesses, then determine whether there has been a violation of the College's policy prohibiting sexual harassment. On the basis of that determination the Committee will recommend corrective actions or recommend that no further action be taken.

A copy of the Hearing Committee's report with its determination and recommendation will be given to one of the following \* vice presidents who will review this information. The vice president shall review the determination and recommendation of the Hearing Committee and shall on that basis make a final determination, with a written explanation, regarding resolution of the complaint. Where appropriate, the vice president may request that the Hearing Committee conduct further investigation if necessary to reach a final determination. The vice president shall provide a copy of that determination to the respondent, the complainant, the Hearing Committee and the President. The vice president shall not implement a corrective action for a period of at least two weeks from the date that these notices are issued in order to allow for the possibility of an appeal to the President.

<b>If The Respondent Is:</b>	<b>Vice President Will Be:</b>
A Faculty Member:	V.P./Dean of Faculty
A Staff Member	V.P. from the Respondent's Department
A Student:	V.P./Dean of Students

\*In the event that a vice president is a respondent or complainant in a charge of sexual harassment, the Hearing Committee will present its report of determination and recommendations to the President. The Executive Committee of the Board will hear appeals. If the President is the respondent or complainant in a charge of sexual harassment, FEC will appoint a Hearing Committee. The Hearing Committee's report will be directed to the Executive Committee of the Board, without the Chairperson of the Board being present. Appeals will be heard by the Chairperson of the Board.

**APPEALS PROCESS:**

An appeal of the final determination may be submitted in writing by either party directly to the President, but must be filed within two weeks of the date that notice of the determination was issued to the respondent and to the complainant. (This requirement may be extended for good cause). An appeal must be based on the following: significant new evidence; procedural error, including the misapplication of policy or legal standards; bias of decision maker; or the harshness of the recommended sanction. The President will provide written notice of the appeal decision to the respondent, the complainant and the vice president within one week of the date upon which the President received an appeal.

**CORRECTIVE ACTIONS may include but not be limited to the following, not all of which are mutually exclusive:**

- a. A letter from the offender acknowledging the offense and apologizing to the complainant;
- b. A letter of reprimand to the offender;
- c. Mandated education regarding sexual harassment;
- d. A notice of the offense prepared and placed in the personnel file or the student file of the offender;
- e. Suspension of the contract of employment or, in the case of a student, the enrollment and/or residence of the offender;
- f. Freezing of salary;
- g. Reallocation of responsibilities;
- h. Termination of employment or dismissal from the College.

**FALSE ACCUSATIONS:**

**INTENTIONALLY FALSE CHARGES ARE GROUNDS FOR DISCIPLINE AND MAY CONSTITUTE JUST CAUSE FOR DISMISSAL.**

**INTERCOLLEGIATE OFFENSE:** Contact your Designated College Official first (refer to list on page 3). Ordinarily, the resolution of an intercampus charge of sexual harassment by a faculty, staff, or student member of one college or Central Programs and Services (CP&S) against a member of another college or CP&S will be made using the established sexual harassment policy and procedures of the respondent's college or CP&S. However, where appropriate or necessary, the College will take further investigative or corrective action to ensure a work or academic environment free of unlawful harassment for all members of the Pitzer College community. A designated individual at the complainant's college or CP&S will assist the complainant in pursuing the charge through the respondent's college. At the complainant's request, a designated individual at the complainant's college may accompany the complainant to the hearing at the alleged respondent's college. The respondent may have equal representation. Each college and CP&S will publish its procedures regarding sexual harassment, and make copies available in the offices of the academic deans, the student deans, the human resource officers and the presidents.

## **APPENDIX**

### **WHAT TO DO ABOUT SEXUAL HARASSMENT**

If you feel you have been sexually harassed, do not remain silent. Ignoring sexual harassment does not make it go away. Indeed, it may make it worse as the alleged harasser may misinterpret a lack of response as approval of the behavior. There are several things that can be done to stop sexual harassment:

**Know your rights.** Sexual harassment is illegal. Pitzer College has a specific policy prohibiting sexual harassment. Familiarize yourself with this policy.

**Speak up.** If you can, tell the person to stop. State clearly and firmly that you want a particular behavior to cease. This is not a time to be polite or vague. There is a chance that the alleged harasser does not realize that a particular behavior is offensive. If you feel you cannot speak up, talk with one of the resource persons listed in this brochure for further help and guidance.

**Get information and support .** Designated college officials and peer counselors can provide support and advice about Pitzer's policy and procedures. They can help you understand your options and explore ways of resolving your particular situation. They will review with you the informal and formal procedures available for dealing with issues of sexual harassment. If you choose to file a charge, it will be investigated by the appropriate designated college official. Sexual harassment peer counselors can assist in informal resolutions which might include any of the following:

- **Writing a letter.** Many people have successfully stopped sexual harassment by writing a letter to the alleged harasser. The letter includes a factual account of the offending behavior, a description of how the behavior was experienced by the writer, and a simple statement that the writer wants that particular behavior to stop. The letter should be polite, low-key and factual. A copy should be kept by the writer. In the unlikely event that the letter fails to achieve its purpose, it could be used as evidence in support of a charge or lawsuit. Copies should be sent to no one else. If the letter is to work, it must be a private communication between the persons involved. The recipient of the letter rarely writes back and usually the sexual harassment stops immediately.

- **A moderated discussion.** If you request this (and the other party agrees) a moderated discussion can be set up to assist in resolving the situation. A more structured mediation is also possible, if both parties agree.
- Initiate Informal and/or Formal Resolution procedures as described in the College's Sexual Harassment Policy.
- **Keep records or a journal.** Save any letters, e-mail, or notes received as they can be helpful if the harassment persists. Record dates, places, times, witnesses and the nature of the harassment--what was said and/or done, when, and how you responded.

### **WHAT NOT TO DO**

- **Do not blame yourself.** Sexual harassment is not something one brings on oneself.
- **Do not delay.** Delay in action in cases of sexual harassment only increases the probability that the harassing behavior will continue.
- **Do not hesitate to seek help.** Being quiet about sexual harassment enables it to continue. Chances are very good that you are not the only one who has been harassed. Speaking up may prevent others from being harmed.

### **SEXUAL HARASSMENT, ACADEMIC FREEDOM AND FREE SPEECH**

Pitzer College is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental to the College, and this policy is not intended to stifle freedom of expression nor will it be permitted to do so. The College's statement on academic freedom can be found in the Faculty Handbook at the end of the section on By-laws and Student Governance.

### **LEGAL AUTHORITY :**

The College has the legal authority to maintain reasonable standards of conduct for members of the college community to promote the goals of the College, which include the maintenance of a working and learning environment free of harassment. In addition, sexual harassment is a form of sex discrimination which is prohibited by Title VII of the Civil Rights Act of 1964, by Title IX of the Education Amendments of 1972, and by the California Fair Employment and Housing Act, specifically Government Code Sections 12940 (a), (h), and (i). Pitzer College's Equal Opportunity/Affirmative Action Policy also prohibits sex discrimination.

### **RETALIATION:**

Retaliation against persons for opposing practices prohibited by the Fair Employment and Housing Act and Title IX, or for filing a complaint with, or otherwise participating in an investigation, proceeding or hearing conducted by, the Department of Fair Employment and Housing, the Fair Employment and Housing Commission, the U.S. Equal Employment Opportunity Commission, or the Office of Civil Rights, is prohibited by law.

### **ADDITIONAL LEGAL REMEDIES :**

In addition to the internal remedies described above, remedies external to the institution are available through the California Department of Fair Employment and Housing, the

United States Equal Employment Opportunity Commission, or the Office of Civil Rights, United States Department of Education. For more information, you may contact any of these offices. The addresses and telephone numbers of the offices in closest proximity to Claremont are:

**California Department of Fair Employment and Housing**

**LOS ANGELES OFFICE:**

611 West Sixth Street, Suite 1500  
Los Angeles, CA 90017  
(213) 439-6799

**SAN BERNARDINO OFFICE:**

1845 S. Business Center Drive, Suite 127  
San Bernardino, CA 92408-3426  
(909) 383-4373

**United States Equal Employment Opportunity Commission**

255 East Temple, 4th Floor  
Los Angeles, CA 90012  
(213) 894-1000

Office of Civil Rights, Department of Education  
50 United Nations Plaza, Room 239  
San Francisco, CA 94102-4102  
(415) 556-4275

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Original Policy approved by College Council 3/7/96; Approved by OCR

Revisions Approved by College Council 2/27/03

Spanish version alone; updated 3/1/03

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**E. SEXUAL ASSAULT POLICY**

1. **POLICY**

It is the policy of Pitzer College to ensure, to the fullest extent possible, that any faculty or staff member who is the victim of sexual assault committed on the campus shall receive treatment, support, and information. Sexual assault includes both rape and gender-related physical assault. Rape is defined as sexual contact in which there is penetration of a bodily orifice by an object (usually, but not necessarily, a penis) in the absence of mutual consent. Gender-related physical assault is defined as sexual or gender-related physical violence in which no penetration occurs.

Pitzer College will not tolerate sexual assault, whether directed at males or females or whether committed by a stranger or an acquaintance. We have an obligation to address the needs of the sexual assault victim as well as a responsibility to protect the other members of the campus community from potential sexual assaults. Referrals for treatment will be made and ongoing support will be offered to victims. To protect the privacy of the alleged victim and the rights of the alleged perpetrator, confidentiality regarding the name of the alleged victim and alleged perpetrator will be maintained.

Pitzer College will make the college community aware of any rapes or other alleged sexual assaults by strangers on campus, without naming the alleged victim of the assault, and will judge the need of reporting alleged acquaintance rapes to the community on a case-by-case basis. We are legally obligated to report to the federal government the number of sexual assaults that occur on campus each year. In the case of a stranger rape the location of the incident will be made known in order to determine if the area itself is hazardous and needs attention by Physical Plant or increased security patrols. If, for reasons of safety, the campus community is to be notified of the occurrences of assault, the victim will be informed prior to such notification. Members of the Pitzer community will be notified of alleged assaults or rapes that occur on other Claremont Colleges campuses. The Dean of Students and the Human Resources Director will be active in securing such information.

## **2. GENERAL**

### **STEPS TO FOLLOW IN RESPONDING TO NOTIFICATION OF A SEXUAL ASSAULT REPORTED WITHIN 72 HOURS**

#### **Step 1. Arrange for treatment.**

Because sexual assault may involve physical trauma and is a crime, the campus individual first notified of the sexual assault should strongly encourage the victim to seek treatment. There are several options for treatment:

#### **Option 1.**

Pomona Valley Community Hospital Medical Center Emergency Room  
1798 North Garey Avenue  
Pomona, CA  
909-865-9600

or

San Antonio Hospital Emergency Room  
999 San Bernardino Road  
Upland, CA  
909-920-4747

Under this option, the victim should be informed that s/he will be examined and treated for any physical injury or sexually transmitted diseases at the hospital. The victim should also be informed that because this assault is a crime, the hospital has an obligation to inform the police and that the police will interview him/her at the hospital regarding the alleged assault. The victim should be told that s/he will have a choice as to whether to allow collection of evidence and whether to go forward with a prosecution.

If the victim is willing to go to the hospital, the campus individual first notified will assist with the arrangements for transportation. This individual, with the consent of the victim, will also contact or assist the victim in contacting the Rape Crisis Hotline (909-626-4357) to ask that a counselor meet the victim at the Medical Center/Hospital.

The victim who goes to a hospital will be informed that a friend may accompany her/him to the hospital. If the victim is a male, he will be advised not to shower or change clothes. He should bring a fresh change of clothes with him. If he has already changed clothes, he will be advised to put the clothes he was wearing at the time of the alleged assault in a bag and

bring them to the hospital. If the victim is a female, she will be advised not to shower, douche, or change clothes. If she has already changed clothes, she will be advised to put the clothes she was wearing at the time of the alleged assault in a bag and bring them to the hospital.

## **Option 2.**

**Other Community Resources.** The victim may choose to contact Planned Parenthood which has health care providers who can test for sexually transmitted diseases or the victim may choose to see personal health care providers for this test. Eligible employees may wish to contact the employee assistance program, Psychological Systems, which is available through the benefits program. The Human Resources Director can assist in the contacts listed below if the victim requests assistance.

**Planned Parenthood**  
1900 Royalty Drive  
Pomona, CA  
909-620-4290

**Psychological Systems**  
(A clinical coordinator will assist you.)  
800-998-8448

## **Step 2. Contact the College Representative**

The victim or the campus individual first notified will contact the Dean of Faculty or the Human Resources Director (hereafter referred to as the College Representative).

Alan Jones  
Dean of Faculty  
Fletcher 204  
909-621-8217

Kiara Canjura  
Interim Human Resources Director  
McConnell 312  
909-607-8533

One of these individuals will provide ongoing case management, either directly or as a consultant, depending on the wishes of the alleged victim. The College Representatives will serve as backups for each other. In the event the College Representatives cannot be reached, Campus Security 909-621-8170 or extension 72000) should be contacted.

## **Step 3. Notification of Others that an Assault Has Occurred**

The College Representative will notify the President and the Director of Campus Security that a sexual assault has been reported. The name of the alleged victim of the assault and the name of the alleged perpetrator will not be released unless the release is essential to the health and safety of the individual assaulted and/or the case has been adjudicated. The President will make these determinations and is the only person who may authorize an exception to the rule of complete confidentiality regarding the name of the alleged victim and of the alleged perpetrator.

## **Step 4. Referral for Support**

Verbal and written information about sources of support on campus and in the community will be provided to the victim directly by the College Representative or through the campus individual first notified of the assault. Referrals to the following will be included:

Rape Crisis Hotline	909-626-4357
Project Sister	909-623-1619
Pomona Valley Hospital	909-865-9600
San Antonio Hospital	909-920-4747

**Step 5. Complaint Resolution**

The College Representative will provide to the alleged victim and to the alleged assailant directly, or indirectly through the campus individual first notified, information about criminal prosecution, civil prosecution, the College's disciplinary process, and the availability of mediation for the victim and the alleged assailant if they are both College employees and/or students.

**Step 6. Status of Disciplinary Hearings**

The College Representative will provide to the alleged victim and to the alleged perpetrator information about the status of any disciplinary hearings connected with the assault, and the results of any such actions if the alleged perpetrator is a member of the college community.

**Step 7. Follow-up**

The College Representative, with the consent of the alleged victim, will provide ongoing follow-up to the case, as soon as possible after the assault, regularly, and then on an as-needed basis, as long as the alleged victim is an employee of the College. The follow-up will consist of ensuring that the alleged victim has access to the support services needed. If the alleged victim wishes to remain anonymous, the College Representative will serve as a consultant to the campus individual first notified and that person will provide ongoing support as needed on a case-by-case basis.

**STEPS TO FOLLOW IN RESPONDING TO NOTIFICATION OF A SEXUAL ASSAULT REPORTED AFTER 72 HOURS**

**Step 1.** The campus individual first notified, with the consent of the alleged victim, will notify or assist the victim in notifying the Rape Crisis Hotline (909-626-4357) or one of the following organizations to arrange for a meeting between the victim and a counselor specifically trained in and sensitive to issues relating to sexual assault:

Project Sister	909-623-1619
Psychological Systems*	909-992-8448

\*(If the victim is a benefits eligible employee)

**Step 2.** The campus individual first notified will report the occurrence of an alleged assault to the Director of Campus Security. The name of the victim of the alleged assault and the name of the alleged assailant will not be released unless the release is essential to the health and safety of the individual allegedly assaulted or that of other members of the campus community. The President of the College is the only person authorized to make an exception to the rule of complete confidentiality regarding the names of the alleged victim and the alleged assailant.

Rape Crisis Hotline	909-626-4357
Project Sister	909-623-1619
Pomona Valley Hospital	909-865-9600
San Antonio Hospital	909-920-4747

**Step 3.** The campus individual first notified will contact the Dean of Faculty or the Human Resources Director (hereafter referred to as the College Representative).

Alan Jones Dean of Faculty Fletcher 204 909-621-8217	Kiara Canjura Interim Human Resources Director McConnell 312 909-607-8533
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The College Representatives will serve as backups for each other. The College Representative, either directly or acting as a consultant to the campus individual first notified, will assess the situation and make known the following referrals:

Rape Crisis Hotline	909-626-4357
Project Sister	909-623-1619
Psychological Systems*	909-992-8448

\*(If the victim is a benefits eligible employee)

**Step 4.** The College Representative will provide information about the status of any disciplinary hearings connected with the alleged assault and the results of any such actions to the victim and the alleged perpetrator, if the latter is a member of the college community.

**Step 5.** The College Representative will provide directly to the alleged victim and to the alleged perpetrator or indirectly through the campus individual first notified information about the criminal prosecution, civil prosecution, the College's disciplinary process, and the availability of mediation for the alleged victim and the alleged assailant if they are both College employees and/or students.

**Step 6.** Other administrative notifications about the occurrence of an alleged assault will be made on a case-by-case basis.

**Step 7.** With the consent of the alleged victim, the College Representative will provide follow-up on a case-by-case basis. If the victim wishes to remain anonymous, the College Representative will serve as a consultant to the campus individual first notified and that person will provide ongoing support as needed on a case-by-case basis.

