FACULTY GUIDE TO ACADEMIC PRACTICES AND POLICIES AT BROCKPORT

2010-2011

Office of the Provost and Vice President for Academic Affairs
Preface

This Guide is designed as a quick reference regarding issues that most faculty encounter, either routinely or eventually, in carrying out their various responsibilities at The College at Brockport. It was created mindful that much more comprehensive publications, i.e., The Faculty/Staff Handbook, are available (the Handbook can be found on the web; go to the Brockport web page, click on "Publications"). Indeed, the comprehensiveness of those publications was one of the inspirations for a more accessible reference. The present manual reflects the content of those publications in many ways, but has reorganized much of this information, and (where helpful) changed the language into more of a “plain English” version. It has also added direction on “practices” and “expectations” that, while not having the status of formal “policy” (as presented in the Faculty/Staff Handbook), nevertheless address issues that characterize much of everyday academic life at Brockport.
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**SABBATICAL LEAVE APPLICATIONS** (for sabbaticals to be taken during 2011 - 2012 AY)

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<th>To Department Review Committee</th>
<th>Tuesday, September 7, 2010</th>
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<tr>
<td>Notification to Candidate</td>
<td>Monday, September 20, 2010</td>
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<td>To Department Chair</td>
<td>Monday, September 27, 2010</td>
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<tr>
<td>Notification to Candidate</td>
<td>Friday, October 15, 2010</td>
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<tr>
<td>To Dean</td>
<td>Monday, October 25, 2010</td>
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<tr>
<td>Notification to Candidate</td>
<td>Monday, November 29, 2010</td>
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<tr>
<td>To Provost (through the chair and the dean)</td>
<td>Monday, December 13, 2010</td>
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<tr>
<td>To President</td>
<td>Monday, January 10, 2011</td>
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<td>To Human Resources</td>
<td>Monday, January 24, 2011</td>
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**TARGET DATE FOR NOTIFICATION** Friday, February 11, 2011

**SABBATICAL REPORTS TO PROVOST**

<table>
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<tr>
<th>Spring 2010 Sabbaticals or AY 2009-2010</th>
<th>Monday October 29, 2010</th>
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<tr>
<td>Fall 2010 Sabbaticals</td>
<td>Monday, March 21, 2011</td>
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<tr>
<td>Spring 2011 or AY 2010-2011 Sabbaticals</td>
<td>Monday, October 31, 2011</td>
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**TENURE, RENEWAL AND PROMOTION APPLICATIONS**

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<tr>
<th>To Department Review Committee</th>
<th>Monday, October 4, 2010</th>
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<tbody>
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<td>Notification to Candidate</td>
<td>Monday, October 25, 2010</td>
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<td>To Department Chair</td>
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<td>Notification to Candidate</td>
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<td>To Human Resources</td>
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<td>To Provost</td>
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<td>File Available for Candidate Review</td>
<td>Monday-Friday, February 28 – March 4, 2011</td>
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<td>To President</td>
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<td>To Human Resources</td>
<td>Friday, April 22, 2011</td>
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**TARGET DATE FOR NOTIFICATION** Friday, May 13, 2011

**FACULTY ANNUAL REPORTS**

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<tr>
<th>Initial Call from Provost</th>
<th>Monday, March 22, 2011</th>
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<td>Faculty Reports To Department Chairs</td>
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<td>Friday, June 17, 2011</td>
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<td>Deans Send Reports to Provost (Faculty)</td>
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<td>Deans Send Reports to Provost (Librarians)</td>
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<td>Provost Sends Reports to Human Resources</td>
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**CHANCELLOR’S AWARDS FOR EXCELLENCE IN TEACHING, FACULTY SERVICE, SCHOLARSHIP & CREATIVE ACTIVITIES, PROFESSIONAL SERVICE, AND LIBRARIANSHIP NOMINATION PACKAGES**

<table>
<thead>
<tr>
<th>To CELT Office</th>
<th>November 15, 2010 (note earlier deadline)</th>
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<tbody>
<tr>
<td><a href="http://www.brockport.edu/celt/chancellors.html">www.brockport.edu/celt/chancellors.html</a></td>
<td></td>
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**DISTINGUISHED PROFESSOR, DISTINGUISHED TEACHING PROFESSOR, DISTINGUISHED SERVICE PROFESSOR – NOMINATIONS CAN BE SUBMITTED IN SPRING OR FALL**

<table>
<thead>
<tr>
<th>Fall nominations – to CELT Office</th>
<th>Monday, August 2, 2010</th>
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<tbody>
<tr>
<td>Spring nominations – to CELT Office</td>
<td>Monday, February 1, 2011</td>
</tr>
<tr>
<td><a href="http://www.brockport.edu/celt/chancellors.html">www.brockport.edu/celt/chancellors.html</a></td>
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**DUE DATES FOR CHAIR’S DEPARTMENT ANNUAL REPORTS TO THE DEAN AND THE SCHOOL DEAN’S ANNUAL REPORT TO THE PROVOST**

These dates will be assigned later in the year based on the College’s needs for these reports.
# I. Academic Calendar 2010-2011

**Faculty Obligation Period: August 23, 2010 - May 27, 2011**

## FALL SEMESTER 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27, 2010, Friday</td>
<td>Welcome Weekend Begins</td>
</tr>
<tr>
<td>August 30, 2010, Monday, 8 AM</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>September 6, 2010, Monday</td>
<td>Labor Day (1)</td>
</tr>
<tr>
<td>September 7, 2010, Tuesday, 5 PM</td>
<td>Add Period Ends</td>
</tr>
<tr>
<td>September 17, 2010, Friday, 5 PM</td>
<td>Late Add Period Ends</td>
</tr>
<tr>
<td>September 17, 2010, Friday</td>
<td>Constitution Day; Class in Session</td>
</tr>
<tr>
<td>September 28, 2010, Tuesday, 5 PM</td>
<td>Full Semester Course Drop Period Ends(2)</td>
</tr>
<tr>
<td>October 16, 2010, Saturday, 5 PM</td>
<td>Mid-Term (1st Quarter Ends)</td>
</tr>
<tr>
<td>October 18 &amp; 19, 2010, Monday &amp; Tuesday</td>
<td>Mid-Semester Break (1)</td>
</tr>
<tr>
<td>October 18, 2010, Monday, 4 PM</td>
<td>Student Progress Evaluations Due in Registrar’s Office</td>
</tr>
<tr>
<td>October 20, 2010, Wednesday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>November 5, 2010, Friday, 5 PM</td>
<td>Deadline to Withdraw without Department Chair Permission</td>
</tr>
<tr>
<td>November 23, 2010, Tuesday, 10 PM</td>
<td>Thanksgiving Recess Begins (1)</td>
</tr>
<tr>
<td>November 29, 2010, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>December 3, 2010, Friday 5 PM</td>
<td>Withdraw Period Ends</td>
</tr>
<tr>
<td>December 11, 2010, Saturday, 5 PM</td>
<td>Regular Course Schedule Ends (2) (2nd Quarter Ends)</td>
</tr>
<tr>
<td>December 13, 2010, Monday, 8 AM</td>
<td>Final Exam Period Begins</td>
</tr>
<tr>
<td>December 18, 2010, Saturday, 5 PM</td>
<td>Final Exam Period Ends (Semester Ends)</td>
</tr>
<tr>
<td>December 24, 2010, Friday, 4 PM</td>
<td>Grades Due From Faculty</td>
</tr>
</tbody>
</table>

## SPRING SEMESTER 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21, 2011, Friday</td>
<td>Welcome Weekend Begins</td>
</tr>
<tr>
<td>January 24, 2011, Monday, 8 AM</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>January 31, 2011, Monday, 5 PM</td>
<td>Add Period Ends</td>
</tr>
<tr>
<td>February 11, 2011, Friday, 5 PM</td>
<td>Late Add Period Ends</td>
</tr>
<tr>
<td>February 21, 2011, Monday, 5 PM</td>
<td>Full Semester Course Drop Period Ends(2)</td>
</tr>
<tr>
<td>March 12, 2011, Saturday, 5 PM</td>
<td>Spring Recess Begins (1) Mid-Term (3rd Quarter Ends)</td>
</tr>
<tr>
<td>March 14, 2011, Monday, 4 PM</td>
<td>Student Progress Evaluations Due in Registrar’s Office</td>
</tr>
<tr>
<td>March 21, 2011, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>April 6, 2011, Wednesday, 9 AM – 5 PM</td>
<td>Scholars Day (1)</td>
</tr>
<tr>
<td>April 6, 2011, Wednesday, 5 PM – 11 PM</td>
<td>Classes in Session</td>
</tr>
<tr>
<td>April 8, 2011, Friday, 5 PM</td>
<td>Deadline to Withdraw without Department Chair Permission</td>
</tr>
<tr>
<td>April 15, 2011, Friday, 3 PM</td>
<td>Honors &amp; Awards Ceremony</td>
</tr>
<tr>
<td>April 29, 2011, Friday 5 PM</td>
<td>Withdraw Period Ends</td>
</tr>
<tr>
<td>May 7, 2011, Saturday, 5 PM</td>
<td>Regular Course Schedule Ends (2) (4th Quarter Ends)</td>
</tr>
<tr>
<td>May 9, 2011, Monday, 8 AM</td>
<td>Final Exam Period Begins</td>
</tr>
<tr>
<td>May 14, 2011, Saturday, 5 PM</td>
<td>Final Exam Period Ends (Semester Ends)</td>
</tr>
<tr>
<td>May 14, 2011, Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 20, 2011, Friday, 4 PM</td>
<td>Grades Due From Faculty</td>
</tr>
</tbody>
</table>
NOTE: Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult with the department for additional information.

Under section 224-A of the Education Law of the State of New York, absence from class as required for religious practice is excused, and the opportunity for students to make up work missed for this reason is provided.

MWF Classes (from 8:15 AM to 3:30 PM) are 60 minutes and length with 15 minutes between classes.
TR Classes (from 8:15 AM to 4:30 PM) are 90 minutes in length with 15 minutes between classes.

(1) Classes Suspended.
(2) See the Schedule of Classes for Refund Schedule and Quarter Course Drop Schedule
(3) According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Brockport Handbook)

II. Instructor Responsibilities

A. Registered Course Content and Academic Freedom Issues in Relation to Course Content

Registered Course Content: All courses taught at the College have a registered content and an “official” course description and objectives. The registered content can be found in the Course Registration Form (CRF) on file in both the department office and the Office of Registration and Records. The official Course Description is the description of the course as it appears in the most recent College Catalog (on file in BANNER). Content of courses as taught should be consistent with the registered content. Faculty who are teaching a course they did not submit for registration themselves should review the CRF to see how closely the course they are teaching resembles the one “on the books.” This is also a good idea for faculty who have significantly modified a course they themselves did originally write up for registration. Where meaningful and significant deviations have developed over time, a revised CRF should be submitted (in consultation with the department chair and/or departmental curriculum committee) through the Dean to Registration and Records. Department chairs should make certain that associate faculty receive the CRF or have reviewed its content for each course they are assigned. Students can have a valid complaint when course content deviates significantly from the registered content and published catalog description.

Understanding the issue of “Academic Freedom”: The SUNY Policies of the Board of Trustees acknowledges a faculty member’s right to discuss his/her subject in the classroom “without limitation.” However, this right does not justify violations of law, violations of other College policies, or actions that threaten or inhibit the personal liberties of others. A faculty member could not, just as an example, under the guise of exercising “academic freedom,” slander or harass a student, or make insulting comments about an individual’s race, religion, gender, or sexual preference. Presenting opinions or material that has no valid relationship to the approved subject matter of a course is not a privilege conferred by the concept of academic freedom. Faculty should refrain from introducing subject matter that has no relevance to the registered content of a course as it is described in the official Course Registration Form (CRF) and/or to their own professionally recognized area of expertise (see appendix for the full AAUP Statement of Principles on Academic Freedom and Tenure).

B. Course Syllabus Preparation and Distribution

For each course taught, faculty are required to provide a course syllabus for all their students, and to provide a file copy (by the first day of class) for their academic department office (this is also a Middle States requirement). In preparing the syllabus, it should be kept in mind that a failure “to make the standards and expectations for the grade known” and/or failure “to apply the announced standards and expectations of the course” are considered legitimate grounds for a student grade appeal. Accordingly, the syllabus should be very clear about the grading system, and any subsequent changes that deviate from your syllabus during the semester should be announced and distributed to the students in writing.

All course syllabi must contain (at a minimum) the following information:

- List of course learning objectives, requirements, texts, readings.
- Examination/Assignment Schedule (or explanation of policy if dates are subject to alteration).
- Description of course grading methodology (assignments/tasks evaluated, weighting system for grades).
- Instructor’s office location, office hours, campus telephone, and e-mail address.
- Statement encouraging student academic integrity, and mentioning consequences of violations.
- Class Attendance Policy (College’s - see the appendices - or instructor’s if different), including any policies relating to tardiness.
- Disability Policy Statement (see section 1H).
- Any requirements instructor has for use of electronic devices (laptops, iPods, cell phones) in the classroom.

C. Hybrid and On-line Courses:

Hybrid and on-line courses must have on file with the Registrar a “Hybrid and On-line Course Approval Form” before being taught in these formats. The policy and the approval form can be found on-line and in the appendix to this Guide.

D. Meeting/Canceling Classes

Faculty are expected to be present at all classes for which they are scheduled. A faculty member, who cannot meet class because of illness or other extraordinary circumstance, must notify his/her chairperson as soon as possible prior to the scheduled class. In consultation with the chair, a decision will then be made to provide alternative coverage for the class or for make-up of the missed class at another time. In the case of an anticipated absence from class (e.g., for religious holiday observance, presentation of a paper at a professional conference), the chair must be notified at the start of the semester (or as soon as possible thereafter) so that an alternative learning experience can be developed. Department chairs should also be notified when an instructor’s absence is planned and the class is to be conducted by a guest lecturer. NOTE: Special documents have been distributed by the Provost as preparations for dealing with faculty and student absences in the case of epidemic influenza (H1N1) in 2009-2010.

Some faculty expand the learning process through the scheduling of additional class activities. In such cases, the instructor must excuse without penalty, or arrange an alternative activity for, students who cannot attend such required additional activities because of conflicts with previously scheduled classes, job/family responsibilities, or events/activities in which the student is officially representing the College (faculty may expect the student to provide documentation from the supervising official). (See Appendix for information on Weather Related Class Cancellations.)

E. Instructors’ Office Hours – College Expectations

All faculty are expected to announce and honor their commitment to a regular schedule of office hours. Full-time faculty should be available in their offices for a minimum of four regularly scheduled office hours per week. Part-time faculty are encouraged to be available before and after class for at least one hour per week, per course, or otherwise schedule equivalent office hours coverage. Faculty should also make sure that information regarding their office hours is easily accessible to their students. Accordingly, it is the instructor’s responsibility to notify their department chairperson or secretary of their office hours and to provide this information on the course syllabi. It is also customary to post office hours on the office door. Faculty may also wish to consider using various electronic formats (e.g., e-mail, ANGEL, web sites) to increase their access to students.

F. Evaluating (Grading) Students

In addition to providing instruction, faculty also have an obligation to fairly and meaningfully evaluate student performance (the College uses a plus and minus grading system and faculty may not arbitrarily choose to ignore this) and to provide useful feedback to students regarding their performance. This responsibility carries with it the expectations that student performance will be measured across the entire semester and that graded assignments/examinations will be returned (or made available in some manner) to students in a timely manner. For all assignments and exams, a record of each student’s grades and their derivation according to the instructor’s grading policy will be maintained for at least one subsequent academic year, and can be made available to each student upon request. Persons who will not be available for discussion of grades during that year should make a copy of their grades and final
grade calculation in each course available to the department chair in case there are student questions or grade appeals.

Undergraduate students and graduate students who do not hold appointments as graduate assistants should not be used (delegated authority) to grade other students. This violates FERPA regulations regarding confidentiality, and is an inappropriate assignment of responsibility by the instructor of record. This prohibition includes such practices as giving students answer sheets to score, examination responses to evaluate, or exchanging exams in class for the purpose of grading each other.

Mid-term Grades. For undergraduate courses, specific policies also exist for mid-term grades and final exams. In regard to Mid-term grades, faculty are required to provide “Mid-Term Progress Reports” for their undergraduate students. Accomplishing this, in turn, requires that at least one graded assignment, examination, or performance measure be completed prior to the deadline set for submission of the Mid-term Progress Report (to ensure a meaningful basis for the reported grade). Issuing a single or common grade (“blanket” grades) for all students in a course, failure to provide a graded assignment or exam, or any other failure to meaningfully evaluate students prior to the Mid-term Progress Report deadline, is violation of this policy. Any justifiable exception to this rule must be approved by the department chair and the Dean (in such cases the chair will notify the Registrar of this exception). Faculty should immediately report to the Registrar any student who is participating in class but not on the Mid-term grade list.

Final grades. Final course grades should be submitted by the due date specified in the College calendar and should - whether by final exam, term paper, or some other means - reflect an evaluation of student performance through the end of the semester (failure to do so effectively shortens a faculty member’s period of instructional obligation). College policy requires that all end-of-semester examinations of either the comprehensive “final” or “last unit” type be given during the formal Final Exam Period. Setting due dates for take-home examinations, term papers, and term projects (at the instructor’s discretion) to fall within the last week of classes or the formal final exam period is allowed. School deans will receive a report of all final grades that are not submitted on time to the Registrar’s Office (see schedule above for due dates).

Entering Exam Grades into BANNER. Faculty members will submit their grades on-line. Printed grade sheets are no longer distributed by the Registrar. Below are the instructions for entering grades on-line. Note, only the students who appear on the online rosters are officially registered in the course and eligible to receive grades and credit for the course. Only faculty who are assigned to a specific course can enter the grades. Faculty can take advantage of the “ANGEL to BANNER” method of entering grades. Contact Help Desk, ext. 5151 for information on this option.

1. http://www.brockport.edu/
2. Select Online Services
3. Select Campus information System (BANNER)
4. Enter your social security number and PIN. If this is the first time you are logging into the system your PIN is your birth date (in the MMDDYY format). For security purposes, you will need to change the PIN to a different six-digit number. You will then be prompted to enter a security question that will serve as a way to reset the PIN if you happen to forget it. Make it easy, like what high school did I graduate from?
5. Select Faculty Services
6. Select Final Grades
7. Select the term
8. Select the course you wish to enter grades for. Only courses for which you are the official instructor of record will appear in the pull down box.*
9. Click the Submit CRN bar.
10. A class roster will appear and you can now enter the grades (in the 6th column) for each student. You may need to scroll down the page to see the names initially and if you have more than 25 students in the class, you will have multiple pages. One additional note, when entering the grades, be careful how you use the scroll wheel on your mouse. It changes the grade for the student and does not move to the next student’s record immediately.
11. In the event you assign a grade of “I” for incomplete, you must fill out the “I
Contract” form (available in your department office) and submit it to Registration and Records within one week. Issue “I” grades only when it is appropriate to complete a minor assignment or task; never with the idea of repeating a major portion of the course.

12. When done, click the Submit grades bar. Print a copy after finishing for your records.

13. You can exit Online Services by the button in the upper right hand corner of the screen.

*If you are teaching a course for which you are not listed as the instructor call the Office of Registration and Records immediately, 395-2531.

Submitting Changes of a Final Grade

The Registrar’s Office provides a form that instructors can use to make revisions to already submitted final grades. Grade changes are usually made for the purpose of correcting errors in the instructor’s calculation of a student’s final grade. If the grade change is justified for a reason other than instructor’s error, a written explanation for the grade change is required on that form.

G. Course Drop/Adds And Withdrawals

A student may de-register from a course either by dropping or withdrawing. These processes are referred to as Stages 1, 2, and 3.

- Stage 1 is the “Drop period”, and exists only during the first four weeks of the semester. During this period, a student may drop a course for any reason (no permission is required), and no notation of this action will appear on the permanent transcript (Registration and Records does need to be notified).
- Stage 2 (“Withdrawal period”) extends from week five through week ten. Students who withdraw during this period must provide their instructor(s) with a copy of the withdrawal form, but the instructor's signature and permission are not required. The student receives a permanent “W” on the transcript. A withdrawal fee is charged.
- Stage 3 is the “Late Withdrawal period” and extends from the end of Stage 2 through the Friday preceding the last day of classes. In order to withdraw during Stage 3, the student must fill out a Late Withdrawal form, document specific “extraordinary circumstances” for necessitating a withdrawal, and obtain the signature and approval of the department chair but not course instructor, on the withdrawal form. There is an appeal procedure (to the school dean’s office) for dealing with disputed requests to withdraw. Students who withdraw during this period will receive a notation of "W" on their permanent record and a withdrawal fee is charged. Instructors will receive a paper copy of the withdrawal form as notification of the student’s withdrawal from their course. Physical illness or injury, mental health issues, financial emergency (job requirements), and similar circumstances may be considered legitimate grounds for withdrawing from a course. Poor grades, poor judgment in the selection of courses, and changes in one's major, minor, certification, or other academic program are not legitimate grounds for withdrawal. In considering the legitimacy of a withdrawal request, chairs need to consider not only whether an extenuating circumstance exists, but also if the circumstance truly prevents completion of the course. Otherwise, incompletes (‘I’ grades), or make-up assignments may be more appropriate options.
- Students who are separating from the College will continue to be allowed to withdraw from all courses at will through the Friday before the last week of classes. This usually also involves receiving a leave of absence and is handled through the College Separations Office in Rakov Center.
- Note that whether “dropping” or “withdrawing”, it is the responsibility of the student to notify Registration and Records, and provide that office with any necessary forms (students at Brockport cannot drop or withdraw by simply ceasing to attend a class). It would be helpful for instructors to remind their students of this when they are consulted about these procedures. There are also certain conditions under which students cannot drop or withdraw from courses online (e.g. blocks from Student Accounts). In such situations, the student should be instructed to go in person to the Registrar’s Office to process a drop or withdrawal.
H. **Incomplete ("I") Grades and “PR” Grades**

A grade of Incomplete or "I" should be submitted only where circumstances beyond the student's control prevent the student from completing a **minor** part of the required work and some additional time is needed. In this case, an "I" Contract, which specifies the work that needs to be completed, must be submitted to the Registrar. Information required includes the date by which the work must be done (no later than the end of the following semester) and an alternate grade to be assigned if the specified work is not completed as described (which in many cases is an "E"). Faculty should keep in mind that unless formal course policy (stated in the course syllabus) allows such opportunities to all students, additional time for extra work to raise poor grades, for work missed because of unexcused absences, etc., are not legitimate grounds for assigning a grade of Incomplete. **Faculty must not, under any circumstances, offer a student an “I” as a method of retaking an entire course or a substantial portion of a course without reregistering for the course in a succeeding semester.** "I" grades issued when more than a minor part of the work is outstanding are very often fated to become "E" grades when the work is not completed on time as specified. Students cannot be graduated with an uncompleted "I" grade on their transcript.