**SEXUAL ABUSE/ASSAULT & BATTERY—CONTACTS FOR ASSISTANCE/COUNSEL**

**SHELTERS FOR BATTERED WOMEN/CHILDREN**

House of Ruth, Claremont	909-988-5559
Wings (San Gabriel Valley)	818-967-0658

**RAPE/SEXUAL ABUSE**

Project Sister	Hotline	909-626-4357
	Office	909-623-1619

Specializing in sexual abuse; also good starting place for assault/battery. Provide advice and counsel for any situation; can direct battery cases for help. Free counseling service to low income Claremont residents; low fee for others.

### **ASSAULT/BATTERY**

House of Ruth, Claremont	909-988-5559
Wings (San Gabriel Valley)	818-967-0658

Both provide advice, counsel and shelter to battered women/children. Can provide assistance with temporary restraining orders.

### **ON-GOING COUNSELING SERVICE THROUGH BENEFITS PACKAGE**

Psychology Systems	800-998-8448
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Provides 5 free counseling visits for employee, 5 free visits for spouse, 5 free visits for dependents, to a maximum of 15 per family per year. Additional visits are available at negotiated discount rates. Call the 800 number to begin appointment. Completely confidential.

## **F. ROTC POLICY**

Given that it is current ROTC policy to discriminate against homosexual students and that the College is committed not to discriminate on the grounds of sexual orientation, the Pitzer College community voted to dissociate itself from the ROTC Program following the graduation of the class of 1994.

## **G. FAMILY CARE LEAVE POLICY**

**Purpose:** The primary caretaker leave policy is designed to provide partial paid time off for faculty members in the first six months after the birth or adoption of a child. The maximum duration of the compensated leave is one semester. It is expected that the faculty member receiving a primary caretaker leave will return to teach at Pitzer College in the semester following the leave. If the faculty member does not return to teach after the leave, that faculty member will be responsible for reimbursement to the College of the leave semester salary. The faculty member will be required to sign an agreement accepting responsibility for such repayment prior to taking the leave. In the case of circumstances beyond a faculty member's control, the requirement of repayment will be waived. Details of the leave (see notification section below) should be arranged so as to minimize disruption to the academic program.

**Definition:** A primary caretaker is defined as the person who assumes the principal role of caretaker during the period of the leave.

**Eligibility:** Available to all full-time faculty members on tenure-track or tenured appointments, after completing one year of service. Female or male faculty members may apply. The person taking the leave must be the only primary caretaker, and if both parents

are employed by Pitzer they are eligible for one leave period, which may be shared, or used by either parent. The person applying for the leave must apply in writing to the Dean.

**Notification:** In order to facilitate adequate planning, the faculty member should notify the Dean of Faculty as soon as possible to arrange for the appropriate leave. The leave is arranged between the Dean and the faculty member to determine the best type of leave, or most appropriate semester to be designated for the leave, based on the timing of the birth or adoption. The following guidelines will inform these discussions. The Dean will keep the Faculty Executive Committee informed about the details of all requested leaves.

**Guidelines for Choosing a Leave Option:** The faculty member may select option 1 or 2 below, with option 3 available if a continuation of the leave is desired.

1. A full, 2-course, semester's leave would be compensated at three-fourths of the faculty member's semester salary with full benefits. The Academic Retirement Plan benefit would be based on the actual salary paid during that semester.

2. A six-week leave would be compensated at a faculty member's full salary with full benefits. The six-week leave would be coordinated with the short-term disability program (VDI) when appropriate. (Neither adoptive parents nor males are covered by the short-term disability program.)

3. Unpaid Leave: The College will also consider requests for an unpaid leave that would extend beyond the semester of the compensated leave.

Contract Renewal, Promotion and Tenure: Faculty members may request that the leave semester not be counted in the number of semesters of College employment prior to a contract renewal, tenure or promotion review. The faculty member will not receive credit toward a sabbatical leave during a primary caretaker leave.

**The Pitzer College Policy is intended to go beyond what is mandated by Federal and State law. For informational purposes, the Federal and State regulations are listed below.**

Federal and State Law: Both federal and state laws (Family Rights Act of 1991, amended 1993, and the federal Family and Medical Leave Act of 1993) require employers to provide for up to a total of 12 work weeks of unpaid leave in any fiscal year. The legislation was designed to provide leave for the birth or adoption of children as well as other serious medical conditions (see policy on Family and Medical Leave for information about illness leaves). Pitzer's policy goes beyond the expectation of the law.

#### **H. FACULTY MEDICAL/DISABILITY LEAVES (passed College Council 5/2/02)**

This program incorporates the California mandated short-term disability insurance program, the College provided long-term disability insurance program, and Family Care Leave for faculty who are disabled and must be absent due to their own ill health.

##### **Short-term Disability Insurance (VDI)**

California requires that employees participate in a short-term disability insurance plan. Premiums are paid through payroll deduction. The plan is fully paid for by these premiums.

With permission and under guidelines from the State, The Claremont Colleges self-administer the short-term disability plan for its employees. Therefore, the plan is referred to as a Voluntary Disability Insurance Plan, or VDI – “voluntary” refers to the fact that the Colleges voluntarily administer the plan on behalf of the State.

VDI provides a partial wage replacement benefit during a period of disability, which is certified by a medical provider. VDI benefits are not taxable to the recipient. The College’s portion of health benefits continues to be paid during this disability period.

#### **Long-term Disability Insurance (LTD)**

Pitzer College provides long-term disability insurance at no cost to employees who work at least 30 hours per week. The insurance is purchased through TIAA/CREF and is administered at the discretion of this entity. The College Human Resources office will function as an advocate for faculty members on disability.

The LTD benefit provides a partial wage replacement that is 66 2/3% of the disabled employee’s monthly salary at the time of disability, to a maximum of \$10,000 per month. This benefit is adjusted by any other benefit, such as VDI or Social Security, for which the disabled employee might be eligible. In addition, LTD continues contributions at 12% of the salary when last at work, into Academic Retirement Plan accounts with TIAA/CREF.

#### **Medical Leave of Absence**

This program is available to tenure-track Pitzer faculty with a minimum of one-year of service at the College.

When it is necessary for a faculty member to cease provision of services to the College due to a period of disability which is certified by a medical provider, s/he must apply for short-term disability benefits.

The College will continue monthly salary payments for the first six months of a certified disability, reduced by the amount of the VDI benefit to equal the faculty member’s base monthly pay at the time of disability. This is referred to as coordination of salary and disability benefits to equal full monthly pay.

Should the disability persist for six months and appear to be ongoing, meaning the prognosis is that the faculty member shall not be able to return to work in the near future, s/he must apply for long-term disability benefits through the TIAA/CREF plan. Normally, application for LTD benefits must be made earlier than the sixth month of disability, but the Benefits Section staff at Personnel Services will assist the faculty member in determining when and if application should be made based upon the circumstances of the case.

If the faculty member’s disability continues beyond six months, and only if application for benefits was made in a timely manner and the carrier does not immediately accept the claim, the College will continue to coordinate monthly salary with monthly VDI benefits equal to 66 2/3% of the faculty member’s monthly base pay at the time of disability, to a maximum combined benefit of \$10,000 per month, for up to an additional six months. When/if the carrier accepts the claim during the second six months of disability, the College will cease payment of any salary. After 52 weeks, from the date of disability, the College’s subsidy for medical plan coverage ceases and the faculty member is responsible for 100% of the cost of continuing coverage.

Normally, the College shall hold the tenured or tenure-track position “open” for two years from the start of the disability, filling it, if necessary, with interim appointments until the beginning of the semester in which the faculty member returns to full-time employment. At

any time during the two-year period the faculty member may, by formal request, seek to be reinstated on the basis of competent medical advice. The College shall respond promptly to such a request. Upon receiving such a request, together with appropriate medical verification of the faculty member's ability to return to full-time work, the faculty member will be reinstated to full-time status at the beginning of the following semester. If, at the expiration of two years, the individual has not been reinstated, the position will no longer be held "open" for him or her and employment will be terminated.

During a medical leave of absence, the College considers the faculty member to have exercised her/his right to Family Care Leave as defined by the Family Medical Leave Act and the California Family Rights Act. The amount of leave taken shall be counted as part of the faculty member's 12-week, annual entitlement.

**A Request to Return to Tenured Position**

Prior to expiration of the medical leave, should the tenured or tenure-track faculty member request to return to service, s/he must provide a Medical Release from a licensed physician indicating that he or she is capable of resuming full-time faculty status. The College retains the right to obtain a second medical opinion in such circumstances.

**I. LIBRARY PRIVILEGES FOR DOMESTIC PARTNERS/SPOUSES**

Honnold Library will recognize any domestic partner who identifies him/herself as such, and who can show a photo ID with an address that matches one of our benefit-eligible employees. If a matching address is not found, Honnold will confirm the domestic partner's connection with a Pitzer employee by calling Human Resources, the Dean of Faculty, or the President, for such verification. Spouses/domestic partners of benefits eligible employees have borrowing privileges at the libraries of the Claremont Colleges.

**J. TRIP REDUCTION INCENTIVE PLAN (TRiP)**

In compliance with regulations of the AQMD (Air Quality Management District), each of the Claremont Colleges has a TRiP (Trip Reduction Incentive Plan). This plan is designated to encourage employees to use alternative modes of transportation whenever possible in order to reduce the number of vehicles arriving on our campuses. Pitzer College faculty and staff receive regularly the Commuter Chronicle newsletter. Further information may be obtained from the Human Resources Director (ext. 78533).

**K. CONFIDENTIALITY OF DOCUMENTS AND CORRESPONDENCE**

1. Given the ease and speed with which copies, both paper and electronic, can be generated with new technologies, and the ease with which electronic documents can be scanned for information, the College reaffirms its existing policies on the confidentiality of sensitive items, including but not limited to personnel records and recommendations, student records and recommendations, and correspondence generated by faculty and staff. The number of technical and administrative staff with access to such materials should be kept to the minimum possible consistent with technical needs.

2. With respect to e-mail, the Director of Information Resources will be responsible for identifying those staff members with need for such access (likely to include at least one Computing staff member designated as Postmaster for each server or multi-user computer; the list of which staff member is postmaster on which system will be available from the Director of Information Resources.) With respect to student records, the Director of Admissions and the Registrar will determine which of their staff will have access to student records. With respect to faculty and staff personnel records, the Human Resources Director will control access.

3. Those staff members granted access must be briefed on the relevant laws (e.g., the Buckley Amendment regarding student records) concerning confidentiality.

4. The contents of electronic mail transmissions should be regarded as private communications. Computing will take all reasonable and prudent measures to secure electronic mail. Please note that electronic mail messages are not automatically encrypted when transmitted. It is possible for messages that leave the Pitzer campus to be intercepted. Computer users are responsible for taking reasonable and prudent measures to keep their own electronic files secure, including but not limited to, regular changing of passwords, use of non-obvious passwords, not writing passwords down, not giving passwords to other people, removing confidential information from the screen when a visitor enters the room, logging out of the system when leaving for some length of time, using a screen saver that requires a password to gain access to a computer left on, or not changing the access privileges to allow others to view their files.

5. Both paper and electronic documents of a confidential nature should be clearly labeled as confidential and treated as such.

6. Individuals who violate this policy will be subject to sanctions (according to the procedures in the Faculty Handbook for faculty, in the Staff Handbook for staff, and in the agreement(s) signed by students at the time of obtaining a computer user-name for students).

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\* In the event that a vice president is a respondent or complainant in a charge of sexual harassment, the Hearing Committee will present its report of determination and recommendations to the President. The Executive Committee of the Board will hear appeals. If the President is the respondent or complainant in a charge of sexual harassment, FEC will appoint a Hearing Committee. The Hearing Committee's report will be directed to the Executive Committee of the Board, without the Chairperson of the Board being present. Appeals will be heard by the Chairperson of the Board.

## IX. SERVICES AND FACILITIES

- A. Telephone
- B. Mail
- C. Duplicating Services
- D. Instructional Supplies and Equipment
- E. Audio-Visual/Instructional Technology
- F. Media Studies Facilities
- G. Psychology Laboratory
- H. Jean M. Pitzer Archaeology Laboratory
- I. Ruth and Lee Munroe Laboratory for Cross-Cultural Research
- J. Fletcher Jones Language and Culture Laboratory
- K. Computer Facilities
- L. Office of Foundation and Corporate Relations
- M. Meeting Rooms
- N. Honnold Library
- O. Marquis Library and Reading Room
- P. Bookstores
- Q. Campus Security
- R. Monsour Counseling Center
- S. Dining Hall
- T. Grove House
- U. Faculty/Staff Lounge
- V. Administrative Support Assistance
- W. Student Assistance to Faculty Members
- X. Public Relations
- Y. Director of Human Resources
- Z. Staff Holidays

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### A. TELEPHONE

The telephone number of the Claremont Colleges is (909) 621-8000. A call to any office within the Colleges may be made by dialing the extension number only, which is listed in the Claremont Colleges Faculty/Staff Directory. Extensions which start with a "1" may be dialed directly from off-campus phones by using the prefix "621," and those extensions which start with a "7" may be dialed directly by using the prefix "607."

Local telephone numbers may be reached by dialing '9' and the number.

Long-distance calls concerned with College business may be initiated by dialing '9' then '1' and the areas code and number. The Faculty & Student Research Awards Committee will consider applications from faculty members for research-related long-distance calls. Should a faculty member exceed a reasonable level of telephone expenses, the Dean of Faculty will require that he or she reimburse the College.

Personal long-distance calls are to be billed to a personal phone calling card.

Additional information regarding Claremont Colleges telephone service can be found on the CUC homepage <http://www.cuc.claremont.edu> then clicking on "Telephone Office."

## **B. MAIL**

Faculty and most staff members have a locked mailbox (for U.S. and inter-campus mail) in Bernard 113. Faculty and staff also have mailboxes for Pitzer mail in Scott Hall. The Mailroom is open from 8:00 to 5:00 p.m., Monday through Friday, during the academic year. Campus mail, personal stamped U.S. mail, and official Pitzer College mail needing postage may be deposited in the mail slot in Bernard 113 or in several designated places throughout the academic complex. Mail in the Bernard mailroom is picked up Monday through Friday at approximately 2:30 p.m.

U.S. Mail is picked up and delivered to Pitzer Monday through Friday. Mail is generally delivered to mailboxes by 3 P.M. Official Pitzer College mail for business and course-related correspondence is metered daily at 4:00 p.m. and delivered to the Claremont Post Office at 4:30, Monday through Friday. All mail to be metered must include the name of the sender or department in the upper left-hand corner for billing purposes. All Pitzer mail is sent First Class unless the contents are clearly designated as books, published manuscripts, or other printed matter. All printed material destined for overseas locations must be so designated in order to qualify for special Air Mail rates. Personal mail, including Express mail should be stamped before deposit; only letters and parcels in support of College business will be posted by the mailroom at College expense. Express mail service is available through the mailroom for next-day delivery of printed materials. Faculty are urged to minimize the use of this costly service by employing it only when the rapid transmission of material is necessary.

The campus mail system circulates mail among all the Claremont Colleges. The office is located in Pendleton Business Building and operates a daily mail pick-up and delivery service to the Pitzer Mailroom at 6 a.m. and 12 noon.

A FAX machine is available in the faculty assistant's work station in Fletcher Hall to send and receive faculty printed materials. Faculty are asked to submit materials to be sent to the faculty assistant who will monitor and operate the machine. As with express mail services, faculty are asked to use discretion in the use of FAX services, employing them only when rapid transmission of material is necessary.

Faculty members on leave (away from Claremont) should contact their regular correspondents and arrange to have their mail sent to their leave address. For other correspondence, please arrange with the mailroom supervisor to forward your First Class mail and to hold bulk mail.

## **C. DUPLICATING SERVICES**

Duplicating Services is located in Bernard 111 (ext. 78461). It is open from 8 a.m. to 5:00 p.m. during the academic year; summer hours will be posted. There are facilities and personnel for photocopying. Photocopying machines are also located on the second floors of Bernard and Fletcher Halls and in Broad Center for use by faculty.

**Research/Class-related/Professional Duplicating:** At the beginning of each semester, full-time faculty members will begin with 2000 copies for duplicating of single copies of class-related and professional and research materials. Please do not use this allocation for making multiple copies for classroom distribution, as the photocopy machines in Bernard, Fletcher, and Broad Center are not intended to handle large jobs. Multiple copies should be taken to the Duplicating Room in Bernard 111 or given to the faculty assistant who will see

that copies are made for distribution.(The Research and Awards Committee will consider requests for larger allotments for research purposes.) The Dean of Faculty asks that each faculty member limit class hand-outs to approximately 50 pages per student. If you anticipate that photocopied material will be a heavy component in your courses, a modest sum should be collected from each student at the beginning of the semester. An alternative to photocopied material would be to post readings on Web CD or place copies on reserve at Honnold or the Marquis Reading Room in Mead Hall.

If you wish materials to be photocopied from books, please allow lead time of at least one week to complete. If materials from books are to be distributed to students, refer to Copyright Guidelines below. Duplicating personnel, faculty assistants, and student assistants will be asked to comply with these guidelines.

The duplicating machines on the second floor of Bernard and Fletcher and Broad Center will be programmed for each faculty member with individual numbers which must be used when duplicating materials. Faculty will use the machine closet to their office—offices located in Broad Center use the machine in Broad Center, Broad Hall, Bernard and the north end of Scott Hall will use the copier in Bernard; offices in Fletcher, Avery and the south end of Scott Hall will use the copier in Fletcher.

**Duplicating Copyrighted Materials:** In order to assure compliance with federal copyright laws, the College has instituted a plan to secure the permission of the holders of copyrights, before materials are copied and distributed to students. For course packets requiring copyright permission, contact Tom Bauer, Director of Huntley Bookstore, x73208.

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**The following guidelines for duplication of copyrighted materials are reprinted from Questions and Answers on Copyright for the Campus Community, National Association of College Stores, Inc. and the Association of American Publishers.**

*Agreement On Guidelines For Classroom Copying in Not-For-Profit Educational Institutions With Respect to Books and Periodicals.*

**MULTIPLE COPIES FOR CLASSROOM USE:**

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and
- C. Each copy includes a notice of copyright.

**DEFINITIONS:**

*Brevity:*

- i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an

excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.  
(Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)  
iii. Illustration: One chart, graph, diagram, drawing, cartoon or special picture per book or per periodical issue.  
iv. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "i" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

*Spontaneity:*

- i. The copying is at the instance and inspiration of the individual teacher; and
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

*Cumulative Effect:*

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- iii. There shall not be more than nine instances of such multiple copying for one course during one class term

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

**PROHIBITIONS:**

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
  - a. substitute for the purchase of books, publisher's reprints or periodicals;
  - b. be directed by higher authority;
  - c. be repeated with respect to the same item by the same teacher from term to term.

D. No charge should be made to the student beyond the actual charge of the photocopying.

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Faculty are urged to make their requests sufficiently in advance of the time needed for class use so that copying can be accomplished in a timely fashion. Two (or four) copies of articles will be duplicated for distribution to Mead and/or Honnold libraries. Please specify to which library distribution is required. Copies placed at Honnold will be put on two-hour closed reserve.

**Recycling:** The College encourages efforts to conserve paper and to recycle that which is used. Faculty and staff are encouraged to copy on both sides of the paper where possible and to avoid extensive copying where alternative access to material exists. Recycle wastebaskets are in most offices and larger recycling containers are available across the campus.

#### **D. INSTRUCTIONAL SUPPLIES AND EQUIPMENT**

Requests for special instructional needs and equipment (or any other class-related expense) should be directed to the Dean of Faculty. If possible, the request should be accompanied by a detailed description of the item, catalog number, quantity desired, and estimated cost. Every effort will be made to meet reasonable requests as the budget permits.

#### **E. AUDIO-VISUAL/INSTRUCTIONAL TECHNOLOGY**

The Office of Audio Visual (AV) is a center for the storage, location, development, and use of audio-visual resources. Students and faculty members are encouraged to use films, maps, slides, tape recordings, videotapes, and other non-print media to assist classroom and research presentations. In addition, a large inventory of information and equipment in these media is available for use by Pitzer students in the preparation of individual projects for classroom or thesis work.

Requests for audio-visual materials (films, slides, projectors, recorders, etc.) should be made well in advance of the time needed in order to assure availability and effective scheduling. The office is located in McConnell 100 and can be reached by calling ext. 72638.

#### **F. MEDIA STUDIES FACILITIES**

The college maintains a video production space that includes digital video cameras, Super 8 and 16mm cameras, including external microphone, light kits and camera support packages. Post Production facilities include seven non-linear Final Cut Pro digital editing systems which support enhanced effects, sound and titling features. Additionally, the facility supports a film lab with rewind tables and editorial support of 16mm and Super 8 film.

#### **G. PSYCHOLOGY LABORATORY**

The Psychology Laboratory, located in Broad Hall, 1st floor, provides classroom and research facilities for psychology. One-way vision rooms may be used for observing children's behavior and social interactions in small groups and for monitoring interviewing techniques. Additional small rooms are available for individual research projects, with such equipment as biofeedback devices, portable videotape unit, tachistoscope, polygraph, reaction timers, psychological test files, and several microcomputers. In addition, there are facilities for studying physiological aspects of behavior.

#### **H. THE JEAN M. PITZER ARCHAEOLOGY LABORATORY**

The Archaeology Laboratory, located in Broad Hall 125, provides classroom and research facilities for students in archaeology, physical anthropology, and the development of material culture.

#### **I. THE RUTH AND LEE MUNROE LABORATORY FOR CROSS-CULTURAL RESEARCH**

The laboratory, part of the cultural anthropology program, is located in Broad Hall 127. It provides facilities for comparative anthropological research.

#### **J. FLETCHER JONES LANGUAGE AND CULTURE LABORATORY**

Located in Broad Hall 208 (Language Computer Lab) and 209 (Language Lounge), the laboratory provides services to faculty, student, staff, alumni, and trustees. Facilities include multimedia support in learning modern languages and the study of other cultures, individual training for faculty in the use of technology in support of teaching language and culture, as well as faculty support for research in applying technology to advance the teaching of language and culture.

#### **K. COMPUTER FACILITIES**

The Bernard Hall computing facility (Bernard 101 and 103) includes two open-use laboratories with both Macintosh and IBM compatible PCs. These machines are intended primarily for use in electronic communications, instruction, and research. All have multimedia capability and are directly attached to the Pitzer College network with internet access. Both labs have 24-hour accessibility.

In addition, a multimedia work area is available in the back of Bernard 101 for use by faculty and their student assistants to: scan images and texts, digitize video clips (from video camera or VHS tapes), digitize audio clips (from audio cassettes), create CDs, work on individual or class projects (including Web Pages and PowerPoint presentations).

The Parson Foundation Computer Machine Room in Broad Hall 212 houses E-mail, file and print servers for use by the academic and administrative Macintosh and PC computers,

including the campus World Wide Web and FTP servers. All buildings on campus are interconnected with a fiber-optic based network which provides access to computers located at the other Claremont Colleges, the Honnold Libraries' electronic services (including their on-line catalogue and various bibliographic databases), and a high speed connection to the Internet.

The Kenneth and Jean Pitzer Computer Classroom in Broad Hall 213 houses 18 PC workstations. The Social Sciences Statistics Laboratory in Broad Hall houses 10 PC computers for the use of Social Science faculty and students in statistical research and instruction. The Fletcher Jones/Booth Ferris Language Laboratory in Broad Hall 208 houses 16 Macintosh computers for use in language instruction.

Normal computer usage of these facilities (including access to the Internet) is available without charge to Pitzer students and faculty. One faculty-support computing area, located in Bernard 227, provide access to personal computers and a laser printers; another laser printer for faculty is located in Fletcher 230. Color printing is available from Duplicating for a nominal fee.

#### **L. OFFICE OF FOUNDATION AND CORPORATE RELATIONS**

See Appendix E at end of the handbook for information on resources and assistance available for seeking grants and other funding.

#### **M. MEETING ROOMS**

Reservations for rooms must be made through the Special Programs office (ext. 18104) or by email to "Room\_Reserve@Pitzer.Edu". Please keep the following in mind when making a request:

- 1) room requested and alternative rooms;
- 2) date;
- 3) start and end times;
- 4) number of persons expected for event;
- 5) what the room is being reserved for;
- 6) special setups and/or A-V needs.

Form for special set-up requests available from the Special Programs Office, Scott 104 The Registrar's office handles all requests for rooms for regularly scheduled classes. Please note the facilities that are reserved through other offices (residence halls, Grove House, computer labs, psychology labs, film/video labs, arboretum).

#### **N. HONNOLD LIBRARY**

Honnold Library offers a wide range of services to faculty and students. Faculty are encouraged to acquaint their students with these services by arranging visits to the library for their students and presentations by appropriate reference libraries.

Requests for Honnold Library book purchases are made through Intercollegiate field committees. For further information, please contact the Dean of Faculty's Office for name of faculty member assigned for the current academic year.

Lists of books and other materials to be placed on reserve should be made on forms provided for that purpose by the Reserve Desk of the Library, obtained from faculty assistants or directly from Honnold. To assure timely action on your request, please provide the call number for each book requested.

For accessing library services through the internet, go to <http://voxlbris.claremont.edu>

#### **O. MARQUIS LIBRARY AND READING ROOM**

For the convenience of students who wish to use a quiet, on-campus study room with basic reference materials, a reading room is available in Mead Hall. In addition to the reference collection and study carrels, the Reading Room includes selected newspapers and periodicals and open browsing shelves for pleasure reading--most of which are contributed by faculty, students and staff. Copies of assigned classroom readings are also kept on reserve in the Marquis Library and Reading Room. A duplicating machine is available in the Reading Room for their use. The Reading Room is supervised by the Dean of Students Office, Scott 130 (ext. 72827) and is staffed by work-study students during the school year.

#### **P. BOOKSTORES**

The Huntley Bookstore of the Claremont Colleges serves as the primary bookstore for all the colleges and is located at Eighth & Dartmouth (ext. 71502/73783). In addition to selling textbooks and other course material required for classes, the bookstore has between 40,000 and 50,000 general reading titles in stock, as well as an extensive selection of student and office supplies, gifts, sundries and snack foods. The computer store offers academic pricing for computers and software and stocks peripheral needs at competitive prices. A full service ATM is located in the foyer of the store. Bottom Line Travel Agency, a full service agency, is also located in the bookstore. For more information and to order textbooks, computers, and general merchandise, visit the website <<http://www.Huntley.Claremont.edu>>

Textbooks for all classes are ordered through the Huntley Bookstore. The bookstore sends all professors textbook order forms each semester well in advance of the deadlines. The faculty assistants always have a supply on hand if you do not receive any or need extras. Book orders may also be placed online. Publishers prefer that you request desk copies directly from them. A copy of the NACS Desk Copy Request form follows this section. This form is not copyrighted, and can be produced at will.

Some classes will require customized course packets rather than the traditional textbook. You will need to obtain copyright clearance prior to producing the course packet. Huntley offers a Copyright Permission Service that provides search, permission and production services for your course packets. All material produced by Huntley Bookstore has met the legal requirements for use in classes, and all appropriate fees have been paid to the copyright holders.

See Copyright information under Sec IX.C—Duplicating.

#### **Q. CAMPUS SECURITY**

Campus Security is located at 150 East Eighth Street. Security personnel are on duty 24 hours a day year round to help provide safety and security for our students, faculty and staff. Security may be reached by calling 621-8170/607-2000.

Campus Security is staffed by employees who are specifically trained and responsible for a full range of public safety services including: crime reports, apprehension and arrest of suspects, enforcement of all federal, state and local laws, as well as college policies and regulations, responding to suspicious persons and activity calls, medical emergencies, fire emergencies, traffic accidents, parking and traffic enforcement, safety hazards, escort services and a host of related security services.

The Department has an active crime prevention unit to help provide the community with comprehensive programs promoting the reduction of crime. However, it must be recognized that ultimately each individual is responsible for his/her own safety and security. In this regard, the following suggestions are highly recommended:

Report all crimes and suspicious activity/persons immediately (extension 72000). Prompt reporting may assist in apprehension and prevention of future crimes.

Keep dorm/residential or office door(s) locked; don't prop open exterior doors.

Exercise good judgment when walking alone at night.

Request escort service when traveling alone on campus at night.

Participate in crime prevention programs.

NOTE: All students and employees must register their cars and motorcycles with Campus Security every academic year. Temporary parking permits are required for visitors and are available at Security.

#### **R. MONSOUR COUNSELING CENTER**

The Monsour Counseling Center (ext. 18202) is located at 735 N. Dartmouth, immediately south of the Pendleton Business Office. The Center has a staff of six Ph.D. psychologists as well as graduate psychology interns who provide therapeutic and preventive/educational services to help students develop emotionally and cope with the stresses of college life. Individual, couples, and group therapy are offered and are provided confidentially. Workshops and structured groups are offered on topics such as Stress Management, Eating Disorders, Relationship Issues, Enhancing Self-Esteem, Graduate/Re-Entry Support, and Sexual Abuse. Referrals are made to mental health resources in the community when necessary.

## **S. DINING HALL**

The dining hall is located on the main floor of McConnell Center and is open at the following times during the academic year:

Breakfast:	7:30 - 9:00 a.m. (M-F)
Brunch:	10:30 - 12:30 p.m. (Sat., Sun.)
Lunch:	11:15 a.m. – 1:30 p.m. (M-F)
Dinner:	5:00 – 7:00 p.m.(7 nights a week)

Boarding Pitzer students are encouraged to invite faculty members to meals in the dining hall which, when accompanied by a student, are free for the faculty member. Faculty may also purchase meal tickets at reduced cost from the Treasurer's Office in McConnell Center.

## **T. GROVE HOUSE**

The Grove House is a restored Arts & Crafts period home north of Mead Hall which serves as a Coffee House and offers an alternative lunch option. It has two meeting rooms, an art gallery, the Bert Meyers Poetry Reading Room, a guest room and is home to the Women's Center. The guest room may be reserved by contacting the Grove House Committee or the Dean of Students Office (Mead Hall, x72821) at least one week in advance. The meeting rooms may be reserved on a regular basis or for single events by contacting the Grove House Committee through the Dean of Students Office, x18241.

## **U. FACULTY/STAFF LOUNGE**

The Faculty/Staff Lounge is located in Bernard 109. There are vending machines, a microwave oven, and refrigerators in the lounge. On advice of the Faculty Executive Committee, the lounge is intended primarily for use by faculty and staff; students and others are welcome as guests of a faculty or staff member.

## **V. ADMINISTRATIVE SUPPORT ASSISTANCE**

Administrative support assistance is provided for the faculty on a priority basis. Assistance can be provided for various hardware- and software-related areas, to include such things as GIS training, web-page development, scanning, PowerPoint presentations, among others. In addition, support is available for the preparation of course materials, committee correspondence, and other professional related duties. Adequate lead time is appreciated. Faculty assistants are located in the core area on the second floor of Fletcher Hall.

## **W. STUDENT ASSISTANCE TO FACULTY MEMBERS**

Research and other assistance by students is available to faculty and to administrative offices and is supported by work-study funds. Information regarding student assistance and applications are available from the Financial Aid Office, Scott 127 (ext. 18208/73822).

## **X. PUBLIC RELATIONS**

Faculty members are urged to respond to requests for information regarding their academic activities--conferences attended, lectures given, papers in progress, publications, etc. Responses should be directed to the Vice President of Public Relations, McConnell 320 (ext.18219/73164).

## **Y. DIRECTOR OF HUMAN RESOURCES**

The Director of Human Resources for the College works in the office of the College Treasurer, McConnell 310 (x78533), and is available to answer general questions regarding personnel policies, benefits, etc.

## **Z. STAFF HOLIDAYS**

The following are staff holidays when secretarial and other staff support may be unavailable:

New Year's Day  
Martin Luther King, Jr. Day (third Monday in January)  
Cesar Chavez Day, (March 30)  
Memorial Day (last Monday in May)  
Independence Day (July 4th)  
Labor Day (first Monday in September)  
Thanksgiving Day  
Friday following Thanksgiving  
Christmas Day and the day before and the entire week between Christmas and New Year's

On Labor Day, which is the day before classes generally begin and staff observe the holiday, faculty should make requests sufficiently in advance to accommodate the holiday. Academic support staff generally schedule vacation time when classes are not in session. When staff are not be available, every effort is made give notice and assure alternative forms of support.

**CERTIFICATE OF AMENDMENT AND RESTATEMENT  
OF ARTICLES OF INCORPORATION  
OF  
PITZER COLLEGE  
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

LAURA SKANDERA TROMBLEY and JENNIFER BERKLEY certify that:

1. They are the President and Secretary, respectively, of P ITZER COLLEGE, a California nonprofit public benefit corporation ("Corporation").
2. The Articles of Incorporation ("Articles") of this Corporation are amended and restated in their entirety to read as follows:

"ARTICLE I  
NAME

The name of this Corporation is PITZER COLLEGE.

ARTICLE II  
ELECTION

This Corporation elects to be governed by all of the provisions of the Nonprofit Public Benefit Corporation Law of 19 80 not otherwise ap plicable to it under Part 5 thereof.

ARTICLE III  
PURPOSE

A. This Corporation is a no nprofit public benefit co rporation and is not organized for the private gain of any person. It is organi zed under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of this Corporation are:

- (1) to establish, conduct and maintain an educational institution of collegiate grade for men and women, the advancement of their intellectual, scientific, moral and spiritual improvement through the dissemination of knowledge, the development of re search and the promotion of the broad and inclusive interest of learning, with all the powers and privileges by law conferred u pon or permitted to be exercised by such Corporation, including the granting of literary honors in the giving of suitable diplomas;
- (2) to engage in any other activities in furtherance of the purposes for which this Corporation is formed; and
- (3) to receive, invest and utilize funds and property acquired through the solicitation of contributions, donations, grants, gifts, bequests and the like for the purposes for which the Corporation is formed.

ARTICLE IV  
LIMITATION ON CORPORATE ACTIVITIES

A. The Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. Notwithstanding any other provision of these Restated Articles of Incorporation or the Bylaws for this Corporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended.

C. No substantial part of the activities of this Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, nor shall this Corporation participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

ARTICLE V  
DEDICATION AND DISSOLUTION

A. The property of this Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

B. On the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code and which has established its tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

C. If this Corporation holds any assets in trust, or if the Corporation is formed for charitable purposes, then such assets shall be disposed of on dissolution in conformity with this Corporation's Articles of Incorporation or Bylaws subject to complying with the provisions of any trust under which such assets are held. The disposition shall be in such manner as may be directed by decree of the Superior Court of the county in which the Corporation has its principal office, on petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party. Such decree of the Superior Court may be waived if the Attorney General makes a written waiver of objections to the disposition.