Certain courses by design are not intended to be completed in one semester. This is a common practice for particular kinds of graduate courses. For these courses, the "PR" grade is used instead of an "I." This designation may remain on the transcript for a maximum of two semesters, after which the grade is automatically changed to an "I." Courses must be approved through the Registrar's Office in advance to allow an instructor to submit the "PR" grade.

I. **Unregistered Students Must Not Attend Classes**

Under no circumstances should any instructor knowingly allow an unregistered student to continue attending class (see appendices). Doing so is against College policy. This means attendance will need to be taken in some manner and checked against the final class roster issued at the beginning of each semester; faculty may also check BANNER to confirm registrations. The one exception to this is for students auditing a course. Full-time students may audit a course with permission of the instructor and the Provost & Vice President for Academic Affairs. But even though auditors are not officially enrolled, they must still file a Permission-to-Audit form, available in the Office of Academic Advisement.

J. **Respectful Treatment of All Students is a College Expectation**

Every faculty member is expected to treat his/her students in a civil and respectful manner. Students have a right to complain if they are treated disrespectfully. Sometimes, however, the most well-intended expressions of professional judgment (e.g.; “perhaps you would better off in a different major”) will be misconstrued as intentional insult. Concern for such misinterpretation should not interfere with, or inhibit, carrying out one’s responsibilities to instruct, guide, and advise. For example, an instructor may want to bring to a student’s attention the fact that the Student Learning Center offers student support in writing, math, and learning /study skills, and the Office of Leadership & Community Development responds to the cultural needs of minority students. In any case, when advising students about their problems or deficiencies, it is prudent to remain mindful of the potential to offend student sensibilities through either one’s behavior towards, or comments about, the student’s academic performance.

**Personal Relationships.** A related issue involves faculty/student relationships outside the academic context. In this regard, faculty should be aware of the following College Senate resolution: "It is the sense of the Faculty Senate (now College Senate) that is inappropriate for a member of the faculty/staff to engage in consensual romantic or sexual relations with any student over whom s/he holds a position of authority with regard to academic or administrative judgments or decisions."

**Students with Disabilities -- Rights and Accommodations:** The Federal Civil Rights Law protects the rights of students with disabilities. Faculty are obligated to comply with whatever accommodations are determined to be appropriate by the campus Office for Students with Disabilities (OSD). The College Senate approved a revised disability statement for use in course syllabi. Where possible, faculty are
requested to use the revised wording on their syllabi and read it the first day of class. The text of this statement is found below:

“I would appreciate hearing from anyone in this class who has a special need that may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing or other accommodations. See me after class or during my office hours as soon as possible”.

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Student with Disabilities (OSD) makes this determination. Please contact the Office for Students with Disabilities at (585) 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructors detailing any approved accommodations. The student is responsible for providing the course instructors with this official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Faculty are expected to honor the OSD-approved accommodations as issued on the letter of accommodations and should not reduce, exceed or otherwise change those accommodations without approval of OSD. If one faculty member offers additional but unapproved accommodations, it sometimes sets a student expectation that other faculty will or should do the same. When faculty have difficulty in providing the requested accommodations, they may initiate a conversation with the coordinator of OSD regarding how to maintain the integrity of the course and meet the student’s needs as well.

Accommodations offered without OSD Approval: Faculty should not offer any special accommodations to students who claim disabilities but who have not received approval of these accommodations on a letter of accommodations from OSD. Without prior OSD approval, accommodations that are not made available to all students in a course must not be provided to any student in the course.

K. Student Problems

Disruptive students. Students must respect the rights of others. The SUNY Policies of the Board of Trustees states that “No person…shall deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings.” Where such behaviors do occur, it is the faculty member’s responsibility to deal with the situation. This includes (a) documenting all behavioral infractions and disciplinary actions taken, (b) discussing the situation with the student(s) to allow opportunities to change the disruptive behaviors, and (c) notifying University Police (if a student needs to be forcibly removed from class) or one’s chairperson or dean (if questions arise about how to handle a situation) (see Procedures for Dealing with Students Who are Disruptive in Class in the appendices). Disruptive students can also be referred directly to the Student Behavioral Consultant Team (SBCT) (see appendix for details on this group and referrals).

Academic dishonesty. Any episode of academic dishonesty is a major violation of College policy and should not be tolerated. Repeated offenses are particularly egregious and can result in Conduct Dismissal from the College. For these reasons, faculty are expected to both respond to cases of academic dishonesty and to provide a record of such transgressions. This means that even if no official penalty has been applied (i.e., if the student has only been warned or reprimanded), a record of the offense should still be established. Procedures for treating academic dishonesty, and a copy of the Student Violation of Academic Dishonesty Policy report form can be found in the appendices. This policy was revised by the College Senate in 2009-2010.

Student Grade appeals. Students have the right to appeal grades if they feel that “the course instructor has failed to make the standards and expectations for the grade known…in a reasonable manner, or that the course instructor has not fairly applied the announced standards and expectations of the course.” Procedures for student grade appeals to the dean’s level, can be found in the appendices.

Student objections to course content or requirements. Students are expected to meet all course requirements. In some instances, a student might find some specific requirement personally objectionable from philosophical, religious, or other standpoints (e.g., laboratory work with animals, discussion of controversial subject matter). To be fair to students, faculty should be aware of the potential for such sentiments and make course requirements clear to students at the beginning of the semester, affording students the opportunity to drop the course without prejudice if they should find such requirements personally unacceptable. This issue can be particularly difficult
when the course in question is required in a major curriculum. The academic integrity of the curriculum and the major program is, of course, paramount for the College and should not be compromised. Instructors may provide alternative assignments at their discretion but are not required to do so. The instructor may wish to consult with the department chair and/or the school dean if such issues arise.

L. Confidentiality of Grades and Other Student Information

The Family Educational Rights and Privacy Act, sometimes called the Buckley Amendment, gives students the right of access to all records maintained by the College regarding their academic history at Brockport, and denies access to any third parties without the student’s consent. Instructors should be aware that they may not provide personal information about students (comments on behavior, grades) to third-party persons, including parents, without the permission of the student. Please note that other faculty, staff, and administrators who in the proper functioning of their responsibilities have a need to know are not considered third parties in this regard. The Policy applies not just to administrative offices, but to each faculty member’s own records of student performance and advisement as well. As an instructor, the situation to which this policy will most commonly apply is in the posting of student grades. Such postings must minimize possibility that others can associate the posted information with a particular student. Student ID numbers can be used but names or Social Security numbers should never be used for postings. Lists should not be posted in alphabetical order by name even if student numbers are used as the identifiers.

A second consideration involves courses in which faculty may wish to distribute lists with students’ names and/or other identifying information (e.g., e-mail distribution lists for study groups, class attendance lists). Before distributing such lists, faculty need to keep in mind that students may have exercised their right to have their personal information suppressed and instructors must make certain that this student right is not violated. Asking students about suppression of personal information before passing out class lists would be appropriate. For more information see Reminders on Releasing Student Information in the Classroom and Departmental Offices, in the appendices.

III. Advisement Responsibilities

Departments, through their faculty advisors, are responsible for advising the majors in their program. Faculty should note that proper advisement includes an examination of both major/minor requirements and requirements for General Education and for graduation. A document with which all undergraduate advisors must become familiar is the Degree Audit Reporting System (DARS) report. DARS compares a student’s academic record with their program and degree requirements, and details progress toward meeting those requirements. However, the advisement responsibility goes well beyond a cursory examination of degree requirements, and the clerical task of signing off on a student’s registration. It is a serious and important activity that should be regarded as an opportunity to help the student succeed in her/his academic program, and to guide the student in meeting personal and professional goals. Good advisement is also a critical variable in student retention and progress to graduation. For good tracking of advisement and also because students sometimes wrongly claim that they have been misadvised, academic advisors are encouraged to keep records of all their advisement recommendations to students. It is good practice in the interests of avoiding advisement errors never to sign off on a student’s semester registration without checking the DARS. A requirement on DARS marked with a “-” should never be ignored.
IV. Personnel Actions

A. DSI (Discretionary Salary Increase)

NOTE: DSI awards are only given when the funds for those awards are made available to the College budget. These funds are extras not included in the normal College budget allotment. The Performance period covered by DSI award will be July 1, 2009 through June 30, 2010.

To be eligible employees must have been employed in the professional services negotiating unit represented by UUP on June 30, 2009 (during the spring 2009 semester for academic year employees) and be continuing in service. Both full-time and part-time employees are eligible.

Employees: (1) may be nominated or, (2) may self-nominate.

Nominations for Professional Employees must include an evaluation for the period 7/1/2009 to 6/30/2010 with a cover letter, or, if necessary, with a DSI justification (maximum of 2 additional typewritten pages). Nominations, based this year on the performance program, should be submitted to Unit Heads ranked in priority order, if applicable. Unit Heads will then review the nominations and forward them to a review committee (each VP should designate) ranked in priority order. The review committee will review and rank all of the nominations for a VPs area and submit them to their VP for final action. The VPs will advise their committee of the DSI pool amount available to their division.

Nominations for Academic Employees, including Librarians, will be in accordance with past processes. The APT committee will review nominations (including self-nominations) first, and then the Chair and the Dean will review nominations. APT committees will rank nominations and the chairs and deans will add their rankings. The Deans will then meet with the Provost and VP for Academic Affairs to finalize their DSI recommendations to the President.

General Processes for Awarding DSI

Brockport’s 1% discretionary pool has been determined to be $TBD. The President will withhold $20,000 from the pool for campus wide and/or extraordinary awards leaving $TBD distribution to defined areas. Amounts associated with campus wide and/or extraordinary awards will be unrestricted. The $TBD pool will be distributed to defined areas via the following formula: (FTE of eligible’s in defined area / FTE of eligible’s at campus) $TBD. Per recommendation of the Professional Roles and Rewards Committee, the minimum award for professional employees will be $1,000 and academic employees may receive awards at the $800, $1,000, or $1,200 level. Defined areas are: Academic Affairs, Administration and Finance, Advancement, Enrollment Management & Student Affairs.

Critical deadlines for meeting imposed mandate to pay awards in payroll number 16, checks dated November 24.

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>To APT Committee</th>
<th>To Chair/Supervisor</th>
<th>To Dean/Next Level</th>
<th>VP Review Committee</th>
<th>To Provost/VP’s</th>
<th>To President</th>
<th>Roster to Personnel</th>
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<td>9/20/10</td>
<td>9/27/10</td>
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<td>10/8/10</td>
<td>10/18/10</td>
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* TBD- Amounts cannot be finalized until mid-September.
**First date may be changed by departmental APT committee--all other deadlines are required and firm.

The details of the decision-making process on awards of DSI may vary from one of the College’s schools to another.

For specific information on these deliberations, faculty should consult with their department chair or the office of their school dean.
B. **Reappointment, Promotion, and Tenure**

Academic personnel recommendations are based on performance in the three faculty roles of Teaching, Service, and Scholarship. The Office of the Provost & Vice President for Academic Affairs publishes a *Calendar of Personnel Processes* (for each current academic year) along with *Guidelines for Faculty Appointment, Renewal, Tenure, Promotion, and Performance at Rank*. These documents provide College-wide guidelines regarding personnel recommendations. The other major resource for information on the guidelines and processes used in making personnel recommendations is each department’s current APT document.

**Department APT documents.** Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department’s system of weighting the relative importance of teaching, scholarship and service (although as a general rule, teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions (see “Procedures” section below). These department APT documents are reviewed and approved by the deans and the Provost & Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *The guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation*. Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate’s professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate’s potential for achieving and/or performing at, the highest academic rank.

**Timeline for tenure-track re-appointments.** For a typical tenure-track appointment (one with no prior service credit toward tenure) the following sequence of evaluations will pertain:

- The initial appointment period for tenure-track faculty will normally be three years.
- If the new appointee has completed the terminal degree and otherwise meets all stated criteria for the position, the appointment will be at Assistant Professor rank.
- If the appointee is ABD, the initial appointment should be at the Instructor rank. In these cases, designation as Assistant Professor is made contingent upon conferral of the terminal degree, effective at the beginning of the next long semester (fall, spring) following *conferral* of the degree. *[The date of conferral of the degree shall be determined by the official graduation date of the institution granting the degree.]* There is no formal review prior to promotion from Instructor to Assistant Professor (and ordinarily there is no salary increase with this promotion).
- The appointment pattern will normally be 3-3-1, with reviews occurring during the second, fifth, and sixth years.
- The review in the fifth year will be for a one-year reappointment.
- The review in the sixth year will conclude with either a commitment to tenure at the beginning of the eighth year, or a notice of non-renewal at the end of the 6th year, effective at the end of the 7th year.
- For faculty at the Assistant Professor rank, the tenure review is concomitant with a review for promotion to the rank of Associate Professor, and a positive review for tenure will reflect a positive review for promotion as well. However, the promotion will become effective at the beginning of the seventh academic year, while tenure will not become effective until the beginning of the eighth year.

Faculty hired with *prior service credit* will typically be given re-appointments that bring them in line with this normal appointment timetable.
Procedures for APT recommendations and decisions. Re-appointment, promotion and tenure reviews follow a common path: departmental APT committee recommendation, department (as committee-of-the-whole) vote on agreement/disagreement with the APT Committee’s recommendation, department chair recommendation, Dean recommendation, Provost & Vice President for Academic Affairs recommendation, Presidential decision (in consultation with School Deans and Academic Provost & Vice President). Faculty should consult with their chair, dean, and/or the Center for Excellence in Learning and Teaching, for information and guidance in putting together their nomination dossiers. For a more complete statement on procedures see Procedural Requirements for Academic Personnel Decisions in the appendix. For a description of rules for forming APT committees, see Revisions/Clarifications to Academic Policy/Practice on Department APT Committees.

C. College-Wide Guidelines for Faculty Appointment Renewal, Tenure (Continuing Appointment), Promotion, and Performance at Rank

The College at Brockport uses the SUNY Board of Trustees' Policies to define the professional obligation for faculty. Traditionally, the College has considered three primary categories as the basis for review in all personnel actions:

- teaching effectiveness
- scholarship, research, and creative work
- College, community, and professional service.

The other two Board of Trustee’s criteria, Mastery of Subject Matter and Continued Growth, are reflected by sustained contributions and demonstrated excellence in the above-noted three categories.

The Faculty Roles and Rewards Committee (December 1998) defined these elements of the faculty role as follows:

**Teaching/learning:** Encompasses promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn, to be curious, to be critical thinkers, effective writers and speakers, and creative problem solvers. Effective teaching and learning are dependent upon faculty utilizing a variety of teaching techniques and designing and revising curriculum to produce student learning outcomes. Included within teaching/learning are the professional development processes of attending workshops and conferences and efforts necessary to maintain mastery of subject matter and teaching methodologies. Also included are the teaching-related activities of independent study and thesis supervision, field supervision, mentoring of students, and student involvement in research.

**Scholarship/Creative activity:** Encompasses producing an identifiable product subject to systematic internal and external evaluation by professional peers and resulting from:

1. The creation of new knowledge or artistic expression within the discipline (Discovery). Examples of identifiable products include but are not limited to: original research as reported in articles, books, and presentation of papers; performances; grant proposals; inventions and patents; software development.

2. The synthesizing of existing knowledge or creative work within one or more disciplines into new patterns and/or for new audiences (Integration). Examples of identifiable products include but are not limited to: publication of interpretive studies or criticism; critical reviews or editing of scholarly work; development of public policies or of interdisciplinary programs.

3. The utilization of discipline-based knowledge to solve problems (Application). Examples of identifiable products include but are not limited to: development and implementation of innovative clinical practice or public school programs; environmental impact analyses; consultant work in the public or private sector based on the faculty member’s discipline-based knowledge and expertise.
Service: Encompasses governance of the department, the school, the College, the university, or the profession, as well as discipline-based or college mission-oriented contributions to the community that are not included in Scholarship. Examples of governance and service include but are not limited to:

- **Department** – department meetings and committees, advisement, registration, Saturday Information Sessions, Accepted Student Open Houses, and peer review.

- **School** – grade appeals, Deans’ committees.

- **College** – Faculty Senate, College-wide committees, College-wide student organizations.

- **University** – University Faculty Senate, SUNY ad hoc Committees.

- **Profession** – leadership and other service in discipline-based organization at local, state, national, or international levels.

- **Community** – work related to faculty member’s area of professional expertise or to the mission of the College.

These three areas will be referred to hereafter as teaching, scholarship and service. It is understood, however, that teaching is teaching/learning and that scholarship is scholarship/creative activity.

Since The College at Brockport places value on all aspects of the professional obligation, each faculty member is expected to provide quality contributions in all three areas. The quantity of the expected contribution may vary, depending on institutional need in the primary categories. The Faculty Roles and Rewards Committee concluded:

Yes, teaching is our most important function. In our role as college professors we strive to create high quality learning opportunities for our students. Excellence in teaching is our first and foremost responsibility. This excellence is demonstrated, among other ways, by the quality of instruction and the student learning outcomes.

Sustained scholarship is essential to quality teaching. It adds to the body of knowledge within the discipline, keeps us current in our fields, exemplifies for our students the intellectual skills we want them to learn, and provides them with opportunities to participate in intellectual discovery as they prepare for the world of work and advanced studies.

Service within the department, the College, the university, the community, and the profession supports the advancement of learning and the enrichment of campus culture. Through teaching, scholarship, and service, the faculty shape and achieve the goals of the College.

The normal [teaching] expectation [for faculty members] is a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship as defined by individual departments and/or with major or multiple service responsibilities. The Faculty Roles and Rewards Committee recognizes that variability among disciplines and teaching styles, as well as historic patterns, may lead individuals and departments to deviate from this norm. Nonetheless, it is the norm around which particular variation will occur.

Chairs should make individual work assignments within the department in accordance with procedures and principles adopted by the department and in such a way as to ensure that:

1. Each department meets the curricular and educational needs of its own students as well as those of other students who depend upon it as agreed upon by the Department, the Dean, and the Provost.

2. Each faculty member has sufficient time:
a. to teach well and to promote student learning
b. to complete scholarly undertakings
c. to meet service obligations

In addition,

1. Chairs should expect those faculty who do not demonstrate an active program of scholarship to contribute more in the areas of teaching and/or service.
2. The blend of teaching, scholarship and service may change from year to year and over a lifetime career as long as departmental responsibilities are met on an annual basis.
3. Any release time beyond the normal 3/3 course load shall be reported to the Provost and publicized annually.
4. An important consideration in granting faculty release time should be to ensure that the total departmental effort is not compromised and that other faculty within the department are not required to take on an unfair load. Accomplishing these goals may require that the Administration provide the department with sufficient resources for support staff and replacement faculty depending upon the nature of the release.

Assessment of Faculty Performance

The College recognizes the essentiality of collegial review of faculty performance.

Annual Review of Faculty

The Chair of a department is responsible for evaluating individual faculty members as part of the formal Faculty Annual Review submitted using Activity Insight on-line and more frequently if circumstances require it.

Term Renewal, Continuing Appointment, and Promotion

Thorough evaluation of teaching, scholarship, and service shall take place when making personnel recommendations of term renewal, continuing appointment, and promotion.

Chairs and APT committees should work with their departments to develop formal procedures for evaluation of all aspects of each faculty member’s performance in the areas of teaching, scholarship, and service. The extraordinary diversity of our programs precludes agreement on any single model, but within broad limits the Faculty Roles and Rewards Committee recommended:

Teaching: In order to give teaching the stature it should have, its evaluation for term appointment, continuing appointment and promotion must be rigorous. It must involve some form of student evaluation, peer review of a teaching portfolio and may include peer observation of classroom performances. The teaching portfolio may include the following: teaching philosophy; student learning outcomes; grading practices; assignments, requirements, and assessment methods; mentoring, independent study projects, and supervision of theses; accomplishments of present and past students when directly related to the educator’s influence; quality and effectiveness of pedagogical strategies; development and use of instructional technology; innovation for the purpose of improved learning productivity; and evidence that the course content is current.

Scholarship: Each department should develop a system for evaluating the scholarship of its faculty members consistent with the principles outlined in this document.

Scholarship should be evaluated according to these six criteria, as described by Ernest Boyer in Glassick, C. E., Huber, M. T., Maeroff, G. I. (1997). Scholarship Assessed. Jossey-Bass Publishers, San Francisco, 22-36:
1. clarity of goals
2. adequacy of preparation
3. appropriateness of methods
4. significance of results
5. effectiveness of presentation
6. reflective critique where appropriate

Application of these six criteria will ensure uniform evaluation of scholarship across disciplines.

Service: Faculty members should play a service role commensurate with their rank and the changing needs of their various constituencies. Faculty will prepare a statement of all relevant service activities with a brief description of the individual’s responsibilities, participation, and any product developed.

Where service is community-based, such activity should have a direct relationship to the faculty member’s disciplinary expertise or to the central mission of the college.

In those instances where service ranks as a major responsibility and is a key component in the evaluation and assessment of the individual faculty member’s work, departments should develop a set of criteria for evaluating that service which is as rigorous as that used in evaluating teaching and scholarship.

D. Renewal

Faculty appointed at the rank of Instructor or Assistant Professor are generally reviewed at least two times between their date of appointment and their review for continuing appointment. At each review, candidates are evaluated on their performance in the period since the last review. Candidates should demonstrate progress toward achievement of expectations for continuing appointment.

E. Continuing Appointment

Definition

SUNY Policy, Article XI, Title B, "Continuing Appointment" states:

A continuing appointment shall be an appointment to a position of academic rank which shall not be affected by changes in such rank and shall continue until resignation, retirement, or termination.

Eligibility

Continuing Appointment as Professor, Associate Professor, Librarian or Associate Librarian. Few initial appointments at Brockport are at senior ranks or with continuing appointment. However, if an initial appointment is made without tenure and at the rank of Professor, Associate Professor, Librarian or Associate Librarian, continuing appointment must occur after the third consecutive year of service.

Continuing Appointment as Assistant Professor, Instructor, Senior Assistant Librarian or Assistant Librarian. Faculty members appointed at these ranks are eligible for consideration for continuing appointment when they have completed a total of seven years of service in a position of academic rank. At least three of these years must be in academic rank at Brockport.

Prior Service credit. At the time of appointment, a new appointee may request a maximum of three years of prior service credit for satisfactory full-time prior service in tenure-track positions at other accredited academic institutions of higher education. Waiver of all or part of this service credit will be granted upon written request by the employee to the chief administrative officer not later than six months after the date of initial appointment. For appointees whose prior service was within SUNY in a tenure-track position, up to three years prior service must be credited, and cannot be waived.
Criteria

Each academic department has developed guidelines for academic personnel recommendations. These guidelines have been reviewed and approved by the school deans, the Provost, and the President. Departmental APT documents are available in department and dean offices, in Drake Library, and on the College’s web page. The most recent editions of these departmental APT documents are dated Spring 2007.