ARTICLE VI  
AMENDMENT

These Articles of Incorporation may be amended or repealed, or new Articles of Incorporation may be adopted, only by the approval of a majority of the Board of Trustees of the Corporation.”

3. The foregoing amendment and restatement of the Articles has been duly approved by the Board of Trustees of this Corporation.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: May 14, 2007

PITZER COLLEGE, a California nonprofit public  
benefit corporation

\_\_\_\_\_  
LAURA

\_\_\_\_\_  
SKANDERA TROMBLEY, President

\_\_\_\_\_

\_\_\_\_\_  
JENNIFER BERKLEY, Secretary

## APPENDIX B

### ACADEMIC FREEDOM AND TENURE

#### 1940 STATEMENT OF PRINCIPLES[1]

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher[2] or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student of freedom of learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

#### **Academic Freedom**

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

#### **Academic Tenure**

- (a) After the expiration of the probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle, it is understood that the following represents acceptable academic practice:

- (1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
- (2) Beginning with appointment to the rank of full-time Instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that his/her new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.
- (3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.
- (4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charge against him/her and should have the opportunity to be heard in his/her own defense by all bodies that pass judgment upon his/her case. He/she should be permitted to have with him/her an advisor of his/her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges on incompetence the testimony should include that of teachers and other scholars, either from his/her own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.
- (5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

### **Interpretations**

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

- (a) That its operation should not be retroactive.
- (b) That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
- (c) If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts

concerning his/her fitness for his/her position, it may proceed to file charges under paragraph (a) (4) of the section on Academic Tenure. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases, the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

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[1]Bulletin of the American Association of University Professors. L, 3 (September 1964), pp. 251-52.

[2]The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

## APPENDIX C

Name \_\_\_\_\_

### CORE QUESTIONS

What courses did you take from Professor X (list by title)? Give the year and semester for each course.

What is your major or contemplated major?

What is your year in college?

1. In which capacities (teaching, advising, research) did you know Professor X?
2. What is s/he like as a teacher? Were the courses you took conducted primarily as lecture or as discussion courses? In addition to lecture and discussion, were any of the following included as course components: (a.) laboratory (b.) community placement (c.) internship (d.) information resource technology (e.g., the web) (e.) field trips (f.) small group discussion (g.) other. Did s/he supervise you in any research projects?  
  
Did s/he have knowledge of the subject taught in the course? Were the goals of the course clearly defined? Were the goals met?
3. Please describe the quality and quantity of reading assignments.
4. What kinds of writing assignments were there? Did the instructor do anything to help you improve your writing?
5. Describe the examinations given in the course. Did they cover the main point of the material? Did they seem fair?
6. What grade did you receive in each course you took from Professor X? Did you receive the grade you expected? Were the grading practices fair?
7. Are you aware of Professor X's research interests? To what extent did her/his research contribute to the course?
8. How challenging was the course?
9. How has the instructor (course) affected your attitude towards or interest in the materials?
10. How available was Professor X outside of class?
11. What was the best thing about Professor X's courses?
12. What was the worst thing about Professor X's courses?
13. How would you rate Professor X in relation to other Claremont Colleges' instructors from whom you have taken courses?

14. How long has Professor X been your advisor?

How available has Professor X been to you as an advisee?

How effective has Professor X been in orienting you as a new student to the College?

Does Professor X appear to know the course offerings at Pitzer? At the other Claremont Colleges?

How helpful has Professor X been in helping you to design course schedules appropriate to your interests and needs?

Has Professor X assisted you in making your plans to meet the major requirements and educational objectives of the College?

How helpful has Professor X been in assisting you in discussing summer or post-graduate plans?

Do you have any suggestions for making Professor X a more effective advisor?

15. If you had the opportunity to help make Professor X more effective, what would you suggest?

16. As you know, Pitzer College embraces within its educational mission the “interdisciplinary and intercultural exploration” of knowledge, as well as “social responsibility and the ethical implications of knowledge and action.”

a. To what extent did Professor X incorporate ideas or themes related to “interdisciplinary and intercultural exploration”? (Did Professor X include material from other disciplines in the teaching of the course? In what ways? How did Professor X include material relevant to the exploration of intercultural issues? How relevant were these objectives for the course or courses that you took?)

b. To what extent did Professor X develop ideas or course materials that promoted “social responsibility” or explore the “ethical implications of knowledge and action”? (Can you think of any concrete examples? How relevant were these objectives for the course or courses that you took?)

17. Use this space for additional comments.

## APPENDIX D

### GUIDELINES FOR THE PITZER COLLEGE LANDSCAPE

1. Campus landscaping should reflect our climate and geological setting. Geologically, Pitzer is situated on an alluvial fan at the foot of some of the steepest mountains in the world. Biologically, we are at the intersection of the mountainous chaparral community with the coastal sage scrub of the valley. In a broader sense, we are part of the arid and semi-arid American Southwest that embraces New Mexico, Arizona, and parts of Utah and Nevada, as well as southern California and Baja. Climatically, we live in one example of a "Mediterranean" climate (mild, wet winters and hot, dry summers), which we share with the countries of the Mediterranean rim and parts of southern Africa, Australia, and Chile.

Geographically, we can communicate a sense of place by keeping the campus open to a view of the mountains; geologically, by incorporating granitic boulders, cobbles, and decomposed granite into the built landscape; floristically, by preserving remnants of the natural landscape and by using native plants both individually and in their natural patterns of association.

The notion of "native" plants is not as simple or restrictive as is sometimes assumed; it is more like a multi-dimensional set of concentric circles. For example, there are plants native to the San Antonio Wash; plants native to the alluvial scrub ecosystems of southern California; plants native to southern California generally; plants native to the American Southwest; and plants appropriate to this place because they are native to one or another of the world's climatically "Mediterranean" areas. Examples of things that are not meaningful to do here include installing English gardens, planting rows of eastern trees, and introducing redwoods under the guise of "California natives."

2. The campus should be designed to conserve water. Although Claremont is not desert (less than ten inches average rainfall), it is semi-arid (sixteen inches average rainfall). It can support endless green lawns and rows of exotic street trees only by taking water from other regions. This long-term situation is punctuated by periodic drought, protests from the water colonies, spasms of water rationing, and rising water prices. Pitzer's landscape needs to move further in the direction of "xeriscape" (landscaping appropriate for dry climates), which involves such things as more efficient irrigation, limitation of water-consumptive turfgrass to areas where it is needed for specific functions (e.g., playing fields), and the user of "drought-tolerant or "water-wise" plant material.

As the new master plan is implemented, there will be more turfgrass (and therefore more water use) because there will be more playing fields. In this situation, we need to choose our varieties of turfgrass wisely, design our irrigation systems carefully, offset the new water use by reducing water use in other parts of the campus (for example, by converting some grassy areas to less water-consumptive vegetation), and explore ways of reusing irrigation water that runs off playing fields and parking lots. In order to monitor and control water use, metering is essential for specific buildings and landscape areas, but until 1991 there was only one water meter for the entire College. Two meters were added as part of the East Mesa project, and this practice needs to continue as new buildings are built and portions of the campus are newly landscaped or altered. In addition, the College should investigate the state of the art with regard to rain gauges and moisture sensors to see if they should be included as an integral part of a water-conserving irrigation system. As for plant material, there is a great overlap (though by no means a complete correspondence) between the xeriscape principle and the principle of using native plants. The general use of xeriscape does not preclude the occasional use of some water-consumptive native plants if these are grouped on separate irrigation lines and do not dominate the landscape. More precise guidelines will need to be developed after the city of Claremont adopts its version of the Model Landscape Ordinance

mandated by AB 325, developed by the Department of Water Resources, and currently being adapted for Claremont by former Pitzer student Gerald Taylor.

3. The campus landscape should be educational. It can communicate a sense of place and demonstrate how people can live more within the limits of their region's resources. It can provide an environment conducive to learning by providing outdoor nooks, both sunny and shady, where members of the College community can read, meditate, write, and converse. It is also possible to display some of the different dimensions of nativity in instructive ways that provide variety and support the College's commitment to intercultural understanding. For example, instead of simply mixing Australian, southern African, and southern Californian plantings, we could have an Australian and/or a southern African garden, perhaps at one or more of the new buildings. A sign and labels, or a brochure, could interpret these gardens to us and to campus visitors. A different garden might focus on Native American uses of southern California plants, while another might highlight introduced plants that had, over time, become "naturalized."
4. Campus plantings should be interesting and attractive, with attention to shape, texture, and color. More attention should be paid to planting for the long run (e.g., trees that will be magnificent specimens after many years). More attention should be paid to plantings that bloom over the seasons, instead of just in the summer when the main College program is on vacation.
5. The landscape should help unify the campus, which will increasingly contain buildings of different styles and periods. Unity might be accomplished partly by using certain native plant species as "theme" trees and shrubs in different parts of the campus, especially at points of entrance, exit, and transition. Certain associations of plants might also become a distinctive Pitzer characteristic. In addition, proper landscaping can soften the intrusive mediocrity of some of the older buildings, as through the use of climbing vines on blank walls.
6. Grounds management should emphasize ecological understanding of soil development and maintenance, biotechnical cycling, species and age diversity, and structural and physiological adaptation of the vegetation. It should shun the practice of planting monocultures of nutrient- and water-demanding, exotic vegetation on nutrient-poor, rapidly-draining soils. Such practices create drought- and pest-prone landscaping, which we then "force" with increased water, fertilizer, and pesticides.
7. Finally, and equal in importance to the other goals, landscaping should reflect the spirit of the College. This spirit is not expressed by the imperialism of imposing rigid, geometric forms--or alien plant species--upon the natural world, but by a more "naturalistic" style that is informal, diverse, and respectful of natural patterns and native species.

## **STATEMENT OF ENVIRONMENTAL POLICY AND PRINCIPLES**

Pitzer College strives to incorporate socially and environmentally sound practices into the operations of the College and the education of our students. Pitzer exists within inter-reliant communities that are affected by personal and institutional choices, and the College is mindful of the consequences of our practices. A Pitzer education should involve not just a mastery of ideas, but a life lived accordingly. We are thus committed to principles of sustainability, and dedicated to promoting awareness and knowledge of the impacts of our actions on human and natural communities.

## APPENDIX E

### **OFFICE OF FOUNDATION AND CORPORATE RELATIONS**

#### **Overview**

As part of College Advancement, the Foundation and Corporate Relations Office is responsible for seeking institutional support for Pitzer College – financial aid, faculty development, equipment, endowed funds, and other campus priorities and programs. This involves identifying, cultivating, soliciting, and stewarding corporate and foundation funding sources. Foundation and Corporate Relations also can assist faculty and staff in obtaining funding for research projects through access to an on-line foundation directory and limited staff assistance with grant development.

#### **Guidelines for Faculty and Staff Grant Seekers**

Foundation and corporate grant seekers should coordinate their prospect list with the Foundation and Corporate Relations staff prior to contact with a prospect to obtain advice and guidance about the College's current or previous relationship, if any, with a foundation. In this way, you could begin to make arrangements for College endorsement of your project and learn if the College has contacts that should be informed about your proposal.

The Foundations and Corporate Relations Office has active projects with many foundations to support campus-wide programs. These require on-going cultivation and a proactive, coordinated approach to maximize their funding potential for the entire campus. Information about these projects is available from the Foundation and Corporate Relations Office, McConnell 320, -79451

#### **Obtaining College Endorsement of Proposal**

Once you have identified funding prospects for your project, you must also obtain college approval for the idea. All ideas for new programs that have academic impact/implications must be approved by the Dean of Faculty and APC. All ideas for new programs that have student life impact/implications must be approved by the Dean of Students.

#### **Foundation & Corporate Office Services**

The Office of Foundation/Corporate Relations will supply or obtain items requested by funders or provide services such as:

- the President's signature on cover letters
- supplemental institutional material as requested by the prospect (i.e., financial reports, operating budget, Pitzer Fact Sheet).
- express mailing of your proposal and supplemental information\
- distribution of copies of all final proposals to appropriate deans, appropriate faculty and staff, and the Public Relations Coordinator.

**APPENDIX F**

**PITZER COLLEGE FACULTY YEAR-END REPORT**

NAME \_\_\_\_\_ FIELD GROUP(S) \_\_\_\_\_

On this form, please list your activities and accomplishments for the past academic year.

A. Teaching:

B. Academic Advising:

C. Scholarly and Artistic Activities:

D. Service to the College and Other Communities:

E. Miscellaneous: Anything else you wish to add to this report

F. Please append an updated curriculum vitae.

G. If this is the year immediately following your five-year review, please include any ways you may have made changes in your teaching, advising, scholarly and artistic activities, or service activities as a result of information you obtained during that review. Due annually by August 15.

**PITZER COLLEGE**  
**PLANNED RETIREMENT POLICY FOR FACULTY**

**(Effective July 1, 2007)**

**MAY 9, 2007**

**[Approved College Council 5/3/07**

**Approved Board of Trustees 5/14/07]**

**MAY 9, 2007**

**PITZER COLLEGE  
PLANNED RETIREMENT POLICY FOR FACULTY**

**Section 1**

**Introduction**

This document constitutes the plan document for the Pitzer College Planned Retirement Policy for Faculty (the "Policy"). The portion of the Policy providing for payments during the six-month period following an eligible Faculty member's full retirement date under the Policy's planned full retirement program is an "employee pension benefit plan" within the meaning of section 3(2) of the Employee Retirement Income Security Act of 1974, as amended ("ERISA"). That portion of the Policy is maintained for the purpose of providing deferred compensation for a select group of management or highly compensated employees, within the meaning of ERISA. This document is provided by Pitzer College (the "College") to Faculty members who may become, or are, eligible for the Policy. Those Faculty members should keep this document for future reference.

The Policy recognizes that the College values contributions of Faculty members of a variety of ages and interests. The Policy is intended to widen the range of retirement opportunities available to the Faculty. An eligible Faculty member's participation in the Policy's planned full retirement program or planned phased retirement program is entirely voluntary by the Faculty member and is in the sole discretion of the College.

An eligible Faculty member is entitled to participate in the planned full or phased retirement program only if all of the conditions of Section 3 are satisfied with respect to that Faculty member.

The Policy is an amendment and restatement of the Pitzer College Retirement Policy (the "Prior Policy") that has existed up until July 1, 2007. The Prior Policy remains in effect only with respect to Faculty members who, with the College, signed contracts under the Prior Policy prior to July 1, 2007, and such Faculty members will not be entitled to the planned full or phased retirement program under this amendment and restatement.

**Section 2**

**Definitions**

Section 2.1. Generally, as provided in Section 3 in greater detail, an eligible Faculty member who satisfies certain conditions may decide to participate in the planned full retirement program or the planned phased retirement program at the sole discretion of the College. Certain terms used in Section 3 or elsewhere in the Policy are defined in this Section 2.1.

- (a) "Eligible Faculty member" means any tenured associate or full professor of the College who has 20 consecutive Years of Service and, for purposes of the planned full retirement program, has attained age 60 or, for purposes of the planned phased retirement program, has attained age 55. However, in no event does "eligible Faculty member" include

- (1) any person whose teaching load is less than the College's standard teaching load, as determined by the College, during the academic year during which he or she first satisfies both the service requirement and applicable age requirement described above,
  - (2) any person classified by the College for purposes of income tax withholding or employment taxes as an independent contractor, without regard to any retroactive reclassification of him or her as an employee,
  - (3) any person rendering services to the College pursuant to an agreement (i) characterizing him or her as an independent contractor, (ii) with another organization, or (iii) that includes a waiver of participation in the Policy,
  - (4) any person who has an individual written agreement with the College providing for severance or other termination or retirement benefits, or any other types of benefits, upon termination of employment with the College, regardless of whether such benefits are subject to requirements or conditions (e.g., the person not being terminated by the College for performance deficiencies), or
  - (5) any person included in a unit of employees covered by a collective bargaining agreement between employee representatives and the College.
- (b) "Year of Service" means a fiscal year of the College (i.e., a twelve-month period beginning on a July 1 and ending on the following June 30) during which an associate or full professor of the College fulfilled normal teaching responsibilities at the College for not less than the College's standard teaching load (for ten months), as determined by the College, for the academic year coinciding with such fiscal year. For purposes of the Policy, the academic year of the College shall be considered to coincide with the fiscal year of the College. For this purpose, periods of an associate or full professor's sabbatical and other paid leaves of absence, and approved unpaid leaves of absence, will be considered as periods during which normal teaching responsibilities at the College for not less than the College's standard teaching load are fulfilled
- (c) "Plan Administrator" means the College.
- (d) "Board" means the Board of Trustees of the College.
- (e) "President" means the President of the College.
- (f) "Dean of the Faculty" means the Dean of the Faculty of the College.

## **Section 3**

### **Terms of Planned Full and Phased Retirement Programs**

Section 3.1. General participation eligibility. An eligible Faculty member may become eligible to participate in the Policy's planned full retirement program pursuant to Section 3.2 or planned phased retirement program pursuant to Section 3.3. Notwithstanding any provision of the Policy, once a Faculty member elects to participate in one of these two programs, he or she cannot elect to participate in the other program.

### Section 3.2. Planned full retirement.

(a) Eligibility and available full retirement dates. Subject to the rule requiring a timely election and the other conditions set forth in this Section 3.2, an eligible Faculty member can retire from employment with the College under the Policy's planned full retirement program on the first, second, third, fourth or fifth July 1 (a "full retirement date") following the eligible Faculty member's (i) completion of 20 consecutive Years of Service and (ii) attainment of age 60. For example, an eligible Faculty member who satisfies the service and age requirement by the end of the academic year that ends on June 30, 2010 (and not by the end of any prior academic year) may retire under the planned full retirement program on July 1 of 2010, 2011, 2012, 2013 or 2014.

Notwithstanding the foregoing and any other provision of the Policy, whether an eligible Faculty member can retire from employment with the College under the Policy's planned full retirement program on any particular full retirement date is subject to the sole and absolute discretion of the College. With regard to each election deadline described under Section 3.2 below, such discretion (i) will be exercised only by the President or Dean of the Faculty, (ii) will be exercised based principally on business or financial considerations of the College, and (iii) will not be exercised in a manner that is inconsistent among Faculty members to whom such election deadline applies and for whom the business and financial considerations of the College are similar as determined by the College. The President or Dean of the Faculty will inform the Faculty member of the available full retirement dates, if any, not less than 30 days prior to the election deadline.

(b) Election deadline and other conditions. To retire under the Policy's planned full retirement program on a full retirement date, the eligible Faculty member must have made his or her election to retire on that date no later than the July 1 (the "election deadline") which is 2 years (i.e., 24 months) prior to the first July 1 by which he or she satisfies the service and age requirements described under Section 3.2(a). The Faculty member must make his or her election by providing written notice to the Dean of the Faculty (on the form provided by the Dean of the Faculty for this purpose) no later than the election deadline. In addition, the Faculty member must with the College subsequently enter into a written retirement agreement provided by the College for this purpose, and signed by the President or Dean of the Faculty, no later than 30 days after the election deadline (i.e., by the July 31 following the election deadline).

The retirement agreement will include the Faculty member's agreement to retire on the specified full retirement date, the Faculty member's agreement to fulfill normal teaching responsibilities as an associate or full professor at the College for not less than the College's standard teaching load, as determined by the College, up to the full retirement date, provisions regarding any applicable sabbatical or other leave, the Faculty member's release and waiver of claims required by the College, and other terms that the College requires in its sole discretion. Any rescission, avoidance or breach of any provision of the retirement agreement by the Faculty member will cause the Faculty member to be ineligible for any benefit under the Policy's planned full retirement program.

The release and waiver of claims required by the College will be a release of, and waiver of claims against, the College and its affiliates, and their directors, officers, employees and agents, and related persons. The release and waiver of claims must be in the form as determined by the College in its sole discretion. The release and waiver of claims may also provide, in the sole discretion of the College, that the Faculty member agrees to one or more restrictive covenants for the benefit of the College and its affiliates and other related persons as may be required by the College and permitted by law, including but not limited to the Faculty member not disparaging, competing with or soliciting employees of the

College and its affiliates, and the Faculty member not infringing upon proprietary rights or disclosing confidential information of the College and its affiliates.

(c) Planned full retirement payments. In addition to regular base salary and other standard compensation for teaching before retirement, two additional amounts are paid to the eligible Faculty member who elects and satisfies the requirements for planned full retirement described in this Section 3.2. The first additional amount is equal to 97.5% of the annual base salary being paid to the eligible Faculty member during the academic year that begins on the July 1 which is 12 months after the election deadline. This amount is paid in a single lump sum payment during December of that academic year, subject to continued employment on the first day (i.e., December 1) of that month. The second additional amount is equal to 162.5% of the annual base salary being paid to the eligible Faculty member during the final academic year preceding the full retirement date. This amount is paid in 6 monthly installments (i.e., with each installment being 1/6th of the second additional amount) beginning on the full retirement date, with payment subject to employment on the preceding June 30 (i.e., the day immediately preceding the full retirement date). Such additional amounts will not be considered for purposes of determining the College's contributions to the College's Academic Retirement Plan for the benefit of the eligible Faculty member or for any other purpose of any benefit plan of the College.

Each payment described in the preceding paragraph will be reduced by withholdings and deductions required under federal, state and local laws and by other applicable reductions. The College may reduce the amount of any payment described in the preceding paragraph as it deems appropriate in its sole discretion for any amount owed (i.e., due and payable) by the eligible Faculty member to the College.

(d) Death while receiving planned full retirement payments. If an eligible Faculty member dies after his or her full retirement date and before the final payment of amounts described under Section 3.2(c), the remaining payments shall continue to be made to the beneficiary designated by the eligible Faculty member for this purpose or, if there is no such designated beneficiary that survives the eligible Faculty member, then to the eligible Faculty member's surviving spouse or, if the eligible Faculty member has no surviving spouse, then to the eligible Faculty member's estate. Any beneficiary designation to be made by an eligible Faculty member must be made on a form provided by the Dean of the Faculty for this purpose and the designation is only effective if delivered by the eligible Faculty member to the Dean of the Faculty prior to the eligible Faculty member's death.

(e) Continued medical insurance and discontinuance of other benefits. Beginning on the eligible Faculty member's termination of employment with the College on his or her full retirement date, the eligible Faculty member, if covered by the College's medical insurance plan immediately prior to such full retirement date, will continue to be eligible to be covered by such plan, to the extent permitted by such plan, with the same College contribution to the cost of such coverage as made by the College from time to time for a Faculty member who has not terminated employment. Such eligibility will be discontinued, if not earlier pursuant to the terms of such plan, when the eligible Faculty member's coverage is discontinued or, if earlier, when the eligible Faculty member reaches the age at which he or she first becomes eligible for Medicare (either Part A or Part B) coverage or benefits, regardless of whether the eligible Faculty member enrolls in Medicare coverage.

If a spouse or any dependent of the eligible Faculty member is also, with respect to the eligible Faculty member, covered by the College's medical insurance plan immediately prior to the Faculty member's full retirement date, such covered person will continue to be eligible for such coverage, to the extent permitted by such plan, until the eligible Faculty member is no longer eligible for such coverage or, if earlier, when coverage for such

covered person is discontinued or, if earlier, when such covered person reaches the age on which he or she first becomes eligible for Medicare (either Part A or Part B) coverage or benefits, regardless of whether such covered person enrolls in Medicare coverage, or when such covered person is otherwise no longer eligible for coverage pursuant to the terms of the College's medical insurance plan (e.g., loss of status as a spouse or dependent of the eligible Faculty member). The College will contribute to the cost of such coverage under the College's medical insurance plan for a spouse or dependent to the same extent as the College contributes to the cost of such coverage from time to time for the spouse or dependent of a Faculty member who has not terminated employment.

Other than continued coverage in the College's medical insurance plan to the extent described above, effective upon an eligible Faculty member's full retirement date, such Faculty member will be no longer eligible for any employee benefit plan of the College, except to the extent expressly provided in any such plan or as set forth in Section 3.4.

### Section 3.3. Planned Phased Retirement.

(a) Eligibility and available phased retirement dates. Subject to the rule requiring a timely election and the other conditions set forth in this Section 3.3, under the Policy's planned phased retirement program, an eligible Faculty member can reduce his or her teaching load to a teaching load that is 60% of the College's standard teaching load, as determined by the College, on any of the first ten July 1sts (a "phased retirement date") following the eligible Faculty member's

- (i) completion of 20 consecutive Years of Service and
- (ii) attainment of age 55. For example, an eligible Faculty member who satisfies the service and age requirement by the end of the academic year that ends on June 30, 2010 (and not by the end of any prior academic year) may reduce his or her teaching load to a 60% teaching load on July 1, 2010 or any subsequent July 1 up to and including July 1, 2019.

Notwithstanding the foregoing and any other provision of the Policy, whether an eligible Faculty member can under this Policy's planned phased retirement program reduce his or her teaching load on any phased retirement date is subject to the sole and absolute discretion of the College. With regard to each election deadline described under Section 3.3 below, such discretion

- (i) will be exercised only by the President or Dean of the Faculty,
- (ii) will be exercised based principally on business or financial considerations of the College, and
- (iii) will not be exercised in a manner that is inconsistent among Faculty members to whom such election deadline applies and for whom the business and financial considerations of the College are similar as determined by the College. The President or Dean of the Faculty will inform the Faculty member as to whether a particular July 1 is an available phased retirement date not less than 30 days prior to the election deadline for that phased retirement date, provided that the Faculty member so requests not later than 90 days prior to such election deadline.

While on a reduced 60% teaching load, the eligible Faculty member will be expected to teach part-time during the entire academic year but, in exceptional circumstances, depending upon curricular needs, the Faculty member may be allowed to fulfill his or her teaching responsibilities during one semester. Any such arrangement for one year will not commit the College to such a schedule in subsequent years. The eligible Faculty member will be required to continue other College responsibilities, such as advising, committee

service and thesis supervision. The Faculty member will be eligible for research and travel funds and other privileges available to part-time Faculty members, but may be asked to share an office with one or more other Faculty members. The Faculty member will be eligible for sabbatical leaves on the regular schedule.

(b) Election deadline and other conditions. For an eligible Faculty member to reduce his or her teaching load to a teaching load that is 60% of the College's standard teaching load, as determined by the College, on any phased retirement date, the eligible Faculty member must have made his or her election to do so no later than the July 1 (the "election deadline") which is 1 year (i.e., 12 months) prior to such phased retirement date. The Faculty member must make his or her election by providing written notice to the Dean of the Faculty (on the form provided by the Dean of the Faculty for this purpose) no later than the election deadline. In addition, the Faculty member must with the College subsequently enter into a written retirement agreement provided by the College for this purpose, and signed by the President or Dean of the Faculty, no later than 30 days after the election deadline (i.e., by the July 31 following the election deadline).

The retirement agreement will include the Faculty member's agreement to fulfill normal teaching responsibilities as an associate or full professor at the College for not less than 60% of the College's standard teaching load from the phased retirement date up to full retirement, provisions regarding any applicable sabbatical or other leave, the Faculty member's release and waiver of claims required by the College, and other terms that the College requires in its sole discretion. Any rescission, avoidance, or breach of any provision of the retirement agreement by the Faculty member will cause the Faculty member to be ineligible for any benefit under the Policy's planned phased retirement program. Such release and waiver of claims will be as described in Section 3.2(b).

(c) Planned phased retirement payments. While on a reduced 60% teaching load, the eligible Faculty member's regular base salary will be reduced to 60% of the equivalent full time salary of the eligible Faculty member. The eligible Faculty member will continue to receive contributions to the College's Academic Retirement with the amount of such contributions determined by the eligible Faculty member's reduced regular base salary. Unlike the Policy's planned full retirement program, no additional amounts are paid to the eligible Faculty member prior to, on or after the eligible Faculty member's phased retirement date under the Policy's planned phased retirement program. While on any sabbatical leave, the eligible Faculty member's continued salary will be at the reduced amount.

(d) Continued medical insurance and other benefits. While on a reduced 60% teaching load, the eligible Faculty member will continue to be eligible to participate in the College's medical plan, and in all other employee benefit plans of the College, to the extent permitted by such plans. To the extent any plan provides that its level of benefit is determined by the amount of compensation paid to the eligible Faculty member, such as any of the College's life insurance plans, such benefit level may be accordingly reduced. An eligible Faculty member whose most recent date of hire by the College is after September 30, 1996 will not be eligible for participation in the long-term disability insurance plan of the College while on a reduced 60% teaching load.

Beginning on the eligible Faculty member's termination of employment with the College on his or her full retirement, the eligible Faculty member, if covered by the College's medical insurance plan immediately prior to such full retirement, will continue to be eligible to be covered by such plan to the extent permitted by such plan, without any College contribution to the cost of such coverage. Such eligibility will be discontinued, if not earlier pursuant to the terms of such plan, when the eligible Faculty member's coverage is discontinued or, if earlier, when the eligible Faculty member reaches the age at which he or she first becomes

eligible for Medicare (either Part A or Part B) coverage or benefits, regardless of whether the eligible Faculty member enrolls in Medicare coverage.

If a spouse or any dependent of the eligible Faculty member is also, with respect to the eligible Faculty member, covered by the College's medical insurance plan immediately prior to the Faculty member's full retirement, such covered person will continue to be eligible for such coverage to the extent permitted by such plan, without any College contribution to the cost of such coverage. Such eligibility will be discontinued, if not earlier pursuant to the terms of such plan, when the eligible Faculty member is no longer eligible for such coverage or, if earlier, when coverage for such covered person is discontinued or, if earlier, when such covered person reaches the age on which he or she first becomes eligible for Medicare (either Part A or Part B) coverage or benefits, regardless of whether such covered person enrolls in Medicare coverage, or when such covered person is otherwise no longer eligible for coverage pursuant to the terms of the College's medical insurance plan (e.g., loss of status as a spouse or dependent of the eligible Faculty member).

Other than continued coverage in the College's medical insurance plan to the extent described above, effective upon an eligible Faculty member's full retirement, such Faculty member will be no longer eligible for any employee benefit plans of the College, except to the extent expressly provided in any such plan or as set forth in Section 3.4.

Section 3.4. Professor Emeritus Status. Normally, Faculty members who retire under the Policy will be considered for emeritus status upon the commencement of their full retirement (either under the planned full retirement program or the planned phased retirement program). Whether such status is granted will be determined in the sole discretion of the College. If emeritus status is granted, the emeritus professor will normally receive the following perquisites during his or her tenure as professor emeritus, as determined by the College in its sole discretion:

1. Office space or desk space in an "emeriti office" with telephone and secretarial service will be provided on an "as available" basis.
2. Authority to use College stationery and to use the institution for purposes of identification and grant administration, the latter through normal committee and staff office channels.
3. Library and Faculty House privileges and other privileges designated by the Faculty Executive Committee.

## **Section 4**

### **Administration of the Policy**

Section 4.1. Plan Administrator. The President and Dean of the Faculty will be responsible for carrying out the rights and responsibilities of the College regarding the Policy, including those as Plan Administrator.

The Board and President, each individually, have the sole authority to interpret and construe the Policy in regard to all questions concerning the status and rights of persons under the Policy, and all such decisions of the Board or President shall be conclusive and binding on all persons.

Section 4.2. Claims Procedure. Any Faculty member who believes that he or she is entitled to a benefit or other right under the Policy which has been denied, may file a claim in writing with the President. No later than 90 days after the receipt of a claim, the President will allow or deny the claim in writing. A denial of a claim, in whole or in part, will be written in a manner calculated to be understood by the claimant and will include (i) the specific reason or reasons for the denial, (ii) specific reference to pertinent Policy provisions on which the denial is based, (iii) a description of any additional material or information necessary for the claimant to perfect the claim and an explanation of why such material or information is necessary, and (iv) an explanation of the claim review procedure.

A claimant whose claim is denied (or his or her duly authorized representative) may within 60 days after receipt of denial of his or her claim (i) request a review upon written application to the President, (ii) review pertinent documents, and (iii) submit issues and comments in writing. The President will notify the claimant of the President's decision on review within 60 days after receipt of a request for review unless special circumstances require an extension of time for processing, in which case a decision will be rendered as soon as possible, but not later than 120 days after receipt of a request for review. Notice of the decision on review will be in writing. The President's decision on review will be final and binding on any employee or former employee of the College or any successor in interest of either.

## **Section 5**

### **Amendment or Termination of the Policy**

Section 5.1. Right to Amend or Terminate. The College reserves the right to, and will by written action of the Board, which will be exercised by the Board in its sole and absolute discretion, at any time, without any necessary prior notice to or approval of any employee or former employee or any other person, amend or terminate the Policy in any particular manner; provided, however, that no amendment or termination will adversely affect the benefits or rights provided, or to be provided, under the Policy to an eligible Faculty member in connection with a planned phased or full retirement for which a retirement agreement has been executed prior to the adoption of such amendment or termination. The Policy will be reviewed by the College at least every five years and will be amended or terminated if the College so desires in its sole and absolute discretion. Eligible faculty members are governed by whatever terms of the Policy are in effect at the time they execute a retirement agreement with the College. Notwithstanding any provision of the Policy, the Policy is intended to comply with the provisions of section 409A of the Internal Revenue Code of 1986, as enacted by the American Jobs Creation Act of 2004. The College shall have the sole and absolute discretion to amend or terminate the Policy to satisfy any requirements of such section 409A or regulations or other guidance issued or otherwise provided by the U.S. Treasury Department with respect to such section 409A to the extent applicable to the Policy.

## **Section 6**

### **Miscellaneous**

Section 6.1. Limitation on Rights. Participation in the Policy does not give any employee the right to be retained in the service of the College or any rights to any benefits whatsoever, except to the extent specifically set forth, if at all, in a retirement agreement.

If an eligible Faculty member who has executed a retirement agreement with regard to the Policy's planned full retirement program terminates his or her employment, whether as a voluntary termination or due to his or her death or disability, or has his or her employment terminated by the College prior to his or her full retirement date, such eligible Faculty member shall not be entitled to such planned full retirement or any payments or other benefits related thereto.

Section 6.2. Method of Funding. The College will pay all additional payments with respect to the Policy's planned full retirement program from current operating funds. No property of the College is or will be, by reason of the Policy, held in trust for any employee of the College. No person will have any interest in or any lien or prior claim upon any property of the College by reason of the Policy or the College's obligation to pay additional amounts pursuant to the Policy.