Recommendations for continuing appointment for The College at Brockport faculty are based primarily on an evaluation 1) of performance at Brockport in each category identified by the Board of Trustees, 2) on the potential of the candidate for achieving the highest academic rank in the department, and 3) on programmatic considerations. Past performance at other institutions is only a secondary consideration.

While the guidelines contained in departmental APT documents provide useful information about departmental expectations and a framework or guide for evaluation, nominal (and/or apparent) attainment of these guidelines does not ensure a favorable recommendation for the candidate. APT committees, department chairs, deans, the Provost, and the President have the responsibility to interpret a candidate’s performance relative to departmental, College, and SUNY guidelines. Furthermore, decisions on continuing appointment must also consider the candidate’s potential for the future as well as the present and future programmatic needs of the department or the College.

Candidates for continuing appointment should demonstrate potential for promotion to the next academic rank. A positive recommendation for continuing appointment reflects the expectation that the person has the potential for attaining the highest rank in the department and that the person’s contribution to the program will be significant and necessary in the future.

Review for continuing appointment may also take programmatic considerations into account. Such considerations may include enrollment patterns, the need for the faculty position in degree or curricular offerings or requirements, and the addition, reduction or elimination of programs or courses at the College.

F. Performance at Rank and Promotion

Performance at Rank

The College at Brockport values the individual and unique contributions of each faculty member in each of the three categories of the professional obligation. All faculty members are therefore expected to continue performance at rank once continuing appointment or a promotion is achieved. An individual faculty member’s talents may affect the balance among the three categories.

The College at Brockport policy assigns to the department chair the responsibility for balancing faculty workload among all three categories. If the performance is not evenly distributed across the three major categories of the professional obligation, department chairs may realign assignments. The goal is to create equitable assignments within the unit; workload adjustment assures that teaching, scholarship, and service responsibilities of the department are met.

Promotion

Most new faculty at the College at Brockport are appointed at the rank of Assistant Professor. In those cases where the doctoral dissertation is not complete, a faculty member may receive an initial appointment as Instructor or Visiting Assistant Professor. The former is a tenure-accruing rank; the latter is not.

G. Promotion to Rank of Assistant Professor

Achievement of the appropriate terminal degree, e.g., M.F.A., Ph.D., Ed.D., D.S.W, establishes a person as qualified in the discipline/profession. In addition, there is the expectation that the person has the
potential for achieving excellence in the discipline/profession and for attaining the highest rank in the department.

Teaching

The candidate should provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication and methods of instruction, and interest in the educational achievements of students. Documentation should include course syllabi and related materials. Reviewers of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need; and relationship to the academic standards of the institution.

Contents of the Teaching Portfolio [Asterisks (*) mark required documentation]

A. Statement of Teaching Philosophy and Focus* should begin the section on teaching. This statement should address the candidate’s educational values, ideals, and goals. The statement should also include self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness. This section should also:

- List courses taught including contact hours and the number of students enrolled in each *
- Include other pertinent information directly related to teaching and advisement.

B. Student Evaluation is one aspect of teaching evaluation. The portfolio should include:

- Summary of student ratings of instruction for all courses taught during the period under review
- Written comments and/or personal assessment of ratings
- Instructor-developed feedback
- Department-solicited letters of support or comment about teaching.

C. Student Outcomes and Accomplishments are a reflection of one aspect of instructor effectiveness. The portfolio should include:

- Table of grade distributions for each course/section including personal interpretation of distributions in light of teaching philosophy
- Student performance on standardized tests related to instructor’s expertise
- Student entrance into graduate school
- Student employment rates in the field and success in the workplace
- Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.

D. Improvement of Teaching is an ongoing and individualized process for every teacher. Documentation should include:

- Professional development as a teacher (e.g. workshops, conferences) *
- Efforts to remain current in the field
- New applications of technology to teaching
- Revision of course instructional approach.

E. Teaching-Related Activity Beyond the Classroom varies by discipline and individual faculty load. Documentation presented should include:

- Independent study and/or thesis supervision
- Mentoring of students
- Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- Service on student organization and/or advisory committees.
F. **Peer Evaluation** takes many forms but should include review of a representative sample of instructional materials. The process may include one or more of the following:

- Review of course syllabi, assignments, and examinations *
- Observation or videotape review
- Appropriate integration of technology
- Contributions to curriculum and course development or revision
- Interviews of current students and/or alumni
- Awards or recognition related to teaching

**Scholarship**

In the area of scholarship, successful completion of a doctoral dissertation or project required for the terminal degree demonstrates competence. In addition, evidence of a commitment to, and ability to achieve, continued scholarly or creative productivity is necessary. Each academic department has developed criteria for evaluation of scholarship and creative activity.

**Service**

Service has an important role in the academic community and is an expectation within the total professional obligation. *The candidate will prepare a statement of all relevant service activities with a brief description of the individual’s responsibilities, participation, and any product developed.*

- Number of advisees (undergraduate, graduate) *
- Evidence of advising quality (surveys, letters, etc.)

Where service is community-based, such activity should have a direct relationship to the candidate’s disciplinary expertise.

At the Assistant Professor level, the faculty member’s expected role is that of an informed and effective academic advisor to students, and an active participant on departmental committees. Initial involvement in College, community, and/or regional professional service begins at this level. Evidence of participation may be provided through several types of evaluation including letters from committee chairs citing specific contributions to the work of the committee.

H. **Promotion to Rank of Associate Professor**

A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and Service. There must be evidence that the person has made sustained high quality contributions to the Department and the College as an Assistant Professor. The faculty member has established a commendable reputation beyond the campus for scholarly work in the field. In addition, there is the expectation that the person has made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.

**Teaching**

*The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence.*

**Contents of the Teaching Portfolio** [Asterisks (*) mark required documentation]

*The section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent. For promotion to the rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. For this purpose, the teaching portfolio should include evidence of achievement in two or more of the following areas:*
• providing active mentoring of a new faculty member through a delineated program of activities
• revising courses to assure a continuous state of development and use of extensive and current resources
• undertaking new course assignments successfully. (e.g., providing team or course leadership, by designing, developing and successfully teaching new courses not previously part of a department's offerings and/or by participating successfully in college-wide instructional programs
• providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor
• confirming teaching excellence by departmental colleagues, e.g., peer review of class or videotape
• demonstrating consistent, successful involvement with independent studies, research projects, final major student works, and/or theses.

Scholarship

Scholarship is broadly defined to include discovery, integration, and application and may include any or all of the following peer-reviewed products: book (authored or edited including textbooks); journal articles; artistic performance, choreography, exhibition, or design; book chapter; conference presentation; and published media or software materials. Funded grant development may be considered if it relates directly to scholarly activity, is peer-reviewed, and results in a product.

For promotion to Associate Professor, the person must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of investigation. The demonstration of scholarship must include products/performances that are subject to external peer review and contribute to the body of knowledge in the field. Each academic department has developed guidelines for evaluation of scholarship and creative activity.

The candidate will prepare a Scholarship Focus and Summary. This statement will include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique.

Service

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena, i.e., campus, community, or profession. As noted earlier, community-based service must have direct relevance to the candidate’s area of disciplinary expertise. The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed. For promotion to Associate Professor, demonstration of service contributions should come from among the following:

• development into a competent academic advisor
• leadership roles on departmental, College, community, and/or professional committees
• participation in service activities beyond the department (some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels)
• evidence of participation and leadership may be provided through several types of evaluation, i.e.,
  o peer review
  o letters from committee chairs citing specific contributions to the work of their committee
  o substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives
  o active leadership in disciplinary professional organizations.
I. Promotion to Rank of Professor

A person promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas: Effectiveness in Teaching, Scholarship, and Service. The evidence must clearly support the person’s role as an established leader in the department and in the College and that his/her contributions are of high quality, have been sustained over a reasonable period of time as an Associate Professor, and suggests likelihood of continued productivity. The faculty member now holds a national, and possibly international, reputation for scholarship in the field. All the following criteria should be met to warrant favorable consideration for promotion to the rank of Professor.

Teaching

The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence.

Contents of the Teaching Portfolio [Asterisks (*) mark required documentation]

Information marked with an asterisk (*) in the section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent. For promotion to the rank of Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor. For this purpose, the teaching portfolio should include two or more additional items from the following:

- demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources;
- undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings;
- providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor;
- confirming teaching excellence by departmental colleagues who are directly familiar with the person's work;
- evidence of a major contribution to the department or college-wide instructional program; and
- external assessment or reviews of student and graduate accomplishments or creative works that have a direct link to the faculty member.

Scholarship

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. There should be evidence of new and more sophisticated levels of achievement. Successful scholarship has led by now to publication or creative work that has been subject to further review. Furthermore, the significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus:

- Recognition of the quality of the work (publications, work of art, or performance record) should be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of assessment by recognized authorities off-campus solicited by the department, and invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, to choreograph, perform.
- Reputation of the -- journal, gallery, theatre -- in which the articles, research projects, poems, short stories, works, have appeared will be an important consideration, as will the publishers or sponsors.
- Honors or awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship.

Each academic department has developed criteria for evaluation of scholarship and creative activity.
Service

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. Not only has the person consistently played a constructive role in departmental meetings, committees, academic advisement and College-wide faculty governance since the last promotion, s/he is now an acknowledged leader in the Department, the College, and the profession. This may be demonstrated by providing the following evidence:

- development into a highly competent and effective academic advisor and mentor of students
- increased complexity in administrative duties; (for example, the person has chaired a variety of committees both inside and outside the department);
- the excellence of his/her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways; and
- the work/product of the committees is exemplary and significant to the College or organization.

J. Promotion to the Ranks of Distinguished Professor

Promotion to the highest ranks – Distinguished Teaching Professor, Distinguished Service Professor, and Distinguished Professor – is governed by the Policies of the SUNY Board of Trustees. These awards are a rank above full professor and only one Distinguished Professorship in each category can be authorized for our campus each year.

Guidelines are available for each of these programs and successful nomination packages from previous years can also be reviewed. A campus committee is convened each January to review nominations for each award. Nomination dossiers must have the approval of the departmental APT Committee and Chair and Dean prior to being sent to the review committee. For further information, contact Colleen Donaldson, Grants Development Director, 395-5118.

K. Guidelines for Submitting Materials for Continuing Appointments, Renewals, and Promotions

Please follow these guidelines when submitting Continuing Appointment, Renewal and Promotion appointments to the Provost. Please provide this information to all parties involved in the review process.

1. The entire dossier should be sent as a unit. The substantiating material should be placed in a notebook or paper file box and clearly labeled on spine of notebook or end of box.

2. A separate manila folder (labeled with the applicant’s name, department, and type of personnel action) should contain the following information:
   a. appointment form;
   b. faculty member’s statement regarding performance in teaching, scholarship, service and continuing professional development;
   c. curriculum vita, dated and signed by the faculty member;
   d. APT Committee’s letter of recommendation;
   e. Department Chair’s letter of recommendation
   f. Departmental vote on agreement/disagreement with the APT Committee recommendation
   g. Dean’s letter of recommendation
      The dean’s letter should include: initial appointment date of faculty member, number of years faculty member has held current rank, and tenure date (existing or projected).

3. A well-marked separate folder should be used for any confidential letters.

L. Personnel Actions for Faculty with Qualified Academic Rank and Clinical Faculty

Faculty with qualified academic rank (QAR) ordinarily are designated as visiting faculty or clinical faculty. The duties of visiting faculty are typically to teach and to provide service to the department and/or the College. Visiting faculty usually hold the rank of visiting assistant professor, visiting associate professor,
Clinical faculty teach, supervise and train students in clinical settings (such as in hospitals, schools, or other professional venues) and engage in administrative or service activities. Clinical faculty usually hold the rank of clinical assistant professor, clinical associate professor, or clinical professor. Visiting and clinical faculty normally are appointed for 1-3 year terms and are required to submit annual reports for review by the department chair. Visiting and clinical faculty who have renewable contracts should be evaluated by the department on a regular schedule (e.g., year 2 in every 3-year contract cycle) and, in cases of non-renewal, departments should follow College policy for timely notification.

Visiting and clinical faculty are evaluated according to a pre-determined weighting of the responsibilities associated with that position. For instance, a visiting faculty member might be evaluated based on a weighting of 65% for teaching and 35% for service (or some other distribution that accurately reflects the nature of required work). Clinical faculty are evaluated according to a weighting that includes teaching, clinical supervision, and service. Departments that hire faculty on QAR frequently can use existing personnel guidelines for the evaluation of teaching and service, but departments that hire clinical faculty may need to create additional guidelines for the evaluation of clinical supervision. Although it is not required, when visiting or clinical faculty do produce scholarship, their scholarly productivity can be considered in the faculty member’s overall evaluation.

V. Work Load Policies and Compensation

A. Academic Year Obligation

The SUNY Policies of the Board of Trustees defines the academic year as up to 10 months (e.g., approximately September 1 through June 30), but notes that “an academic year employee may be required to commence the...professional obligation at a date reasonably prior to September 1 as may be necessitated by...operating requirements”. In practice, the College expects faculty to participate in events like Faculty and Staff Convocation, Academic Convocation, and student registration, and to meet other responsibilities (e.g., advisement, course preparation, departmental retreats) that may fall prior to or after the actual meeting of classes. The dates for the formal academic year at Brockport are available from the office of Human Resources.

B. Work Load

The Faculty Roles and Rewards Committee Final Report recommends the following policy: “The normal expectation [for full-time faculty] is a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship as defined by individual departments and/or (emphasis added) with major or multiple service responsibilities”. However, current practice carries the expectation that activity appropriate to rank in all three areas should be the norm (i.e., no “and/or” tradeoff between Service and Scholarship). Furthermore, current practice utilizes a model in which faculty who are not performing to expectation in all three areas receive a compensatory workload adjustment in one of the two remaining areas. Historically, this has almost always happened where scholarly activity has not met expectation, and has resulted in a 4/4 course teaching load instead of the nominal 3/3 (in such cases the faculty member is still expected to perform at rank in Service).

Decisions regarding teaching load adjustments are made by the faculty member’s department chair in consultation with the appropriate school dean. In all cases, such decisions are made in the context of the Faculty Roles and Rewards Committee Final Report recommendation that “consideration in granting faculty release time should ensure that total departmental effort is not compromised and that other faculty within the department are not required to take on an unfair load.” In making such decisions, current practice also includes the following considerations.

For reduction from a four course teaching load to a nominal three course load:
For faculty whose performance record would otherwise justify a four course teaching load, a lecture section enrollment of about 120 students or more (and with no adjunct or graduate student assistants in that lecture section) may be counted as two courses toward the assigned teaching load (i.e., effectively reducing the load from four courses to three). There is no comparable reduction in teaching load for faculty whose performance record normally qualifies them for three courses (i.e., they remain at three courses).

For faculty whose performance record would otherwise justify a four course teaching load, a total overall enrollment of about 180 students across three lecture sections (and with no adjunct or graduate student assistants in any of these lecture sections) may satisfy the teaching load requirement for that semester (i.e., effectively reducing the load from four courses to three). There is no comparable reduction in teaching load for faculty whose performance record normally qualifies them for three courses (i.e., they remain at three courses).

For faculty whose performance record would otherwise justify a four course teaching load, significant service responsibilities (those that are tantamount to an official administrative position) may, in unusual circumstances and with the approval of the Dean, be considered in lieu of a course (i.e., effectively reducing the load from four courses to three). There is no comparable reduction in teaching load for faculty whose performance record normally qualifies them for three courses (i.e., they remain at three courses).

For reduction below a nominal three course load:

- For any faculty whose teaching assignments include both (a) an enrollment of at least 120 in one lecture section and (b) a total enrollment of 180 across two lecture sections (with no adjunct or graduate student assistants in those lecture sections), these two sections alone may suffice as the teaching load for that semester.
- Official administrative positions (e.g., department chair, associate dean, ad hoc administrative appointments, etc.) and extramural grants that provide for release time, may result in a teaching load below the nominal 3/3.
- Workload assignments are determined on the basis of a faculty member’s anticipated activities during the coming academic year. They are not rewards for past activity.

Departmental versus College obligations. Faculty appointments generally carry with them an understanding of the faculty member’s teaching responsibilities to his/her home department. However, many responsibilities (e.g., APS sections, Honors courses, interdisciplinary programs with no assigned faculty lines) transcend specific departments, and represent campus-wide obligations to be shared across existing academic units. Similarly, certain advisement responsibilities (e.g., C-Step, McNair) are also outside any existing department. For this reason, faculty (and their department chairs) must be responsive to these needs as well as those uniquely associated with their own academic programs.

C. Outside Employment and Consulting

The basic rule regarding outside employment is (according to the SUNY Policies of the Board of Trustees) that “No employee may engage in other employment which interferes with the performance of the employees professional obligation” to the College. Whether or not this is the case is a determination to be made by the College President. But in no case may a faculty member with a full-time appointment at Brockport (excluding sabbaticals and other approved leaves) hold another full-time position of employment.

In regard to consulting work, the general rule is that activity that involves a maximum of one day per week or four days a month is ordinarily acceptable. Beyond this, the faculty member will usually be required to take a corresponding leave of absence without pay.

To avoid any conflicts or misunderstandings that may arise from consulting and other forms of outside employment, College policy requires that a faculty/staff member’s agreement to undertake such employment must be reported to the College President in advance.
D. **Extra-Service Compensation**

Faculty may be considered for Extra-service Compensation when they perform special assignments (including administrative or service duties) that are substantially different from, or in addition to, their normal responsibilities. A course may be considered to meet this criterion if it is (a) a credit-free course taught in addition to the faculty member’s regular teaching load, or (b) clearly beyond the faculty member’s normal work/teaching load. Before entering into any agreement to be compensated for extra-service performed at Brockport, the faculty member must first seek and obtain approvals from the Dean, Provost and President. **NOTE: New guidelines for the use of Extra-Service Compensation are effective in 2010-2011. Consult with the School Dean regarding the new guidelines.**

E. **Leaves**

At the discretion of the President, leaves may be granted for a variety of reasons consistent with the needs and interests of the College. The most common leaves are described below.

**Sick leave.** Faculty accrue sick leave time (up to 200 days) during each month of their employment at Brockport. Beyond this time, additional sick leave may be granted at the discretion of the President. The office of Human Resources should be contacted for questions related to the use of accrued sick leave credit and/or any other issue related to sick leave.

**Sabbatical leave.** Faculty are eligible to apply for sabbatical leave after completing at least six consecutive years of continuous service at Brockport (and after each six-year period following a prior sabbatical). Sabbaticals are not regarded as a reward for service nor as a vacation or rest period occurring automatically at stated intervals. Rather, the purpose of the leave must be professional development that will increase the faculty member’s value to the College and thereby improve and enrich its program. They may be granted for planned travel, study, formal education, research, writing or other experience consistent with these objectives. The period of sabbatical leave may be either a single semester at full salary or a full academic year at half salary (if the leave is for an experience that provides its own salary, the Brockport salary may be adjusted to reflect the difference). All applications for sabbatical must include a statement that the applicant will continue as a member of the professional staff for a minimum of one year upon his/her return, and a detailed report of the professional activities and accomplishments while on leave must be submitted upon the applicant’s return (this report is due December 1 for those whose leave ends after the spring semester and April 1 for leaves ending after the fall semester).

**Guidelines for Sabbatical Leave Proposals**

**PURPOSE OF LEAVES**

The sabbatical leave is the most valuable of all of the forms of professional development that higher education offers faculty. The awarding of such leaves is a procedure that is frequently and strictly audited by state agencies. The steps for letters of application must be followed, and the criteria for review of sabbatical proposals developed in the Faculty Senate Resolution printed below must be responded to in such applications. Please note that full disclosure, in advance, of all forms of remunerative employment is required with all sabbatical applications. This includes outside employment that has been approved in other years such as consulting, the acceptance of honoraria, etc. Information about previous sabbatical performance for faculty who have had such is also required.

SUNY Policies of the Board of Trustees, Article XIII, Title E, “Sabbatical Leave” (p. 31 in 2000 edition), states:

"The objective of such leave is to increase an employee's value to the University and thereby improve and enrich its program. Such leave shall not be regarded as a reward for service nor as a vacation or rest period occurring automatically at stated intervals."

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Purpose

"Sabbatical leaves shall be granted for planned travel, study, formal education, research, writing or other experience of professional value."

Eligibility

"Academic employees having continuing appointments and college administrative officers not in a negotiating unit established pursuant to Article XIV of the Civil Service Law who have completed at least six consecutive years of service within the University or who, if they previously have had a sabbatical leave, have completed at least six consecutive years of service within the University from the date of return from their last sabbatical leave, shall be eligible for sabbatical leave. In computing consecutive years of service for the purpose of this section, periods of vacation leave and periods of sick leave with salary shall be included; periods of leaves of absences, other than vacation and sick leave with salary, and periods of part-time service shall not be included but shall not be deemed an interruption of otherwise consecutive service."

LETTER OF APPLICATION

Provide a detailed description of the project proposed, as follows:

1. Summary of the proposed project (if research, the relationship of proposed project to work done by others should also be included).

2. Relationship to previous work. If you have had previous sabbaticals you must include as part of your application the last sabbatical application and report as well as an update on the outcome of the sabbatical if the report does not demonstrate the completion of the project.

3. Significance of proposed project. How will the completion of the project increase your value to the College and thereby improve and enrich its program? If research, what will the proposed project contribute to your discipline; to the advancement of knowledge generally; and to the state of the arts, sciences, or literature, as appropriate?

4. Specific objectives and proposed work schedule. How is project effort distributed through time?

5. Identify plan of action or research methodology. Specifically and briefly outline what activities or research design will be implemented to achieve indicated outcomes.

6. Briefly specify the anticipated outcomes of the project and how you will evaluate the leave, including your benchmarks and criteria.

7. Facilities (SUNY or non-SUNY) and/or resources needed and when and where available.

8. Identify prospective income, if any, during the period of the sabbatical. This includes outside employment that has been approved in other years such as consulting, honoraria, etc. Any changes in employment and any remunerative activity whatsoever after a leave has been awarded must be approved in advance by the appropriate dean and the Provost.

9. Affidavit: Remember to include a statement that you will continue as a member of the professional staff at Brockport for one year upon return from leave; that if changes are required in your approved sabbatical proposal that you will seek prior written approval from the dean for such changes; and that upon completion of your period of leave you will provide the chief administrative officer of the College a detailed, written report of your professional activities and accomplishments while on leave.
CRITERIA FOR REVIEW OF SABBATICAL PROPOSALS
1982-83 Faculty Senate Resolution #4
Approved October 26, 1982

A. Conceptualization and Presentation

1. Is the application complete and coherent?
2. Are the goals and expected outcomes well articulated?
3. Does the proposal include the necessary resources for completion of the project?
4. Does the proposal include firm arrangements?
5. Has the proposal been endorsed at the departmental level (with respect only to the merit of the proposal)?
6. Has the proposal been endorsed by outside reputable experts in the area of the proposed work?
7. Does the proposal comply well with the letter and spirit of the relevant provisions of the Board of Trustees Policies?
8. Has the applicant sought outside funding from appropriate sources?