Section 6.3. Governing Law. The Policy will be construed and enforced in accordance with ERISA and the laws of the State of California to the extent such laws are not preempted by ERISA. Notwithstanding any provision of the Policy, the Policy is intended to comply with the provisions of section 409A of the Internal Revenue Code of 1986, as enacted by the American Jobs Creation Act of 2004, and will be interpreted and construed accordingly. Notwithstanding any provision of the Policy, if a payment to be made pursuant to the Policy constitutes a deferral of compensation under such section 409A, then such payment will not commence any earlier than the earliest of:

- (i) one day after the eligible Faculty member has a "separation from service" within the meaning of such section 409A,
- (ii) any other date permitted by such section 409A, and (iii) any other date permitted by regulations or other guidance issued or otherwise provided by the U.S. Treasury Department or the Internal Revenue Service with respect to such section 409A.

Section 6.4. Assignments. No rights, obligations or liabilities of an eligible Faculty member hereunder are assignable or otherwise alienable.

## Section 7

### Additional Policy Information

Plan Name: Pitzer College Planned Retirement Policy for Faculty

Plan Sponsor and Plan Administrator: Pitzer College  
c/o Dean of the Faculty  
1050 North Mills Avenue  
Claremont, California 91711  
(909) 621-8000

Agent for Service of Legal Process: Pitzer College  
Dean of the Faculty  
1050 North Mills Avenue  
Claremont, California 91711  
(909) 621-8000

Plan Year: January 1 through December 31

IN WITNESS WHEREOF, the College has caused this instrument to be executed by its duly authorized officer this \_\_\_\_ day of \_\_\_\_\_, 2007.

PITZER COLLEGE  
DRAFT MAY 9, 2007

By: \_\_\_\_\_  
Title:

## APPENDIX H

### STUDENT APPOINTMENTS COMMITTEE

- a) Student Appointments Committee shall be a standing committee of Student Senate.
- b) **Composition**
  - a. Six officers of Student Senate (as described in Article III of the Student Senate Constitution).
  - b. One faculty member of Student Senate
- c) **Functions.** To appoint students to position as defined in Article VII of the Student Senate Constitution.

## APPENDIX I

### STUDENT SENATE

#### 1. Composition

A minimum of 24 members--21 student voting members to College Council (or no less than one third of the members of College Council)--to be drawn from the following groups:

- a. Four officers (Student Chair, Vice-Chair, Secretary, and Treasurer) elected by the student body
  - b. One member from each of the following academic standing committees: Academic Planning Committee, Curriculum Committee, Academic Standards Committee, Campus Life Committee, Diversity Committee, External Studies Committee, and Faculty Executive Committee. These representatives are elected by the student body to serve on one of the standing committees
  - c. Four members, one from each student class (first-year, sophomore, junior, senior), elected by their respective class
  - d. Four members, one from each Dormitory Council, elected by their respective Dormitory Council, and one off-campus/New Resources representative, elected by students who live off-campus
  - e. Dean of Students (ex-officio non-voting member)
  - f. Two appointed faculty members, selected each year by the Faculty Executive Committee on the recommendation of the Dean of Faculty
2. The Student Senate's task is to discuss and make appropriate policy recommendations pertaining to student life and community issues, as well as discussing items on the agenda of College Council. Members of the Student Senate serve as the student voting representatives to College Council.

#### 3. Functions

- a. The Student Senate will meet as a whole on a weekly basis to discuss student life issues, new propositions, and items on the College Council agenda.
- b. Meetings will be open to the entire Pitzer community; however, the Student Senate does reserve the right to hold student-only meetings in addition to the regularly scheduled weekly meetings.
- c. The Student Convenor will be empowered to form and delegate duties upon ad-hoc subcommittees of the Student Senate.
- d. A quorum will consist of 50 percent plus one of the members of the Student Senate. A proposal may only be voted on when a quorum is present, and must be passed by a majority of those present in order to become a recommendation of the body.

- e. The Student Senate will include two permanent subcommittees; the Budgetary Subcommittee and the Communications Subcommittee. The Budgetary Subcommittee will be chaired by the Treasurer, and will contain three other members of the Student Senate. The subcommittee will conduct a scheduled allocation process each April, and is also charged with preparing the final proposal for the allocation of the Student Activities Fee to Pitzer clubs and other five-college organizations. This proposal will then be voted on by the Student Senate as a whole. The subcommittee will follow the allocation guidelines updated by the Community Relations Committee in the spring of 1990 when preparing this proposal. The Communications Subcommittee will be chaired by the Secretary, and will contain two other members of the Student Senate. The subcommittee will be charged with writing and distributing the "Pitzer Perspective", a biweekly newsletter which informs the student body about issues being considered in Pitzer governance. In addition, the subcommittee members will receive copies of all Pitzer minutes (as well as the minutes from five-college committees which rely on the participation of Pitzer students), and will be asked to inform the Student Senate of any issues which the subcommittee believes should be addressed by the Senate.

## APPENDIX J

### JUDICIAL CODE— Pitzer College Code of Student Conduct

#### Preamble

Pitzer College has a high respect for individuality among its students and acknowledges the right to explore, clarify, and adopt individual values. The College makes no attempt to stand in loco parentis or to be responsible for the total life of its students. The College does, however, have the responsibility of encouraging an atmosphere where students, staff and faculty can effectively pursue the goals of education and community living. All students are responsible for their own behavior and how this behavior impacts the community. The Code of Student Conduct seeks to protect the rights of the individual and the rights of the community with fairness, integrity, and respect for the goals of all.

The Pitzer College Code of Student Conduct sets out definitions of rules and fair procedures within the Pitzer community. As members of this community, students are required to abide by all the policies and procedures of Pitzer College and the Claremont Colleges as well as all local, state, and federal laws. It is each student's responsibility to be aware of the content of the Code of Student Conduct as well as other policies of the College which are published in the Student Handbook.

This Code is reviewed periodically by the Judicial Council which is composed of five students and five faculty members to reflect changes in community standards and is then adopted by College Council.

Disciplinary authority for the Code of Student Conduct originates in the Board of Trustees, the President, and the By-Laws of the College. The Judicial Council has authority to conduct hearings on charges of violations of the Pitzer College Code of Student Conduct, while the Office of Student Affairs is responsible for the administration of residential life policies and for enforcing the disciplinary policies of the College. Decisions made by the Judicial Council or an administrative review are generally final. However, an appeal may be made on specified grounds by the respondent. The sanctions imposed by the judicial process will remain in place unless and until the appeal is successful and the sanctions are overturned.

#### I. Definition of Terms

1. The term College means Pitzer College
2. The term "student" includes all persons taking courses at Pitzer College , both full-and part-time, and those who attend the Claremont Colleges and who reside in Claremont Colleges residence halls. Persons who are not officially enrolled for a particular term but who have a continuing relationship with Pitzer College are considered students.
3. The term "faculty member" means any person hired by Pitzer college and appointed by recommendation of Faculty Executive Committee to conduct classroom or teaching activities.
4. The term "member of the Claremont Colleges community" includes any person who is a student, faculty or staff member, college official or any other person employed by the College(s).

5. The term “intercollegiate policy” means any of several jointly-adopted policies of the Claremont Colleges which guide but do not supersede the procedures and policies of Pitzer College .
6. The term “College-owned property” includes all land, buildings facilities, and other property owned jointly or singly by any of the Claremont Colleges, or property of any facility or institution owned by or affiliated with the Claremont Colleges.
7. The term “Judicial Council” means the group of both faculty members appointed by the Pitzer College Faculty Executive Committee and student members elected by the student body of Pitzer College , who are authorized to hold hearings to determine whether a student has violated the Code of Student Conduct and to impose sanctions.
8. The “Dean of Students Office” is that official or the designees of the College appointed by the Pitzer College President and empowered by the Judicial Council through the College By-Laws to be responsible for the administration of the Student Code.
9. The term “judicial proceeding” means the procedures and processes of a student disciplinary action, (either a Judicial Council hearing or administrative review) after a formal charge of a specific alleged violation of the Code of Student Conduct is made.
10. The term “shall” is used in the imperative sense.
11. The term “may” is used in the permissive sense.
12. The term “policy” is defined as the written regulations of the College as found in, but not limited to, the Code of Student Conduct, the Student Handbook, and the College Catalogue.
13. The term “complaint” means the set of circumstances or events reported to the Dean of Students Office and/or being investigated which may or may not lead to a written charge.
14. The term “complainant” refers to the individual(s) initiating a complaint of a violation of the Code of Student Conduct which may or may not result in a charge.
15. The term “respondent” refers to the person against whom an alleged violation of the Code of Student Conduct is charged.
16. The term “victim” refers to the individual(s) who has been harmed by the alleged violation of the Code of Student Conduct.
17. The term “charge” means a written statement of the provisions of the Student Code alleged to be violated and the factual circumstances surrounding the alleged violation.

## **II. Judicial Authority; Office of the Dean of Students**

### **A. Investigation and Resolution of Disputes.**

1. **Investigating.** The Dean of Students Office is responsible for enforcement of the Code of Student Conduct and for ensuring that the rights of all students are upheld. When a complaint is made against a student, the Dean of Students Office shall conduct an investigation to determine if the alleged violation(s) has merit. Any student against whom there might be a charge of a violation of the Code of Student Conduct has all the

rights enumerated in Section VI of this code. In addition to these rights, the Dean of Students will provide the student(s) who is (are) being investigated or charged with a copy of the Code of Student Conduct as well as a sheet that points out the student's right to consult an advisor and that offers a short list, prepared by Student Senate, of potential advisors (faculty, students, and staff) who have volunteered to provide students with information about the Code of Student Conduct and advice during the judicial process.

**2. Severity of disciplinary cases.** A student charged with violating the Code of Student Conduct has the right to have a hearing before the Judicial Council for any alleged violation. However, in cases of alleged minor violations, complaints can often be resolved without a full Judicial Council hearing. Generally, there are three levels of disciplinary action depending on the seriousness of the alleged violation.

**a. Residential life complaints.** Complaints about student behavior and reports of alleged violations of residential life policies, such as noise policy, guest policy, pets, room changes, furnishings, etc, normally are first addressed by the Dean of Students Office. Such complaints are reviewed by a Residence Hall Director and/or Associate or Assistant Dean of Students and examined in a conference with the student(s). Many matters can be resolved at this level. Attempts at conflict mediation and reconciliation as well as resolution by imposition of sanctions for admitted violations may make unnecessary a formal judicial proceeding and bringing a charge. Resolution may entail a variety of responses, including no action, a warning, an educational or community service assignment, a fine, residential probation, restitution or some combination, depending on the severity of the case.

A respondent may appeal from the residence life staff to the Dean of Students for reconsideration on the same grounds as judicial appeals. (See Section VII. E.)

**b. Administrative review option.** In the event of repeated complaints, such as those in A.1. above, about the same person or somewhat more serious alleged violations, but where the potential sanction would not usually be suspension or expulsion, the respondent has the choice of either an administrative review within the Dean of Students Office, as provided for in II.B below, or to have the case reviewed by the Judicial Council. An administrative review offers privacy and the possibility of negotiation of the case. When offered this option, the student has five class days to decide. If the student chooses an administrative review, the student does not have the right to a hearing before Judicial Council for the same alleged violation(s). Once the student decides, a charge is issued and a date and time is set for the administrative review or Judicial Council hearing.

**c.** Cases in which the possible sanction could be suspension or expulsion from the College will be referred directly to the Judicial Council by the Dean of Students Office.

**d. Mediation.** Mediation is intended to allow the two people involved to discuss their respective understandings of the incident through the assistance of a trained professional. Mediation is designed to encourage each person to be honest and direct with the other and to accept personal responsibility where appropriate. Its goal is to facilitate the resolution of the incident to the satisfaction of both persons involved, and to produce a written agreement that is binding on both parties. Mediation is not a procedural option for cases of Sexual Offenses. Requests for mediation should be filed with the Dean of Students by the complainant and/or respondent, and both parties must agree to enter into mediation. In addition, the Dean or his/her designee must agree that mediation is a desirable method for resolution of the case. All parties have to agree to the choice of the mediator. If the

process proves unsatisfactory at any time during the mediation before an agreement is reached, the complainant may pursue other courses of action.

e. For alleged violations in either case b or c. above, The Dean of Student's Office meets separately with the complainant(s) and/or the alleged victim(s) to notify each of his or her rights and to provide each with a copy of the Student Code.

## **B. Procedures for an Administrative Review**

If the respondent chooses to have an administrative review, the Dean of Students will notify the respondent in writing of the alleged violation(s) including the specific circumstances or behaviors alleged to have violated that policy or regulation. An Associate or Assistant Dean of Students (or in severe cases the Dean) will review the case. The review will include individual interview(s) with the respondent, the complainant, the victim, any witnesses, and the review of other documentation or materials relevant to the case. Advisors to the respondent, claimant, or victim may be consulted beforehand, but will not be permitted to be present during the administrative review. The official who conducts the review will make a decision based on a preponderance of the evidence. That is, is it more likely than not that the respondent(s) is responsible for violating the Code of Student Conduct?

When a student is found responsible for a violation through an administrative review, the Dean of Students Office will impose sanctions. The range of sanctions that may be imposed includes, but is not limited to: community service, educational sanctions, referral to drug or alcohol counseling or rehabilitation, warning, probation, monetary fines, restitution, revoking of on-campus privileges (including on-campus housing), but does not include expulsion or suspension from the College. The respondent will be notified in writing of the results of the review. When a violation of the Code of Student Conduct is determined in an administrative review, and sanction is imposed by the Dean of Students Office, appeal, if any, is directed to the President. (See Section VII. E.) Grounds of appeal include violations of the student's rights as set forth in the Code of Student Conduct, insufficient or compelling new evidence, and/or severity of the sanction.

## **C. Procedures for Mediation**

The only parties present at the mediation session(s) are the two persons involved in the incident, their advisors if they wish (a student, faculty, or staff member of the Claremont Colleges), and a trained mediator who should not be student. The parties shall be offered the opportunity to participate without physically facing each other. If so requested, the mediator shall work out an acceptable arrangement. The mediator will listen to the parties and work with them to develop a written agreement on the key issues emerging from the incident, which may include an activity or restraints on behavior that one or both parties agree to following the mediation. The outcome will be communicated to the Dean of Students or his/her designee immediately. The written agreement will be kept in both students' discipline files located in the Office of Student Affairs and may be used for purposes of sanctioning in subsequent judicial matters. Charges of violations of the agreement should be heard by the Judicial Council. There is no statute of limitations on the mediation process.

Note: If a hearing to consider an alleged violation(s) is submitted to the Judicial Council, whether because it is chosen by the respondent or referred by the Dean of Students Office, the hearing procedures described in Section VII below will apply. In either case, preparation of charges and notification of the Judicial Council Chair will be the responsibility of the Dean of Students Office.

### III. Proscribed Conduct

#### Violations of the Code of Student Conduct include:

##### A. Offenses against persons and property:

1. *Threatening or endangering other persons.* No Pitzer student shall threaten or endanger the safety and/or well being of others.
2. *Physical assault.* No Pitzer student shall attack or physically injure any member of the campus community or visitor to the campus.
3. *Harassment.* Every Pitzer community member has the right to freedom from harassment and abusive behavior, including harassment directed at his/her racial, religious or ethnic background, physical disability, or sexual orientation. No Pitzer student may engage in behavior which is excessively or persistently annoying enough to detract substantially from the quality of life, or the quality of the working conditions of students or any other member of the Claremont Colleges. Examples of harassment can include: making excessive noise in residence halls, damaging or highly offensive practical jokes, and racist behavior. (Cases of alleged sexual harassment will follow the Sexual Harassment Policy and Procedures outlined in this handbook for resolution.)
4. *Property offenses.* No Pitzer student shall steal, embezzle, damage, or endanger the property or otherwise violate the property rights of any Claremont College, jointly owned or affiliated facility, or of any member or authorized guest of the Claremont College community who is on college-owned property.
5. *Firearms violations.* Firearms or other dangerous weapons are prohibited on campus. Any student with firearms must store them at Campus Security headquarters.
6. *Interference with college activities.* No Pitzer student shall act in an unauthorized way to make impossible the satisfaction of any physical condition necessary for the success of any authorized activity on college-owned property (by college-owned property we understand property owned jointly or singly by any of The Claremont Colleges, or property of any facility or institution owned by or affiliated with the Colleges).

**B. Providing false information:** No Pitzer student shall knowingly provide false information in relation to the implementation or enforcement of any College policies, rules or regulations. This includes, but is not limited to, forging instructor or advisor signatures or add-drop sheets or petitions, giving false or misleading information to college employees and committees, and knowingly giving false testimony to Judicial Council in the course of a hearing. Every student must provide identification upon request of any college employee.

**C. Academic dishonesty:** Any member of the Pitzer community who is aware of academic dishonesty by a student has the responsibility to try to halt it, either by intervening immediately, or by speaking with the person committing it, and by reporting it to the Dean of Students Office for possible referral to Judicial Council. If an instructor concludes that the standards of academic honesty have been disregarded, it is his or her responsibility to make the information available to the student, to report the incident to the Dean of Students Office, and to tell the student that a report is being made. The faculty member may handle the case and impose any academic penalty including failure in the course. The faculty member should report the outcome to the Dean of Students Office. If a

student disputes the incident or the severity of the penalty, he or she may have a hearing before Judicial Council.