B. Value to the Institution, Department and Individual

1. Does the proposal seem likely to increase the employee's value to the University?
2. Is the project a logical and appropriate continuation of previous professional work or is it a sensible, well-considered effort to move into a new area of value to the College?
3. Does the proposal successfully avoid a mere repetition of previous work undertaken by the applicant?
4. Does the proposal have relevance to the stated mission of the College?
5. Will the outcome of the project provide a new service or capability, or enhance existing capabilities?
6. Will the completion of the project result in a more effective faculty member?

C. Feasibility of the proposal

1. Is the project clearly manageable in the time available with the means and resources specified?
2. Is the project designed realistically to result in a tangible product in the time specified?
3. Are the proposed time period, activities, and location for the project appropriate?
4. Does the project clearly lie within the applicant's field?
5. Does the applicant's past performance (including previous sabbatical leaves, if any) indicate likelihood of successful completion of the project?
6. Is there an acceptable methodology?

EXPLANATORY NOTES TO GUIDELINES AND CRITERIA

A.1. "Completeness" means that the proposal includes all elements necessary for a departmental committee of faculty members to understand the proposed activities and the expectations of the applicant with respect to the substance and significance of the results. This should include detailed information on the activities, on the applicant's special qualifications and preparation to carry out those activities, and on the professional significance of the expected results of the activities.

Completeness includes:

a. thorough explanation of project;
b. if publication, an outline;
c. if requires collaboration or commissioned work, letters of agreement;
d. vita showing logical progression of project and/or continuous productivity in the field.
"Coherence" means that the proposal is presented in a form that makes clear that the applicant has given it careful thought and has worked it out in such detail that all reasonable preparations and precautions have been taken to ensure success. The application should proceed through its explanations in a way that makes clear to the non-specialist that the applicant is sufficiently master of the project to be able to execute it successfully.

A.2. "Goals" refers to the amount of accomplishment expected to be carried out during the sabbatical as well as the amount expected in the completed project. "Expected Outcome" refers to the character of that accomplishment and of that completed project. To be "well articulated," they should be spelled out sufficiently, clearly and concretely to provide a useful measure of eventual success.

A.3. The application should describe in detail the resources required for successful completion of the project and how they will be provided. Resources should include sources of money. If the project to be completed (or to end in results as stated) needs financial backing from an institution or individual, evidence of such backing should be included. Resources should also include statement concerning needed facilities which evidences prior research from applicant.

A.4. The application should show as concretely as possible that all necessary arrangements have been completed to ensure the provision of resources and to ensure such cooperation or collaboration as is required for successful execution of the project.

"Firm arrangements" includes some prior investigation of travel, room and board possibilities where applicable. Firm arrangements also include investigations showing interest in subject matter of publishing houses, galleries, or arrangements for performance of sabbatical work (i.e., music, theatre, dance) where applicable.

A.5. If possible and appropriate, confidential evaluations of the project from experts in the discipline outside the College should supplement that of the department. Outside reputable experts include publishers, grant agencies, and experts in the field.

A.6. The applicant should report, with appropriate documentation, on efforts made to obtain outside funding for the proposed project or explain why no such efforts have been made.

If project is dependent on such funding, evidence should be included as to the investigation of appropriate sources. Arrangements might be final or ongoing.

B.1. The application should show as directly and concretely as possible the relationship between the project and appropriate aspects of the College's mission and the applicant's responsibilities and academic specialization, specifying in appropriate detail how successful completion of the project would increase the applicant's professional effectiveness and value.

"Value" includes degree to which applicant's reputation would be enhanced locally, nationally, internationally and also degree to which Brockport's reputation would be enhanced locally, nationally, internationally.

"Effectiveness" would include ways in which the sabbatical project would give depth and breadth to the knowledge and experience of the applicant so that his/her offerings to students might become more compelling.

B.2. If the project lies within the applicant's present area of professional work, the application should explain how they are related in such a way as to make clear that the former builds on the latter and carries it forward. If the project lies in another area, the application
should explain why the change is appropriate, justifiable, and well prepared. The proposal should successfully avoid a mere repetition of previous work.

B.3. If the project is similar to previous work of the applicant, the application should explain clearly and specifically how and to what extent it differs. In the Studio Arts, "repetition" has no risk, no personal ground-breaking. This does not mean one must do something "new" in order to avoid repetition, but ought to be dealing with the unknown in a significant way, either by going deeper into the familiar or through departure in experimentation.

B.4. The application should explain clearly and fully any concrete contributions the successfully completed project would make to the College's programs.

C.1. The application should include a detailed work schedule that will provide reviewers with a basis for reaching a judgment on the feasibility of completing the project in the time available. The work schedule should describe concretely the outcomes from each phase of the work.

Proposals should be written with accurate representation of semester or year-long goals. For example, if the project says "to publish a book," the applicant must follow that goal through within time period.

If the plan is to research a subject for eventual publication, then the proposal should be written accordingly and evaluated on the appropriateness and quality of research.

C.2. In presenting that work schedule, the applicant should make clear the appropriateness to the project. Also, in describing the activities to be undertaken and in identifying the location at which the work is to be done, the application should explain how they are appropriate.

C.4. The curriculum vita that accompanies the application should present the applicant's relevant previous work in such a way as to make clear to reviewers its degree of success and its relationship, if any, to previous sabbatical leaves.

C.5. Past performance ought to include the applicant's record. Consistency of performance may be demonstrated by vita, annual reports, and, where the applicant has previously been awarded a sabbatical, the last sabbatical application and report; if the report does not demonstrate the completion of the project, an update on the outcome of the sabbatical should be included.

Filing Reports on Sabbatical Leaves

The faculty member is responsible for the preparation and submission of a report of their sabbatical leave. This report is due December 1 for those who have Spring semester and full-year sabbaticals and April 1 for Fall semester sabbaticals. One copy of the report should be forwarded with the cover signature page through the appropriate administrative channels (to Department Chair, Dean, Provost). The Provost will submit the report to the President for acceptance.

Maternity leave. The guidelines for Granting Child Birth/Child Care Leave for Full-Time Faculty Members has recently been revised. Please see the appendices for these updated guidelines.

VI. Work Place Policies

A. Smoking

Smoking is not permitted anywhere in campus buildings (this also applies to students).
B. **Discrimination and Harassment**

As official policy, “Harassment on the basis of race or national origin, sex, sexual orientation, or physical disability is not only a violation of law, but is inimical to a proper learning environment and will not be tolerated in the academic community inasmuch as it precludes an academic or work environment necessary for free inquiry and personal growth and development to occur.” For more details on this policy see SUNY Brockport Policy Regarding Non-Discrimination and Harassment in the appendices. For information on filing a grievance alleging discrimination you are referred to the *Faculty/Staff Handbook* (chapter 310).

C. **Use of College Property**

College property and services, including letterheads, forms, other stationery, postage, mailing service, computer services, printing services photocopy, and other duplicating services are available for the conduct of College business, and not to be used for personal purposes or in connection with private or professional activities conducted for profit. However, with permission of the dean, they may be used for work related to professional societies and public service organizations.

Similarly, College equipment is restricted to job-related use and no item of College property may be removed from campus unless a Property Removal Authorization form (with appropriate administrative signatures) has been filed. For more information on this process see the *Faculty/Staff Handbook* (section 340).

D. **Travel**

Travel (beyond commuting) is often part of a faculty member’s professional responsibility, and expenses incurred in such travel may be reimbursable. The guidelines limit reimbursement to travel that exceeds what would be incurred in a faculty member’s commuting between his/her normal workplace and personal residence. For more information you are referred to *Revised Travel Reimbursement Guidelines*, found in the appendices. For information about other travel issues, contact either your dean’s office (regarding reimbursement for scholarly and/or workshop related travel) or the Director of Procurement & Payment Services (regarding other business related travel, such as use of a State or rental vehicle).

E. **Patents and Copyrights**

It is the policy of SUNY and the Research Foundation of SUNY to get inventions into the marketplace for the benefit of the inventor, the inventor’s campus, the University, industry, and the public. This policy is implemented through the Research Foundation’s Technology/Transfer Offices. The following provisions (among others) relate to any faculty member who, in using SUNY owned or controlled facilities, discovers an idea, process, or device or develops software that may be patentable (SUNY makes no claim to ownership of inventions or software developed wholly on the faculty member’s own time without using SUNY facilities):

- Faculty are required to disclose such results “promptly and completely”. SUNY then has six months to decide whether or not to pursue patent or marketing of the invention
- If the decision is to pursue patenting or marketing, The Technology Transfer Office assists in this process
- SUNY, or the Research Foundation of SUNY, retains ownership of all inventions and software that are made using SUNY facilities
- An inventor receives 40% of the gross royalty received by SUNY or the Research Foundation
- The remaining royalties are returned to the inventor’s campus to be distributed according to that campus’ own guidelines
The following provisions (among others) apply to copyrighted work (including software):

- For works produced as a requirement of a grant or contract administered by the Research Foundation, the copyright belongs to the Research Foundation (unless different terms are agreed to with the sponsor)

- For works produced incidentally to the primary research conducted on a grant or contract, the copyright resides with the creator

For more information about patents and copyrights, the Office of Faculty Research and Sponsored Programs should be consulted.

F. Faculty Liability in Legal Matters

Faculty often question what legal protection is afforded them in regard to their duties as a state employee at The College at Brockport. These protections are described in the Public Officers Law, Section 17, an outline of which can be found in the Faculty/Staff Handbook (Chapter 292). The main point of that section is as follows: "The State shall indemnify and save harmless its employees in the amount of any judgment obtained against such employees in any State or federal court, or in the amount of any settlement of any claim, provided that the act or omission from which such judgment or settlement arose, occurred while the employee was acting within the scope of his public employment or duties; the duty to indemnify and save harmless prescribed by this subdivision shall not arise where the injury or damage resulted from intentional wrongdoing or recklessness on the part of the employee." Faculty who need to examine this issue more closely may want to consult with Human Resources.

G. Support Services

Faculty are encouraged to become familiar with the College web page. The web page holds a vast amount of information regarding such things as academic programs, athletic events, course schedules, College publications, etc. In addition, the College offers numerous support facilities. These include:

- **Library:** Faculty may check out materials in the Drake Memorial Library collection (you will need your faculty ID card), use its Inter-Library Loan services, avail oneself of its database searching service, put course materials on Reserve, and much more. Through the SUNY Open Access Program, faculty also have library privileges at any other SUNY campuses. And through the Rochester Regional Research Library Council (RRLC) Access program, faculty can exercise borrowing privileges at a wide variety of academic and research institutions in the Rochester area. This Rochester facility provides reserve facilities and online access to The College at Brockport's library databases.

- **Library and Information Technology Services (LITS):** Campus technology services include technical support staff, information, and equipment, to help you with your technical needs, questions, and problems. ITSS will grade exams, tabulate course evaluation forms or other survey data, or process any other data you have on optical scanning forms. It maintains computer hardware, installs and troubleshoots software, and through Media Services assists faculty in meeting their classroom needs for audio-visual equipment (projectors, recorders, etc.). Each semester, it also offers training workshops for a variety of computer applications.

- **The Center for Excellence in Learning and Teaching (CELT):** a resource center for teaching and learning, technology in instruction, publications, and guidance regarding best practices as a college instructor. CELT offers programs, workshops, individual consultation, ANGEL support training and funds faculty travel to national and regional conferences on learning and teaching.

- **The Student Learning Center (SLC):** provides services for Brockport students who wish to receive help with meeting their academic goals. Free tutoring services, computer access, and ample reference materials make the SLC a supportive environment that promotes student success. SLC is open 45 hours a week during regular semesters.
• Design and Production: offers assistance in the development of graphic, photographic and pictorial materials.

• Grants Development Office: provides assistance in the writing, development, submission, and administration of extramural faculty grants. In addition, this office administers a number of campus wide faculty development programs for scholarly activities and related travel. Additional information in Appendix below and/or visit www.brockport.edu/etc/forms/grants

• Print Shop: handles printing and duplication jobs that go beyond those appropriate for your personal and/or departmental copying facilities.

H. Faculty Tuition-free Course Registration Privileges

Faculty (full-time faculty, and part-time faculty teaching at least two course sections per semester) may enroll tuition-free in one credit-bearing course each semester at any State-operated SUNY campus if space is available in the course (tuition-paying students receive course admission preference). Participating faculty must still meet all required course prerequisites.

I. Grant Support for Faculty to Encourage Scholarship

Faculty Scholarship Account – NEW! This account replaces the $500/$600 previously available each year for Travel to Present at Conferences. Each full-time tenure-track and tenured faculty member’s account receives $750 annually. Managed by the Deans Offices, It is an equitable and predictable source of funding for a wide range of scholarly and creative activities. For more information, detailed instructions, and an application, visit the Faculty Scholarship Account web site at: www.brockport.edu/acadaff/facsch.

The Faculty Scholarship Account is:

• Bankable – each $750 annual deposit expires after two years (subsequent annual deposits build up accounts whose funds have not been withdrawn or expired).

• Flexible – accounts reimburse expenses associated with a wide range of defined scholarly/creative activities – registration and travel to academic conferences (not restricted to presenters); research (travel; student assistants; essential software, documents/data, lab or studio supplies); publication; artistic performance and display.

• Applications are available at www.brockport.edu/acadaff/facsch.

There are no application forms. For more information, inquire at the office of the School Dean. For other faculty development opportunities, see also “Internal Grant Opportunities through Grants Development Office” in Appendix below.

J. Emeritus Faculty Privileges

Are you thinking about life after retirement? Emeriti faculty retain certain privileges at Brockport. SUNY Board of Trustees Policies states that Emeritus rank "shall carry with it such of the following privileges which, in the judgment of the chief administrative officer, are feasible: use of library and study facilities, use of office and laboratory space, eligibility for research grants, and representation of the University in professional groups". In practice, at Brockport Emeriti faculty retain all library privileges of current faculty, email privileges, and are entitled to free parking (Emeriti can park in any lot!). Emeriti engaged by the College under contractual agreement for the purpose of teaching, service or sponsored research may request the use of office space. Such space would be assigned by the dean depending upon its availability.
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1940 Statement of Principles on Academic Freedom and Tenure

With 1970 Interpretive Comments

(http://www.aaup.org/1940stat.htm)

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.

The 1940 Statement is printed below, followed by Interpretive Comments as developed by representatives of the American Association of University Professors and the Association of American Colleges during 1969. The governing bodies of the associations, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.

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 (The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties) 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 to freedom in learning. It carries with it duties correlative with rights. [1](Bold-faced numbers in brackets refer to Interpretive Comments which follow.)

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. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. [2] 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. [3]

c. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. [4]
ACADEMIC TENURE

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. 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 charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.
5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

1940 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:

1. That its operation should not be retroactive.
2. 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.
3. 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 the teacher's fitness for his or 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.
1970 INTERPRETIVE COMMENTS

Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the Statement in terms of the experience gained in implementing and applying the Statement for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.

In the thirty years since their promulgation, the principles of the 1940 Statement of Principles on Academic Freedom and Tenure have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 Statement, to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 Statement is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 Statement; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in Keyishian v. Board of Regents 385 U.S. 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The numbers refer to the designated portion of the 1940 Statement on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the Statement on Professional Ethics, adopted in 1966 as Association policy. (A revision, adopted in 1987, was published in Academe: Bulletin of the AAUP 73 [July-August 1987]: 49.)

2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 Statement, and we do not now endorse such a departure.

4. This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 Statement immediately following its endorsement which reads as follows:

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 the teacher's fitness for his or 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.

Paragraph (c) of the 1940 Statement should also be interpreted in keeping with the 1964 "Committee A
Statement on Extramural Utterances" (AAUP Bulletin 51 [1965]: 29), which states inter alia: "The
controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute
grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position.
Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final
decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph V of the Statement on Professional Ethics also deals with the nature of the "special
obligations" of the teacher. The paragraph reads as follows:

As members of their community, professors have the rights and obligations of other citizens. Professors
measure the urgency of other obligations in the light of their responsibilities to their subject, to their
students, to their profession, and to their institution. When they speak or act as private persons they avoid
creating the impression of speaking or acting for their college or university. As citizens engaged in a
profession that depends upon freedom for its health and integrity, professors have a particular obligation
to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only
to the full-time probationary as well as to the tenured teacher, but also to all others, such as part-time
faculty and teaching assistants, who exercise teaching responsibilities.

5. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who
 teaches a full-time load regardless of the teacher's specific title. (For a discussion of this question, see the
280-82.)

6. In calling for an agreement "in writing" on the amount of credit for a faculty member's prior service at
other institutions, the Statement furthers the general policy of full understanding by the professor of the
terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights
have been violated because of the absence of a written agreement on this matter. Nonetheless,
especially because of the variation in permissible institutional practices, a written understanding
concerning these matters at the time of appointment is particularly appropriate and advantageous to both
the individual and the institution. (For a more detailed statement on this question, see "On Crediting Prior
Service Elsewhere as Part of the Probationary Period," AAUP Bulletin 64 [1978]: 274-75).

7. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at
least twelve months prior to the completion of the probationary period. If the decision is negative, the
appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in
the 1940 Statement with respect to the termination of services of teachers or investigators after the
expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the
Standards for Notice of Non-reappointment, endorsed by the Fiftieth Annual Meeting of the American
Association of University Professors (1964). These standards are:

Notice of non-reappointment, or of intention not to recommend reappointment to the governing board,
should be given in writing in accordance with the following standards:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end
of that year; or, if a one-year appointment terminates during an academic year, at least three months in
advance of its termination.
2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the Statement on Recruitment and Resignation of Faculty Members, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

8. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher’s academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the Recommended Institutional Regulations on Academic Freedom and Tenure, prepared by the American Association of University Professors.

9. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the Statement on Procedural Standards in Faculty Dismissal Proceedings, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 Statement is silent.

The 1958 Statement provides: “Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member’s continuance. Unless legal considerations forbid, any such suspension should be with pay.” A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of “moral turpitude” identifies the exceptional case in which the professor may be denied a year’s teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year’s teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.
College Attendance Policy and Attendance Appeal Process

Attendance Policy

The student is responsible for all assigned course work and cannot be absolved of this responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility. Regulations more restrictive than College policy, but not in conflict with it, may be established by the instructor for any course.

Instructors are responsible for distributing their individual course attendance policy in their syllabi during the first class each term.

Absences will be excused for (a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for official representation of the College must be obtained from the official supervising that activity or event.

Students whose unexcused absences exceed 15 percent of the scheduled classes and laboratories may receive a lowered grade or failure at the instructor’s discretion.

Please note that the Student Health Center will only provide a confirmation that the student has been seen there on a specific date. The Student Health Center does not provide diagnoses or other support documentation. Instructors should not send students to the Student Health Center for documentation on illnesses in support of excused absences.

Extended Absences — see Procedure for Extended Student Absence.

SUNY Brockport has a well-established procedure by which students may appeal a decision based upon the attendance policy. Before you pursue this route, however, you need to understand that you will have no grounds for such an appeal if you simply claim that your instructor’s attendance requirements were too severe. Your only grounds for appeal are either that the standards for attendance were not made clear to you in writing at the onset of the course, or that those standards were applied in an arbitrary or capricious manner. (see Attendance Policy Appeal Process).

Attendance Policy Appeal Process

The student shall discuss the attendance issue informally with the instructor who enforced the attendance policy. The student must confer with the chair of the department if the instructor is off campus or otherwise unavailable. The department chair will attempt to contact the instructor, or, failing that, to ascertain the facts of the case.

I. Step 1

By mid-semester of the next regular semester, the student, after having conferred with the instructor and not receiving satisfaction, shall initiate the Attendance Policy Appeal Process by preparing a written statement, which shall meet the following criteria:

A. It sets forth the student’s case in detail.

B. It indicates the date on which the student conferred with the instructor.

C. It sets forth the reasons why the student believes the attendance policy was unfairly enforced.
D. It includes all relevant supporting materials, documents, evidence, etc., identified and listed in an index.

The student shall submit complete copies of the written statement and all attachments to the chair of the department that offered the course in question and to the instructor. In an effort to resolve the matter, the chairperson shall carefully review the student’s written statement and confer with the student and the instructor, individually, and/or together. The chairperson will review the material provided by the student and may also employ other means to review and investigate the matter.

II. Step 2

A. If the matter is not resolved to the student’s satisfaction in Step 1, the student may write the vice president for academic affairs and request a hearing, forwarding the documentation as outlined above. The vice president for academic affairs shall assign a dean to convene a hearing by a panel of three faculty members. These three faculty members must be acceptable to the student, the instructor and the dean. If an acceptable panel cannot be agreed upon, then the dean and the president of the College Senate or their designee shall prepare a list of seven faculty members and the student and the instructor shall alternately strike names until three names are left.

B. The panel shall meet and solicit a response from the instructor regarding her/his application of her/his attendance policy and the student’s case against her/his attendance policy. The panel members will familiarize themselves with the attendance policy for the course. Their concern shall be limited to consideration of the fairness of the application of the attendance policy and whether the attendance policy was known to the student in a reasonable manner and as required by the College policy. The burden of proof shall be on the student, who may be asked to appear before the panel.

C. If, in the opinion of a majority of the panel members, no case can be made, the original application of the attendance policy will remain in effect. If they find the attendance policy was not made known to the student as required by College policy or was unfairly applied, they may recommend a different outcome and give their reasons for so recommending. The panel shall report its findings in writing to the student, the instructor, the dean and the vice president for academic affairs.

D. If the panel recommends a different outcome, the instructor shall have ten (10) working days from the receipt of the panel’s report to implement the recommendation of the panel or appeal the decision to the vice president for academic affairs.

E. Either the student or the instructor may appeal to the vice president for academic affairs when:

1. There is substantial new evidence;

2. There is clear evidence of substantial irregularity on the part of the panel.

If the vice president for academic affairs supports the appeal, s/he will convene a new panel, whose decisions are final.

F. If the panel recommends an alternative solution and the instructor does not appeal, or, upon appeal, is denied, the vice president for academic affairs will instruct the appropriate administrative office to implement the recommendation of the panel.
Procedure to Assist with Notification of Student Absence

The Office of the Vice President for Enrollment Management and Student Affairs attempts to facilitate communication between students and their faculty when extenuating circumstances do not permit the student’s adherence to the policy and when students are unable to notify the professor themselves. The following guidelines for students in these cases are detailed below:

- When students are absent from classes **exceeding one week** for extenuating circumstances beyond the student’s control, students may notify the secretary in the Office of the Vice President for Enrollment Management and Student Affairs. The secretary will then notify the faculty members of the absence in writing. **This notification is not an excuse nor does it obligate the faculty member in any way, nor does this relieve the student from their obligation to complete assignments.**
- Faculty may expect the student to provide them with official documentation of the medical problem, emergency, or unusual situation which prevented the student's attendance, as required by the course attendance policy.
- Attendance problems are an issue between the professor and the student.
- The Student Health Center provides documentation for various purposes, including:
  1. Medically restricted from classes for a given number of days.
  2. Medically restricted from activity.
- The Student Health Center also provides verification of presence in the Health Center, without activity or attendance restrictions. Presence in the Student Health Center does not necessarily indicate serious illness or reasons for absence. In the absence of serious illness or communicable disease, the ability to attend class is not specially determined by the Student Health Center.
- Specific health information cannot be released without the student’s written permissions.
Process for Student Injuries

1. **Off-campus Injuries**: Students injured off-campus who are seeking assistance should be referred to the Director of Student Health and Counseling/designee, who will serve as the contact person for the student. *(Note: Athletics has a separate process to handle student athlete injuries.)*

2. **On-campus Injuries**: University Police (UP) should be notified (395-2222) for on-campus injuries requiring medical attention. If injury occurs in a residence hall, the Resident Director must be notified. The Resident Director should call UP and file an incident report. Per UP policy, UP determines if an ambulance is necessary, and completes the accident report.

3. **Student Accident Report**: Copies of ALL reports of student injuries should be sent to the Secretary for VP Enrollment Management and Student Affairs, who will keep them on file. **ONLY those injuries that required further medical attention should be sent to the Director of Student Health and Counseling and Assistant Vice President of Finance and Management.** *(Note: For faculty/staff injuries copies of accident reports should be sent to the Director of Human Resources.)*

4. **Director of Student Health and Counseling/Designee**, will review accident report, evaluate the health status of the injured student, obtain consent and, if appropriate, work with the Coordinator for the Office for Students with Disabilities to help meet the student’s needs, and follow up with the student.

5. **Student Employee Injuries**: If a student employee is injured on-campus in the performance of his/her duties and requires medical care, UP should be notified and they will determine if an ambulance is necessary. Whether on-campus or off-campus, Student Health Services may provide initial treatment and refer the student for appropriate follow-up care (either the primary care provider or Lakeside Memorial Hospital Occupational Health at 395-6051).

   Student employees of the College, i.e., Work Study, Temporary Service, Brockport Auxiliary Service Corporation (BASC), and the Research Foundation, are covered by Worker’s Compensation. The supervisor must notify the appropriate human resources/personnel office to process the accident report.

Revised June 4, 2007
Policy on Student Academic Dishonesty

(Revised 2008-2009 Resolution #32; Supersedes College Senate 2007-2008 Resolution #11)

Context of policy for students: Academic dishonesty, “cheating” and other forms of misrepresenting others’ work as your own, such as plagiarism, are considered serious breaches of academic integrity and are major violations of the standards of ethical behavior that the College expects from all its students. When detected, as it often is, academic dishonesty can result in a range of disciplinary actions including failure on an assignment, failure of a course, or even Conduct Dismissal from the College. Records of disciplinary actions for dishonesty are kept and conduct dismissals are noted on College transcripts. The best rule is to assume that instructors expect all work (exams, papers, projects, etc.) submitted for grading to be entirely your own, done without collaboration. If the instructor allows or desires collaboration, you should assume that the instructor will make that clear in the assignment. If the instructor has not explicitly stated that collaboration is permitted, all work submitted should be entirely your own.

I. Definitions of Academic Dishonesty Covered by this Policy

Violations of the Student Academic Dishonesty Policy refer to actions related to the standards of honesty required in submission and evaluation of coursework in any undergraduate or graduate course bearing The College at Brockport credit. These violations include, but are not limited to the following:

A. Plagiarism — presenting as one’s own, the exact words of another, not properly indicated by quotation marks, paraphrased text too similar to the original, ideas, or creative products of another without providing an adequate standard form of documentation to identify the source — such as footnotes, endnotes, or bibliographic documentation. Students are advised to scrupulously acknowledge and properly cite all sources to give appropriate credit for borrowed materials.

B. Fabricating facts, data, statistics, or other forms of evidence included in papers, laboratory experiments, theses, or other assignments.

C. Presenting someone else’s examination results, paper, computer work, or other material as one’s own work. This includes work done as part of group/team effort unless collaboration has been specifically approved by the instructor for any particular assignment. Students should always assume that any out-of-class assignments or take-home examinations are to be done individually and without help or collaboration unless the instructor specifically states otherwise. Students should not generalize from one assignment to another as instructors may permit collaboration on some assignments but not on others.

D. Representing one’s own performance as another’s or knowingly allowing such misrepresentation to occur, e.g., signing another student into class; taking an exam for another student; writing or attempting to write an examination, paper, computer work, or other material for another student.

E. Buying and selling, or sharing of examinations or assignments; being in possession of examinations or answers to examinations without the instructor’s permission.

F. Using “cheat sheets,” looking onto another’s paper, talking to someone other than the instructor or proctor during an examination, or using any other method of communication (e.g. cell phones, text messaging) during an examination without the instructor’s permission.

G. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated in a written course syllabus.

H. Presenting work for a current course (e.g. papers, projects, research) that is substantially the same as a previous submission for another course without obtaining the current instructor’s prior consent to do so. When the courses are taught in the same semester, informing and obtaining prior approval of both course instructors is required to avoid a possible dishonesty charge.
Note 1: Published divisional, departmental, unit, and/or individual program policies or individual instructor’s course policies may address additional violations but must not be in conflict with this College policy.

Note 2: Faculty may require students to use software (e.g. Turnitin.com) for detecting textual similarities to existing documents. Such software compares submitted student text to previously published documents from a large number of different sources. When similarities between the submitted text and an existing document are found, the software identifies those similarities for student’s and/or the instructor’s review. This software is best used to assist students in learning how to properly cite textual resources. However, such detection may lead to charges of plagiarism if the matched text in the student’s written work has not been properly cited to identify the original source.

II. Bringing Charges of Academic Dishonesty against a Student
The instructor in charge of a course in which an act of academic dishonesty is alleged is responsible for investigating any personally observed, discovered or reported instances of academic dishonesty.

A. The course instructor, any student, or any College employee who has personally witnessed or has knowledge of an act of academic dishonesty can bring a charge of academic dishonesty against a student.

B. All charges of academic dishonesty that do not originate with the course instructor must be made in writing by a signed complainant and delivered to the instructor in charge of the course in which the alleged act of dishonesty occurred. Anonymous accusations are not acceptable. If the course instructor does not personally witness the alleged act of academic dishonesty, evidence in addition to the testimony of the claimant is required to support the charge of academic dishonesty.

C. If the instructor concludes that a violation of the Student Academic Dishonesty Policy has occurred, the instructor must immediately file a Report of Academic Dishonesty form, along with all documentation, with the department chairperson and, within five business days, present the student with a copy of the form, either in person or by certified, restricted delivery mail. The form will state the sanctions the instructor intends to apply to the student. This form also informs the student of her/his appeal rights.

III. Procedures for Investigating and Adjudicating Academic Dishonesty

A. The Course Instructor’s Role
1. The course instructor is responsible for investigating any personally observed, discovered or reported instances of alleged academic dishonesty, and for making a determination of guilt or innocence based on that investigation, and notifying the student and the department chair.

2. The student has ten (10) business days from receipt of her/his copy of the Report of Academic Dishonesty form to notify the school dean in writing if s/he wishes to appeal the case to the school dean’s level.

3. If necessary, when the instructor discovers suspected dishonesty after the semester has ended and is considering imposing a grade penalty, s/he should submit an “I” on the final course grade sheet and note whatever “alternative grade” s/he believes is justified on an Incomplete Contract (I Contract) that states that an academic dishonesty charge is pending. After the instructor’s investigation is complete, the “I” can be changed to a letter grade.

B. The Department Chairperson’s Role
The chairperson’s responsibility is to consult with the instructor to make certain that College policy has been followed with respect to the charges, evidence considered, sanctions applied, and notification of appeal rights. This is a review; not an appeal step.

1. The department chairperson will review the case within three (3) days after receiving the Report of Academic Dishonesty from the course instructor.

2. The chairperson may consult with the instructor if s/he finds any problems with the instructor’s procedure in the matter, and attempt to resolve these problems.

3. Upon concluding her/his review, the chairperson will send a copy of the Report of
Academic Dishonesty through the school dean to the Office of the Provost.
4. If the student notifies the school dean of her/his wish to file an appeal of the charges or the sanctions applied (see Dean's Level Dishonesty Appeal Hearing and Procedures the dean may ask the chairperson to forward a copy of the Report of Academic Dishonesty form to the dean, along with any supporting documentation that the course instructor has supplied.

IV. Departmental Sanctions for a First Academic Dishonesty Defense

A. Instructor’s sanctions. After concluding that a student is guilty of academic dishonesty (in accordance with the procedures described in Section III of this policy), the instructor may at her/his discretion apply the following sanctions:
1. Assign a lowered grade (including an “E” grade) for the particular test or assignment in which the offense occurred, and/or
2. Assign a lowered grade (including an “E”) for the entire course in which the offense occurred.

B. Other Departmental sanctions. After being notified that a violation of the Academic Dishonesty Policy has been confirmed, the chairperson of the department in which the offense occurred may have cause to begin an action to dismiss the student from a departmental major or other departmental program.
1. Dismissal from a program would normally only take place if the student, through the confirmed act of dishonesty, has also violated an existing, written, and published department/program policy designed to enforce a system of professional ethics.
2. After receipt of the Report of Academic Dishonesty form, the department chairperson must communicate a dismissal from program action to the student in writing stating the cause or reason for the action and notifying the student of her/his appeal rights. Such dismissals will be done in compliance with published departmental procedures on dismissal from program. Dismissals from program are only done after consultation of department chairperson with the school dean. An appeal of the dishonesty charge would be normally have to be completed prior to adjudicating any appeal of a dismissal from program action.

C. The determination of academic dishonesty, and/or the grade sanctions imposed by the instructor, and the dismissal from program can be appealed to the school dean (see Dean’s Level Dishonesty Appeal Hearing and Procedures).

V. College-wide Sanction for a Second Academic Dishonesty Offense

A. A second confirmed violation of the Student Academic Dishonesty Policy may result in the student’s dismissal from the College. This applies when the second dishonesty charge is filed in a later semester after the first charge. At the discretion of the Provost, when more than one dishonesty charge is filed in the same semester and there are no charges from a prior semester, the student will be strongly warned but not dismissed from the College.

B. The process for dismissal will begin when the second Report of Academic Dishonesty form is presented to the Provost’s office file. This will initiate a letter to the student (copy to the dean and chair) informing her/him that a second dishonesty charge has been filed, that this could lead to Conduct Dismissal, and that s/he may wish to file an appeal with the school dean’s office within the required time frame. If an appeal is not filed or a subsequently filed appeal is unsuccessful, the Provost will order the student’s dismissal from the College. This will be a Conduct Dismissal.

C. The appeal of the impending Conduct Dismissal for dishonesty will usually be a dean’s level appeal of the second dishonesty charge. However, the Provost and the President of the College always have the right to review any charge that would result in a student’s dismissal.

D. Students under threat of dismissal for dishonesty who do not appeal or whose appeal is not successful will be separated immediately from the College (except as described in Dean’s Level Dishonesty Appeal Hearings and Procedures) and be assigned a failing
grade for the course in question. Such students will receive whatever grades (or within deadlines, drops or "Ws") are appropriate for Conduct Dismissal at that point in the semester for any other courses. Dismissed students will remain liable for all charges incurred for the semester. A Conduct Dismissal will be recorded on the student’s transcript.

VI. Dean’s Level Dishonesty Appeal Hearings and Procedures

A student may appeal the course instructor’s determination of academic dishonesty, the chair’s review, or any sanctions imposed, to the dean (or designee) of the school in which the alleged offense occurred. If a student files an appeal of "dismissal from program" with the dean within the required time limit, the dismissal will be deferred until the dean acts on the dishonesty appeal. If the appeal is denied, the dismissal will take place immediately thereafter. All appeals must be based on one of the following grounds:

- The student asserts that s/he can provide evidence to disprove the instructor’s charge.
- The student asserts that the instructor’s or department’s imposed sanction is grossly inappropriate to the proven or admitted offense.

A. The student must request an appeal in writing to the school dean within the specified time limit (see Procedures for Investigating and Adjudicating Academic Dishonesty). The appeal letter must specify the ground(s) on which the appeal is based (see above).
B. Within three days of receiving the student’s written appeal, the dean will obtain and examine all documentation related to the instructor’s charges and the chairperson’s review and determine whether a hearing is merited. The dean may summarily deny the appeal if s/he feels the evidence in support of the charge and/or assigned sanction is compelling and/or that the grounds for appeal are not present.
C. Within three days of receiving the request for appeal, the dean will notify the student in writing of her/his decision on whether to hold a hearing. If there is to be a hearing, the dean’s office will contact the student to schedule a meeting date and time.
D. At the hearing, the dean (or designee) will accept relevant evidence and testimony from both sides. The appeal hearing will include the dean (or designee), the course instructor, the student and any witnesses requested by either the instructor or the student. The dean (or designee) will hear all statements, examine the evidence, and adjudicate the claim of academic dishonesty. The dean also has the option of appointing a committee of three faculty members of her/his choice to conduct the hearing and make a recommendation to the dean on the matter.
E. If the dean finds that the charge of academic dishonesty is not substantiated, any sanctions that have been applied will be removed. The student will continue in the course (and/or program) without penalty. If the semester has ended, the dean will inform the faculty member of her/his responsibility to determine what the final grade should be and to submit a revised grade through the dean as appropriate. All copies of the Report of Academic Dishonesty form relating to the alleged incident will be removed from departmental, Provost’s, and student conduct coordinator’s files.
F. If the dean finds that the academic dishonesty charge is substantiated, s/he may review the sanctions previously recommended by the course instructor (or department chair) and allow these sanctions to stand or change them. The dean will inform the student of her/his decision in writing within three (3) days of the date the hearing is held and a record of this decision will be filed with the provost. Any pending dismissal from program will be imposed upon denial of the appeal.

VII. Students Rights
Students have the following rights in regard to an instructor’s investigation of charges and all appeal hearings regarding academic dishonesty charges:

A. The right to a written notice of the nature of the charges and to be informed of one’s rights prior to any hearing or investigation of the charges.
B. The right to continue in a course until the process for confirming academic dishonesty is completed (including appeals).

C. The right to receive, upon request and in advance, a list of the witnesses who will appear to give evidence in any hearing or investigation of the charges. The provision of such a list of witnesses shall not preclude the testimony of witnesses who were unknown at the time of such a request.

D. The right to bring witnesses to give evidence on the part of the student and to examine any witnesses brought by the instructor. Only the accused student may present the student’s case and examine witnesses. Postponement of a scheduled dean’s hearing may be allowed on the basis of unavailability of important witnesses but only if the cause for unavailability is reasonable.

E. Members of the College community or parents or guardians may be present for “moral support” but cannot actively participate in the hearing.

F. In accordance with the Family Education Rights and Privacy Act of 1974, the College may release information pertaining to individual judicial cases to appropriate College personnel and to parents of students who are dependent. With those exceptions, information from a student’s judicial file will not be made available to anyone other than the student without the student’s written consent except in compliance with a lawfully issued subpoena or court order or in the event of a health or safety emergency.

VIII. General Policies Governing Dishonesty Actions and Hearings

A. A student who withdraws from the course (or the College) after being charged with academic dishonesty will not be exempt from the Student Academic Dishonesty Policy. The normal process will be followed and the accused student will receive due notice of any hearings and his/her right to respond.

B. When there is insufficient time to hold a hearing on a dishonesty charge before a semester ends, a hearing will be held as soon after the semester ends as is feasible. In such circumstances, a student who leaves the Brockport area is responsible for transportation and other expenses related to her/his right to be present at the hearing as scheduled.

C. Failure to appear in response to the charge(s) on the date set for a dean’s appeal hearing, unless there is a continuance for good cause approved by the dean prior to the hearing, shall be deemed an admission of the facts as stated in the instructor’s charges. By failure to appear, the student also forfeits any right to further appeal of these charges.

D. All hearings are closed to the public.

E. An academic dishonesty hearing or examination of charges shall not be bound by technical rules of evidence, but may include testimony or evidence that is relevant and material to the issues presented by the charge(s) and which will contribute to a full and fair disposition of the charge(s).

F. Cameras or recording equipment are not permitted in a hearing or examination of charges.

G. The student’s academic dishonesty record may be used in any future judicial proceedings or readmission decisions involving the student.

H. The term “days” used in this code with reference to scheduling and notification means days on which the administrative offices of the College are officially open for business.

I. When necessary, the College reserves the right to extend the time periods set for actions under this policy and such extensions will not invalidate the charges and sanctions. However, actions on the part of the College will be carried out with all due haste. With good reason, students charged may also request extension of deadlines by written request to the school dean.

J. The president of the College always has the right to grant clemency or pardon in regard to any sanction assigned under this policy.
### Summary of actions and deadlines under this policy:

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DEADLINES FOR ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery and investigation by instructor of dishonesty policy violation.</td>
<td>Notify student (and department chair) as soon as possible and within five days of discovery using the Report of Student Dishonesty (RSD) form according to policy.</td>
</tr>
<tr>
<td>Department chair reviews case; then submits RSD form to provost through school dean.</td>
<td>Within 3 days after receiving RSD form from instructor.</td>
</tr>
<tr>
<td>Provost’s office notifies student if this is a second dishonesty charge carrying the possibility of Conduct Dismissal.</td>
<td>Letter sent to student within one day of receiving the RSD from the dean’s office.</td>
</tr>
<tr>
<td>Student notification of intent to appeal to school dean.</td>
<td>Within 10 days from student receipt of RSD form.</td>
</tr>
<tr>
<td>Dean’s decision on whether or not to hold hearing.</td>
<td>Within 3 days of receiving student’s letter of appeal.</td>
</tr>
<tr>
<td>Dean’s decision following hearing.</td>
<td>Communicated to student within 3 days of the date the hearing is held.</td>
</tr>
</tbody>
</table>
Instructor detects violation of dishonesty policy and completes Report form; May contact student informally to investigate.

Within 5 Business Days.

Instructor notifies student using Report form (receipt of delivery required) of charge and penalty to be imposed.

Within 3 Business Days.

Department Chair reviews instructor’s charge (not an appeal step). Consults with instructor as needed; forwards Report to School dean.

Within 10 Business Days.

Student receives mailed Report form as notification of charge and penalty to be imposed.

Student may dispute charge and penalty by filing an appeal with the School Dean.

Within Business Days.

Student notified of School Dean’s decision to reject appeal; penalties stand.

Student notified of School Dean’s hearing decision; if appeal is successful, penalties are rescinded.

School Dean reviews student dishonesty charge and sends on to Provost.

School Dean decides to dismiss appeal without hearing.

School Dean decides to accept appeal and hold formal hearing; Dean schedules hearing.

Dean holds hearing; informs student of result; Instructor, Dean, Provost take further actions as appropriate.

Provost takes action as appropriate as a result of the appeal hearing result.

Student disputes charge or penalty; files a written appeal with the School Dean.

Provost files current dishonesty charge Report and checks file for prior Reports.

Provost may begin Conduct Dismissal Process if prior Reports are found in file.

Dismissal from Program Process

Conduct Dismissal Process

School Dean reviews student dishonesty charge and sends on to Provost.

Provost files current dishonesty charge Report and checks file for prior Reports.

Provost may begin Conduct Dismissal Process if prior Reports are found in file.

School Dean decides to dismiss appeal without hearing.

School Dean decides to accept appeal and hold formal hearing; Dean schedules hearing.

Dean holds hearing; informs student of result; Instructor, Dean, Provost take further actions as appropriate.

Provost takes action as appropriate as a result of the appeal hearing result.

School Dean decides to accept appeal and hold formal hearing; Dean schedules hearing.

Dean holds hearing; informs student of result; Instructor, Dean, Provost take further actions as appropriate.

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Dean holds hearing; informs student of result; Instructor, Dean, Provost take further actions as appropriate.

Provost takes action as appropriate as a result of the appeal hearing result.
FACULTY REPORT OF STUDENT VIOLATION OF THE ACADEMIC DISHONESTY POLICY (Revised for 2010-2011)

Note to student: Notice of intent to appeal this charge must be filed by letter to the school Dean within ten (10) business days from the date you receive this violation report.

STUDENT Last Name: __________________    First Name: ____________ BANNER ID #800________

INSTRUCTOR filing violation report: ______________________________ Date of Violation: / /

Department/Unit: ______________________ Instructor telephone or e-mail address: __________________

If violation occurred in a course, give the course number: _______________

Circumstances of violation – Instructor’s description (add extra pages if needed):

Description of any penalty applied by instructor:
Official Warning only ☐ (further instances of academic dishonesty may be cause for more severe disciplinary action.)
Any other penalty, describe below: ☐

Any response by the student to the charge and the report:
Student admits violation with no dispute ☐
Student disputes violation (place brief comments below) ☐ Student notified of appeal rights ☐

One of the following methods of notification is required by policy:
Hand delivered ☐ Date delivered: / /
Mail with confirmation of delivery ☐ Date mailed: / /
Optional contact with student: Telephone call or e-mail to student: ☐ Date of contact: / /

Signature of instructor filing violation report: __________________________________

Review by department/unit chair: I have reviewed the report. Unless noted below, I agree that the charge and sanction are appropriate:

Signature of department/unit chair or dean: ____________________________ Date: / /

IMPORTANT NOTE TO STUDENT ON APPEAL RIGHTS: You have the right to a Dean’s level appeal of the charge and/or the penalty imposed by filing a written appeal with the school Dean within ten business days of the receipt of this form. The entire Academic Dishonesty Policy can be found in the Student Policies section of the Brockport web page. If you have questions about the charge or the policy, please contact the Dean’s Office immediately. If you have prior dishonesty charges on file with the Provost's Office, you may also be subject to Conduct Dismissal from the College.

Person to whom student may address an appeal of this charge or penalty:
Dean's Name: __________________________ Contact Information: _________________________

Instructor or Department Chair should provide School Dean’s name and contact numbers or e-mail address above.

Date filed in Office of Provost and Vice President for Academic Affairs: / /
Are dishonesty reports from previous semesters found in the Provost’s file? Yes ☐ No ☐

[Continues on p. 2] (See the reverse of this report form for policy information and explanations.)
Policy Information and Explanation

- Definitions of academic dishonesty, procedures, and the rights of students accused of academic dishonesty can be found in “The Policy on Student Academic Dishonesty” posted on the Brockport web site.

- The burden of proof that a violation as defined by policy has not occurred is on the student.