**1. Plagiarism.** No Pitzer student shall appropriate the work of another— for example, parts of passages of another’s writings, the ideas and language of another, the artistic compositions of another—and pass them off as his/her own work. Students may not use substantial extracts from books, journals, or other sources without citation.

**2. Cheating.** No Pitzer student may intentionally use or attempt to use unauthorized materials, information, or study aids in an academic exercise or examination.

**Duplicate papers.** No student may hand in the same paper in more than one course without obtaining prior permission in writing from the instructor(s), and stipulating the conditions (such as extra research, length of paper, etc.)

**Facilitating academic dishonesty.** Intentionally or knowingly helping or attempting to help another to violate this code of academic integrity.

**Claiming Credit Falsely.** Intentional fraud, in which a student seeks to claim credit for the work or effort of another without authorization or uses unauthorized materials or fabricated information in any academic exercise. Academic dishonesty can include forgery of academic documents, intentionally impeding or damaging the academic work of others or assisting other students in acts of dishonesty.

**D. Sexual Offenses:** Every Pitzer Community member has the right to freedom from harassment and/or abuse, including sexual offenses. When this right is ignored, the offense degrades the victim, our community, and society at large. Pitzer College will not tolerate sexual offenses of any kind. In recognizing both the physical and psychological trauma associated with such offenses, Pitzer College encourages victims to seek help from the Dean of Students, a hall Director, an RA, or a potential advocate defined as a faculty, student, or staff member of the Claremont colleges. Also in recognizing the difficulty that these cases present for individuals to come forward, Pitzer College will make every effort to facilitate the process and support survivors of sexual offenses. Pitzer College recognizes that sexual offenses are a crime and victims are encouraged to address the issue through the criminal system and seek police help. In a judicial proceeding, information regarding prior sexual conduct of either the complainant or the respondent will not be considered relevant. The manner in which a complainant was dressed will not be admitted as evidence in any review or hearing.

Sexual offenses fall into four broad categories with the following definitions. It is possible that a given incident could lead to more than one of these charges:

**1. Rape** is defined as sexual contact in which there is penetration of a bodily orifice (examples primarily include the genital and anal areas and the mouth) however slight by an object (examples include but are not limited to a penis, a finger, a bottle, etc.) in the absence of effective consent.

In a case where a student is found responsible for rape, Judicial Council is required to impose the sanction of expulsion.

**2. Sexual Assault** is any sexual contact without effective consent that occurs by a man or a woman where penetration has not occurred. Sexual assault includes but is not limited to the legal definition of sexual battery defined by the California Penal Code 2002 under section 243.4 (a) as touching an intimate part of another person while that person is unlawfully restrained by the accused or the accomplice, and the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse. Touching as defined in the California Penal Code means physical contact with another person, whether accomplished directly, or through the clothing of the person committing the offense, or through the clothing of the victim.

**3. Sexual harassment** (between students) is defined as a pattern of unwanted and unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature if it creates an intimidating, hostile, or offensive work, educational or student living environment. It includes but is not limited to any unwelcome touching, patting, pinching, or brushing against a person's body, and any harassment directed against a person because of his/her gender or sexual orientation. It also includes any attempt to coerce an unwilling person to unwanted sexual attention or to punish a refusal to comply. Sexual harassment may also exist in power situations where one's submission to or rejection of another's behavior is the basis for decisions affecting that person. Cases of alleged sexual harassment will follow the Sexual Harassment Policy and Procedures outlined in this handbook for resolution.

**4. Sexual Exploitation** occurs when a student takes non-consensual sexual advantage of another individual or individuals for the purpose of his/her own or someone else's benefit, and the behavior does not fall under the previous definitions of sexual offenses.

Examples include, but are not limited to:

- Potential transmission of HIV or STD when the condition is known but undisclosed
- Inducing incapacitation with the intent to rape or sexually assault- regardless if the sexual offense takes place (i.e. alcohol, date rape drugs, etc.)
- Videotaping and photography for the purpose of sexual arousal, sexual gratification, or sexual abuse without knowledge and effective consent of all parties involved
- Peeping Tommerly

All of the above definitions imply an absence of effective consent.

Effective consent is informed, freely and actively given, mutually understandable words and/or actions; which indicate a willingness to do the same things, at the same time, in the same way, with each other. "Consent" is defined under the California Penal Code 2002 section 261.6 to mean "positive cooperation in act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved."

In cases where there is an absence of mutually understandable words and/or actions, it is the responsibility of the initiator to ensure that they have the consent of the other person(s). Consent for certain activities does not imply consent for other activities, and at anytime, regardless of what has previously occurred, consent can be withdrawn. The initiator should obtain consent at every stage of new sexual activity. The role of the initiator can change throughout the sexual encounter.

Examples of ineffective consent include obtaining consent through the use of fraud, actual or implied force in the form of physical violence, threats, intimidation, or coercion.

—Physical force exists when someone acts upon the subject physically by exerting control over the subject's body through violence, which can include punching, kicking, or restraining.

—Threats exists where a reasonable person would have been compelled by the words or actions of another to give permission to sexual contact they would not have otherwise given. Examples include threats to kill the subject, themselves, or to harm someone close to the subject.

—Intimidation exists where someone uses his or her physical presence coupled with menacing behavior to intimidate the subject(s) and no physical contact occurs, and/or knowledge of prior violent behavior coupled with menacing behavior of the respondent threatens the complainant.

—Coercion exists when the sexual initiator pressures the subject(s) in a manner that is oppressive and violates norms of respect to engage in unwanted sexual behavior.

An individual is incapable of giving effective consent when s/he is physically incapacitated as a result of alcohol or drug consumption, whether it is voluntary or involuntary, or is unconscious, unaware, or physically helpless. Individual may not engage in sexual activity with another who one knows or should be able to reasonably infer is physically incapacitated. A person is unable to give effective consent when they lack the ability to determine that a situation is sexual, and/ or cannot rationally appreciate the nature and extent of that situation. A minor is never capable of giving effective consent.

Silence, previous sexual relationships, and/or current relationship with the respondent (or anyone else) may not be taken to imply consent. A person who is subjected to physical or sexual aggression is not required to actively resist. Intentional use of alcohol/drugs by the respondent is not a reason and/or an excuse for violation of the student code of conduct.

**E. Misuse, theft, or abuse of College computer time or accounts.** Violations of college computer policy will be heard as normal disciplinary or judicial proceedings.

**F. Violating College policies and relevant laws described in the Student Handbook, including but not limited to policies on:**

**alcoholic beverages:** See the College Alcohol and Drug Policy section of this handbook and the section on state and local alcohol laws.

**illegal drugs:** See the College Alcohol and Drug Policy section of this handbook and the section on state and local drug laws.

**sexual harassment:** See Sexual Harassment Policy and Procedures and section III.D. of this Code.

**sexual assault:** See Claremont Colleges Inter-campus Sexual Assault Policy Statement as well as section III.D of this Code.

**computer use policy:** See Computer User Agreement.

**fire and safety:** See Fire Safety Regulations.

**outdoor art:** See Outdoor Art Policy.

**G. Knowingly aiding another person in any violation of the Code of Student Conduct:**

No student shall knowingly aid another person in the violation of any rules contained in this Student Handbook.

#### **IV. Special Powers**

**A. Violations of Law.** Whether through administrative or Judicial Council action, the College reserves the right to impose sanctions against students for conduct that may violate any federal, state or local law on or off campus, even though such crimes may also be tried in the local courts. When a student is charged with a legal violation, and college disciplinary action is also taken, campus proceedings may be carried out prior to, simultaneously with or following civil or criminal proceedings. The College's proceedings are not bound by any determinations of fact or law made in any civil or criminal proceedings.

**B. Interim Suspension.** Any student who, in the judgment of the Dean of Students or her/his designee, presents a clear and present danger to the health, safety, and/or welfare of the College community is subject to suspension from the College by the Dean of Students or her/his designee on an interim basis, pending a hearing by the Judicial Council. Such a suspension does not prejudice that a violation has occurred. Interim suspension will be followed by speedy access to a full and fair hearing.

1. A student whom the Dean of Students or her/his designee has placed on interim suspension pending a hearing may appeal such suspension to the President. The President shall issue her/his decision on such an appeal to the student in writing.
2. Should Judicial Council in a hearing find that no violation of the Student Code occurred, the interim suspension shall be lifted.

**C. Search of Rooms** Pitzer College respects the privacy of members of the College community. However, the College reserves the right to conduct searches of residence hall rooms if reasonable cause exists to believe that

- (1) activity is taking place which is detrimental to the health, safety, or welfare of the Pitzer College Community, or
- (2) activity is taking place which constitutes a violation of the Code of Student Conduct.

Determination of reasonable cause is to be made by the Dean of Students (or, in her/his absence, the Associate and/or Assistant Dean of Students). Every effort will be made to have present the student whose room is being searched. In addition, rooms may be entered for routine cleaning services and/or to inspect or repair plumbing, electrical, heating and cooling systems, or room furnishings.

**D. Campus Emergency Policy.** The President of Pitzer College and in her/his absence the Dean of Faculty or Vice President for Administration shall have authority to deal with any emergency that may arise on campus and to employ such means including the employment of counsel for this purpose and to delegate to the Provost of the Claremont Colleges such authority as may be necessary under the circumstances

## V. The College Judicial Council

**A. Jurisdiction.** The Judicial Council shall hold hearings, make determinations of fact, and impose sanctions on those determined to be in violation of the Code of Student Conduct. The College Judicial Council shall not have appellate jurisdiction. If having completed a hearing, the Judicial Council finds that the respondent should be sanctioned for violating the Code of Student Conduct, the respondent may ask for review of that decision by the President.

1. Any member of the Claremont Colleges community may bring a complaint against a Pitzer student to the Pitzer Dean of Students Office. The Dean of Students Office will attempt to resolve the case, if possible, including in some instances offering the respondent the option of having an administrative review, Section II. If the complaint cannot be resolved, or if the respondent or the Dean of Students elects a Judicial Council hearing, the Dean of Students Office will forward the case by preparing a written charge to the Judicial Council.
2. Inter-campus complaints. When Pitzer students are on the campus of another of the Claremont Colleges, they are expected to respect the regulations of that College as well as those of their own College. If a student of another College violates the regulations of the host College, judicial action may be brought against that student at his/her home College. The name of any students concerned, along with all pertinent information, will be sent to the Dean of Students of the College involved.

As a temporary measure, the administration of the host College may, at its own discretion, prohibit a student from coming onto its campus until judiciary proceeding at the student's home College is complete. Such a prohibition shall be communicated to the student through his/her home College at the request of the host college.

3. In cases coming before the Judicial Council the Dean of Students Office shall formulate the charge, which shall be a written statement giving the relevant regulation or policy that has been allegedly violated and the specific behavior or sequence of behaviors alleged to have violated that regulation or policy. The respondent will receive written notice of any violation according to the procedures outlined in Section VII. B.

**B. Composition.** *The College Judicial Council shall consist of five students, in good academic and disciplinary standing, not subject to recall, elected by the student body, in conjunction with a faculty jury pool Each semester, every member of the faculty, excluding those on leave, FEC or APT, will be eligible for training and subsequent service on a College Judicial Council hearing. The Dean will ensure that a sufficient pool of faculty are trained and on-call. For each matter brought to a hearing, a committee comprised of five people, either three students and faculty or two students and three faculty, will be chosen to serve. Faculty will be determined through a random draw conducted by the Dean of Faculty's office with students determined by the Dean of Students office amongst those elected. The time and place of a College Judicial Council hearing will be set by the office of the Dean of Faculty in consultation with the Dean of Students. A dean from the Office of Student Affairs will sit with the Council as an advisor on process and to represent the views of the College. The Dean of Faculty, Chair of FEC, and the Dean of Students will ensure **as much as possible** that Judicial Council is representative of the College community. The Chair shall be elected from among the voting membership of the Council.*

**C. Quorum.** Five members shall constitute a quorum of the Judicial Council for the purpose of meeting. For a hearing, the quorum shall consist of five members, including at least two faculty members and two student members.

Prior to the hearing, the respondent and complainant will be notified of the names of those members of the Judicial Council who will be hearing the case. If either objects to any member or members of the board, he or she may write to the Dean of Faculty requesting that those members be replaced. The letter must include an explanation for the objections. Removal from the hearing board will occur if and only if the Dean is convinced after investigating that absence of impartiality would result in an unfair hearing by allowing that member/those members of the Judicial Council to adjudicate the incident. Requests for removal shall not be revealed to members of the Judicial Council. If there are insufficient numbers of faculty/students to reach a quorum, the Deans of Faculty/Students shall appoint an ad hoc replacement from among the faculty/students who have received Judicial Council training before the hearing.

**D. Notification.** The Pitzer College Code of Student Conduct and rights of students will be published in the Student Handbook each year.

**E. Reports.** The Judicial Council shall report at least once a year to the College Council the numbers and types of cases it has heard, the difficulties it has encountered, the recommendations made and sanctions imposed, the appeals made to the President, and the decisions of the President. These reports are for the purpose of informing the Pitzer community of the general nature of its judicial problems and shall avoid identifying the persons involved.

**F. Training.** The Dean of Students Office shall design and be responsible for providing comprehensive training, in consultation with appropriate professional external agencies, in sexual offenses, hate crimes, and other relevant topics to members of the Judicial Council and the faculty at large.

**VI. Rights of Students Charged. (Bylaws, Art. VII. Sec. 7.7) Each respondent involved in a judicial proceeding shall have the following rights:**

- Right to be presumed innocent until proven guilty.
- Right to be informed, in writing, of the charges against her/him and in sufficient time to prepare or judicial proceedings.
- Right to a speedy hearing or administrative procedure.
- Right to have a formal hearing before Judicial Council for any alleged violation of the Code of Student Conduct.
- Right to a hearing separate from that of another respondent.
- Right to be assisted in her/his defense during a Judicial Council hearing by an advisor of her/his choice who must be a student, faculty, or staff member of the Claremont Colleges.
- Right to consult an advisor of her/his choice prior to an administrative hearing, who is a member of the Claremont Colleges and is knowledgeable about the Code of Student Conduct.
- Right to face the person who has brought complaints against him/her (the “complainant”).
- Right to refuse to respond to questions that are self-incriminating.
- Right to call material and character witnesses from the College community.
- Right to be free from a re-hearing for the same alleged violation
- Right to be free of penalty or sanction if found not responsible for violation of the Student Code.
- Right to reconsideration of a decision on specific grounds (grounds for appeal are violation of a student’s rights as set forth in the Code of Student Conduct, insufficient or compelling new information, and/or severity of the sanction).

**VII. Judicial Council Hearing Procedures**

**A. Purpose**

The following are guidelines for conduct of Pitzer College Judicial Council hearings. This process does not intend to duplicate or imitate criminal or civil legal procedures. Instead, the guidelines are meant: (a) to provide for constructive, just, and prompt investigations and resolutions of complaints alleging violations of the Pitzer College Code of Student Conduct, and (b) to provide fair treatment for all parties involved in disputes, those who have complaints as well as those against whom complaints are made.

**B. Pre-Hearing Procedures**

1. Complaints of alleged violations which are being referred to Judicial Council for hearing shall be written, and delivered to the Judicial Council Chair, by the Dean of Students. Within two class days, the Judicial Council Chair shall arrange for a copy of the charge to be delivered in person to the respondent, as well as to the complainant(s) or victim(s). The copy to the respondent will constitute his/her formal notification of the charge(s) against him/her and the intent to hold a Judicial Council hearing. This written notification will include the complaint(s) against the respondent; the specific policies and portions of the Code of Student Conduct the respondent has allegedly violated; his/her rights as guaranteed in Article VII. Section 7.7, Pitzer College Bylaws; the nature of the information which will be presented against him/her, as well as any written or recorded statements obtained during the Dean of Students Office investigation, and the sanctions which could be applied if he/she were found in violation of the Code of Student Conduct.
2. The respondent has the right to have an advisor from the Claremont Colleges at the hearing who may be faculty, student, or staff. In order to aid in obtaining support,

the respondent may request that the Dean of Faculty appoint a faculty member to advise him or her in contacting witnesses and in other matters related to the complaints. If the charges are serious enough that they might result in suspension or expulsion from the College, the respondent is particularly advised to select an advisor to be present during the Judicial Council hearing.

3. The Judicial Council Chair sets a date for the hearing. Under normal circumstances the hearing should be scheduled for a date not fewer than 5 or more than 25 class days from the time the respondent was first formally notified of the charge(s) against him/her. The Judicial Council Chair shall inform both the respondent and the complainant(s) or victim(s) of the time, place, and date of the hearing. It is the responsibility of the parties to inform their respective advisors of this information. The victim(s) or complainant(s) will have available to them all information sent to the respondent by the Judicial Council Chair at the same time as the respondent is notified.

4. Under extraordinary circumstances, either the respondent or the complainant may request waiver of the time limit for a hearing in writing to the Judicial Council Chair. A decision on the request will be made by the Judicial Council. All parties will then be notified of the date, time, and location of the rescheduled hearing.

### **C. Hearing Procedures**

1. The respondent shall be informed of his/her rights and shall have an opportunity to speak and to present information in his/her behalf. Should the respondent, having been properly notified of the date, time and place of the hearing, fail to appear at the time and place specified, the hearing shall proceed in the same manner as if s/he were present, unless the Judicial Council decides by majority vote to postpone the hearing.