- Instructors must complete this report for all violations of the Academic Dishonesty policy for which a student is penalized. Faculty are also encouraged to file this report even if an “official warning” (without other penalties) is the extent of punishment for any violation.

- The instructor must briefly describe the violation including any explanation the student offers in his/her defense, and record any penalty the instructor places on the student as a result of the violation. The course instructor is responsible for notifying the student of the violation using this report form and for filing the violation report with the department chair. The department chair will acknowledge the report by signature and carry out other responsibilities as defined by the policy.

- One copy of the report will be sent through the School Dean’s office to the Office of the Provost and Vice President for Academic Affairs where it will be placed in the appropriate confidential file. The student’s copy will be given to the student in person or by registered mail.

- Upon filing this report, the Provost’s file containing the dishonesty reports will be checked for previous violations by the same student. Following a second offense, the Provost may initiate additional disciplinary action including suspension or Conduct Dismissal from the College. The only appeal of this action, according to policy, is a Dean’s level appeal of the second dishonesty charge. The Provost will take appropriate action depending on any appeal and the outcome of an appeal as reported by the School Dean.

- Appeals of violation reports and penalties applied as a result of such reports should be directed to the appropriate School Dean as specified in IIIA and B, and IVA, B and C of the policy. The student must file a notice of an intent to appeal by letter to the school Dean no later than 10 business days after the receipt of the violation report. If a dispute proceeds to a hearing at the Dean’s level, a formal appeal hearing will be scheduled by the Dean’s office. The Dean also can dismiss the appeal without a hearing if s/he believes the evidence for the charge justifies this.

- If a student appeal of the dishonesty violation is successful, the report in question will be removed from all files and destroyed.

- The violation report can be used as specified by College policy but is confidential for all other purposes as specified in the “Policy on Academic Dishonesty.” The report must remain in the file until the student named has graduated from SUNY Brockport. The report can, thereafter, be removed upon direct petition of the student to the Provost of the College.
Human Subjects Research

Following are two versions of the Guidelines for the Review of Research Involving Human Participants (updated 8/06).

1. The short version will provide you with a basic introduction and help you decide which category of review your proposal falls in. Then you can print out just the instructions, forms and samples for the relevant category.
2. The complete (full) guidelines with all forms and appendix is the second file (80 pages).

Both versions contain information on the website for the required online training form. Any questions feel free to email us at irboffic@brockport.edu or call 585-395-2779.

Guidelines for Research Involving Human Subjects in Research Projects

Short version of IRB Guidelines

Sample Category 1

Sample Category 2

Sample Category 3

All research involving human subjects (including anonymous mailed surveys for a class project, thesis research, etc.) must be reviewed and approved by the campus Human Subject Review Board (IRB) prior to the start of the research. Please review new guidelines. Upon receipt of a complete application package the IRB makes every effort to provide a response within 2 weeks. The necessary guidelines and form are attached or can be requested in hard copy by contacting the Office of Academic Affairs, (585) 395-2523.

Policies and Procedures on Research Misconduct

Procedures Manual for Research Involving Human Participants

Policy Manual For Research Activities Involving Human Participants

Export Control
As you make plans for the academic year and consider all of its possibilities please remember that the Grants Development Office is here to assist you. Following is a list of services and internal grant programs that we administer to assist you and your students in accomplishing your goals.

We look forward to working with you! Please send an email to Colleen Donaldson, Grants Development Director at cdonalds@brockport.edu or call me at 585-395-5118.

Ways in which we can help you:

The Grants Development Office provides a wide range of services to assist you in achieving your scholarship/research goals including:

- Identifying potential external and internal funding sources to support your research
- Obtaining specific proposal guidelines
- Budget preparation and obtaining institutional approvals
- Writing or editing sections of proposals or entire grant proposals
- Electronic submission or hard copy mailings of proposals to meet deadlines.

Services For Faculty and Staff

1. Assistance is provided in identifying grant funding sources, obtaining and completing grant applications both internally and externally for your scholarship, travel, program development, etc. This also includes:
   - Opportunity to get daily updates on potential grant opportunities targeted to your specific interests by registering in the SMARTS/GENIUS SPINPlus database that we subscribe to. For more information click on the link in the left hand column.
   - College is a member of the national Grants Resource Center. They will provide a variety of services including previously funded grant proposals for specific grant opportunities, contacts with program officers, etc.

2. The annual one-day, faculty/staff grants writing workshop will be offered on January 19, 2011 on campus. This is a practical guide to seeking external funding for your scholarship. It is offered on campus and features presentations by your colleagues who have been successful grant seekers. Please register by December 1, 2010 by sending an email to Colleen Donaldson at cdonalds@brockport.edu.

Tailored grant-writing presentations can also be made to your classes. These can be developed to take from 1.5 – 3 hours and will focus on how to successfully seek external grants in any discipline. Please contact the Grants Development Director for more information. During 2009-10 seven in-class presentations were made across disciplines.

3. Conducting research involving human subjects?
   Our office coordinates the approval process for human subjects review for faculty, staff, and/or student research.
   - Contact Kristin Dauenhauer at kdauenha@brockport.edu for guidelines on how to seek human subject approval, or visit the IRB web page at http://www.brockport.edu/irb/.
   - If you would like to schedule an in-class presentation on the ethics of involving human subjects in research please contact Kristin.

4. Scholars Day – our annual celebration of faculty/staff/student research is coordinated by our office. Scholars' Day will be held on Wednesday, April 6, 2011. Classes on campus will be suspended that day from 8:00 am – 5:00 pm so that our entire campus community can participate. That evening a Scholars Night will be held at the downtown MetroCenter for faculty/students who attend classes that day at that location. Scholars’ Night at MetroCenter is from 6:00 – 7:30 pm with classes also suspended during that time to encourage all faculty, staff, and students to participate. The online call for participation will be available after November 1, 2010 and will be due on February 7, 2011. The forms can be found at http://www.brockport.edu/scholarsday/
Campus-Based, Internal Grants for Faculty and Staff

5. UUP Individual Development Grants – open to all faculty and professional staff (full and part-time). Up to $1,000 can be requested for research, travel to present or attend conferences/workshops, research supplies, etc. You can apply for reimbursement for development activities and events that will occur from July 1, 2010 – June 30, 2011. Deadlines for this academic year will be in October 2010 and February 2011.

6. Better Community Coalition Global Interdependence and Cultural Diversity Grants – As of August 2010 the administration of this program has been transferred to the Office of the Assistant to the Provost for Diversity, Dr. Joel Frater. Please refer to the diversity website at www.brockport.edu/diversity for more information.

7. Faculty Scholarship Account – NEW! Administered by School Deans. See section VI.I. “Grant Support for Faculty to Encourage Scholarship” above for details.

8. Scholarly Incentive Award - this continuing competitive, merit-based program enables full time faculty (long term QARs of at least two years or more are also eligible) to cover defined expenses associated with a wide range of scholarly and creative activities. Awards up to $1,000 are administered by the Grants Development Office, and expire if unused one year after award notification. Recipients must:
   - describe their scholarly project
   - identify how this award facilitates that project
   - provide a list of eligible expenses associated with the project.

Application deadlines: November 1, 2010 and March 1, 2011

9. Pre-Tenure Grants Development Award - this new, competitive, merit-based program is open to all full-time, tenure-track assistant professors during their first five years of service at Brockport to support scholarly activity AND submission of external grant applications. Preference given to projects entailing first-time submission of external grant proposals, but applications for resubmission of external grant proposals are also encouraged. Each grantee receives an award of $2,000 – ½ of award up front and the other ½ of the award after submission of external grant application(s). Awards provide reimbursement for eligible expenses (same range of expenses eligible under Faculty Scholarship Account). They are administered by the Grants Development Office and expire if unused two years after award notification. Applicants need to describe:
   - a program of scholarly activity
   - a grant writing plan that may include:
     - meeting with Brockport’s Grants Development Director (Colleen Donaldson)
     - consulting grant specialists at the Grants Resource Center in Washington (Brockport is a subscribing member of this consulting group)
     - identifying relevant public and/or private grants(s)
     - speaking with Program Officers of targeted public and private funding agencies
     - reviewing winning proposals for targeted grants(s) (if available from Grants Resource Center)
     - participating in an on-campus grant writing workshop
     - submitting application for targeted external grant(s).

Application Deadlines: November 1, 2010 and March 1, 2011.

10. Provost’s Post-Tenure Fellowship - this new, competitive, merit-based award of up to $4,000 enables tenured faculty to cover expenses associated with a substantial scholarly endeavor. Awards provide reimbursement for eligible expenses (same range of expenses eligible under Faculty Scholarship Account). They are administered by the Grants Development Office and expire if unused two years after award notification. Applicants must:
   - identify a rigorous scholarly project, potential external grants (if applicable), and timeline for publication/presentation
   - identify how the fellowship would enable them to finish a current, major scholarly project or begin a new and substantial one.

Ineligible faculty include: 1) those who completed or will have a sabbatical within a year of the Fellowship application deadline; 2) those whose scholarly project is already funded by external grants; or 3) those who received this award within the previous five years.

Application Deadlines: November 1, 2010 and March 1, 2011
For Students: Travel Funding and Other Information

1. Student Travel Grants to Present at Conferences – this is a competitive program with funding from BSG and Academic Affairs, administered by the Grants Development Office. Undergraduate and graduate students who are presenting at a conference/workshop are eligible to apply. Each student can receive up to $300 once an academic year. Presentations must be made between the dates August 1, 2010 – June 30, 2011. Applications should be submitted prior to travel.

2. Grants Writing Course – offered annually PRO 410/510 is a one-credit, pass/fail, grants writing course that will be offered on January 29 and February 5, 2011 (two Saturdays). The course is open to students from all disciplines. It has been taught since 1993 by the Grants Development Director.

3. Scholars Day Presentation - our annual celebration of faculty/staff/student research is coordinated by our office. It will be held on Wednesday, April 6, 2011. Classes on campus will be suspended that day from 8:00 am – 5:00 pm so that our entire campus community can participate. That evening a Scholars Night will be held at the downtown Metro Center from 6:00 – 7:30 pm for faculty/students with classes there. The online call for participation forms will be available after November 1, 2010 and will be due February 6, 2011. The forms will be accessible from the Scholars Day website at http://www.brockport.edu/scholarsday/. Students must have a faculty or staff member’s approval to submit an application to present.

8/10
Procedural Requirements for Academic Personnel Decisions
(Approved by Faculty Senate, 4/2/01)

1. Academic personnel decisions will proceed in the following steps for reviews and recommendations to the college President:

- President
- Provost
- Dean
- Department Chair
- Department
- APT Committee
- Applicant

2. Composition of departmental Appointments, Promotion and Tenure Committees

   a. Purpose: To facilitate personnel actions and to assure both academic rigor and equity in review.

   b. Application: This section applies to APT committees addressing actions on continuing appointment, reappointments, promotions, and sabbatical leaves. It does not apply to APT committees addressing DSI recommendations.

   c. Academic credentials and performance should be reviewed by those with similar knowledge and experience; therefore (with the exception of the Faculty Senate Observer/Consultant), only teaching faculty should be members of APT committees reviewing teaching faculty, and only librarians should be members of APT committees reviewing librarians.

   d. All members of departmental APT committees should have continuing appointment (or, in the case of professional staff, permanent appointment).

   e. APT committees consist of at least three (3) members from the candidate’s home department. When committee composition cannot be comprised of three faculty from the candidate’s home department, the Dean, after consultation with the department chair and members of the faculty, will constitute a three-person committee with either emeritus faculty from the department, or appropriate members from outside the home department.

   f. In the case of promotions, only those who have attained the rank of Associate Professor or higher may serve on the APT committee. In the case of promotion to full Professor, the APT committee must include at least one full professor. If a full professor is not available among the members of the department, the dean, after consulting the chair and members of the faculty in the department, will appoint an emeritus full professor from the department, or a full professor from another department, to the APT committee for the purpose of reviewing the promotion to professor.

   g. If a department decides that professional staff members assigned to the department should also serve on the APT committee, the department chair will request approval of these members from the School dean, in accordance with subsection “e” above.
h. APT committees should consider the opinion of students, as provided in the campus’ student reaction to instruction process, in making recommendations as to continuing appointments, reappointments, and promotions.

3. The responsibility of the Appointment, Promotion, and Tenure (APT) committee is to evaluate the applicant’s performance. This involves not only a judgment, but also the clear statement of a supporting rationale in the committee’s report.

4. The department of the whole (all eligible faculty members as described in 4a below, including departmental members of the APT committee, but with the exclusion of the department chair) registers its agreement with the recommendation of the APT committee. This vote does not involve the creation of a separate report, but the numerical tally recording the vote should be communicated to the chair, Dean, Provost and the President. The applicant may request and receive the numerical tally.

   a) Each department should develop a written policy regarding the department vote that:

      (1) establishes voting rights,
      (2) specifies a quorum,
      (3) permits or prohibits voting in absentia,
      (4) defines a “positive” or “favorable” vote, and
      (5) defines categories of department members who may participate and vote in departmental discussions of matters referred to the department by its APT committee according to the following guidelines:

      • all full-time tenured and tenure-track faculty will be included
      • full-time professional staff and full-time qualified academic rank faculty may be included
      • the candidate under consideration and adjunct and temporary faculty will not be included

   b) Departments should establish sign-out procedures to ensure that department members have reviewed the appropriate documents in advance of consideration and voting.

5. The department chair, Dean and Provost each make independent conclusions on the applicant’s performance. They may find the opinions of lower levels useful in arriving at their judgment, but they are not bound by the recommendation of any lower level.

6. In all academic personnel actions, the applicant shall be notified of the recommendation at each point in the process, and allowed the opportunity to stop the consideration process at any point prior to the President’s decision.

7. The President’s decision letter shall be transmitted to the applicant in accordance with notification dates determined by the Office of Human Resources.
Policy on Academic Nepotism

Relatives of faculty and staff members are not to be students in said faculty or staff members’ courses without permission of the Provost and Vice President for Academic Affairs. Such permission will be granted only if:

- it is clearly demonstrable that there is no other course selection that will meet the student’s academic needs and,
- the department chair submits a plan for evaluating the student’s work which is clearly and completely separated from any involvement of the related faculty member.

Faculty and staff members are not to be advisors to or enter into other official academic relationships on behalf of the College with student relatives without permission of the Provost and Vice President for Academic Affairs. Such permission will be granted only under unusual circumstances in which there is clearly no alternate way to meet the student's program need.

**A relative is interpreted as: anyone related by blood or marriage with whom the course instructor has a close personal relationship, especially a spouse and children or grandchildren of the faculty member or his/her spouse.**
Students should address any question or disagreement about grades as quickly as possible with the course instructor and/or department chair. An attempt to resolve the issue informally with the instructor and/or department chair is required in all cases. After carrying out the informal process, however, the student may wish to initiate a further appeal.

Time limits for grade appeals: The student must file a written grade appeal with the department chairperson within thirty (30) calendar days from the date on which the Registrar posts the grades for the semester in which the course was taken. During this 30-day period, the student must also engage in the informal attempt to resolve the disagreement (see Section III below).

I. DISTINGUISHING STUDENT GRADE APPEALS FROM OTHER STUDENT COMPLAINTS

A. The grade appeal process is a formal procedure for settling disagreements between students and course instructors about course grades. The grade appeal process is intended solely to discover and correct any problems related to the application of course grading standards to individual students.

B. The grade appeal process is not intended to deal with complaints about general conduct of courses, complaints about quality of instruction, or discrimination/harassment complaints. These issues are to be handled separately by student complaints made to the department chairperson and/or school dean and, as appropriate, the Affirmative Action Office and the Office of Human Resources.

C. In cases where student grade appeals involve complaints related to general conduct and quality of instruction, unequal treatment, or harassment, these complaints must be resolved before proceeding with an appeal of a specific course grade. The department chairperson and/or the school dean's office will assist the student in determining the appropriate channels for such complaints. The student is required to file the grade appeal with the department chairperson within the required time limit, but the chairperson will defer the grade appeal until after the disposition of the other complaints.

D. If the grade appeal involves dispute about a lowered grade assigned as a penalty from a determination of academic dishonesty, the complaint must be handled through the appeals process described for The Policy on Student Academic Dishonesty.

II. BASIS FOR A STUDENT GRADE APPEALS

A. General Rules about Grade Appeals: The course instructor’s grading policy as published in the course syllabus shall be the grading standard for the course. The student is responsible for knowing the grading policy, which may include class attendance requirements, and for meeting the requirements for grades as specified by the instructor’s policy. Any modifications the instructor makes in the original grading policy during the semester should be minor and must be announced and published in written form and distributed to all student participants in the course.

1. A student may not base a grade appeal on disagreement with the grading policy as established and published by the course instructor.
2. The difficulty of the grading standards and/or expectations for student performance in the course shall not be an issue in the grade appeal.
3. The burden of proof in the grade appeal is always on the student.
4. Only the final course grade submitted by the course instructor at the conclusion of the course can be appealed. Grades on individual course assignments cannot be appealed separately using this process although demonstration of instructor’s error on the grades for individual assignments may serve as the primary evidence for a successful appeal of the final course grade.

B. Appeals based on instructor’s failure to follow a published grading policy: If a published course grading policy exists, a student appeal of the final course grade can be based only on evidence of one of the following situations:

1. The course instructor has not followed his/her published grading policy in calculating grades for the course as a whole or in the specific case of the student complainant.
2. The course instructor has erroneously or unfairly applied the published grading policy or standards in the determination of the complainant’s grade in the course.
C. Appeals based on the instructor’s failure to publish a course grading policy: College policy stipulates that all course syllabi should contain a “description of grading methodology (factors evaluated, weighting system, etc.).” Therefore, a student grade appeal is possible based on the course instructor’s failure to announce and publish a course grading policy in a timely manner. In this case, for a successful appeal, the student would be required to demonstrate that the absence of an announced course grading policy led to grades for the course that were unfair as a direct result of the student’s lack of correct information on how s/he was to be graded.

D. The dates and deadlines given for various actions refer to procedures taking place within the fall and spring semesters. Appeals of summer and special sessions course grades must be scheduled in consultation with the student, the department chair and/or dean. When faculty and students are away from campus after the end of the spring semester or during the summer months, extensions of these deadlines by department chair or dean may be required but in all cases actions should take place in as timely as manner as possible.

III AN INFORMAL ATTEMPT TO RESOLVE THE DISAGREEMENT IS REQUIRED

A. A student grade appeal can be filed only if the student has first made an informal attempt to resolve the disagreement by a discussion of the matter with the course instructor.

B. The informal procedure should include the following actions:
   1. Within the thirty calendar day period for filing a grade appeal (see above), the student must discuss the course grade with the instructor who assigned the grade in question. If this instructor is not available, the student should contact the department chairperson, who will attempt to facilitate contact between the course instructor and the student. After the end of the spring semester and during the summer months, faculty are often away from campus. A student would be well advised to contact the department chair immediately if the attempt to contact the course instructor fails and to copy the department chairperson on all correspondence during this period.
   2. If the course instructor cannot be contacted and information is needed from him/her, the chairperson will defer the grade appeal until the needed information can be obtained from the course instructor. If the attempts to contact the course instructor fail, the chairperson will consider the student’s complaint. The chairperson must review the course grading policy as published in the syllabus as part of his/her consideration of the complaint.

IV. FORMAL ATTEMPT TO RESOLVE THE DISAGREEMENT

A. If the informal discussion with the instructor and/or the department chairperson fails to bring agreement, the student may notify the department chairperson in writing of his/her wish to appeal the case to the dean’s level within two weeks of receiving the chairperson’s decision or before the expiration of the thirty-day limit, whichever date is later. The department chairperson will inform the student of any documentation that will be needed for the appeal. The chairperson will also (where possible) inform the course instructor that s/he should prepare a written statement about his/her position on the student’s grade appeal.

B. If the student wishes to pursue the matter beyond the department chairperson, s/he will file a letter of appeal with the office of the school dean. The department chairperson will provide the student with a letter stating that the student has attempted unsuccessfully to resolve the disagreement by informal discussion with the instructor and/or the department chairperson and now wishes a dean’s level grade appeal. The department chairperson will forward to the dean, (1) the course instructor’s written statement, (2) a copy of the course syllabus, (3) any documentation related to the instructor’s position on the appeal, (4) the student’s original written statement and (5) any support documentation from the student. The chairperson will send these to the school dean’s office within one week after the student informs the chair of the request for a dean’s level appeal.

V. DEAN’S LEVEL GRADE APPEAL

A. Upon receiving the written appeal and accompanying documentation from the department chairperson, the school dean or his/her designee (hereafter referred to as “the dean”) will examine all documentation and determine whether a hearing is needed. The dean will make this decision within one week of receiving the appeal. The first task in a dean’s level appeal is to determine from the written documentation received whether the student complaint includes valid grounds for a grade appeal (see Sections I and II above). If the dean finds
that there are no valid grounds for a grade appeal s/he may inform the student and the course instructor of that finding in writing and dismiss the appeal.

B. If the dean finds that the student's written statement indicates that there are valid grounds for a grade appeal, the dean may schedule a hearing on the appeal. The dean will notify the student in writing of his/her decision on whether to hold a hearing. The dean's office will contact the student to schedule a meeting date and time. This will be done in as timely a manner as possible for the dean, student, instructor, and any other participants.

C. The dean's level grade investigation will include communication with the department chairperson, the course instructor, the student complainant, and any witnesses that the student or the course instructor have called upon to support their positions. The dean will communicate a decision on the appeal to the student within one week of the hearing.

D. If the dean feels it is necessary to excuse him/herself from holding a hearing, s/he has the option of appointing a designee.

E. If the student grade appeal has taken place after the disposition of complaints of instructor impropriety brought by the student (see Sections I.A,B,C above), the dean and/or the dean's designee may take the disposition of those charges into consideration in the student grade appeal.

F. If the dean finds that the student has not proven that the instructor's course grade should be changed, the original course grade will stand. The course instructor and the student will be informed of this action in writing within one week of the hearing.

G. If the dean finds that the student's grade was improperly assigned as a result of the failure of the instructor to properly implement the announced grading policy or that the grade was erroneously calculated for any other reason, the dean, in consultation with the course instructor, will determine what the correct grade should be and will inform the student in writing of this decision within two weeks of the hearing. The dean will require the course instructor to correct/change the grade by submitting a Change of Grade form through the dean's office as appropriate. A record of this decision will be kept on file in the dean's office.

H. The dean's decision on the student grade appeal is final. There is no appeal of this decision beyond the Dean's Office.

I. Only new evidence on the student's or the course instructor's part can reopen an appeal. Any subsequent request to reactivate the appeal would be addressed to the school dean's office.

J. If a student grade appeal submitted by a graduating senior in his/her last semester is successful after the student has been graduated, the Registrar is authorized to make any grade change authorized by the dean to the student's final transcript.