2. No member of Judicial Council shall join or rejoin deliberations after a hearing has begun. No member may be excused from a hearing once it has begun except for good cause and by a majority vote of the other members present, and then only if such action does not violate the quorum provisions of Section V. D. above. No member of Judicial Council who has not been present for the entire hearing shall participate in the decision or in a subsequent discussion of sanctions.

3. Judicial Council shall consider only information introduced at the hearing, before the Council. Normally this will include a written statement from the complainant, from the respondent, and from any witnesses; it may also include responses to questions given during the hearing.

Written statements will be considered only when the respondent is aware of their content and of the names of those individuals who have made the statements and only when the student making the statements appears before the Judicial Council to answer questions about the statements. Character witnesses, if any, may state their knowledge of the character of the respondent, but must refrain from comments on the character of the claimant(s).

4. Except as provided under Section VII.D.6. below, only one witness shall be allowed in a Judicial Council hearing at any one time.

5. All questions during the hearing shall be asked by or to Judicial Council members. The purpose of the hearing is not to conduct a trial but to gain as full and fair an account as possible about the alleged violation and to determine whether a violation of the Student Code of Conduct has occurred. The respondent and the complainant(s)

shall have the right to suggest questions to the Chair to be asked by Judicial Council members, but only Judicial Council members shall directly question the respondent, complainant, or the witnesses. The Chair, in consultation with the Judicial Council, may modify the question process to facilitate the proceedings. The Chair may exclude irrelevant and unduly repetitious information. Normally, the hearing conforms to the following order of procedure:

- (a) Presentation of the written charge from the Dean of Students Office, questions from Judicial Council members to the Dean of Students designee and/or the complainant(s) regarding the complaint.
- (b) Statements of witnesses on behalf of the complainant(s); questions from Judicial Council members to the witnesses.
- (c) Statement of the respondent; questions from Council members to the respondent.
- (d) Statements of witnesses on behalf of the respondent; questions from Judicial Council members to the witnesses.
- (e) At the option of the Council, a second round of questioning of the complainant(s) and any supporting witnesses a majority of the Council wishes to hear in rebuttal.
- (f) At the option of the Council, a second round of questioning of the respondent and any supporting witnesses a majority of the council wishes to hear in rebuttal.
- (g) Close of the hearing.

6. The person(s) bringing the complaint and the respondent shall have the right to be present during the presentation of evidence and questioning of witnesses. S/he also shall have the right to be accompanied by an advisor of her/his choice, who must be a student, faculty, or staff member of the Claremont Colleges.

7. In all Sexual Offense cases, the complainant shall be offered the opportunity to participate in the hearing without directly facing the respondent. If so requested, the Judicial Council Chair shall make appropriate arrangements. For example, the room may be partitioned so that the complainant and the respondent do not see each other. In any case, the respondent and the complainant and/or their advisors shall have the opportunity to hear the testimony, have questions asked of other party during the hearing process, and to hear the responses.

8. No actions shall be taken in a Judicial Council hearing which would impede the orderly conduct of the hearing. Disruption of the Judicial Council is a violation of the Code of Student Conduct. The Chair may at any time recess a hearing to provide for gathering additional information or simply to provide a break in the hearing or the deliberation.

9. A verbatim record (such as a tape recording) shall be made of every Judicial Council hearing. This record shall be kept in the Dean of Students Office and shall remain confidential, although it may be made available upon request to the respondent. The record shall be destroyed five years after the respondent's graduation or withdrawal from Pitzer College.

10. The hearing shall be closed.

#### **D. Decision and Sanctions**

1. The decisions of the Judicial Council shall be based solely upon information introduced at the hearing, before the Council. In determining sanctions the Council shall consider the nature of the violation and the circumstances under which the violation occurred. The Council may consider the previous conduct record of the respondent with respect to the application of sanctions only.
2. When a sanction requires a period of time for completion, the deadline for completion shall be specified. The respondent must report to a designee of the Dean of Students when he or she has completed the sanction. The case is not complete until the sanction has been completed and cleared by the Dean of Students Office. The Judicial Council will not monitor or reconsider a sanction once it is imposed.
3. The decisions of the Judicial Council shall be based on a standard of a preponderance of the evidence presented. The direct statement of a witness, including the complainant, the victim, and the respondent may be taken as sufficient proof of any act. Statements made by any witness must be evaluated for bias, plausibility, credibility, and consistency along with other available information. Any relevant information may be admitted if it is the type on which reasonable persons are accustomed to rely in the conduct of serious affairs. Unruly, irrelevant or unduly repetitious information may be ruled out of order by the chair. The decisions of the Judicial Council and its imposition of sanctions shall be reached in closed session by a majority vote. The Chair shall vote only in case of a tie.
4. If it finds that a violation of the Code of Student Conduct has occurred, Judicial Council shall consider the nature of sanctions to be imposed. At this phase of deliberation, The Dean of Students or a designee may provide the Council with historical information on the past conduct record of the respondent and the history of sanctions in similar cases.
5. Sanctions normally considered include (but are not limited to) the following:
  - (a) Disciplinary probation: Formal notice compelling a student to exhibit good behavior during a specified probationary period. Violations during the probationary period may result in temporary or permanent separation from the College.
  - (b) Removal from residence and/or board: Revoking, for a specific period of time, the privilege of on-campus residence and/or campus meals.
  - (c) Full Suspension: Temporary separation from the College for a specified period of time. The terms of the suspension shall be set by the Council and may include special conditions which must be satisfied during the suspension and/or special conditions which would be in effect upon the student's return to the College.
  - (d) Expulsion: Permanent separation from the College.
6. Other sanctions. In addition to the sanctions above, the Judicial Council may impose disciplinary sanctions which are not listed above.
7. Expulsion is mandatory when a student is found in violation of the code on the charge of rape. A sanction of expulsion will be strongly considered in cases of gender-related physical assault.

8. Rehabilitative activities. In addition to any sanction, the Council may recommend rehabilitative activities to be undertaken by a student, including community service, participation in drug or alcohol abuse programs, etc.

9. Notification of decision. The respondent shall be notified in writing, within two class days following the hearing, of the Judicial Council's decision and recommended sanctions, if any. Written notification shall include a summary of the reasons for the decision and an explanation of any sanctions imposed. In the case of an alleged sexual offense, intercollegiate policy and the California Educational Code require that the complainant(s) and or victim(s) who have been parties to the case and other appropriate college officials will be notified about its disposition within three days.

#### **E. Appeals Procedure**

1. Judicial Council decisions and sanctions are expected to be final. On specific grounds, the respondent may request that the President reconsider the Judicial Council's decision. The appeal must be made in writing, and must be made within five class days of written notification to the student of the Judicial Council's decision. Grounds of appeal include violations of the student's rights as set forth in the Code of Student Conduct, insufficient or compelling new evidence, and/or severity of the sanction.

2. No more than five class days after receiving the written appeal and a completed transcript of the hearing, the President shall communicate her/his decision on any appeal to the respondent, the complainant and the Judicial Council Chair. If the President modifies the imposed sanction in any way, he/she shall communicate that fact and the reasons for making such a modification to the respondent, the complainant and the Judicial Council Chair. The decision of the President shall be final.

3. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:

(a) To determine whether the original hearing was conducted fairly in light of the charges and evidence presented and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present evidence that a violation occurred and giving the respondent reasonable opportunity to prepare and present a rebuttal of those allegations.

(b) To determine whether the decision reached regarding the charged student was based on substantial evidence, that is whether the facts were sufficient to establish that a violation of the Code of Student Conduct occurred.

(c) To determine whether the sanction(s) imposed was appropriate for the violation.

(d) To consider whether there is new evidence, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing.

#### **F. Confidentiality**

1. All information pertaining to investigations and hearing proceedings is confidential and shall be shared only by Judicial Council members. The Judicial Council chair may, however, share such information with individual members of the College administration and staff on a need-to-know basis. "Need-to-know" is defined as information necessary to carry out the College judicial process.

## **G. Community Notification**

1. Within five class days after the completion of a judicial hearing and appeal (if any) to the President, the Judicial Council may publicly inform the Pitzer community (and, in cases involving complainants from the other Claremont Colleges, the home colleges of said complainants) of its decision, sanctions imposed, and the action of the President. In cases in which the respondent has been found in violation of the Code of Student Conduct, publicity (including the name of the student) shall be at the discretion of the President. In cases in which the respondent was found not to have violated the code, such publicity shall be at the discretion of the respondent.

## **H. Records and Enforcement of Disciplinary Action**

1. Records of Judicial Council decisions and sanctions shall become a part of the student's disciplinary files (those maintained in the Dean of Students Office) and shall be kept for a period of five (5) years after the student's graduation or separation from the College.

2. At the discretion of the Dean of Students in consultation with the Judicial Council, proceedings may continue without the student being currently enrolled.

3. No student shall be graduated while a complaint brought against him/her is pending before Judicial Council. No student shall be graduated with-out first fulfilling the terms of a disciplinary sanction.

4. The Dean of Students Office shall be responsible for enforcing disciplinary sanctions.

5. Any student on whom a sanction has been imposed may include in her/his student record a written response concerning the decision and sanction.

## **APPENDIX K**

### **POLICY STATEMENT IN COMPLIANCE WITH IRC 409A**

#### **RE: PITZER COLLEGE SALARIES WILL BE PAID OVER 12 MONTHS**

(Deferred Compensation Rule IRC 409A, effective 1/1/08; Reviewed by Jacqueline Parks, BBK)

#### **FACULTY HANDBOOK:**

Pitzer College requires that all faculty and exempt employees be paid their annual salary over twelve months regardless of the fact that they will actually work over a shorter time period. Specifically, the academic year salary shall be paid in twelve equal installments issued on or before the 26<sup>th</sup> day of each month, beginning on July 1 and ending on June 30. Faculty members are expected to be in residence at the college from August 15<sup>th</sup> in the fall through commencement in the spring. Visiting faculty who teach only one semester will be paid for specific periods in accordance with individual terms of employment. Visiting faculty who teach in both semesters of an academic year will be paid in twelve equal installments in the same manner as regular faculty.

In the event a separation from service occurs before the end of the 12-month payment period, employee will be entitled to an additional payment for the amount actually earned from the beginning of the 12-month pay period until the date of his or her separation from service, but which has not yet been paid. This additional payment will be included in the employee's final paycheck. For this purpose, "separation from service" shall have the same meaning as that term is defined in section 1.409A-1(h) of the Treasury Regulations.

## APPENDIX L

### GUIDELINES FOR THE STRUCTURE AND FORMAT OF THE SELF-STUDY REPORT

#### 1. Introduction

This section of the self-study provides a context for the review and is primarily descriptive. The introduction should:

- State why the program exists and what it hopes to achieve.
- Provide specific goals, connected both to the field group's general statement of purpose and to the College's Educational Objectives, for what the program hopes to achieve. Goals could relate to student learning, growth of the program, or faculty development.
- Establish outcomes that can be observed if goals are being met. Outcomes should be measurable—for example, specific growth in enrollment or number of majors, number of students fulfilling the College's Educational Objectives through program courses; growth in program-specific knowledge over the course of a class; certain levels of achievement, in terms of both program and institutional outcomes, in capstone and other senior projects.
- Describe how the program fits into the institutional structure and its relationship to departments and programs within the Claremont Consortium. This description may include a *brief* history of the program and any changes since the last review.

#### 2. Analysis of Evidence

This section, which forms the bulk of the self-study, presents evidence indicating the extent to which program goals are being met. The evidence should address both program quality and program sustainability.

##### Evidence of Program Quality

- *Students*: Evidence about the students, whether majors or non-majors, enrolled in specific courses in the program. Specific evidence might include gender, ethnicity, age, GPA. Types of indicators depend on the goals.
- *Curriculum*: Evidence about the breadth and depth of the curriculum and its alignment with learning outcomes. Specific evidence might include a curriculum map or flow chart that describes how (and when) the sequence of courses meets goals for learning outcomes; a comparison of the program's curriculum with those at other comparable institutions (and/or those in the consortium); measures of teaching effectiveness (e.g. course evaluations, peer teaching evaluations, faculty scholarship, etc.); other learning experiences relevant to program goals and numbers of students participating (e.g. internships, community-based learning, research, etc.); a description of how faculty's pedagogy responds to various learning modalities.
- *Student Learning and Success*: Evidence about students' achievement of desired learning outcomes. Specific evidence might include both quantitative and qualitative measures for majors and non-major students. Quantitative measures might include: student retention and graduation rate trends (could be disaggregated by various demographic categories); number of non-majors taking courses; number of interdisciplinary special majors advised; placement of graduates into graduate schools, post-graduate opportunities, and jobs; graduating student and/or alumni satisfaction surveys; and disciplinary ratings of the program. Qualitative measures could include the ongoing efforts by the department to

respond to previous assessment results; performance evaluations of students' capstone and/or thesis projects; and student/alumni achievements.

- *Faculty:* Evidence about the achievements of faculty in relation to program mission and goals. Specific evidence might include list of faculty specialties and how they align with program curriculum; teaching quality (e.g. course evaluations, peer evaluations, faculty self-review); record of scholarship; participation in professional development related to pedagogy and/or assessment; external funding and other awards; faculty service; faculty distribution across the ranks; and faculty diversity.

#### Evidence of Program Sustainability

- *Demand:* Evidence of the trends in numbers of students in the program and in courses over a five- to eight-year period, and the number of independent studies undertaken. Specific evidence might include trends within the profession, the Consortium, or the region or nation that identify future trends for the program.
- *Allocation of Resources:* Evidence of the degree to which resources are appropriately allocated to maintain program quality. Specific evidence might include an evaluation of faculty (student-faculty ratio, faculty workload, faculty review processes, professional opportunities and resources, etc.); student support (academic & career advising, tutoring, remedial resources, support for community and campus engagement, etc.); information & technology resources (for both faculty and student needs); facilities (classroom space, labs, office space, student space, etc.); staff and financial resources for future needs.

### **3. Summary Reflections**

This section of the self-study provides an interpretation of the findings that will determine a program's strengths, weaknesses, and areas to target for improvement. Whenever possible, findings should be interpreted in the context of professional benchmarks and the standards of aspirant peer institutions. Questions to address include: Is the curriculum aligned with the program goals? Are the program goals aligned with the goals of those people the program serves? Is the level of program quality aligned with the institution's acceptable level of quality? Are program goals being achieved? Are student learning outcomes being achieved at an acceptable level? (To answer these questions, "acceptable levels" should be identified.)

### **4. Future Goals and Planning for Improvement**

The concluding section of the self-study is devoted to future planning and improvement. The findings and their interpretation serve as the foundation for an evidence-based plan for improvement. This section might identify future goals in the period before the next review, how to address weaknesses that have been identified, how to build on program strengths, what improvements are possible with existing resources, what improvements can be addressed only with additional resources, and how collaborations (with other departments, field groups, offices, community organizations, etc.) can improve program quality.

## Data to Be Included in the Self-Study Report

**Data to be provided by the Office of Institutional Research & Assessment** could include:

- *Students in the Program*: Data on students in the program over time. Data could include students' gender, ethnicity, age, GPA, etc.. (Types of indicators depend on program goals.)
- *Curriculum*: Data on the curricula of comparable institutions' programs and/or those in the Consortium.
- *Student Learning and Success*: Data on student retention and graduation rates over time (could be disaggregated by demographic categories); job placements for graduates; placements of graduates into graduate schools or other post-graduate opportunities (like fellowships); results of graduating students and/or alumni surveys; how the program ranks in any national rankings.
- *Demand* (related to program sustainability): Data on the trends in numbers of students in the program over a five- to eight-year period.
- *Allocation of Resources* (evidence of program sustainability): Student-faculty ratios for courses in this program (perhaps in comparison with those in other consortial programs).

**Data to be compiled by the program** could include:

- *Descriptive Introduction*: Information on other programs within the Consortium that relate to the Pitzer program (including data on level of cooperation and coordination).
- *Curriculum*: Measures of teaching effectiveness such as course evaluations, peer teaching evaluations, and faculty scholarship; curriculum map or flow chart describing program's sequence of courses; information about learning experiences relevant to the program (e.g. internships, community-based learning) and number of students participating.
- *Student Learning and Success*: Performance evaluations for students' capstone and/or thesis projects; information about student/alumni achievement; information about ongoing efforts to respond to previously identified weaknesses.
- *Faculty*: Information about faculty specialties in relation to program curriculum; peer teaching evaluations; faculty self-reviews; record of scholarship and service; participation in professional development related to pedagogy and/or assessment; external funding and awards; faculty distribution across the ranks and diversity.
- *Demand* (evidence of program sustainability): Any evidence of trends within the profession, the Consortium, or region/nation that would affect the future of this program.
- *Co-Curricular Connections*: Data on other Pitzer programs and opportunities that relate to the academic program (e.g., number of students involved in campus clubs and organizations, relevant faculty- or student-initiated campus or residential life programming, relevant community-based learning experiences, etc.).
- *Allocation of Resources* (evidence of program sustainability): Information about faculty workload, faculty review/evaluation processes, professional opportunities and resources, student support (academic and career advising, tutoring, remedial resources, support for community and campus engagement, etc.); information and technology resources for faculty and student needs; facilities (classroom spaces, labs, office spaces, student spaces, etc.); staff and financial resources for the future.

December 8, 2010