VI. STUDENT RIGHTS

Students have the following rights in regard to student grade appeals and all appeal hearings:

A. The right to a written notice of the instructor's position and to be informed of one's rights prior to any hearing or investigation of the appeal.

B. The right to receive, upon request and in advance, a list of the witnesses who will appear to give evidence in any hearing or investigation of the charges. The provision of such a list of witnesses shall not preclude the testimony of witnesses who were unknown at the time of such a request.

C. The right to dispute the instructor's position and to request a hearing before the dean of the school in which the course in question is offered.

D. The right to bring witnesses to give evidence on the part of the student and to examine any witnesses brought by the instructor. Only the student may present the student's case and examine witnesses. Postponement of a scheduled examination or hearing may be allowed on the basis of unavailability of important witnesses but only if the cause for unavailability is reasonable.
E. The right to bring an observer to any hearing. Members of the College community or parents or guardians may be selected to be present as the student's observer. Observers are present for “moral support” and cannot actively participate in the hearing.

VII. GENERAL POLICIES GOVERNING GRADE APPEAL ACTIONS AND HEARINGS

A. A student who leaves the Brockport area is responsible for transportation and other expenses related to his/her right to be present at any hearing as scheduled.
B. Failure to appear on the date fixed for a dean’s grade appeal hearing, unless there is a continuance for good cause approved by the dean prior to the hearing, will result in a ruling against the student’s appeal and the student forfeits any right to further appeal of this grade.
C. All hearings are closed to the public.
D. A grade appeal hearing shall not be bound by technical rules of evidence, but may include testimony or evidence that is relevant and material to the issues and which will contribute to a full and fair disposition of the appeal.
E. Cameras or other types of recording equipment are not permitted in a hearing.
F. The term “business days” used in this code with reference to scheduling and notification means days on which the administrative offices of the College are officially open for business.

VIII. Time Schedule for Grade Appeal Events

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of appeal due to department chairperson.</td>
<td>Within a 30 calendar day period from date of Registrar’s posting semester grades.</td>
</tr>
<tr>
<td>Student’s informal attempt to discuss and resolve conflict with instructor/chairperson.</td>
<td></td>
</tr>
<tr>
<td>Instructor/chairperson respond to student.</td>
<td></td>
</tr>
<tr>
<td>Student may continue appeal by notifying department chair and filing a dean’s level appeal letter.</td>
<td>Within two weeks of receiving departmental decision on appeal or by end of the 30-day limit whichever is later.</td>
</tr>
<tr>
<td>If the student wishes to engage in a dean’s level appeal, department chairperson sends appeal materials forward to dean.</td>
<td>Within one week of being notified by the student that s/he wishes to pursue a dean's level appeal.</td>
</tr>
<tr>
<td>Dean’s decision on whether a dean’s level hearing is justified by student appeal.</td>
<td>Within one week of dean’s receiving the student’s letter of appeal and departmental materials.</td>
</tr>
<tr>
<td>Dean’s hearing date</td>
<td>Set in as timely a manner as possible.</td>
</tr>
<tr>
<td>Dean communicates a decision on appeal to the student.</td>
<td>Within one week of the dean’s or designee’s hearing.</td>
</tr>
</tbody>
</table>
Procedures for Dealing with Students who are Disruptive in Class  
(3/17/99 Version)

Expectations for classroom student behavior: Students are expected to treat each other and the instructor* or person in charge with common courtesy, decency, and respect. They will refrain from behaviors that interfere with the teaching/learning process. All behaviors that, in the judgment of the instructor, interfere with the teaching/learning process will be considered disruptive. Students will recognize that the instructor of the course is the leader of the class and is in charge of instruction. Students must respect the instructor’s authority to lead and to direct the classroom activities. Attempts to dispute the instructor’s authority to lead will be considered disruptive.

General principles for Instructors’ handling of disruptive students: When faced with disruptive behavior in the classroom or other instructional settings, the instructor is advised to keep his/her own emotional reactions under control and to refrain from using abusive language. The ability of the instructor to keep calm may help to prevent escalation of the behavior. Some students may respond better to an initial private discussion of their disruptive behavior than they will to being put in an embarrassing situation before other students. It is very important that the instructor not engage in a physical confrontation with a disruptive student except for self-defense or for preventing injury to other students. If it becomes necessary to remove the student from the area, University Police (#2222) on the Brockport campus or Building Security at the MetroCenter (395-8000) should be called to do this.

The need for documentation of disruptive events: Disruptive behaviors in the classroom and other instructional settings occur on a continuum from minor irritants to rare episodes of major violence. Disruption by a student may be a single major event or it may occur repeatedly as a series of less serious events. It is very important for the instructor to document disruptive behaviors by noting date, time, and the specific behaviors of the student that were disruptive. By the time that the instructor has decided that it is necessary to expel the student from class, several disruptive episodes may have occurred. However, unless the instructor has documented each episode, it may be necessary to begin the documentation process at a time when an action to expel might already be justified. Documentation is required to show a history of repeated disruption.

General principles for documenting disruptive behaviors: When keeping notes or writing letters about disruptive behaviors, faculty members and department chairpersons should confine their comments about the student to describing specific behaviors that were disruptive in the classroom. The comments should not take the form of real or implied statements of psychological diagnosis, speculations on the student’s motives or mental status, or value judgments about the student. It is important to document what the student was doing, not why s/he was doing it.

Types of disruptive events:

A. Single event disruptions: Definition: A student becomes disruptive in the classroom but there is no previous history or pattern of repeated disruptive behaviors. Examples: A student comes to class intoxicated and engages in inappropriate behavior, or, a student becomes angry and the situation escalates to a disruptive level of confrontation with another student or the instructor.

Dealing with single event disruptions:

1. The instructor or person in charge may ask the offending student to leave if his/her continued disruptive behaviors are compromising the instructional process. The instructor should state clearly to the student what behaviors are disruptive and give the student the option of leaving class and returning after s/he regains control. The instructor should also inform the student of what the consequences will be if the disruptive behavior continues.

2. If the student refuses to leave when asked, the instructor may leave the classroom and call the University Police to come and remove the student. The instructor will not try to physically remove the student. If the instructor believes that the other students are in any danger due to the situation, s/he may cancel the class and send the students away.

3. The instructor should file a written report on all such events with the department chair within 24 hours. The report will describe the student’s disruptive behaviors, the instructor’s actions in response to the student, the resolution of the conflict, if any, and supply names of any witnesses to the events described. A copy of this report will be kept in the department and a copy will be sent to the Vice President for Enrollment Management and Student Affairs. The department chair should attempt to meet with the student and the faculty member to discuss the incident before any other action is taken.
4. The department chairperson will take appropriate disciplinary steps in consultation with the Dean and, if necessary, the Provost and Vice President of Enrollment Management and Student Affairs. As a minimum action, the department chairperson will warn the student in writing of the consequences of further disruptions. The Counseling Center would be an appropriate referral for the student if the department chair believes that s/he might need support in correcting the behavior problem.

B. Multiple event disruptions: Definition: A student shows a pattern of minor disruptive behavior through several class sessions which, in the judgment of the instructor, impairs the instructional process. Because of these behaviors, the instructor is less able to teach and the students are less able to learn. Examples: A student arrives late repeatedly and disrupts classroom activities as s/he enters the instructional setting. A student distracts by talking out of turn or repeatedly refuses to observe normal expectations for classroom etiquette. A student repeatedly monopolizes the classroom discussion, refusing to allow other students to talk, or repeatedly challenges the instructor’s authority to lead the class.

Dealing with multiple event disruptions:

1. The instructor should document all disruptive behaviors as they occur by taking personal notes that include date, time, specific behaviors, names of people present. The instructor should state clearly to the student what behaviors are disruptive. The instructor should also inform the student of what the consequences will be if the disruptive behavior continues.

2. As a history of repeated disruptive behaviors by a student develops, the instructor will document the events using written notes and will keep the department chairperson informed. The Counseling Center may be a helpful resource for a faculty member attempting to deal with a series of disruptive behaviors.

3. If the instructor and the departmental chairperson decide that removing the student from class may be necessary, the student must first be informed in writing by the department chairperson of the specific behaviors which are objectionable and asked to refrain from these behaviors. The student will be informed about the possible consequences of further disruptions. Any discussions between the instructor and the student about the disruptions should be carried out in the presence of the department chairperson.

4. If, after receiving written notification (see point 3 immediately above), the student refuses to stop creating disruptions in class, the department chair will report the situation to the Dean and ask that the student be suspended from attending class meetings of that course.

5. In the absence of the department chairperson, the duties in 1 through 4 above will be carried out by the acting chairperson or the chairperson’s designee.

Suspensions, Terminations, and Referral to the Judicial Process:

In the case of either single event or multiple event disruptions, actions at the Dean’s and/or Provost’s level may be necessary.

1. For serious disruptions, the Dean may authorize suspending the student from class or terminating the student’s participation in the course. If the Dean elects to terminate the student’s participation in the course, a failing grade will be recorded. The student will be informed of the disciplinary action to be taken by letter from the department chairperson and the Dean. Instructors are not required to offer makeup for work missed during behavioral suspensions.

2. Student appeals of suspension or termination of registration for these reasons will be directed to the Provost. The Provost will arrange for a committee of faculty to consider the appeal.

3. If the University Police become involved in a disruptive event, the Vice President of Enrollment Management and Student Affairs will be consulted and will determine whether to refer the student to the College judicial process or to take legal action as may be appropriate.

4. If there is a suspicion that the student is a threat to him/herself or others, or to College property, or if s/he is disruptive to the normal operations of the College, an “interim suspension” pending disciplinary proceedings or medical evaluation may be justified. Such suspensions can be immediate and without prior notice (at the discretion of the College judicial coordinator). The student’s suspension may continue until a professional evaluation clarifies his/her mental status at which time the College judicial coordinator will take appropriate action. Such action may include being “administratively withdrawn.”

Authority for the procedures outlined in this document: The following sections of “Your Right to Know & Academic Policies Handbook, 1998-1999” (no longer published) serve as the authority for the procedures outlined in this document:
Section 3. Prohibited Conduct, (I) No person, either singly or in concert with others, shall …deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or deliberately interfere with the freedom of any person to express his views, including invited guests.

Section 5. Penalties. A person who shall violate any of the provisions of these rules shall…If s/he is a student, be subject to expulsion or such less disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges, reprimand or warning.

Enforcement Program. (a) The chief administrative officer shall be responsible for the enforcement of these rules…and shall designate other administrative officers…to carry them into effect.

Section 28 (It is also true that students are prohibited from) “failure to comply with the directions of College officials acting in performance of their duties.

Range of disciplinary actions. A range of possible disciplinary actions is possible as described in this section.

Violation 19, Engaging in disorderly or disruptive conduct…

Section 8. Administrative Withdrawal: This section contains policies related to mental health, drug abuse, and eating disorders.

* The term “instructor” is used in this document to refer to the person in charge of the class, laboratory, or other instructional settings. However, these procedures apply equally to disruptions in the computer center and laboratories, the library, student services areas, and other academic support areas.

Dealing with students who attend class under the influence of alcohol or psychoactive drugs:

Attending class under the influence of alcohol or psychoactive drugs may present dangers for the intoxicated student as well as for classmates and others. Because of these dangers, especially in laboratory, field, or clinical situations, an instructor is justified in asking a student who appears to be under the influence of alcohol or psychoactive drugs, even if s/he is not overtly disruptive, to leave the class. Such actions should be documented and pursued by the instructor in the same way as described for single or multiple event disruptions. Instructors should be aware that unexpected reactions to prescription medications occasionally occur and this should be ruled out before disciplinary actions are recommended.

Referrals to the Student Behavioral Consultant Team

Instructors or professional staff dealing with disruptive students may report these students directly to the Student Behavioral Consultant Team (SBCT) for investigation and problem-solving. The SBCT has membership from Student Affairs, Academic Affairs, University Police, Counseling Center, Campus Judicial and takes a team approach to resolving such issues. Students of concern because of behavioral issues can be referred by this group to appropriate campus personnel to help with the student’s behavioral issues and provide support and assistance to the instructor or staff member who is attempting to deal with the student in the classroom or office setting. Of course, serious behavioral problems should always be reported to the department chair or unit head and to the school dean as well. Karen Logsdon O’Toole, Asst. to the VP for Enrollment Management & Student Affairs, 395-5240, chairs this team and can be contacted about referrals.
Policy on Students Bringing Children to Class

The College values family life and has worked to develop policies that support families. While the College seeks to focus on providing an environment open to family issues, it also believes that classrooms and other instructional areas should not be used in lieu of a regular childcare provider.

Upon occasion, extenuating circumstances may arise when students in their role as parent/guardian must bring their children with them to campus. Upon such occasions, with the instructor’s advance permission, children may be brought into the classroom, but they must remain under the direct supervision of the parent/guardian and shall not be permitted to disrupt the learning environment.

This policy is not intended to prohibit appropriately supervised children from the campus when the purpose of their visit is to attend specified cultural or sporting events.

Unattended minor children, however, are subject to being detained by the University Police. Parents/guardians failing to supervise their child sufficiently may be asked to remove the child from the premises.

Finally, since students as parents/guardians are responsible for the behavior of their children on campus they are subject to disciplinary sanctions according to the Student Codes of Conduct for any disruptive or destructive behavior by their children.

Procedures
Department chairs, program directors, and classroom instructors will enforce the above policy.

Faculty Senate
Revised 2/11/02
Visitor Policy During Working Hours
Office of Human Resources

The College values family life and has worked to develop employment policies and benefits that are supportive of families. While the College seeks to focus on providing an environment open to work and family issues, it also believes that the activities of the workplace should be aimed at accomplishing the work of the College.

Further, the College believes that the frequent or extended presence of visitors in the workplace during work hours generally is inappropriate for several reasons: decreased employee productivity, risk of harm to the visitor and the potential increased liability to the College.

Consequently, the College does not permit the frequent or extended presence of minor children who may require direct supervision, in the workplace in lieu of other childcare arrangements. The College fully recognizes that circumstances may arise that could necessitate an exception to this policy. When such situations arise the employee and his/her supervisor, in consultation with the Office of Human Resources, will develop a plan that will accommodate the situation with as little disruption as possible.

Similarly, the College does not permit the frequent or extended presence of friends or family members of College employees or off duty employees in the workplace.

This policy is not intended to prohibit or prevent the presence of family members and friends on campus to attend classes, cultural events or sporting events or other authorized use of campus facilities.
Federal, state, and local (SUNY Brockport) regulations guide policy in regard to childbirth and/or childcare leave for Brockport faculty. These are described below.

Federal Statute

The Federal Family Medical Leave Act (FMLA) provides a basic (minimum) benefit to "eligible" employees (individuals employed for at least 12 months with at least 1,250 hours of service during this 12-month period) in regard to childbirth and childcare: up to 12 workweeks of unpaid leave during any 12-month period for:

- the birth and care of the newborn child of the employee
- placement with the employee of a son or daughter for adoption or foster care

This entitlement expires at the end of the 12-month period beginning on the date of such birth or placement. Except where it is medically necessary, this leave may not be taken intermittently, or on a reduced leave schedule, unless the employee and the employer of the employee agree otherwise.

FMLA requires the employer to hold the job open for the employee, to continue any employment benefit (e.g., health insurance) accrued prior to the date on which the leave commenced, and to continue compliance with any provisions established through a collective bargaining agreement. However, the employee may elect, or the employer may require the employee, to substitute any accrued personal leave, paid vacation leave, or family leave for any part of the 12-week period.

Contractual Benefits

Sick leave. New York State regulations provide for a sick leave ("disability period") entitlement of 4 weeks before the birth of a faculty member’s child and 6 weeks after. This leave may be a paid through charged sick leave accruals. If the faculty member lacks the necessary accruals, or if documented sick leave is needed beyond the nominal disability period, the faculty member may apply to the College President for additional sick leave with or without pay.

Childcare. Requests for leave for the purpose of subsequent childcare (i.e., beyond the nominal "disability period") may be made to the College President as provided under Title F of The Policies of the State University of New York Board of Trustees.

- Such leave is without salary
- If the requested leave period is concurrent with the 12 week FMLA period of leave, the unpaid leave shall be granted with continuing benefits
- If the leave request is approved for a period not concurrent with the 12 week FMLA period of leave, benefits will be discontinued during the period of unpaid leave, but will resume at the termination of the leave

Institutional (SUNY Brockport) Guidelines

APT Timeline. Unless requested and approved pursuant to Trustees policy, the child birth/childcare leave arrangements described above will have no bearing on timetables for academic personnel decisions (e.g., term renewal, promotion, tenure).

Teaching Releases. Sick leave for childbirth may necessitate a faculty member’s release from an entire semester of teaching responsibilities (i.e., the leave falls [a] during the regularly scheduled fall or spring semester and [b] is of a duration that makes an initial teaching assignment for that semester, or a later return to teaching during that semester, unfeasible or undesirable). In this situation, full pay will be provided through the use of sick leave accruals or (if requested) an altered professional obligation. In the latter case the faculty member will work with the chair and dean to create a professional obligation that creates value with regard to teaching, research and/or service.
DATE: August 27, 2007
TO: All Faculty
FROM: P. Michael Fox, Vice Provost
RE: Reminder on Dealing with Unregistered Students Who Attend Class

We continue to have problems of unregistered or deregistered students attending classes at the College.

**Relevant portions of College policy on unregistered students are as follows:**

- Instructors should check their final enrollment lists at the beginning of each semester and inform any unregistered students that they may not return to class without proof of current enrollment and that absent proper registration, they will not receive credit for the course.

- Faculty should not make informal arrangements by which an unregistered student is allowed to participate in a course without formally registering in a timely manner. Often “students” will tell an instructor that they are “working out” some problem that will end in their being registered for the class. Instructors should inform students that they may attend class again when they can provide evidence of completed registration.

- Usually a request for registration after the Late Add deadline will not be honored and the unregistered student who has been participating in the course will not receive credit.

- Students may have their registrations revoked in the course of a semester for non-payment or for failure to comply with the measles, mumps and rubella (MMR) policy. Once the instructor has been informed of the revocation of registration, the instructor must not allow the student(s) to attend class under any circumstances. The College can be fined substantially if non-immunized students are allowed to attend classes.

- The student must provide as confirmation of registration a current schedule from the Office of Registration and Records showing registration in the course. Instructors having access to BANNER may confirm the registration by this means. If you need more information on how to access BANNER please check with your departmental secretary.

- If instructors encounter unregistered students or deregistered students in their class at any time, it is important to ask them to leave and inform them that they will not be allowed to pay, register, and receive credit for courses after the Late Add deadline.

Thanks for your attention to this matter. These policies are designed to assure that all students are properly registered for classes and receive the credits earned for successful completion of the course. If you need additional information or have any questions, please contact Dr. P. Michael Fox, Vice Provost, at 395-2504.
DATE: August 27, 2007

TO: Deans, Department Chairs, Faculty

FROM: P. Michael Fox, Vice Provost

SUBJECT: Reminders on Releasing Student Information in the Classroom and Departmental Offices

From time to time faculty distribute lists with students’ names, and other information such as addresses, telephone numbers, and e-mail addresses of the students in their classes. There may be good reasons for creating and distributing such lists, such as helping students form study groups, work on team projects, attendance checking, and for similar purposes. However, the information does provide easy opportunity for students to be contacted in ways that they may wish to avoid.

Some students exercise their right to have personal information suppressed (not listed in the usual College directories, etc.). This is done through the Office of Registration and Records for the purpose of preventing the information from being easily available to others. It is very important that instructors not disseminate personal data that would circumvent the suppression of this information against a student’s wishes.

If course instructors create and distribute to their classes lists with personal information of the kind mentioned above, they must:

- provide all students in the class an opportunity to request that their information not be included on the list. (There should be no penalty for a student’s asking not to be included.)
- make certain that all students are forewarned that information collected from them will be disseminated to others.

Departmental offices may have lists with information of this kind. To protect students’ privacy interests, such lists should not be posted. To avoid the possible release of suppressed information, requests for information on whether someone is a student at the College and for addresses, telephone and e-mail contact numbers of students, should not be handled by departments. Persons requesting this kind of information should be referred to the Office of Registration and Records (395-2531).

Thank you for your assistance and cooperation in this important matter. If you require additional information, please contact Dr. P. Michael Fox, Vice Provost, 395-2504.
August 27, 2007

TO: All Academic Departments

FROM: Dr. P. Michael Fox, Vice Provost

RE: Weather-related Class Cancellations

It is that time of year again when weather-related class cancellations may become an issue, even if the College remains in session. If an individual faculty member needs to cancel class because of the weather, it would be best if all of the students could be contacted individually. However, recognizing that this is not often possible, please use the following approach to provide information to your students and make sure that all of your faculty members are familiar with the process. Class cancellations should not be called in to the campus switchboard.

First, faculty members should indicate to their students that if they have any questions about possible class cancellations, the academic department office should be contacted first, and the faculty member’s office phone number second.

Second, the faculty member should contact the academic department chair about the need to cancel class, and if possible make arrangements for another faculty member to cover the class session.

Third, if it is not possible to find another faculty member to cover the class, the faculty member canceling the class should update her/his personal office phone number voice mail message (either external or temporary voice mail message) to indicate the class cancellation.

Instructions for changing the external and temporary voice mail message are included in the telecommunications booklet sent to all faculty; they can also be accessed at:

http://www.brockport.edu/telecom/voicemail2.html

The instructions for changing greetings are also included below.

Recording External, Internal, & Temporary Greetings

Callers from outside your organization hear your external greeting; callers within your organization hear your internal greeting.

All callers hear your temporary absence greeting if you record one.

To record your greeting

1. While logged into Voice Messaging, press “82”.
2. Press “1” for external greeting, “2” for internal greeting, or “3” for temporary greeting.

If you want to hear the current greeting, press “2”.

3. Press “5” to record. Wait for the tone before you start to speak.
4. Press “#” to end recording.
5. When you have finished recording, you can play the greeting, rerecord it, delete it, set the expiration date for a temporary greeting, or exit.

To play the greeting you recorded, press “2”.

To rerecord the greeting, press “5” while at the beginning of the greeting.
Record the new greeting and press “#” to end the recording.

To delete one of your greetings, press “76” at the greeting.
You cannot delete the standard system greeting. If you delete your external greeting, your callers hear the standard system greeting. If you delete your internal greeting, your callers hear the external greeting or the systems greeting. If you delete your temporary greeting, callers hear external, internal, or system greeting.

To set the expiration date for your temporary greeting, press “9”.
Enter the month, day, and time, pressing “#” after each entry.
For the current month or day, press “#” only.
For the standard expiration time of 12:01a.m. with any future date, press “#” for time.
Pressing “#”, “#”, “#” sets “no expiry.”

If you do not set an expiration date, or if you press “#” for all three settings, your temporary greeting will remain in effect until you delete it.

To exit, press “4”, and you return to your messages.
Travel Reimbursement Guidelines

The following guidelines are excerpted from recent memos issued by the Department of Procurement and Payment Services:

Policies governing travel by The College at Brockport employees can be found in the NYS OGS Manual. All requests for travel reimbursements must include the following:

- Provide a State or IFR account number to be charged. If there is more than one account number being used on the travel voucher, please specify how much money is to be reimbursed from each account number.

- Travel vouchers may only be submitted for the total amount approved for reimbursement. For example: If the traveler has been approved for a $500 travel expense and the actual out-of-pocket expenses is $600, the travel voucher can only request reimbursement for the approved $500.

- If airline or Amtrak tickets were issued through Travel Leaders and charged to the Central Travel Account (CTA), please include the CTA used under the “Transportation Expense” section of the travel voucher along with the account number the ticket(s) was charged. Please also attach any airline/Amtrak ticket(s) and the itinerary to the travel voucher.

- Contact numbers for Travel Leaders (formerly Albany Travel) are as follows:
  518-292-9020 (not toll free)
  800-774-0655 (toll free)
  888-565-9172 (for emergencies related to travel)
  518-292-9090 (FAX)
  e-mail www.albanytravel.com (Takes you to Travel Leaders site.)

- Travel vouchers must always include the dates and times of departure.

- Please attach all supporting documentation including, but not limited to the following: agenda, itinerary, handouts, etc. with the travel voucher.

All travel-related questions should be directed to Gail Tipton at College ext. 2338.
The College at Brockport Policy Regarding Non-Discrimination and Harassment

http://www.brockport.edu/hr/documents/harass.doc
Sexual Harassment Prevention online learning program: http://www.goer.state.ny.us/Train/onlinelearning/SH/intro.html

The College at Brockport is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, The College at Brockport expects that all decisions and relationships among employees will be free of unlawful bias, prejudice and harassment.

The College at Brockport is committed to compliance with all provisions of state and federal human rights and equal opportunity laws which prohibit discrimination in employment, educational programs and services on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, national origin or any other characteristic protected by law.

The College at Brockport will not tolerate discrimination or harassment of any type, from any source. It is the responsibility of all College administrators, supervisors, employees, and students to create and maintain a workplace and academic environment free from discrimination and harassment.

We believe that most members of our campus community do not wish to offend or create offensive working or academic environments. In fact, most interactions are courteous, mutually respectful, comfortable, appropriate, pleasant, and non-coercive.

POLICY

It is the policy of The College at Brockport to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, national origin or any other characteristic protected by law.

Any and all forms of such discrimination or harassment which involve or affect The College at Brockport ("the College") or which occur on The College at Brockport’s campus or its satellites (currently the REOC and Metro Center), off-site facilities, or in any off-campus location that could be considered an extension of the workplace, i.e., official travel (collectively referred to as “the campus”), are prohibited by this policy.

Individuals Covered

This policy applies to all applicants, employees, visitors, third party vendors, consultants and all persons involved in the operation of the college.

Retaliation is Prohibited

Retaliation against an individual for reporting harassment or discrimination, or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

The College’s Response

The College will actively work to prevent and eliminate discrimination and harassment on campus. The College will respond promptly, positively, and aggressively to deal with discrimination and harassment. This response may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding a promotion or pay increase, reassignment, temporary suspension without pay, or termination, as the College believes appropriate under the circumstances. Law enforcement agencies will be notified when
appropriate. The College’s response may also include removal of third party vendors from campus or termination of contracts with such vendors.

Supervisors play a critical role in prevention and correction. Supervisors must respond to inappropriate and/or offensive behaviors that they observe or otherwise become aware of -- even if an employee does not file a complaint. All formal or informal complaints of harassment or discrimination should be reported to the Director of Affirmative Action or the Director of Human Resources. The obligation applies even if --

- The employee asks that the complaint be kept confidential.
- The employee does not use the words “harassment” or “discrimination.”
- The complaint appears to lack merit.

Employee Misconduct

Discrimination and harassment have been and are considered a serious form of employee misconduct.

False Allegations

False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous, are made in good faith, shall be the subject of appropriate disciplinary action.

Definition of Harassment

Sexual Harassment

Unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal and physical contact of a sexual nature is expressly forbidden by this policy when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment, or basis for admission to, performance in, evaluation in, or completion of an educational program.
2. Submission to or rejection of such conduct by an individual is used explicitly or implicitly as the basis for employment or evaluative decision affecting such individual.
3. Such conduct is sufficiently severe, persistent, and/or pervasive so as to substantially and unreasonably interfere with the individual’s work or academic environment or performance, or unreasonably creates an intimidating, threatening, or abusive working or learning environment.

Although the majority of incidents of sexual harassment involve a man harassing a woman, the law and this policy also prohibits women harassing men, women harassing women, and men harassing men.

Other Forms of Unlawful Harassment

Also expressly prohibited by this policy is unwelcome conduct concerning a person’s race, color, religion, sex, sexual orientation, age, disability, marital status, national origin, or any other characteristic protected by law that is sufficiently severe, persistent, and/or pervasive so as to substantially and unreasonably interfere with the individual’s work or academic environment or performance, or unreasonably creates an intimidating, threatening, or abusive working or learning environment.

Normal, courteous, mutually respectful, comfortable, appropriate, pleasant, non-coercive interactions between employees and students, employees and employees, and students and students that are acceptable to both parties are not considered to be unlawful harassment. “Harassment” does not include any speech or expressive activity, including without limitation, speech conducted in class, on campus, or in extracurricular activities, which is protected by the United States Constitution and the Constitution of the State of New York. However, unlawful harassing behavior, as described herein and/or as defined by federal and New York State law, shall not be immunized from disciplinary or other action simply because it is accompanied by protected speech.

Examples of Unlawful Harassment

- Unwelcome, repeated demands or requests for dates.
- Physical contacts such as patting, pinching, or repeated brushing against another’s body.
- Subtle or overt pressure for sexual activity.
• Sabotaging or destroying the work of the harassed employee or student as part of the harassment or in retaliation for reporting harassment.
• Granting job or academic favors to those who participate in sexual activity, or the direct or implied threats that an individual will fail a class or lose his/her job absent sexual activity.
• Physically attacking or threatening to attack a person because of that person’s race or national origin.
• Racist or anti-gay graffiti on campus grounds.
• Repeatedly targeting a student with racist epithets so as to interfere with his or her education.
• Vandalism or destroying a person’s property because of that person’s sexual orientation.

Reporting an Incident of Harassment, Discrimination or Retaliation

Informal Procedure
If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify his/her immediate supervisor, the Director of Human Resources, the Director of Affirmative Action, or any of the harassment/discrimination complaint facilitators, who may, if the individual so requests, talk to the alleged offender on the individual’s behalf.

The College encourages individuals who believe they are subjected to harassing or discriminatory conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. The College recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures.

An individual reporting harassment, discrimination or retaliation should be aware that the College might decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Confidentiality cannot be guaranteed.

The informal procedure is not a required first step for the reporting individual.

Formal Procedure
As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with the Director of Human Resources, the Director of Affirmative Action, their supervisor, or any of the harassment/discrimination complaint facilitators.

The College encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

The SUNY-Wide Internal Grievance Procedure can be found at http://www.brockport.edu/~affirm/discrimcom.htm

Employee and Student Guidelines

• Each employee and student of the College and anyone visiting the campus should report all incidents of discrimination and harassment. If an employee, student, or visitor believes he/she or others are in immediate danger, the Department of University Police should be contacted immediately (x2222).
• All supervisory personnel (administrators, deans, directors, department chairs, supervisors, and resident directors) are responsible for:
  • Promptly responding to discrimination and harassment complaints.
  • Properly responding to discrimination and harassment complaints.


- Obtaining education and training in the area of discrimination and harassment prevention.
- Discouraging discrimination and harassment in their responsibility areas.
- Ensuring compliance with this policy in their responsibility areas.

Each employee, student, or visitor of the College who believes he/she is being discriminated against or harassed should consider taking one or more of the following actions:

- Say No! Say it firmly, without smiling or apologizing. Do not ignore the situation.
- Keep a record of what occurred. Include direct quotes, witnesses, and patterns to the harassing behavior. Save any relevant cards, letters, or e-mail messages sent however harmless they may seem.
- Talk to the person involved if you feel you can. You might explain why you were offended by what occurred. Sometimes a clearing of the air is all that is necessary.
- Write a letter to the person, especially if you feel that direct confrontation might not work or is not possible. If the person does not stop his/her actions, you have a copy of your letter for further use. The letter should include:
  - A statement of the situation as you see it.
  - A description of your feelings and damage you think has been done.
  - A short statement of what you would like to happen next.
- Take action. Discuss the situation with your supervisor, the Director of Human Resources, the Director of Affirmative Action, or the complaint facilitators (current list available from the Director of Affirmative Action). You can talk to any of these people as your first step or after you have tried to resolve the issue yourself. Anyone you speak to will maintain your confidence to the extent possible.

This policy is also available on The College at Brockport Web page, along with additional Affirmative Action policies at [http://www.brockport.edu/aao/policies.html](http://www.brockport.edu/aao/policies.html)
August 28, 2008

Dear Faculty:

Thank you for turning out in strong numbers for our divisional kickoff. I appreciated the opportunity to speak with you about the upcoming year. As I said during my remarks we are actively preparing contingency plans in the event of wide-spread H1N1 flu. Attached you will find some suggested steps that you can take to proactively prepare in the event that you become ill with the flu.

Also included is a policy that will be in effect this fall regarding class attendance for students who become ill with the flu. Circumstances necessitated my having to develop this academic policy without the benefit of your input. I don’t like doing that, I apologize in advance and I ask for your understanding as this is an unusual circumstance. The best way to stop the spread of this flu virus is to isolate those that are infected which means we may have more than normal absence of faculty, staff and students. Please refer to the College’s website for a link to more information. In essence, the policy asks for you to allow students with the flu to make up their work and it indicates that they will not be able to produce notes confirming that they have the flu. This policy is in place for all courses this fall. I have made a request to meet with the College Senate Executive Committee as soon as possible and will ask the Senate to review the policy at their earliest convenience and make recommendations as appropriate for modifications. If revised, the revised policy would take effect in the spring.

Again, I apologize for having developed the policy that will be in place this fall without broad consultation and ask for your understanding and cooperation. Please know that this is not my preferred means of working on academic policy and I have the utmost respect for our governance body.

Best wishes for a successful semester.

Respectfully,

Anne E. Huot, PhD
Provost & Vice President for Academic Affairs
**Introduction**

According to the Centers for Disease Control and Prevention (CDC), the Novel H1N1 influenza virus (commonly referred to as “swine flu” virus) is “continuing to cause illness, hospitalizations and deaths in the US during the normally flu-free summer months,” and as such, federal and state governmental agencies are concerned about what the upcoming flu season might entail. Fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue are the typical symptoms of the illness caused by this virus. Though not universal, many afflicted people also suffer from diarrhea and vomiting.

Additionally, CDC documents state that “people infected with seasonal and novel H1N1 flu shed virus and may be able to infect others from 1 day before getting sick to 5 to 7 days after”, and that infected persons should “stay home (or remain isolated) for at least 24 hours after the fever is gone, except to get medical care or for other necessities.” Staying home (or remaining isolated) implies “avoiding normal activities, including work, school, travel, shopping, social events, and public gatherings.”

If and when the percentage of faculty/staff/students infected with the H1N1 flu reaches a threshold, the College may be required to take actions, including suspending classes or closing the campus, which will impact all stake-holders. Even if the number of individuals infected by the flu is very small, the requirement that infected persons stay home or remain in isolation will result in protracted absences. The College has procedures in place for students to follow in the event that they are absent for an extended period, which typically means a period exceeding one week. This document is intended to reinforce these procedures and also to provide guidelines to faculty and staff with regard to their teaching and learning activities when they themselves or students attending their classes are suffering from H1N1 flu or have to care for family members infected with the virus.

In handling situations arising from H1N1 flu, faculty must show flexibility toward students. Anticipating that they, too, could be infected with the virus, faculty should also take proactive measures. While class attendance is an issue between the professor and the student, it is the expectation of the College that faculty will show flexibility in dealing with students who are absent from classes due to H1N1 flu. Faculty should take proactive measures to minimize the disruption of teaching and learning activities if they themselves become infected with H1N1 flu.

**Proactive Steps**

A faculty member may take several proactive steps to minimize disruptions to teaching and learning activities in the event of absence due to H1N1 flu, including:

- Include a statement in the syllabus (syllabi) directing students to go to the College website homepage where they will find a link to information on H1N1 flu. Include a statement about what students should do in the event of class cancellation if the faculty member is absent due to the infection.
- Take advantage of ANGEL, the College’s Web-based course management system designed specifically to deliver online teaching and learning experience, ANGEL has the potential to enable a faculty member to facilitate teaching and learning even when he/she is absent due to illness or other professional obligations. Besides allowing the faculty member to communicate effectively with all students in a class or a subset of students, ANGEL also offers a platform for the faculty member to exchange course-related material with students, engage in discussions with them and/or facilitate exchange of ideas among students. For Technical Assistance, please contact the LITS Help Desk at 395-5151 or send an email to helpdesk@brockport.edu.
- Faculty, staff, and students should use College E-mail for timely communication.
- Make prior arrangements with one or more colleagues and apprise them about developments as symptoms develop, so that another person may teach classes on your behalf, distribute course material, or facilitate teaching and learning using material developed by you.
- Develop in advance strategies to facilitate teaching and learning through alternate means, including creating podcasts and posting them on ANGEL, creating discussion forums, preparing lecture notes and posting them on ANGEL, posting the list of reading material, assembling relevant instructional video and compiling a list of Web resources for student use.
- Faculty should make an effort to provide students who missed labs, performances, methods classes, group activities, and/or field trips due to H1N1 flu the opportunity to complete missed work or enable them to acquire the associated knowledge, skills or experiences through alternate means.
- Make prior arrangements to take advantage of the services offered by different campus entities. For example, the Health Center, Career Services and Office of International Education have developed presentations. If there are no alternate arrangements, instead of cancelling classes, take advantage of their services.

**Faculty Absences due to H1N1:**

- A faculty member who is infected with the H1N1 virus must notify his/her chairperson about the infection, apprise the chairperson about the alternate plans that the faculty member developed to facilitate teaching and learning, and stay home or remain isolated. (Examples of alternate plans are identified under “proactive steps.”)
● The faculty member may also notify students directly about his/her condition via e-mail.
● The Chairperson must facilitate the implementation of the alternate plans developed by the faculty member who is absent. If no alternate plans are in place, the chairperson should search for ways to continue the teaching and learning-related activities. Absent alternatives, cancel classes.
● Each department chairperson should arrange for a designee in the event the chairperson develops H1N1 influenza.
● If classes have to be cancelled, the chairperson must notify the Vice Provost’s Office, Brockport’s radio station (WBSU), and the Office of Telecommunications. In turn, the Vice Provost works with (i) the Web Master to publish the list of cancelled classes on the Web and update it as needed, (ii) the College’s radio station (WBSU) to periodically broadcast the list of cancelled classes, and (iii) the Office of Telecommunication to create a voice mail message informing people who call the campus switchboard about the list of cancelled classes.
● Faculty and staff should contact the Office of Human Resources for information on sick leave.

Faculty Response to Student Absences due to H1N1:
● Faculty should excuse absences due to H1N1 flu without penalty. Students may not be able to provide documentation of their illness as the student health center will be triaging via phone rather than in-person visits. See “Documentation” heading below. Faculty attendance policies should be adjusted to reflect this change.
● Students are responsible for making up all missed work.
● Alternate exam dates (both for regular and final exams): In the event a student is ill for a regular exam, either a make-up exam or an alternate assessment instrument should be administered as soon as possible. If a student is ill for the final exam, explore whether the final exam can be administered before the grades are due. Failing that, the faculty member will assign an “Incomplete” (I) and re-schedule the final exam after consulting with the student.

Student Responsibilities - Absences due to H1N1:
● Call the Student Health Center or private health provider if experiencing flu-like symptoms.
● If it is determined that the student likely has flu, the health center staff will enter that name on the daily roster. Each day, an email with these names will be sent to VP secretaries for EMSA, Provost and Assistant VP Student Affairs.
● The student should contact each professor via email or the method outlined in the syllabus.
● The student should remain in isolation per instructions supplied by the Health Center or health care provider.
● Consult with instructors or departments to ascertain whether alternate modes of teaching and learning have been created. To the extent possible, students should access such material and try to catch up.
● Utilize College E-mail to keep apprised of any necessary information.
● It is the student’s responsibility to make up all work when he/she returns to class.

Student Teaching/Internships
● Follow the policy of the off campus site
● Notify both the College and site supervisor

Documentation of Illness
● No formal testing for H1N1 influenza is likely to be done unless patients are hospitalized or have specific risk factors.
● Because individuals are encouraged to isolate themselves to prevent transmission of flu, it will not be possible to provide documentation of specific illness.

Campus Closure
● If circumstances require the campus to close, which can only be done with the approval of the Governor, students, staff and faculty should consult the College’s Website for updates and information.
Hybrid and On-line Courses – Definitions, Coding and Other Considerations
(New Policy passed by College Senate in 2009-2010)

Hybrid courses exist partway along the continuum between a face-to-face and a completely on-line (asynchronous) course model. In a hybrid course, some amount of seat-time is replaced by on-line activities. Most often, hybrids have been described as replacing seat-time by up to 50%. A number of area colleges including MCC have defined a hybrid course as one that meets face-to-face for at least half of the semester. Typically, a class that would meet face-to-face twice per week in the traditional format would meet face-to-face once per week and use the non-face time for on-line discussion, activities, media streams, quizzes, and other activities. There is nothing in the nature of the hybrid course model that restricts faculty to this pattern, however. Alternatively, hybrid courses might meet face-to-face for half the semester and meet only on-line for the remainder. Other time sequence arrangements are also possible.

Through the use of the College’s course management system (currently ANGEL), some faculty offer part of their course(s) on-line. The course notes on the Schedule of Classes on-line may make this apparent, but the College has not yet developed a coding system to alert prospective and registering students that the format of a course is other than traditional.

Asynchronous courses offered through SLN are identified by the section number (.61) and SLN under the heading “campus.” Additionally, the location of the course is LRNNET SUNY. Under the “Look Up Classes” section of the Campus Information System, students may scroll down under “Campus” to “SUNY Learning Network” and find a complete listing for all SUNY LearnNet courses offered through The College at Brockport. There is no current mechanism to identify non-SLN on-line or hybrid courses using this portal.

A coding system to alert students about the nature of the hybrid courses should be developed as soon as possible. In the case of hybrid courses, efficient use of classroom space would be promoted by establishing a regular weekly pattern of classroom use for the face-to-face class meetings.

Proposals for Consideration by College Senate:

A. Definitions:

1) Traditional courses do not include any reduction of face-to-face classroom seat time even if they include use of on-line elements such as posted electronic materials, e-mails, student discussion groups, and other interaction modes.

2) Hybrid courses are courses in which there is a significant blend of on-line instruction and face-to-face student instruction/interaction with faculty. This definition provides wide flexibility in the amount of on-line and face-to-face instructional time to be provided in the hybrid course.

3) On-line courses do not include any face-to-face instruction in the campus classroom and may be asynchronous without scheduled activities on-line or may include synchronous elements in which students and faculty interact on-line at specified times. Occasional on-campus testing may be required of on-line students.
B. Related considerations:

1) In an effort to provide proper and accurate advisement of students, The College at Brockport will develop a coding system that will identify hybrid and on-line courses on each semester’s course schedule.

2) Course notes, also available from the electronic course schedule, will specify the actual amount of on-line and face-to-face contacts required for each hybrid course.

3) For full-time faculty, requirements for presence on campus, campus office hours, service, scholarship and all other faculty responsibilities are not changed by teaching on-line or hybrid courses. In the case of part-time instructors, any non-instructional duties related to teaching on-line or hybrid courses will be specified by contract.

4) As usual, registration of courses, ensuring quality of instruction, scheduling of courses, and the mix of online/hybrid and traditional courses in an instructor’s teaching load are determined by the department chairperson in consultation with the instructor and are subject to approval by the School Dean.

5) All completely on-line (asynchronous) courses taught by the College will be offered through the SUNy Learning Network (SLN).

6) The attached form will be filed along with the College’s usual Course Registration Form to register hybrid and on-line courses.
Hybrid and Online Course Approval Form

Faculty member: ________________________________  (Please Print)

(For the first time a course is taught in hybrid or online format by any given instructor. One copy of this form must accompany course submission to Registrar and a second copy must be sent to the Instructional Design Specialist [IDS] in CELT.)

Term ______________________ Dates: ______________ to ___________ Department: ______________________

Course/Section Number: ______________  Course Title: ________________________________

Format: (Check one)  

☐ Online = (100%) Asynchronous  [See Policy on Hybrid and On-line Courses for definitions and information at www.brockport.edu/acadaff/facultyguide2010

☐ Hybrid = Synchronous (Face-to-Face)*  ____%  Asynchronous  ____%

Proposed Schedule: Indicate all specific day/time schedules that students are expected to be available for face-to-face and/or synchronous on-line instructional sessions. *Face-to-face meetings of hybrid courses must adhere to standard scheduling time blocks. Course notes in the College’s on-line schedule will state the day/time of these meetings.

Note: In answering the following questions, you may attach extra pages.

Rationale for on-line or hybrid offering – Why is this course content, with its assignments, tests, and/or papers appropriately offered in the on-line or hybrid format? [Please attach a complete syllabus with reading list.]

Course Plan Details: How will this course provide for student/instructor contact, student/student contact, information transmission methodology, evaluation of student learning by participants, student evaluation of course?

Technology Needs: What specific technologies are to be utilized in the conduct of this course? Indicate specific equipment required or specific hardware/software requirements. NOTE: Instructional Designs Specialist (IDS) signature below indicates that all technological needs can be met.

Training: What experience/instruction has the instructor received in the use of the technology involved?

Faculty member: ________________________________  Date: __________________

Department Chair: ________________________________  Date: __________________

Dean: ________________________________  Date: __________________

Note:  

a) One copy of this form must accompany course submission to Registrar and a second copy must be sent to the Instructional Design Specialist [IDS] in CELT, and

b) Registration & Records will load the course, but block registrations until the IDS approved form is received.

IDS Review: ________________________________  Date: __________________

After signing, IDS returns one copy to the faculty member and one to the Registrar’s Office

*NOTE: Face-to-face meetings must be scheduled during standard MWF or TR time blocks for courses offered during the spring and fall semesters, and during the standard time blocks written for WinterSession and SummerSession courses. Where possible, departments should balance multiple hybrid course offerings to make efficient use of all days in the chosen on-campus time block.
### DEPARTMENT/AREA

<table>
<thead>
<tr>
<th>DEPARTMENT/AREA</th>
<th>DEPARTMENT HEAD</th>
<th>TELEPHONE</th>
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